



February
2022



3:1 Service Delivery Model

A Collaborative Model for
Related Services



What is the 3:1 model?

A Flexible Approach to Service Delivery

- The 3 to 1 model is a flexible model that utilizes a workload approach to scheduling.
- Every four cycles, the related service professionals will designate 3 cycles to direct therapy intervention and 1 cycle to indirect services.
- "This model was developed to provide school-based therapists with the opportunity to **individualize service delivery based on student needs** while improving IDEA compliance through collaboration and providing student services in the Least Restrictive Environment (LRE)."

(Gardner & Lisbona, 2012-2013)





The 3:1 Model is...

- A research-based, widely utilized service delivery model that has been implemented in neighboring districts, as well as districts all over the country.

It is designed to...

- Maximize student success in the educational environment by using and implementing flexible methods of scheduling. A goal of the 3:1 model is to increase collaboration among the professionals working with students and to ensure the transference of skills across the educational settings.

"The best resource that all teachers have is each other. Without collaboration our growth is limited to our own perspectives." -Robert John Meehan

3:1 Model at Wallkill CSD

Direct and Indirect Services for Grades K-6

- The Wallkill CSD works on a six-day, A-F cycle. For the implementation of the 3:1 service delivery model, our cycles will be organized into sections of four and will still follow the A-F master schedule.
- Three out of the four 6-day cycles will be direct student services.
- The fourth cycle will implement the indirect service model.
- Recommendations for services will be based on **sessions per year** rather than sessions per cycle.



Direct Services

Direct Intervention Services

- Three consecutive cycles of direct therapy services.
- Direct intervention services include:
 - Individual and group pullout sessions as indicated by the recommendations on the student's IEP/504.





Indirect Services


Indirect Services are provided to ensure meaningful carryover of skills and progress toward student's goals and objectives.

The combination of direct and indirect therapy services aids in the development of comprehensive and individualized programs for the students. It supports team members collaborating toward common goals and objectives to ensure student success.

Indirect Service Cycle Activities (can include, but are not limited to...)


- Consultation/meetings with parents, teachers, other team members, specialists, etc.
- Classroom/student observations
- Development of treatment materials
- Providing therapy to students in the classroom setting
- Documentation and consistent progress monitoring
- Screenings, Assessments, and Evaluations

Research Outcomes



"The 3:1 model provides a higher quality of service to students and teaching staff as it allows for small group intervention and the generalization of skills into the classroom and general school settings."

(Gardner & Lisbona, 2012-2013)



**FACT: COLLABORATIVE LEARNING
HAS BEEN SHOWN TO RESULT IN HIGHER
STUDENT ACHIEVEMENT, HIGHER
SELF-ESTEEM, AND HIGHER MOTIVATION.**

— JOHNSON AND JOHNSON, 2009

Walkill's Plan for the 3:1 Model



The 3:1 Model in our Elementary Schools



The implementation and utilization of the 3:1 service delivery model will begin in September 2022.

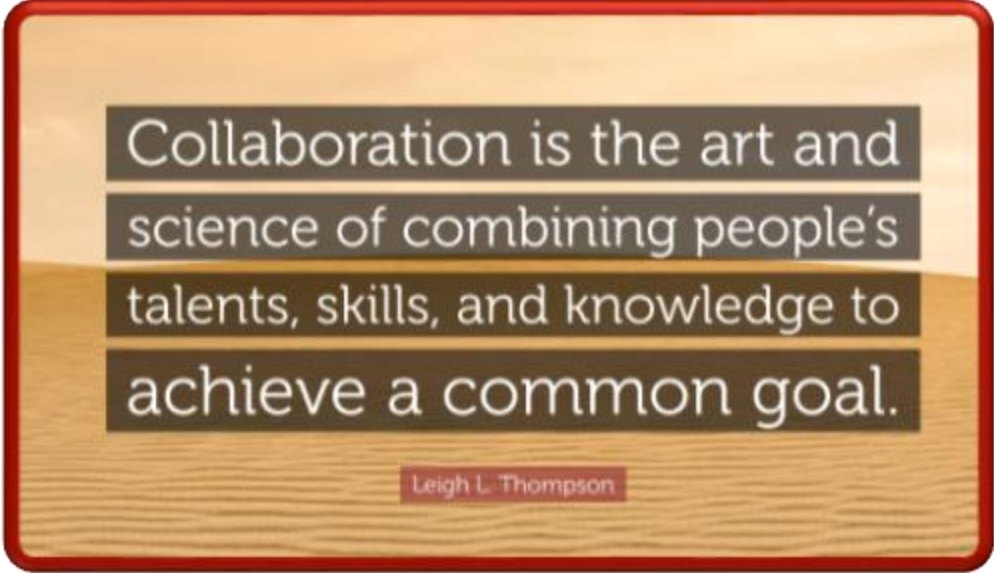
Service recommendations will reflect this model on student IEPs for the 2022-2023 school year.

The therapists will be working with the Coordinator of Special Education, Nicole Parete, and their building principals to complete color-coded calendars to inform teachers and parents of the indirect cycles.

The therapists will be working on a rotating, indirect service schedule. This will allow for collaboration between disciplines.



Summary



Collaboration is the art and science of combining people's talents, skills, and knowledge to achieve a common goal.

Leigh L. Thompson



It is, as always, our goal as a District to provide child-centered and research-based services to our students.

Our hope is that the 3:1 service delivery model will promote increased collaboration, carryover, and communication among all stakeholders.

We are excited to implement the 3:1 model and monitor student outcomes.

Thank You!

If you have any questions, please reach out to your child's related service provider, or the Coordinator of Special Education, Nicole Parete.

