

A Model for a Speech-Language Response to Intervention (RtI) Process



Referrals for Speech and Language Concerns

- Teacher expresses an instructional concern in the area of speech or language for a student.
 - Articulation
 - Stuttering
 - Language (receptive language, or the ability to understand spoken language; oral expression, or the use of spoken language to communicate ideas; pragmatic language, or the ability to interact socially with others through language)
 - Voice
- Teacher contacts parent and completes Speech-Language RtI Referral Form.
- If the parent expresses speech/language concern, the teacher will still complete the form with parent input.
- SLP reviews the referral form and determines if the concerns are developmental or due to lack of exposure.
 - If yes, SLP shares resources regarding developmental norms and suggestions for skill development with teacher. (Teacher follows up with parent.)
 - If no, move to appropriate Intervention Tier.
- *Keep in mind the link between language and literacy. It is **strongly recommended** that students with language needs be examined by the building RTI team.*

TIER 1 SPEECH/LANGUAGE INTERVENTION:

Teacher provides intervention within the context of the general education curriculum

STEP 1:

- Teacher consults with SLP to identify targets for progress monitoring and instructional strategies.
- Teacher and SLP complete Intervention Plan Form (#6 in folder) and determine progress monitoring time period. Progress monitoring period is recommended to be no more than 8-12 weeks.
- Set date for follow-up communication regarding progress.
- Implement Intervention Plan.
- SLP provides resources to the teacher to send home.
 - Examples: brochure, tips/tricks, modeling strategies, websites/videos, speech/language activities, developmental norms

STEP 2:

- Teacher and SLP communicate after progress monitoring period (8-12 weeks) to determine if student is making sufficient progress.
 - If yes, continue the successful intervention and update parent
 - If no, change or modify intervention, or move to Tier 2

TIER 2 SPEECH-LANGUAGE INTERVENTION

Small group or individual intervention

Again, it is important to consider whether the case should be referred to building RtI team.

STEP 1:

- Teacher contacts parent to discuss continued concerns and obtain signed Permission to Review (# 5 in folder)
- SLP/teacher continue to gather information through work samples, observation, speech/language probes.

STEP 2:

- Teacher, SLP, and parent review prior intervention plan, discuss results, and revise the intervention plan (strategies, target, group size, etc.).
- Set date for follow-up communication regarding progress. Progress monitoring period is recommended to be no more than 8-12 weeks.
- Implement Intervention Plan

STEP 3:

- Teacher and SLP communicate after progress monitoring period (8-12 weeks) to determine if student is making sufficient progress.
 - If yes, continue the successful intervention.
 - If no, change or modify intervention, or move to Tier 3.

TIER 3 SPEECH-LANGUAGE INTERVENTION

Intensive, explicit intervention

**This tier of support is determined by whether or not your school district looks at Tier 3 as special education or still part of the intervention process.*

STEP 1:

- Teacher, SLP, district representative, parent, and any other pertinent team members (school psychologist, OT, etc.) meet to review prior intervention plan.

Based on review of progress, the team decides if interventions continue (move to Step 2) or if they suspect a disability (move to Step 3).

STEP 2:

- If a disability is NOT suspected:
 - Team will review prior intervention plan, discuss results, and revise the intervention plan (strategies, target, group size, etc.).
 - Set date for follow-up communication regarding progress. Progress monitoring period is recommended to be no more than 8-12 weeks.
 - Implement Intervention Plan.
 - After Tier 3 intensive intervention(s), team will determine if they suspect a disability or if interventions will end.

STEP 3:

- If a disability IS suspected:
 - Implement Intervention Plan AND
 - Move forward with the evaluation process.

Other considerations:

- Typically for articulation, the SLP should exit students after they meet *75% accuracy at the sentence level*. This needs to be communicated with the team when the intervention plan begins.