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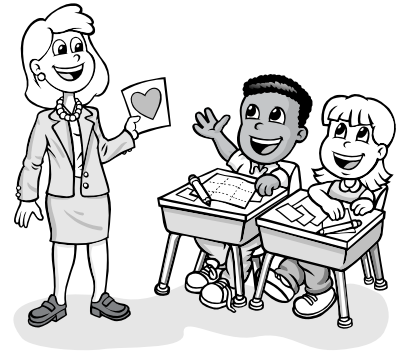
Number 506



## Speech and Language Therapy Approaches within a School Setting

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Once it is determined that a child does in fact need speech and language therapy services, the next question is often, "In which setting should the child receive services?" There are no fixed rules when determining this factor. This question should be answered on a case-by-case basis depending on the needs of the child, the parent's wishes, and the available schedule of both the child and the professionals providing their services.



Below are some different settings a child can be seen when they are receiving therapy services through a school therapist:

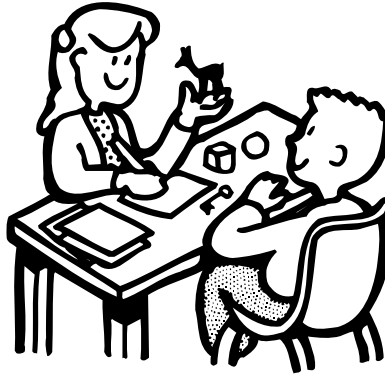
**Individual Pull-Out Therapy** – This takes place outside the child's classroom setting and is given on a one-on-one ratio. This type of therapy might be beneficial when the child has unique or severe needs that require fewer distractions. In addition, in school, sometimes a child's schedule might limit the therapist to seeing the child only during certain times.

**Group Pull-Out Therapy** – This takes place outside the child's classroom as well; however, there are other children in the therapy session. This setting might be beneficial when everyone in the group is working on compatible goals, although not necessarily the same skills. This is also a good setting for children who are working on their social skills.

**Classroom Therapy (Push-In)** – Therapy for this setting takes place in the classroom. It is also beneficial for students who do not like their day being interrupted by being pulled out of their classroom and routines. Depending on the child's goals, it might also be more beneficial for his/her individual needs.

**Team Teaching Therapy** - This setting involves the speech-language pathologist going into the classroom and working with the child, but also working with the child's teacher on a periodic basis. This type of therapy demonstrates to the teacher how to structure speech and language lessons in an effective way and provides an opportunity for the child to use his/her learned therapy skills within the classroom setting. With this type of therapy, both the classroom teacher and the speech-language pathologist teach the skills in order to optimize the child's growth in his/her goals.

A child's therapy should take place in the least restrictive environment and/or most natural setting. It is important to keep this in mind when determining therapy and what it should look like for each, individual child.



#### References:

10/12/17. *School-Based Service Delivery in Speech-Language Pathology*. Retrieved from <http://www.asha.org/SLP/schools/School-Based-Service-Delivery-in-Speech-Language-Pathology/#settings>

Hamaguchi, Patricia M. (2010) *Childhood Speech, Language, & Listening Problems Third Edition*. Hoboken, New Jersey: John Wiley & Sons, Inc

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