

MAXIMIZE YOUR IMPACT WITH THE 3:1 SERVICE DELIVERY MODEL

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SPEAKER DISCLOSURE

- Shelbyville Central Schools, IN, Employer
- Bureau of Education and Research, Paid Speaker
- Received financial compensation from ASHA
- Coordinator of SIG 16 School-Based Issues Coordinating Committee



School-Based SLP – 24 years
PhD – Special Education 2023
National Presenter on 3:1
PreK-12th

LEARNING OUTCOMES

- Develop and articulate IEP provisions that effectively integrate the 3:1 service delivery model to enhance student support and outcomes
- Advocate for the importance of Compliance Week, clearly outlining key tasks and demonstrating how they contribute to service quality and regulatory adherence
- Design a comprehensive brochure to educate parents, teachers, and administrators on the benefits and implementation of the 3:1 service delivery model



3:1 SERVICE DELIVERY MODEL IN 5 MINUTES OR LESS

Highly Technical Definition:

Professional scheduling of the things SLPs **must** do anyway but without canceling therapy!

The 3:1 Model consists of direct services being administered for three out of the four weeks of a month and indirect services provided during the fourth week.

“Scheduled time for compliance”

WHAT 3:1 IS NOT?

week off!

consultation week

make-up week

planning week

ASHA HAS THE RESOURCES YOU NEED

ASHA Website Search

Find content on ASHA-related websites

What are you looking for?

3:1 service delivery

More resources

- <https://www.asha.org/slp/schools/school-based-service-delivery-in-speech-language-pathology/>
- <https://www.asha.org/practice/varied-service-delivery/>
- <https://www.asha.org/siteassets/slp/thinking-through-varied-service-delivery-models.pdf>

ASHA Workload Calculator



www.asha.org/slp/schools/workload-calculator/

3 First Steps

1. Education 2. Advocacy 3. The First Year



RESEARCH-BASED BENEFITS

- Improved quality of services*
- **Fewer SLP vacancies**
- **Reduced litigation**
- **Cost savings**
- Increased opportunities for collaboration
- Greater ability to identify students needing services
- Significant reductions in SLPs taking work home
- **Significant increase in third-party billing**
- Fewer direct-service cancellations
- Increase in consultations with teachers and parents
- **Better morale**
- Increased ability to integrate IEP goals with classroom curriculum
- Better management of responsibilities

Education

The 3:1 Model—One of Many Workload Solutions to Improve Students' Success by Trici Schraeder

Why 3:1 Is Not Just Extra Prep Time for SLPs

By Christina Bradburn, PhD, CCC-SLP

Speech-Language Pathologists

- Evaluations require 1 to 4 hours with students and we do not get a substitute for these- students miss therapy time and we cannot do evals after school hours so we have to miss our prep and therapy time
- Case Conferences require 45 minutes to an hour and a half per student and we do not get substitutes for these - students miss instruction and we cannot do them after school hours
- We are often required to hold case conferences during the classroom teachers' prep periods, so we cannot have a designated prep time of our own each day to hold case conferences - we do not get a sub for these and students miss therapy
- Compliance activities (some federally REQUIRED) include - Medicaid billing, evaluations, case conference prep (needs to be during school hours to get teacher and administrator input), writing reports,

Classroom Teachers

- Progress Checks, State Testing, screeners- Classroom Teachers get substitutes or paraprofessionals to cover their class, students do not miss instruction and teachers still get their daily prep time to complete their compliance tasks
- Teachers work during prep to complete compliance tasks, but also have other times during the day when they are working, but not "face-to-face" with students including student recess and lunch (when not on duty)- SLPs are **often** considered "not working" when they are not "face-to-face" with students
- Classroom teachers do have to miss prep for case conferences, but only for those students with IEPs in their classrooms (approx 1-5 per school year) - SLPs must attend all CCs up to 100 per year.
- Professional Development - Classroom teachers get substitutes, so the students do not miss

Advocacy



Take-away



THE FIRST YEAR

WHAT ? DO I GET ASKED MOST OFTEN?

Q. How do you write your provisions?

A. NOT weekly

HOW DO YOU...

Schedule Case Conferences?

Due dates
Whole year of CCs planned out
“Move-ins” don’t apply
First year is terrible
Contact parents for next month during the “1” week (can offer a whole week)
PAR loves it! (and hates it)

Communicate with Parents?

Letter at beginning of the year to let them know the month we will be having the cc
Send schedule of each “1” week with a reminder of the purpose, the benefits and the research
Progress reports showing gains

Communicate with Teachers

“1” week posted on my door (without names)
Send schedule of each “1” week with a reminder that this allows for consistent classroom collaboration during the other “3” weeks

HOW DO YOU WRITE IT?

“Karen Crossman-Esparza—an SLP from Puyallup, Washington—shared an example of how her district writes IEPs to reflect the 3:1 Model: “Specially designed instruction (or SLP-related service) will be provided by a speech-language pathologist using the FPSD 3:1 service-delivery model. In the 3:1 service-delivery model, one week per month is an ‘indirect service’ week at which time services could include, but are not limited to: classroom observation, teacher collaboration, program planning, preparation of materials, progress notes, and collaboration with and training of staff who work with the student. Direct services will be provided by the SLP, X minutes per week, three out of four weeks per month. Direct services will focus on”

<https://doi.org/10.1044/leader.SCM.24052019.36>

The 3:1 Model—One of Many Workload Solutions to Improve Students’ Success by Trici Schraeder

Go Where They Need You When They Need You: Benefit of 3:1 (or any Flexible Service Delivery Model)

Articulation – Mild
to Moderate- 5
Min Drill:
16 times a
reporting period
for 5 minutes

Articulation –
Moderate to
Severe- 5 Min
Drill:
24 times a
reporting period
for 5 minutes
individual

Language- AAC- Self-
Contained Classroom:
7 times a reporting
period for 20 min
individual AND 8 times
a reporting period 30
minutes small group

Language – General
Education- 9 times a
reporting period for
15 minutes individual
and 6 times a
reporting period 20
minutes in the
classroom

Some students may need services “front-loaded” and then do not need to be pulled from academics for the rest of the nine weeks. Some students need consistent services every week (even on the “1” week). 3:1 allows the FLEXIBILITY for both

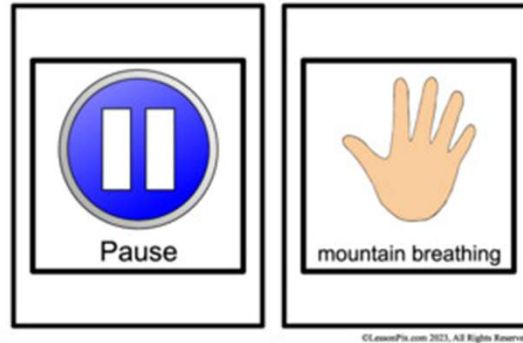


NOT POSSIBLE (SUSTAINABLE) WITHOUT 3:1

Collaboration



Collaboration



What Will Speech Therapy Look Like?

We are going to pilot a new way of providing speech and language services called the 3:1 Service Delivery Model. Each month, your child will receive three weeks of intensive therapy designed to improve his or her speech and language skills. The following compliance week will also benefit your child's speech and language development through supporting his or her general education teacher and ensuring compliance with federal, state, and local mandates.

This program has been used successfully in various school districts throughout the United States and is supported by the American Speech-Language Hearing Association. Research indicates that this model provides more consistent services to students and increases collaboration time with teachers and parents.

Questions? Contact:

Your child will continue to receive the same time of services as originally agreed to in the IEP, but some of that time every 4th week will be spent on customizing your child's therapy plans while he or she stays with the classroom

What parents need to do?

You will be asked to sign a single-page document confirming that you have read this brochure and understand this change.

Therapy Services

Services provided directly with your son or daughter

- Face to face instruction geared towards meeting your son or daughter's specific needs.
- Therapy sessions designed to help your child learn concepts specific to his or her grade level.
- Instruction on using and applying strategies to enhance comprehension skills in the classroom.
- Guidance in improving expressive language and grammar to enhance conversational and written language skills.

Quick Artic

- Articulation therapy that is provided in frequent intensive bursts designed to help your child master his or speech sounds, while not missing out on important classroom lessons.

Compliance Services

Services provided outside of therapy that support compliance with federal, state and local mandates:

Evaluation

- Screen students for communication problems
- Evaluate students for eligibility for special education
- Re-evaluate students
- Write student evaluation reports

Early Intervention Services

- Participate in activities designed to help prevent academic and literacy struggles
- Attend student RTI meetings to provide strategies for specific problems

Support the General Education Setting

- Design/recommend adaptations to curriculum and delivery of instruction
- Observe students in the classroom
- Attend teacher meetings

Caseload Management

- Set up and attend IEP meetings
- Design service plans
- Write periodic student progress reports
- Document third-party billing activities
- Provide make-up sessions

- ✓ Education
- ✓ Advocacy
- ✓ The First Year

Brochure for
Parents,
Administrators
and Teachers

Take-away



Next Steps

Email me with questions or requests

cdbradburn@shelbycs.org