

Model	Location	Therapy Focus	Peers	Teacher's Role
Individual Pull-Out	Anywhere apart from the regular class	Directly on child functioning	Not present	Provide information before therapy and receive information after therapy
Small Group Pull-Out	Anywhere apart from the regular class	Directly on functioning by child(ren) with special needs	One to six peers present	Provide and receive information before & after therapy, decide schedule with therapist & which peers will participate
One-on-one in classroom	Classroom, often apart from other children	Directly on child functioning,	Present, but not involved in therapy	Conduct activities, play with other children, keep children from disrupting therapy; rarely, watch therapy session, provide and receive information after therapy
Group activity	Classroom; small or large group	On all children in group and on peer interactions, emphasis on meeting special needs of children	All or some children in group have special needs	When small group, conduct activities & play with other children; if possible, watch or participate in therapist's group. When large group, watch or participate in group activity & participate in planning large- and possibly small-group activity
Individual During Routine	Classroom, wherever focal child is	Directly but not exclusively on the focal child	Usually present	Plan and conduct activity including focal child, observe therapist's interactions with child, provide information before therapy, exchange information with therapist after routine
Consultation	In or out of classroom	Teacher, as related to the needs of the child; can vary from expert to collegial model	Present if occurring in class; not present if occurring out of class	Exchange information and expertise with therapist, help plan future therapy sessions, give and receive feedback, foster partnership with therapist

From McWilliam, R.A. (1995). Integration of therapy and consultative special education: A continuum in early intervention. *Infants and Young Children*, 7(4), 29-38; reprinted by permission.