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

Intervention Plan Provider: • SLP • Special ed teacher • Regular ed teacher • Parent • LEA staff • SL Assistant (supervised by SLP) • Site coordinator	SDO 1 Skill building Provider: • SLP (primary provider) • SL Assistant (supervised by SLP)	SDO 2 Integrated Provider: SLP (primary provider) Special ed teacher Regular ed teacher Parent Paraprofessional Site coordinator	SDO 3 Co-teaching Provider: • SLP • Special ed teacher • Regular ed teacher	SDO 4 Consultative Provider: SLP (assistive role) Special ed teacher Regular ed teacher Parent Site coordinator	SDO 5 45 Day Trial-Out (Monitor only) 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:	Environment:	Environment: • Classroom	Environment:	Environment: • Classroom • Other educational settings (lunchroom, playground, art, music, or gym) • Home • Community

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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 professionally trained 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 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-Skill 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.