

Supplemental Material S5. Service Delivery Models with Implementation Examples.

This document outlines methods of the SLP supporting standards-based goals in and out of the classroom across multiple service delivery structures.

Service Delivery Models with Implementation Examples

<p><i>SD ELA-Reading for Literature. 4.RL.4 (South Dakota Department of Education, n.d.-a)</i></p> <p><i>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</i></p>	
<p><u>Supportive Co-Teaching/One Teach, One Assist:</u></p> <p>Services are provided within the instructional setting. The SLP and teacher are both present during whole group instruction. One provides the instruction while the other moves around the room to provide prompts, redirection, and other supports to students.</p>	<ul style="list-style-type: none"> - The teacher presents a math lesson to the whole class. The SLP moves around the room teaching academic vocabulary (e.g., dimension, area, estimate), breaking lengthier sentences into simple sentences, assisting students to visually represent numbers and operations in word problems, answering questions from students, and assisting students to implement previously taught strategies. - The SLP plans the instruction of an ELA lesson with teacher collaboration to teach comprehension and expression of similes and metaphors within the ELA text. The SLP presents the lesson while the teacher walks around the room and supports students as needed.
<p><u>Complementary Co-Teaching:</u></p> <p>Services are provided within the instructional setting. The SLP and teacher partner teach during whole group instruction. One leads instruction while the other provides visuals, examples, paraphrasing, and modeling to enhance the lesson.</p>	<ul style="list-style-type: none"> - The teacher and SLP collaborate on an upcoming social studies lesson, selecting a group of target vocabulary words. The teacher instructs the lesson. As the teacher presents the lesson, the SLP writes target vocabulary words on the white board. The SLP writes a simple definition along with color coded synonyms and antonyms. As the teacher reads the text to the group, the SLP asks what the phrases mean as they are approached. - The teacher and SLP collaborate on an upcoming ELA lesson selecting target similes and metaphors. As the teacher reads the text to the group, the SLP asks what the phrases mean as they are approached. The SLP writes the targets onto the white board and draws or hangs a visual representation of the target phrase.

<p><u>Station Teaching:</u> Services are provided within the instructional setting. Through collaborative planning, instructional material is divided into parts. The SLP and teacher each take a section of the material. The students are split into groups, rotating between stations for instruction, reducing student:teacher ratio.</p>	<ul style="list-style-type: none"> - The teacher and SLP collaborate on an upcoming ELA lesson and divide the material into parts that are taught simultaneously. The SLP teaches comprehension and expression of similes and metaphors, highlighting the target phrases in the text with the students. The SLP uses visual supports and facilitates group discussion about words within the phrases to help illustrate the meaning. For instance, the text states, "Her eyebrows were like caterpillars." The group identifies this phrase as a simile then uses a visual support to describe a caterpillar. The group determines which descriptor fits the simile and thus the meaning of the phrase. The groups switch stations and the SLP then presents the same material to the next group.
<p><u>Parallel Co-Teaching:</u> Services are provided within the instructional setting. Both the SLP and teacher provide instruction on the same material simultaneously in different areas of the instructional setting. The students are split into groups with the SLP providing instruction to the students requiring more modifications and supports. The student:teacher ratio is reduced allowing for more frequent responses. The groups do not rotate between the SLP and teacher.</p>	<ul style="list-style-type: none"> - The SLP and teacher collaborate to develop a lesson. The teacher presents the lesson to the students without learning challenges while the SLP teaches the same lesson to students in need of higher support/modifications. The SLP highlights similes and metaphors and simplifies the phrases, providing increased visual and verbal supports to establish understanding of their meaning. For example, the SLP creates pairs of cards with the beginning of similes (e.g., as slow as a) in one set and nouns to complete the simile (e.g., turtle) in another set. The students match appropriate nouns to the simile phrase (e.g., as slow as a turtle, as quick as a fox).
<p><u>Team Co-Teaching:</u> Services are provided within the instructional setting. The SLP and teacher collaborate to plan, provide instruction, and assess all students in the instructional setting. The professionals teach the material together to the whole group and utilize their specific skill sets to alternate between leading the instruction or providing support/models (e.g., asking strategic questions, demonstrating note-taking). The SLP considers the needs of the</p>	<ul style="list-style-type: none"> - The teacher and SLP collaborate to prepare a lesson. The teacher may begin the lesson by introducing the topic. The SLP models asking strategic questions such as, "Can you explain what that word means in the sentence?" or "How can a person move like a feather?" The SLP then leads the next portion of the lesson as the teacher provides supports such as demonstrating writing down definitions of target vocabulary words. Both the teacher and SLP implement strategies within their expertise to exhibit varying learning methods.

<p>students on IEPs to provide support. This allows for demonstration of different methods to achieve the same outcome and promotes role sharing.</p>	
<p><u>Supplemental Teaching:</u> The teacher presents the lesson in the standard format. The SLP adapts the lesson based upon the student's needs.</p>	<ul style="list-style-type: none"> - After collaborating on an upcoming ELA lesson, the teacher presents the instructional material to the group. The SLP adapts the lesson based upon the needs of the student's needs to address vocabulary within the text. The SLP presents the adapted lesson within the instructional setting or in a separate location. The SLP defines fewer selected target vocabulary words using simplified definitions and making connections to the student's knowledge base. The SLP provides additional practice opportunities and extended time to develop understanding of the material.
<p><u>Coaching:</u> The SLP provides direct coaching to the teacher and/or other professionals on specific strategies, modifications, and supports a student requires for special communication needs such as speech fluency and AAC.</p>	<ul style="list-style-type: none"> - The SLP trains the teacher to pre-program definitions for target vocabulary words into a student's AAC device, allowing the opportunity for the student to respond to the lesson within the instructional setting.
<p><u>Pull-Out Individual/Small Group:</u> Services are provided in a room separate from the instructional setting (e.g., speech therapy room). Student is removed from peer models and may miss instructional time.</p>	<ul style="list-style-type: none"> - The SLP accesses a passage from the student's ELA lesson. The SLP and student highlight metaphors, similes, and idioms found within the passage and create a chart to illustrate the child's knowledge of each phrase (e.g., not familiar, somewhat familiar, known). The SLP targets understanding of the 'somewhat' and 'unfamiliar' phrases. - The SLP instructs the student to bring their science textbook to therapy. The SLP models breaking apart higher-level scientific terms into root words and affixes to build morphological awareness for future terms. Instruction may occur prior to introduction of the content in the instructional setting (i.e., pre-teaching) to increase student access during in-class instruction and/or following teaching of the content within the instructional setting (i.e., post-teaching) to provide additional review and practice.

	<ul style="list-style-type: none">- The SLP uses online curriculum resources content based on the standards to read an article or book of the child's interest while teaching strategies such as using context clues to determine the meaning of unfamiliar words and phrases. The SLP demonstrates and teaches strategies such as semantic mapping that transfer to instructional settings.
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