



# ENHANCING RELATED SERVICES IN SCHOOLS 3:1 MODEL

*“Service delivery is a dynamic concept and should change as the needs of the students change. No one service delivery model should be used exclusively during treatment.” (ASHA, 1999)*



# Professional Roles and Responsibilities of School-Based Therapists

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- Administrative responsibilities of the therapist
- Attending meetings
- Scheduling
- Consulting
- Meeting with parents, team members, etc.
- In-service training
- Travel between schools
- Evaluations
- Screening and prevention
- Addressing the students specific IEP service levels via intervention
- Data collection and analysis
- Early intervening services



# Traditional Model for Speech Therapist and Occupational Therapists

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- In the traditional model, students have often been pulled out of their classrooms to work on individual skills.
- Many students continue to receive service in this way, therapists often feel that by getting out of their therapy rooms and collaborating, observing and teaching skills to students in more natural environments increases generalization of speech-language and occupational therapy skills.
- Expanding caseloads place increased demands on time impacting
  - Use of consultation
  - Innovation of direct services in general education environments
  - Collaboration with teachers, families, and professionals
  - Evaluating information about student performance



# What is the 3:1 Service Delivery Model

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- The 3:1 service delivery model maximizes student success in the educational environment by utilizing flexible methods and integrating collaborative solutions with staff to work towards student success.
- This approach is consistent with IDEIA regulations requiring that special education efforts are integrated with general education outcomes.
- Originally designed to ensure the successful implementation and sustainability of direct and indirect speech language services that are integrated across educational settings (i.e., integrated classroom-based services).
- The 3:1 model is a component of the Workload Approach to services in which three weeks out of each month are primarily designated for direct intervention with students, and one week is set aside for indirect services which include activities such as:

Meeting with teachers, parents, and other specialists

Developing treatment materials

Providing make up therapy sessions

Providing more intense services in the classroom

Conducting assessments

Participating in classroom observations





# What is the 3:1 Service Delivery Model?

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- The 3:1 Service Delivery Model utilizes three consecutive weeks of direct intervention services:
  - Pullout
  - Integrated
  - Individual or small group
- Indirect services are provided the 4<sup>th</sup> week of the month in order to ensure meaningful progress toward the students IEP goals and objectives. Activities this week include but are not limited to:
  - Consultation/Meetings with teachers, team members, parents, other specialists, etc.;
  - Classroom/student observations;
  - Developing treatment materials;
  - Make up therapy;
  - Providing more intense services to students in the classroom;
  - Documentation; and
  - Team Meetings.
- The combination of direct and indirect services focuses the IEP teams efforts on the students goals and ensures comprehensive and effective services.



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# Research Outcomes

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- Research indicates that the 3:1 model provides more consistent services to students and increases collaboration time with teachers and parents (critical for NCLB and IDEA).



- The 3:1 model provides a higher quality of service to students and teaching staff as it allows for direct small group intervention and the generalization of skills in the classroom and general school settings without increasing cost



Type of Service	3:1	Traditional
Directly serve student in classroom (min. 1x/month)	X	
Increase use of classroom work in therapy	X	
Cancel fewer session for meetings and make up missed sessions	X	
More opportunity for direct parent communication	X	
Directly serve per IEP time-every week	X	X
Quality teacher meetings to consider your child's needs	X	



# 3:1 Service Delivery Model: Implementation Timeline

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## Precursor:

- Bringing back students from OOD schools with more significant challenges
- Increase in children with significant challenges
- Improve parent involvement in earlier grades
- Caseloads increasing yearly
- Need for staff training and professional development
- Maintaining service efficiency within budgetary constraints

## Spring 2014:

- Director of Special Services and Related Services explored different service delivery models
- Training provided to all teachers describing the Model
- The 3:1 Model explained to all parents at annual review meetings with the opportunity to ask questions
- Consent for 3:1 Model is currently being received for individual students by parents at annual review meetings
- So far it has been very well received by parents and staff

## Resources

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- [http://www.cvs.k12.mi.us/lhaddad/new\\_page\\_3.htm](http://www.cvs.k12.mi.us/lhaddad/new_page_3.htm)
- <http://www.ofcs.net/docs/3-1%20model%20flier%20final.pdf>
- [http://www.tcse.us/?page\\_id=61](http://www.tcse.us/?page_id=61)
- <http://www.asha.org/slp/schools/prof-consult/service.htm>
- [http://origin.library.constantcontact.com/download/get/file/1102498830321-67/Enhancing+RS+in+Schools+\(Lisbona,+Gardner,+Ellingsen\).pdf](http://origin.library.constantcontact.com/download/get/file/1102498830321-67/Enhancing+RS+in+Schools+(Lisbona,+Gardner,+Ellingsen).pdf)