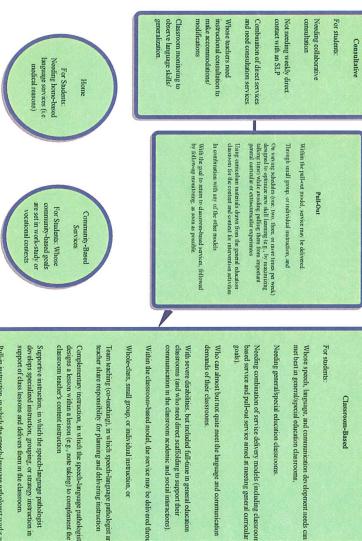
Service Delivery



Whose speech, language, and communication development needs can be met best in general/special education classrooms.

Needing general/special education classrooms.

Needing combination of service delivery models (including classroom-based service and pull-out service aimed at meeting general curricular

Who can almost but not quite meet the language and communication

communication in the classroom academic and social interactions) classrooms (and who need direct scaffolding to support their With severe disabilities, but included full-time in general education

Within the classroom-based model, the service may be delivered through:

Whole-class, small group, or individual instruction, or

Team teaching (co-teaching), in which speech-language pathologist and teacher share responsibility for planning and delivering instruction

develops specialized instruction, grouping, or strategy instruction in support of class lessons and delivers them in the classroom. Supportive instruction, in which the speech-language pathologist

Pull-in instruction, in which the speech-language pathologist works with children with multiple or severe disabilities who are "pulled in" from special education placements for selected general education activities.

SLP Taught Classroom

For Students:

Who are in their school-age years and who, because of severe primary speech-language impairments, needing a language-learning classroom with specially designed instruction provided by an SLP to learn classroom. language skills in preparation to transition to a general education

case speech-language pathologists may provide classroom-based services in collaboration with the special education teacher using any of classroom with specially designed instruction from a special education the models described previously. participating in general education classrooms and instruction, in which teacher all day long for one or more years to prepare them for Who have other primary disabilities and need a special education

perhaps receiving classroom-based speech-language pathologist included in a general education classroom during the rest of the day, and who need part-day resource room placements, but who need to be Who have severe speech-language impairments and/or other disabilities general education classroom during selected activities. services in both placements, or who may receive pull-in services in the

instruction to help them learn the oral and written language, critical thinking, executive functioning, pragmatics, and study skills to function or secondary school, in which an SLP provides intensive direct Who need a daily alternative language arts class in elementary, middle, language arts. successfully in other classrooms and for transition to general education

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