

Pull-Out Therapy DEFINITION



Students withdrawn from class for a period of time to receive services individually or in a group format

This principle is one of the 10 evidence-based principles, identified in a scoping review, that can guide the organization and delivery of services for students with disabilities in integrated classrooms.

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Group for Optimizing
Leadership in
Delivering Services

project
GOLDs



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Principle 8: Pull-Out Therapy

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EXAMPLES

Providing speech language therapy interventions outside of class to students with language difficulties (Bauer et al., 2010)

Providing pullout interventions for supporting students' mental health (University of California, 2001)

Teacher assistants and educators working with students individually or in small groups to ensure progress in a specific academic subject (Labon, 1999)

Tutors working on reading skills with groups of students, pulled out of classroom, and monitoring the need to move from level 2 to level 1 in a tiered model (O'Connor et al., 2014)

Weekly direct OT services in pairs for first grade students with poor visual motor integration in disadvantaged areas (Ratzon et al., 2009)



Evidence & OUTCOME

In combination with other principles, pull-out therapy:

- Improves visual-motor skills of first grade students in disadvantaged areas experiencing poor visual motor integration (Ratzon et al., 2009)
- Improves academic achievement and promotes positive social interactions with peers and teachers for grade 4 students with disabilities (Saxon, 2007)

Application IDEAS

- Providing one on one services outside of the class to help with homework
- Helping students who have been absent make up for missed materials
- Providing interventions to develop a specific skill outside of class that will facilitate classroom participation (ex: turn taking)