

Specialist Documentation Form

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The Specialist Documentation Form is a tool for use by consultants, such as therapists or itinerant teachers, in indicating the model of service delivery they used to address the outcomes or goals for children with disabilities. There are six models of service delivery to choose from: individual pull-out, small group pull-out, one-on-one in the classroom, group activity, individualized within routines, and consultation. The six models are listed from most (individual pull-out) to least segregated (consultation). The professional is asked to check the model used for most of the time during the session and to specify how long the session lasted. The form was designed to be used by consultants each time they work with a particular child. The Specialist Documentation Form is useful for professionals to begin thinking about the manner in which therapy and specialized instruction are provided to children. It is recommended to be used when programs are trying to provide more integrated services. The form serves as a way to monitor how therapy and specialized instruction are currently provided and to gradually move down the continuum towards more integrated models.

Directions: Record the length of time of the session. Check the model of service delivery used for most of the time in the session. **Only one model can be checked per session.** Detailed descriptions of each model are provided below; brief descriptions are on the form.

Individual Pull-Out: This type is provided in a therapy room or another place apart from the regular class. The focus of therapy is directly and exclusively on child functioning, usually on areas of greatest need. The context of the therapy can vary from drill work to play-based intervention, determined by the specialist. Peers are not involved, and the role of the classroom teacher is to provide information before therapy and receive information after therapy.

Small Group Pull-Out: This type of therapy is provided in a therapy room or another place apart from the regular class. The focus is directly on functioning by children with special needs, and some attention to children without special needs, if present. The context can vary from group to drill work to play-based intervention, determined by the specialist. Typically, one or more other children are involved. All or some of the peers might have special needs. The role of the classroom teacher is to provide information before therapy and receive information afterward. He or she also schedules group session and decides with the specialist which peers will participate.

1:1 in classroom: The location of this type is in the classroom, usually apart from the other children. The focus of therapy is directly and exclusively on child functioning, usually on areas of greatest need. The context of the services is specialist or child initiated and typically unrelated to concurrent classroom activity. Peers are present in the classroom, but they are not involved in therapy or specialized instruction by the specialist. The classroom teacher's role is to conduct activities or play with other children, keep children from disrupting therapy, and watch the session, if able. The classroom teacher also provides information before the session and receives information after the session.

Group Activity: This type occurs in the classroom in a small or large group. The focus of the session is on all children in group and on peer interactions, with emphasis on meeting special needs of one or more of the children. The context is specialist or child initiated and may be planned with the classroom teacher. Peers are involved, and all or some of the children in group have special needs. The classroom teacher's role is to conduct activities or play with other children when a small group or to watch the small group session, if possible. When it is a large group, he or she watches and participates in group activity. The classroom teacher participates in planning of the large group and possibly the small group activities.

Individualized During Routine: The location is in the classroom, wherever the focal child is, and the focus is directly but not exclusively on him or her. The context of this type of service delivery is ongoing classroom routines, which includes structured activities, self-help, free play, and outside. It is typically child initiated. Peers are usually involved. The classroom teacher's role is to plan and conduct an activity including the focal child, to observe the specialist's interactions with child, to provide information beforehand, and to exchange information with the specialist after the routine.

Consultation: This type of service delivery is provided in or outside of the classroom. The focus is on the classroom teacher as related to the needs of the focal child. The format of the consultation can vary from expert to collaborative. The context is specialist- or teacher-initiated concerns, priorities, or recommendations. Peers are present if consultation is occurring in the classroom. The role of the classroom teacher is to exchange information and expertise with specialist, to help plan future sessions, to give and receive feedback, and to foster partnerships with the specialist.