

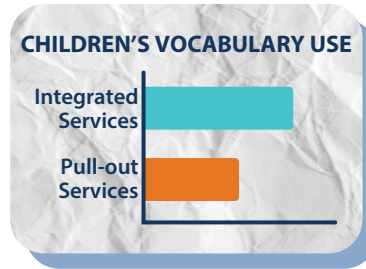
# Benefits of Integrated Services

**Integrated services** are when a child's special education services (e.g., speech-language pathology, occupational therapy, physical therapy, behavior counseling) are provided in classroom-based settings in a nonintrusive way that seamlessly fit into the child's school day.

## Students get to participate fully in school when services are integrated.

Learning new skills occurs best in the "real" environment.

Practicing a new skill in the natural setting is most effective for developing skills.<sup>2</sup>



**Children with disabilities benefit.** Integrated classroom models lead to higher vocabulary and language acquisition for children than pull-out services.<sup>1</sup>



## Teachers learn from observing service providers.

Teachers who work in integrated settings better understand the children's disabilities and make more appropriate adaptations to their classroom.<sup>6</sup>



## Children without disabilities benefit.

Having service providers in the classroom can benefit all children—even those who are not eligible for special education—by introducing them to strategies and developmental support provided by professionals.<sup>5</sup>

## Integrated services foster children's sense of belonging.

Pulling children out for services is disruptive to their routines and limits peer modeling.<sup>7</sup> Integrated services foster social interaction and friendships among students with and without disabilities.<sup>8</sup>



**Service providers gain a better picture of the child's skills in natural settings.** Classroom-based services support children in a broader application of skills and can improve the generalization of these new skills in other settings.<sup>3,4</sup> Service providers gain a fuller picture of the children's abilities and challenges.

<sup>1</sup> McGinty, A. S., & Justice, L. M. (2006). Classroom-based versus pullout speech-language intervention: A review of the experimental evidence. *EBP Briefs*, 1(1), 1-25.

<sup>2</sup> O'Brien, J., & Lewin, J. E. (2008). Part 1: Translating motor control and motor learning theory into occupational therapy practice for children and youth. *OT Practice*, 13(21), CE 1-8.

<sup>3</sup> American Speech-Language-Hearing Association. (n.d.). School-based service delivery in speech-language pathology. American Speech-Language-Hearing Association. Retrieved March 14, 2023, from <https://www.asha.org/SLP/schools/School-Based-Service-Delivery-in-Speech-Language-Pathology/>

<sup>4</sup> Archibald, L. M. (2017). SLP-educator classroom collaboration: A review to inform reason-based practice. *Autism & Developmental Language Impairments*, 2. <https://doi.org/10.1177/2396941516680369>

<sup>5</sup> Team, T. U. (2023, February 7). 4 benefits of Inclusion Classrooms. Understood. Retrieved March 14, 2023, from <https://www.understood.org/en/articles/4-benefits-of-inclusive-classrooms>

<sup>6</sup> American Speech-Language-Hearing Association. (n.d.). School-based service delivery in speech-language pathology. American Speech-Language-Hearing Association. Retrieved March 14, 2023, from <https://www.asha.org/SLP/schools/School-Based-Service-Delivery-in-Speech-Language-Pathology/>

<sup>7</sup> Every Moment Counts. (n.d.). Integrated services. Every Moment Counts. Retrieved March 14, 2023, from <https://everymomentcounts.org/integrated-services/>

<sup>8</sup> Guralnick, M.J., Connor, R.T., & Hammond, M. (1995). Parent perspectives of peer relationships and friendships in integrated and specialized programs. *American Journal on Mental Retardation*, 99(5), 457-476.