

# Speech-Language *SLP's Role in Tiers of Rtl*

Originally developed by Georgia Organization of School Based SLPs

<http://www.omnie.org/guidelines/files/Role-of-the-SLP-in-Response-to-Intervention.pdf>

<http://www.asha.org/slp/schools/prof-consult/NewRolesSLP.htm>

## Language Concerns

General Education	What is the SLP's role?	Materials/Resources Needed:
<p><b>Tier 1: All Students</b></p> <ul style="list-style-type: none"> <li>Teacher may notice indicators of a language problem, monitors progress more closely, provides models, and uses instructional strategies/differentiated instruction to assist student</li> <li>Teacher informs parents and team of concerns</li> </ul>	<ul style="list-style-type: none"> <li>SLP shares information with school staff on identification of and interventions for students with language disorders</li> <li>SLP shares information with school staff on the relationship between language/ communication skills and the development of literacy skills</li> <li>When in an inclusion setting, assist with differentiated instruction and flexible grouping to meet the needs of struggling students in the areas of language and literacy</li> </ul>	<ul style="list-style-type: none"> <li>Presentation/in-service training on speech-language disorders; includes information on language, communication skills and literacy; role of SLP</li> </ul>
<p><b>Tier 2: School Intervention Teams</b></p> <ul style="list-style-type: none"> <li>Same initial procedure is followed for language as for other concerns (i.e., academic or behavioral)</li> <li>Background information on student history, academic, social/emotional functioning provided by classroom teacher, H/V screen</li> <li>Teacher/team completes S/L checklist</li> <li>Problem solving process: identify 1 to 3 strategies that teacher should implement in the classroom; interventions are matched to individual needs</li> <li>Teacher documents results, completes periodic probes, brings results to future meetings, adjusts plan as needed with the support of the Tier 2 team</li> <li>Recommend moving to Tier 3 if slow rate of progress and gap widening</li> </ul>	<ul style="list-style-type: none"> <li>SLP may be invited to Tier 2 meeting</li> <li>SLP can suggest strategies</li> <li>SLP can observe in the classroom</li> <li>SLP can consult with teacher during the process</li> <li>SLP can conduct formal screening with parent consent</li> </ul>	<ul style="list-style-type: none"> <li>Forms to provide background information on student (SST forms)</li> <li>S/L checklists based upon IL Learning Standards to help teachers identify weaknesses</li> <li>List of strategies for language in areas of :               <ul style="list-style-type: none"> <li>-vocabulary</li> <li>-comprehension</li> <li>-oral expression – content &amp; meaning</li> <li>-oral expression – syntax &amp; morphology</li> <li>-pragmatics</li> </ul> </li> </ul>
<p><b>Tier 3: Student Support Team</b></p> <ul style="list-style-type: none"> <li>Analyze Tier 2 results and <b>data</b></li> <li>Problem solving process: more individualized strategies/interventions, more individualized assessments</li> <li>Documentation of interventions &amp; periodic assessment for 12 weeks total (at least 4 repeated assessments)</li> <li>Recommend referral to special education if slow rate of progress and gap widening</li> </ul>	<ul style="list-style-type: none"> <li>SLP participates in Tier 3 meeting</li> <li>SLP observes student in classroom</li> <li>SLP consults as needed</li> <li>SLP visits classroom &amp; models strategies</li> <li>SLP may assist in facilitating differentiated instruction, flexible groups, and more opportunities for interventions</li> </ul>	<ul style="list-style-type: none"> <li>List of specific strategies for language in areas of :               <ul style="list-style-type: none"> <li>-vocabulary</li> <li>-comprehension</li> <li>-expressive language</li> <li>-grammar &amp; syntax</li> <li>-pragmatics</li> </ul> </li> <li>Examples of assessment probes for each strategy/area of language</li> </ul>

## Articulation/Speech Concerns

General Education	What is the SLP's role?	Materials/Resources Needed:
<p><b>Tier 1: All Students</b></p> <ul style="list-style-type: none"> <li>Teacher may notice indicators of a speech-language problem, monitors progress more closely, provides models, and uses instructional strategies/differentiated instruction to assist student</li> <li>Teacher informs team and parents of concerns</li> </ul>	<ul style="list-style-type: none"> <li>Sharing information with school staff on identification of and interventions for students with articulation impairments</li> <li>Sharing information with school staff on the educational impact of articulation disorders</li> <li>When in an inclusion setting, assist with differentiated instruction and flexible grouping to meet the needs of struggling students in the areas of communication and literacy</li> </ul>	<ul style="list-style-type: none"> <li>Presentation on speech-language disorders; includes information on language, communication skills and literacy; role of SLP</li> </ul>
General Education	What is the SLP's role?	Materials/Resources Needed:
<p><b>Tier 2: School Intervention Teams</b></p> <ul style="list-style-type: none"> <li>Same initial procedure is followed for articulation as for other concerns (i.e., academic or behavioral)</li> <li>Background information on student history, academic, social/emotional functioning provided by classroom teacher, H/V screen</li> <li>Teacher completes sentence repetition task to identify problem sounds</li> <li>Team compares problem sounds to Sound Development Chart</li> <li>Teacher/team completes S/L Checklist to provide more information on speech-language development</li> <li>Problem solving process: identify 1 to 3 strategies that teacher should implement in the classroom – these involve general strategies such as modeling, over emphasizing problem sound</li> <li>Team gathers information on the impact of the articulation problem – completes form, anecdotal notes</li> <li>Documentation of interventions &amp; periodic assessment</li> <li>Recommend moving to Tier 3 if slow rate of progress</li> </ul>	<ul style="list-style-type: none"> <li>SLP attends Tier 2 meeting</li> <li>SLP helps suggest strategies</li> <li>SLP observes student in classroom</li> <li>SLP can consult with teacher during the process</li> <li>SLP can complete formal speech screening with consent</li> </ul>	<ul style="list-style-type: none"> <li>Form to provide background information on student (SST form)</li> <li>S/L checklists based upon IL Learning Standards to help teachers identify areas of impact</li> <li>Sentence repetition task to help team identify error sounds</li> <li>Sound Development Chart (each school system may want to develop one)</li> <li>List of strategies for general speech improvement in the classroom</li> <li>Form to document impact in the classroom (i.e., participation in discussion, spelling or writing issues, withdrawal, etc.)</li> <li>Form to document progress (i.e., form for teacher to use with a word list to note correct and incorrect productions of target sound)</li> </ul>
<p><b>Tier 3: Student Support Team</b></p> <ul style="list-style-type: none"> <li>Analyze Tier 2 results, identify indicators of educational impact of articulation problem</li> <li>Problem solving process: more individualized strategies/interventions, more individualized assessments</li> <li><b>Student Stimulable:</b> Practice program set up that teacher and parent complete (i.e., classroom practice and homework, cues/reminders as appropriate to use correct sound production), SLP does a weekly check to see how program is working</li> <li><b>Student Not Stimulable:</b> (can't produce sound, even with a model) SLP provides 4 weeks of interventions that includes 5 to</li> </ul>	<ul style="list-style-type: none"> <li>SLP attends Tier 3 meeting</li> <li>SLP observes student in classroom</li> <li>SLP pulls student aside to assess stimulability for sound development</li> <li>SLP sets up intervention plan, identifies roles for teacher, parent and SLP</li> <li>SLP consults as needed</li> <li>SLP models strategies</li> </ul>	<ul style="list-style-type: none"> <li>Practice Program for sounds that are not developing according to accepted norms and as recommended by SLP</li> <li>Examples of assessment probes for monitoring progress of correct sound production</li> </ul>

<p>10 minutes of drill and practice - 3 to 5 times per week in the classroom or just outside of the classroom</p> <ul style="list-style-type: none"> <li>• Documentation of interventions &amp; periodic assessment for 12 weeks total (at least 4 repeated assessments)</li> <li>• Recommend referral to special education if slow rate of progress and educational impact is established</li> </ul>		
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## Fluency (Stuttering) Referrals

General Education	What is the SLP's role?	Materials/Resources Needed:
<p><b>Tier 1: All Students</b></p> <ul style="list-style-type: none"> <li>• Teacher notices indicators of a stuttering problem, monitors performance more closely</li> <li>• Uses instructional strategies/differentiated instruction to assist student</li> <li>• Teacher informs parents and team of concerns</li> </ul>	<ul style="list-style-type: none"> <li>• SLP shares information with school staff on speech disorders; includes information on fluency and educational impact</li> <li>• When in an inclusion setting, assist with differentiated instruction and flexible grouping to meet the needs of struggling students in the areas of communication and literacy</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation on speech-language disorders; includes information on fluency and role of SLP</li> </ul>
General Education	What is the SLP's role?	Materials/Resources Needed:
<p><b>Tier 2: School Intervention Teams</b></p> <ul style="list-style-type: none"> <li>• Same initial procedure is followed for stuttering as for other concerns (i.e., academic or behavioral)</li> <li>• Background information on student history, academic, social/emotional functioning provided by classroom teacher, H/V screen</li> <li>• Teacher completes form to document impact in the classroom (where, when, how often stuttering occurs, situations, etc.)</li> <li>• Teacher /team completes S/L Checklist to provide more information on speech-language development</li> <li>• Teacher sends home Stuttering Questionnaire for parents</li> <li>• Problem solving process: identify 1 to 3 strategies that teacher should implement in the classroom – these involve general strategies such as modeling, facilitating a less stressful classroom environment for responses, etc.)</li> <li>• Documentation of interventions &amp; anecdotal notes (e.g. slow down, provide think time, decrease stress in classroom environment)</li> <li>• Recommend moving to Tier 3 if slow rate of progress, stuttering behaviors are pervasive across many settings, or appear to be increasing</li> </ul>	<ul style="list-style-type: none"> <li>• SLP attends Tier 2 meeting</li> <li>• SLP observes student in classroom, notes teacher style of rate and delivery</li> <li>• SLP suggests models of good fluency rate and specific fluency strategies for the teacher</li> <li>• SLP can consult with teacher during the process</li> <li>• SLP may visit classroom &amp; model strategies</li> <li>• SLP can conduct formal screening with parent consent</li> </ul>	<ul style="list-style-type: none"> <li>• Form to provide background information on student (SST form)</li> <li>• S/L checklists based upon IL Learning standards to help teachers identify additional weaknesses and impact</li> <li>• List of fluency strategies for general classroom use</li> <li>• Form to document impact in the classroom (i.e., participation in discussion, spelling or writing issues, withdrawal, etc. ) and history of stuttering problem</li> <li>• Stuttering Questionnaire for parents</li> </ul>

<p><b>Tier 3: Student Support Team</b></p> <ul style="list-style-type: none"> <li>Analyze Tier 2 results, identify indicators of educational impact of the stuttering problem</li> <li>Problem solving process: more individualized strategies/interventions, more individualized assessments</li> <li>Documentation of interventions, often may be less than 12 weeks if problem is significant and student is exhibiting secondary characteristics</li> <li>Recommend referral to special education if slow rate of progress, stuttering behaviors are pervasive across many settings, or appear to be increasing and educational impact is established</li> </ul>	<ul style="list-style-type: none"> <li>SLP attends Tier 3 meeting</li> <li>SLP observes student in classroom</li> <li>SLP pulls student aside or just outside of the classroom to provide some trial techniques to establish fluency</li> <li>SLP consults as needed</li> <li>SLP models strategies</li> </ul>	<ul style="list-style-type: none"> <li>Examples of assessment probes for monitoring progress of fluent speech</li> </ul>
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## Voice Referrals

General Education	What is the SLP's role?	Materials/Resources Needed:
<p><b>Tier 1: All Students</b></p> <ul style="list-style-type: none"> <li>Teacher may notice indicators of a voice problem, monitors progress more closely, provides models, and uses instructional strategies/differentiated instruction to assist student</li> <li>Teacher informs parents and team of concerns, asks if problems are seen at home, last visit to family doctor</li> </ul>	<ul style="list-style-type: none"> <li>Sharing information with school staff on identification of and interventions for students with voice problems</li> <li>Sharing information with school staff on the educational impact of voice disorders</li> <li>When in an inclusion setting, assist with differentiated instruction and flexible grouping to meet the needs of struggling students in the areas of communication and literacy</li> </ul>	<ul style="list-style-type: none"> <li>Presentation on speech-language disorders; includes information on voice disorders and role of SLP</li> </ul>
General Education	What is the SLP's role?	Materials/Resources Needed:
<p><b>Tier 2: School Intervention Team</b></p> <ul style="list-style-type: none"> <li>Same initial procedure is followed for voice as for other concerns (i.e., academic or behavioral)</li> <li>Background information on student history, academic, social/emotional functioning provided by classroom teacher, H/V screen</li> <li>Discuss medical concerns with parent, recommend a visit to the family doctor / ENT</li> <li>Teacher completes form to document impact in the classroom (where, when, how often voice problems occur, situations, etc.)</li> <li>Teacher /team completes S/L Checklist to provide more information on speech-language development</li> <li>Problem solving process: identify 1 to 3 strategies that teacher should implement in the classroom – these involve general strategies such as modeling, reminders for appropriate loudness, vocal hygiene, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>SLP attends Tier 2 meeting</li> <li>SLP helps suggest strategies</li> <li>SLP observes student in classroom</li> <li>SLP can consult with teacher during the process</li> <li>SLP can conduct formal screening with parent consent</li> <li>SLP assists teacher in developing a plan to involve the student in self-monitoring of appropriate vocal hygiene</li> </ul>	<ul style="list-style-type: none"> <li>Form to provide background information on student</li> <li>Language checklists based upon IL Learning standards to help teachers identify additional weaknesses in language</li> <li>List of strategies for general vocal hygiene in the classroom</li> <li>Form to document impact in the classroom (i.e., participation in discussion, spelling or writing issues, withdrawal, etc. ) and history of voice problem</li> </ul>

<ul style="list-style-type: none"> <li>• Documentation of interventions &amp; anecdotal notes</li> <li>• Recommend moving to Tier 3 if slow rate of progress, voice problems are pervasive across many settings, or appear to be increasing</li> </ul>		
<p><b>Tier 3: Student Support Team</b></p> <ul style="list-style-type: none"> <li>• Analyze Tier 2 results, identify indicators of educational impact of the voice problem</li> <li>• Problem solving process: more individualized strategies/interventions, more individualized assessments</li> <li>• Documentation of interventions - intervention period may be less than 12 weeks if problem is severe or other concerns are present</li> <li>• Recommend referral to special education if slow rate of progress, voice problems are pervasive across many settings, or appear to be increasing and educational impact is established</li> </ul>	<ul style="list-style-type: none"> <li>• SLP attends in Tier 3 meeting</li> <li>• SLP observes student in classroom</li> <li>• SLP consults as needed</li> <li>• SLP models strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Examples of assessment probes for monitoring progress of voice production (i.e., charting appropriate vocal production during certain parts of the school day, etc.)</li> </ul>

**Additional Resource**

***[Rti Speech and Language Interventions for the Classroom Teacher by S.D. Santos](http://www.lulu.com/product/paperback/rti-speech-and-language-interventions-for-the-regular-classroom-teacher/4130649)***  
<http://www.lulu.com/product/paperback/rti-speech-and-language-interventions-for-the-regular-classroom-teacher/4130649>

**Pre-referral Intervention Plan Example**  
<http://rockwallisd.com/LinkClick.aspx?fileticket=0oFue1iZ2Y%3d&tabid=291>

# Rtl Pre-referral Speech & Language Checklist

Student: \_\_\_\_\_ Grade: \_\_\_\_ Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Please review and check area of concern and discrepancy from peers of similar cultural and language background. Additional comments can be added to the right of the checklist.

## \_\_\_\_ Expressive Language (Oral Expression)

- Limited verbal participation
- Poor sentence structures
- Word finding or vocabulary difficulty
- Difficulty commenting, requesting, asking, answering questions
- Difficulty telling personal experiences, retelling stories or explaining ideas
- Frequent off-topic or unrelated comments
- Other (please specify)

## \_\_\_\_ Receptive Language (Comprehension)

- Difficulty following multi-step directions
- Does not appear to understand questions
- Does not appear to understand reading-level vocabulary
- Struggles with reading comprehension questions
- Other (please specify)

## \_\_\_\_ Speech Articulation (Complete Articulation Screener)

- Poor speech intelligibility
- Errors w/specific speech sounds
- Other (please specify)

## \_\_\_\_ Speech Fluency (Stuttering)

- Frequently repeats sounds, syllable, whole words, or phrases
- Has noticeable silent blocks or prolongations in speech
- Appears frustrated or gives up when stuck on words
- Other (please specify)

## \_\_\_\_ Voice/Resonance

- Frequently loses voice
- Consistent harsh or hoarse vocal quality
- Has nasal quality when speaking
- Always sounds like he/she has a cold
- Other (please specify)

Comments: \_\_\_\_\_

\_\_\_\_\_

**Team Decision: Is a screening by the SLP needed to provide pertinent information and appropriate pre-referral interventions?**   Yes   No