

Thinking Through Varied Service Delivery Models

Have you ever wanted to try a new treatment format, but you weren't sure where to start? This is a guide to determining the best fit for your students, clients, and patients (referred to as "clients" throughout the document). We've included a few considerations, but this is only a starting point to help you organize the specific needs of your clients. There is no right or wrong way to use this worksheet. You can use this for a single client when considering the service models you might want to implement; for several clients- to get an idea of who might work well together in different formats; or with your entire caseload - to determine the variety you have across your clients. We've included samples to get you started, but feel free to fill out the grid any way - whichever one best fits your work setting or personal style. See other ASHA resources [defining service delivery models](#) and reviewing [coding and payment considerations](#) as you get started.

This worksheet can help you offer your clients a novel therapeutic experience, optimize your scheduling options, and advocate for supports needed for your caseload.

<p>Treatment Goals</p> <ul style="list-style-type: none"> • Treatment target areas • Level of mastery • Influence of context and environment 	<p>Payers</p> <ul style="list-style-type: none"> • Definition of terms (e.g., group limits, telepractice) • Insurance coverage • Payer requirements and limitations 	<p>Physical Environment</p> <ul style="list-style-type: none"> • Infection control • Noise level • Distractions • Room capacity • Equipment and resources
<p>Client Factors</p> <ul style="list-style-type: none"> • Safety • Endurance, attention, sensory status • Preference and buy in • Comfort with disclosing treatment goals • Schedule conflicts, transport • Social determinants of health 	<p>Dynamics</p> <ul style="list-style-type: none"> • Compatibility • Modeling and mentorship • Counseling and bonding • Language used, interpreter • Severity and prognosis 	<p>Evidence</p> <ul style="list-style-type: none"> • Evidence Maps • Practice Portal • ASHAWire, scholarly journals, and other publications

ASHA VARIED SERVICE DELIVERY WORKSHEET

SERVICE DELIVERY	YES	NO	MAYBE	NOTES
Just the two of us <i>One on one in therapy room</i>				
One on one, in a crowd <i>One on one in an open space (e.g. art class, dining hall)</i>				
Just a few of us <i>Small group in therapy room</i>				
All together now <i>Large group, classroom activity</i>				
One at a time <i>Concurrent or co-treat</i>				
Screen to screen <i>Telepractice</i>				
I'll check up on you <i>Consult or coach others to support the client (e.g., teacher, nurse, aide, care partner)</i>				

SAMPLE SCHOOL SETTING

This example is focused on an entire caseload in preparation for a meeting with school district administration to express supports needed in order to implement different service delivery models.

SERVICE DELIVERY	YES	NO	MAYBE	NOTES
Just the two of us <i>One on one in therapy room</i>	Student 1 Student 2 Student 3	Student 4	Student 5	See how Student 5 likes small group and move to individual if necessary; Student 4 prefers small group
One on one, in a crowd <i>One on one in an open space (e.g. art class, dining hall)</i>	Student 6 Student 7 Student 17			Student 7 may need to move back to small group with Students 22 & 23 due to concerns about attention
Just a few of us <i>Small group in therapy room</i>	Students 5, 8, 9, 10 Students 4, 11, 12 Students 13, 14, 15, 16 Students 18 & 19 Students 22 & 23	Student 17	Students 20 & 21 Students 33, 34, 35	Student 17 has so much difficulty transitioning out of classroom Students 18 & 19 may be ok with large group classroom Students 20 & 21 may not get along and need return to one-on-one during music If literacy centers don't work out in Class X, create small group for Students 33, 34, 35
All together now <i>Large group, classroom activity</i>	3rd gr Class A (Students 24 & 25) 4th gr Class B (Students 26 & 27) 5th gr Class C (Students 28, 29, 30) Kdg Class Z (Students 31 & 32)		1st gr Class X (Students 33, 34, 35)	See if Class X (Students 33, 34, 35) is willing to do literacy centers twice per week—otherwise, create another small group
One at a time <i>Concurrent or co-treat</i>	N/A	N/A	N/A	
Screen to screen <i>Telepractice</i>	Students 36 & 37 Students 38 & 39 Students 40 & 41		Student 1	As high schoolers, Students 36 & 37 like the idea of meeting online during their media time rather than being pulled from class Need to find a facilitator to get Students 38 & 39, as well as Students 40 & 41, to the library and help them stay focused.
I'll check up on you <i>Consult or coach others to support the client (e.g., teacher, nurse, aide, care partner)</i>	Student 42 Student 43 Student 44			Work with Student 42's para on T/Th Collab with Student 43's teacher on M/W

SAMPLE INPATIENT REHAB SETTING

This example is focused on one client to reflect on different goals and the form of service delivery that will be most effective for each goal.

SERVICE DELIVERY	YES	NO	MAYBE	NOTES
Just the two of us <i>One on one in therapy room</i>	<p>Currently on C. Diff precautions so 1:1 necessary.</p> <p>Writing/typing goal - requires reduced distractions</p>			<p>Next steps: Consider other service delivery options once taken off precautions</p>
One on one, in a crowd <i>One on one in an open space (e.g. art class, dining hall)</i>	To work on swallowing goal	Executive functioning goal - too distracted, too challenging at this point		<p>Ideas: Enjoys gardening and bird watching. Session in the garden?</p>
Just a few of us <i>Small group in therapy room</i>			Spanish is predominant language - would need to pair with other Spanish speakers; JA and EM?	
All together now <i>Large group, classroom activity</i>		Currently has difficulty processing/initiating in a timely manner		<p>Plan: Reassess in 2 weeks</p>
One at a time <i>Concurrent or co-treat</i>			<p>Co-treat with OT on feeding</p> <p>Co-treat with PT on safe transfers</p>	<p>Plan: Check with PT and OT</p>
Screen to screen <i>Telepractice</i>			<p>Online group with JA and EM?</p> <p>Would need facilitators</p>	<p>Plan: Check with JA and EM's primary therapists</p>
I'll check up on you <i>Consult or coach others to support the client (e.g., teacher, nurse, aide, care partner)</i>				

SAMPLE SKILLED NURSING FACILITY SETTING

This example is focused on the caseload for one building to demonstrate the proportion of varied service delivery models used.

SERVICE DELIVERY	YES	NO	MAYBE	NOTES
Just the two of us <i>One on one in therapy room</i>	BH LT SR	MN (does better with peers)		Consider admin request of at least 25% of time in groups/concurrent
One on one, in a crowd <i>One on one in an open space (e.g. art class, dining hall)</i>			RL (during activity to check carryover of strats?)	
Just a few of us <i>Small group in therapy room</i>	Language: MN, LG, FB Cog: PL, DM, KT	LT (says she's uncomfortable)	Try KR once cleared from precautions	
All together now <i>Large group, classroom activity</i>				Talk with activities coordinator about cog-lang stim activities
One at a time <i>Concurrent or co-treat</i>	Swallowing: RG, MS		SR once less 1:1 coaching needed	
Screen to screen <i>Telepractice</i>				Check with Meadow Acres staff re: for check-ins with ML
I'll check up on you <i>Consult or coach others to support the client (e.g., teacher, nurse, aide, care partner)</i>	DRL – work with nursing to monitor			