Iowa Service Delivery Model-Revised, 2004
Service Delivery Options (SDOs)

Intervention Plan	SDO 1 Skill building	SDO 2 Integrated	SDO 3 Co-teaching	SDO 4 Consultative	SDO 5 45 Day Trial-Out (Monitor only)
Provider: • SLP • Special ed teacher • Regular ed teacher • Parent • LEA staff • SL Assistant (supervised by SLP) •Site coordinator	**Provider:** • SLP (primary provider) • SL Assistant (supervised by SLP)	**Provider:** • SLP (primary provider) • Special ed teacher • Regular ed teacher • Parent • Paraprofessional • Site coordinator	**Provider:** • SLP • Special ed teacher • Regular ed teacher	**Provider:** • SLP (assistive role) • Special ed teacher • Regular ed teacher • Parent • Site coordinator	**Provider:** • SLP (monitoring role)
Instruction: • Written intervention plan completed • Specific intervention selected, monitored, and evaluated to determine student needs • Used as pre-referral, prevention, modeling for staff/provider training, strategy training, modification of the educational environment, or short term delivery of skill building, integrated, or consultative model	**Instruction:** Implement intervention: Teach skill Provide drill Prompt Cue Elicit Model Reinforce Modify Accommodate Teach self-regulation Individual or group instruction provided	**Instruction:** • Enhance carryover/ generalization of communication skill from skill building level • Functional integration of established communication skill within the classroom, home, or community • Inform teachers of expectations to use communication skill • Implement modification or accommodation as needed to maintain skill in classroom, home, or community	**Instruction:** • Preplanned lessons by SLP/regular/special education teacher • Integration of target communication skills for group lesson • Alternate turns being lead instructor • Rotate between small or large groups	**Instruction:** • Regularly scheduled contact/monitoring • Goals /objectives/ milestones written by SLP • Brief demonstration teaching and materials provided by SLP • Monitoring of progress for goals/objectives by the service provider or SLP • Continuous evaluation of successful or unsuccessful intervention	**Activity:** • Regularly scheduled contact/monitoring • Goals /objectives written by SLP • Monitoring of progress for goals/objectives by the SLP • Evaluation of successful use of communication skills • Dismissal or change in service model is considered upon completion of specified time period
Environment: • Speech room • Classroom • Other educational settings (lunchroom, playground, art, music, or gym) • Home • Community	**Environment:** • Speech room • Classroom • Other educational settings (lunchroom, playground, art, music, or gym) • Home • Community	**Environment:** • Speech room • Classroom • Other educational settings (lunchroom, playground, art, music, or gym) • Home • Community	**Environment:** • Classroom	**Environment:** • Speech room • Classroom • Other educational settings (lunchroom, playground, art, music, or gym) • Home • Community	**Environment:** • Classroom • Other educational settings (lunchroom, playground, art, music, or gym) • Home • Community

Definitions

Intervention Plan-*An intervention is selected, monitored and evaluated to determine if the student can learn the target skill with structured assistance, needs structured assistance to successfully maintain the skill, or fails without the structured assistance in the classroom, home, or community*

Skill building-*Skill building is used for students learning a new skill, needing more intensive instruction, requiring drill and practice, and shaping through progressive approximation by a professionally trained SLP*

Integrated-*A communication skill has been trained but needs to be integrated and generalized to functional settings of the classroom, home, or community*

Co-teaching-S*kill building and generalization is taught to the student as a combined effort between the SLP and the regular/ special education teacher*

Consultative-*Skill building occurs but a different provider other than the SLP guides the meaningful change and development of target communication skills*

45 Day Trial-Out (Monitor only)-The communication skill has been trained and maintenance of the skill is routinely evaluated without intervention from any provider (SLP, teacher, parent, etc.)

*** Ongoing consultation and collaboration occurs between the SLP, teacher, parents and other providers at each SDO.

SDOs	SDO 1 SDO 2 SDO 3	SDO 2 SDO 3 SDO 4	SDO 5
Instructional	**Skill Builder Acquisition Level**	**Fluency Building**	**Proficiency/Fluency Instruction**
Student Characteristics	The student is at the acquisition (skill building) level of instruction. The student demonstrates inconsistent performance with a low frequency of correct answers. The student needs much direct teaching. Typically, short frequent sessions are best.	The student demonstrates more consistent performance. Student needs extensive practice. Less direct instruction is required. The student demonstrates a midlevel frequency of correct performance.	The student demonstrates very consistent and correct performances. The goal or aim has been achieved.

Service Delivery Option Decision Making Guide

Once a student is entitled for special education speech/language services, there are a variety of service delivery options, to assist the team in making decisions about the best way to provide service to each student / (see handout). **Research indicates that a variety of SDOs support student progress.**

1. Decisions are made in regard to the **least restrictive environment (LRE),** with consideration given to the unique combination of **instruction, providers, and environment** needed to meet the specific needs of each individual.

2. As SDOs are considered for each goal, **4 questions may be asked** based on the information reviewed from our teaching oriented evaluation system:

♦ **What** needs to be taught with consideration given to the student's current level of performance and stage of learning?

♦ **How** should the instruction be provided?

♦ **Who** will be the best provider (or combination of providers) to teach the skill or provide the instruction?

♦ **Where** should the instruction take place?

3) Refer to the <u>SDO Decision Making Guide</u>. As you look at each of the SDO's 1-5, You will notice that the same questions to be considered as discussed above is explained in more detail. Always asking the <u>WHAT</u>, <u>HOW</u>, <u>WHO</u> and <u>WHERE</u> questions in that order, to help determine which combinations of SDO's would best meet the needs of an individual student. Keep in mind that our beginning SDO reflects the current level of functioning and that as we establish our milestones we are always working towards transfer and generalization of skills to help the student become more independent and self sufficient in the Least Restrictive Environment.

4) Looking at the first question: **What is the student's stage of learning?** Move across the grid and select each SDO that matches the student's learning stage. Next, answer the second question, **How should the instruction be provided?** This time, only consider the SDO's selected for question 1, narrowing the choices. Look at the third question, **Who should provide the instruction?** Now there should be fewer choices. Finally, the last question will be addressed, **Where should the instruction take place?** Approaching the selection of SDO's in this manner allows the SLP to make decisions based on data.

> **An entitled speech student will probably be assigned more than one SDO per goal. These options are determined based on changes in his/her skill development or performance acquisition.**

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Service Delivery Option (SDO) Decision Making Guide
Speech-Language Services

SDO 1: Skillbuilding	SDO 2: Integrated	SDO 3: Co-Teaching	SDO 4: Consultative	SDO 5: 45 day trial out
What is the student's stage of learning? Student is acquiring a skill.	**What is the student's stage of learning?** Student demonstrates accuracy in skill (75-80%) and is building fluency or working on generalization of a skill.	**What is the student's stage of learning?** Student is acquiring a skill **or** is building fluency **or** working on generalization of a skill.	**What is the student's stage of learning?** Student is acquiring a skill **or** is building fluency **or** working on generalization of a skill.	**What is the student's stage of learning?** Student has met goal. Maintenance of level of performance is in question.
How should instruction be provided? Student needs more intensive instruction to build accuracy, needs models, corrective feedback and guided practice.	**How should instruction be provided?** Student needs to build fluency, needs multiple practice opportunities across multiple environments, needs less instruction on target skill, concept or strategy and needs independent practice.	**How should instruction be provided?** Student needs instruction as indicated in skillbuilding **or** integrated options. Support is provided to the student as a combined effort between the SLP and other provider(s).	**How should instruction be provided?** Student needs instruction as indicated in skillbuilding **or** integrated options. The SLP acts in an assistive role to the primary service provider. The SLP helps to monitor student progress, make instructional decisions, provide demonstrations and assist with materials.	**How should instruction be provided?** A maintenance goal is written and monitored to ensure that the skill can be maintained without intervention, given appropriate accommodations. After 45 days, a decision should be made regarding the termination or continuation of services.
Who should provide instruction? • SLP	**Who should provide instruction?** • SLP • Special ed teacher • Regular ed teacher • Parent • Other	**Who should provide instruction?** • SLP • Special ed teacher • Regular ed teacher • Parent • Other	**Who should provide instruction?** • SLP (assistive role) • Special ed teacher • Regular ed teacher • Parent • Other	**Who should provide instruction?** • SLP (monitoring role)
Where should instruction take place? • Speech room • Classroom • Other educational settings • Home • Community	**Where should instruction take place?** • Speech room • Classroom • Other educational settings • Home • Community	**Where should instruction take place?** • Classroom • Other educational settings • Home • Community	**Where should instruction take place?** • Classroom • Other educational settings • Home • Community	**Where should instruction take place?** • Classroom • Other educational settings • Home • Community

**Decisions are made in regard to the least restrictive environment.

** A variety of SDOs should be implemented based upon changes in skill development or performance acquisition.

Iowa Service Delivery Model Self Assessment
Instructions

Purpose:

     The Iowa Service Delivery Model Self-Assessment was developed to provide speech-language pathologists with a way to gain an overview of the service they are providing within their caseload.   The SDM Self-Assessment was designed to provide a way to examine trends in service to students on IEPs.
     The SDM Self Assessment looks at how assessment, IEP objectives, service delivery options, providers, instruction, environment and scheduling are provided within a framework of traditional, transition, consultative and monitoring interventions. The Iowa Service Delivery Model Self Assessment is not meant to be an evaluative tool, but a "snap shot" in time of current practices. It can be used for guiding professional growth and for making caseload decisions.

Instructions:

Step 1. Using a roster of your caseload, rate each individual on the seven areas listed on the left side of the self-assessment. To do this, the SLP determines which type of intervention (traditional, transition, consultation, monitoring) is being provided for each phase of serving students (assessment, IEP objectives, SDO, provider, instruction, environment, and scheduling). See examples 1 and 2.

Step 2.   Using the results from Step 1, determine the type of intervention predominately provided for the individual. If there is not a clear-cut trend choose the type of service that occurs most frequently or obtain an average. An overview form for the Iowa Service Delivery Model Self-Assessment has been provided to summarize the predominant type of service provided for each student (see example 3).

Step 3. After completing the summary form, the SLP can determine the percent for each intervention type by dividing the number for each type by the total number of their caseload. (See example 4).

Step 4. Once you have compiled your data for your caseload, reflect on these questions:
1. What kind of interventionist am I?
2. Do the services I provide tend to fall in the same areas?
3. Are there areas that I never use? If so why?
4. Could some of the children I work with benefit from a different type of service delivery?
5. What obstacles prevent me from providing different service delivery options?
6. When providing services, do I move along a continuum or do I tend to stay in the same type of delivery model throughout intervention?
7. Do I need more training to learn to use a variety of service delivery options?

Name: _____   *AEA/District:* _____   *Date:* _____

Iowa SDM Self Assessment

	Traditional Interventionist	Transition Interventionist	Consultative Interventionist	Monitoring Interventionist
Assessment	Identification of problems using standardized tools	Classroom expectations guide evaluation tasks: combination of standardized and descriptive evaluation/dynamic assessment	Curriculum-based evaluation; continuous evaluation of successful or unsuccessful interventions	Evaluation of successful use of communication skills
IEP Objectives	Goals based of results from standardized tools	Goals based on results from standardized/ descriptive evaluations and reflect district's standards and benchmarks	Goals based on results from curriculum-based evaluation and reflect district's standards and benchmarks	Previous goals are monitored for maintenance of skills
SDO	Use of SDO 1	Use of SDO 1, 2, and 3	Use of SDO 4	Use of SDO 5
Provider	SLP- Primary Provider SLP plans and implements lessons to meet students' needs	SLP/Cooperating Provider SLP and teacher(s) cooperatively plan and implement lessons to meet students' needs	SLP/Assisting Provider SLP assists other provider(s) In meeting students' needs	SLP/Monitoring Provider SLP monitors students' maintenance of skills

Instruction	Skill building using clinical methods/materials different from general education	Clinical materials, curricula materials, and instructional strategies may be used to enhance student performance	Curricula materials and instructional strategies are used to enhance student performance	Accommodations, modifications and adaptations in place
Environment	Speech room	Speech room, various school settings, home, community and/or work sites	Various school settings, home, community and/or work sites	Various school settings home, community and/or work sites
Scheduling	Traditional scheduling set for each student	Traditional scheduling/flexible scheduling	Flexible scheduling	Flexible schedule that includes periodic monitoring

SLP:_____   AEA/District: _____   Date:_____

Iowa SDM Self Assessment Caseload Chart

	Assessment	IEP Obj.	SDO	Provider	Instruct.	Environ.	Schedule	
1								Traditional Transition Consultative Monitoring
2								Traditional Transition Consultative Monitoring
3								Traditional Transition Consultative Monitoring
4								Traditional Transition Consultative Monitoring
5								Traditional Transition Consultative Monitoring
6								Traditional Transition Consultative Monitoring
7								Traditional Transition Consultative Monitoring

Example

Total # for each type of intervention	Total # on caseload	Percent per intervention type
Traditional Interventionist: 8	20	40%
Transition Interventionist: 7	20	35%
Consultative Interventionist: 2	20	10%
Monitoring Interventionist: 3	20	15%

Iowa Service Delivery Model-Revised, 2005
Service Delivery Options Family Friendly Language for Early ACCESS

Intervention Plan	SDO 1 **Skill building** direct-child	SDO 2 **Integrated** direct-child	SDO 3 **Co-teaching** direct-child	SDO 4 **Consultative** Consultation/ direct-family
Provider: • SLP • Special ed teacher • Regular ed teacher • Parent • LEA staff • SL Assistant (supervised by SLP) •Site coordinator	**Provider:** • SLP (primary provider) • SL Assistant (supervised by SLP)	**Provider:** • SLP (primary provider) • Special ed teacher • Home Intervention Teacher • Regular ed teacher • Parent • Paraprofessional • Site coordinator	**Provider:** • SLP • Special ed., OT,PT • Home Intervention Teacher • Parent • Regular ed teacher	**Provider:** • SLP (assistive role) • Special ed teacher • Regular ed teacher • Parent • Home Intervention • Site coordinator
Instruction: • Written intervention plan completed • Specific intervention selected, monitored, and evaluated to determine student needs • Used as pre-referral, prevention, modeling for staff/provider training, strategy training, modification of the educational environment, or short term delivery of skill building, integrated, or consultative model	**Instruction:** Implement intervention: Teach skill Provide drill Prompt Cue Elicit Model Reinforce Modify Accommodate Teach self-regulation Individual or group instruction provided	**Instruction:** • Enhance carryover/ generalization of communication skill from skill building level • Functional integration of established communication skill within the classroom, home, or community • Inform teachers of expectations to use communication skill • Implement modification or accommodation as needed to maintain skill in classroom, home, or community	**Instruction:** • Preplanned lessons by SLP/regular/special education/HI teacher • Integration of target communication skills for group lesson • Alternate turns being lead instructor • Rotate between small or large groups	**Instruction:** • Regularly scheduled contact/monitoring • Goals /objectives/ written by SLP & family • Brief demonstration teaching and materials provided by SLP • Monitoring of progress for goals/objectives by the service provider or SLP • Continuous evaluation of successful or unsuccessful intervention
Environment: • Speech room • Classroom • Other educational settings (lunchroom, playground, art, music, or gym) • Home • Community	**Environment:** • Speech room • Classroom • Other educational settings (lunchroom, playground, art, music, or gym) • Home/Natural Envir. • Community/Daycare	**Environment:** • Speech room • Classroom • Other educational settings (lunchroom, playground, art, music, or gym) • Home/Natural Envir. • Community/Daycare	**Environment:** • Classroom/LRE • Home/Natural Environment Community/Daycare	**Environment:** • Speech room • Classroom • Other educational settings (lunchroom, playground, art, music, or gym) • Home/Natural Envir. • Community/Daycare

Definitions

Skill building-_Skill building is used for students learning a new skill, needing more intensive instruction, requiring drill and practice, and shaping through progressive approximation by a professionally trained SLP_

Integrated-_A communi-cation skill has been trained but needs to be integrated and generalized to functional setting sand natural environment of the classroom, home, or community_

Co-teaching-S_kill building and generalization is taught to the student as a combined effort between the SLP and the regular/ special education, home intervention teacher, an/or parent._

Consultative-_Skill building occurs but a different provider other than the SLP guides the meaningful change and development of target communication skills_

*** Ongoing consultation and collaboration occurs between the SLP, teacher, parents and other providers at each SDO.

Date: _____

☐ Interim IFSP   ☐ Change in Service

☐ Initial IFSP   ☐ Change in S. Coordinator

☐ Periodic Review   ☐ Final Exit

☐ Annual Review

Child's Name: _____ DOB: _____ School District: _____

Address: _____ Phone: _____

Parent Name(s): _____ Intake Date: _____

Service Coordinator: _____ Phone: _____

Staff Position: _____ Agency: _____

Early ACCESS Early Intervention (EI) Services

Service, Code & Outcome #	☐ EI Service ☐ Other Service	☐ EI Service ☐ Other Service
Provided by: (first & last name)		
Discipline (Staff Position & Code)		
(sessions & minutes per wk, mo, yr):	**SDO1&4, individual, 30mins 1x monthly**	
Start date & projected duration:		

*If any EI services are provided in a non-natural environment, justify here:

Parent(s) Signature(s) shows agreement with Early Intervention Service(s) listed above:

Primary Setting Code (Circle one code per update)
IT: 1 2 3 4 5 6 7
Eligibility Code (Circle one at Initial IFSP Meeting Only)
HP TD NE
Gender (Circle at Initial IFSP only)
 F M

Race/Ethnicity Code (Circle one at Initial IFSP Meeting Only)
01 02 03 04 05
Final Exit Reason from Early ACCESS/Change Code/Speech Code (circle one)
PMA EFB EOP ENR BND PDS SD01 SD02 SD03 SD04
DEC CMK CMN UNK SDP