

2008-2009 Speech

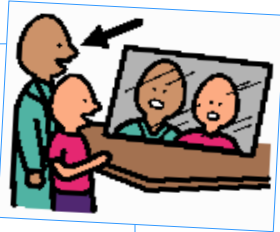
Welcome to a new school year! I hope everyone had a great summer and is ready to get back into the school routine!

I have been searching for new and better ways to serve my students and am excited to share with you a new service approach!

It's called the 3:1 Service Delivery Model, and has been successful in the Kansas City, MO, and Portland, OR school districts in helping improve speech services.

(www.asha.org)

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



3:1 Service: What is it?

In the 3:1 Model, direct services are provided for 3 weeks, according to each student's IEP. During the 4th week, I will focus on your child for a MINIMUM of the allotted IEP time, in a *combination* of direct and indirect services. The most important difference during that 4th week is that one time I'll see your child in his/her classroom, and the other session will be suspended to work on tasks that directly benefit your child. These indirect services may include meeting with your child's teacher and preparing therapy plans to support his/her classroom needs.

Why is this a good idea?

By providing flexibility during the 4th week, the benefits will be significant:

| Type of Service | 3:1 | Old |
|--|-----|-----|
| Direct serve student in classroom (min. once/month) | X | |
| Increase use of classroom work in therapy | X | |
| Cancel fewer sessions for meetings | X | |
| Make up missed sessions | X | |
| Quality teacher meetings to consider your child's needs. | X | |
| More opportunities for direct parent communication. | X | |
| Direct serve per IEP time – 3 of 4 weeks | X | |
| Direct serve per IEP time – every week | | X |

How will I know my child is receiving the agreed upon service time?

During the 4th week when your child is not seeing me at his/her regularly scheduled time, I will document the type of service. For instance, I may see your student once in the classroom, and then meet with his/her teacher instead of seeing him a second time. This offers the opportunity to improve the next month's therapy plans by using classroom assignments, etc.



Each student will receive speech support in the classroom at least once during every 4th week.

Meadowlark Elementary

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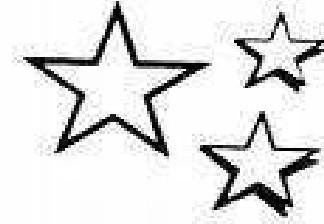
Your wishes are important!

If you have any concerns at any time, please call me. Remember that IEPs are TEAM-BASED, with the parents and students the most important members!

What do I need to do?

You will be asked to sign a single-page document confirming that you have read this brochure and understand this change. Remember, I plan to see your child per his IEP 3 out of every 4 weeks, and at least once each 4th week. The remainder of the 4th week (usually one therapy session) I will focus on customizing your child's therapy plans according to his/her curricular needs and IEP goals.

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3:1 Service delivery model

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