

The Next Chapter: Sustaining Classroom Support Beyond Tiered Intervention

OSSPEAC

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Meet our Speakers



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Disclaimers and Information:

- State project SLP Consultants
- Slides and forms were developed as a project by the Ohio SLP Consultants, originally for SLPs but expanded to include information for all RSPs
- What we need from you: impact information!

Background and Learning Objectives

Identify how to integrate progress-monitoring data from tiered interventions into a comprehensive evaluation to clearly demonstrate a student's need for Specially Designed Instruction.

List specific strategies for documenting successful tiered interventions within an IEP to continue classroom supports after identification.

Describe a collaborative framework for SLPs and general education teachers to maintain a "layered" support model that ensures the continuity of successful classroom-based strategies within the general education environment.

Ohio's Integrated Multi-Tiered System of Supports

Providing effective instruction for all students through academic and non-academic supports.

Student Learning Components



Adult Implementation Components



Where We Left Off: Tiered Interventions Recap

Interventions Are Mandatory:

Required by Ohio code to collect data prior to or alongside special education evaluations.

General Education Focused:

Delivered in class; targets specific skills rather than curriculum adaptations (SDI).

Standardized Workflow:

Concern

Questionnaire



Consent & Plan



Implementation



Progress
Monitoring/
Decision Making

Shared Responsibility:

RSPs and classroom teachers partner to manage screening, data collection, and tier movement.

Intervention Continuity Tool



Cole

First grade student with articulation errors.

Teacher Concern:

t/k, d/g

w/l

w/r

Results from observation and screening:

- /k, g/ in spontaneous words = 0/10
- /k, g/ in isolation with model = 10/10
- Initial /k, g/ in words with model = 0/10
- /l/ in isolation with model = 2/10
- Initial /l/ in words with model = 0/10
- Avoids answering questions
- Chats with a peer

Supports provided in the classroom:

Mrs. Smith uses visual phonics, models the correct production of the sounds, and points out the sounds in error in important words.

Daily small group centers

Cole receives daily reading support in Title 1

You meet with the teacher and develop an intervention plan, targeting initial /k/ in words.

Mrs. Smith will practice simple words that begin with /k/ daily during small group centers.

Scenario #1

The cycle of interventions has been completed -
Interventions have worked! Cole is able to consistently
produce /k/ in words. What now?

- Continue effective interventions
- Adjust level of delivery to fade intensity

Scenario #2

The cycle of interventions has been completed -
Progress has been slow. What now?

- Adjust the intervention strategies
- Adjust the delivery of the interventions - from small group provided by a teacher to individual provided by the SLP
- Remember - a student should continue to receive less-intensive interventions while also receiving the more-intense

Scenario #3

Several cycles of interventions have been completed.
Progress has been limited. What now?

- Continue the interventions
- Consider educational impact
- Initiate the evaluation process

Intervention Data Support Prong 3

ELIGIBILITY: THREE PRONGS FOR IDENTIFICATION UNDER IDEA

1

Disability (one of
IDEA's 13 categories
of disability)

AND

2

Adverse effect on
educational
performance

AND

3

As a result, the
student needs
specially designed
instruction (SDI)

From Tiered Intervention to Comprehensive Evaluation

Use data from tiered interventions to demonstrate a child's need for Specially Designed Instruction.

This is key information for Part 4 (eligibility) of the ETR.

Intervention Data can help answer:

- What was the student's original area of concern?
- What intervention was provided?
- How frequently?
- For how long?
- What specific skill was targeted?
- What supports were provided?
- What was the student's response?
- What changed?
- What did **not** change?
- Under what conditions did the student perform best?

ETR Intervention Requirements

For Initial Evaluation ...

Describe the research-based interventions used

Report how long were the the interventions provided (how many weeks)?

Define the intensity of the interventions - how often, and for how many minutes?

Give a description of the results compared to the baseline data.

Explain what decision was made as a result of the interventions?

- What are we trying to learn?
- What has already been tried?
- How did the student respond?
- Under what conditions was the student more or less successful?
- Was the support sufficient or did the student continue to demonstrate a need?

What Happens to the Things That Worked?

Eligibility should **add support** — not erase successful support.

A student has received 12 weeks of classroom-based language intervention. The data show improvement when the teacher uses visual supports, explicit instruction, modeling, and opportunities for structured peer interaction, but a disability is suspected. The student is evaluated, is found eligible for special education, and receives an IEP.

What happens to those successful classroom supports?

- What usually happens to the intervention strategies?
- Who is responsible for continuing them?
- Where are they documented?
- What happens if they aren't documented?

Interventions Should Inform the IEP

1

Present Levels of Performance

What supports have worked? Where does the student currently perform? What conditions affect performance?

2

Specially Designed Instruction

What has already been attempted? What needs to become more explicit, intensive, systematic, or individualized? Describe the SDI based on what you know.

3

Services

What level/intensity of support appears necessary? How often will the student need to be seen?

4

Accommodations

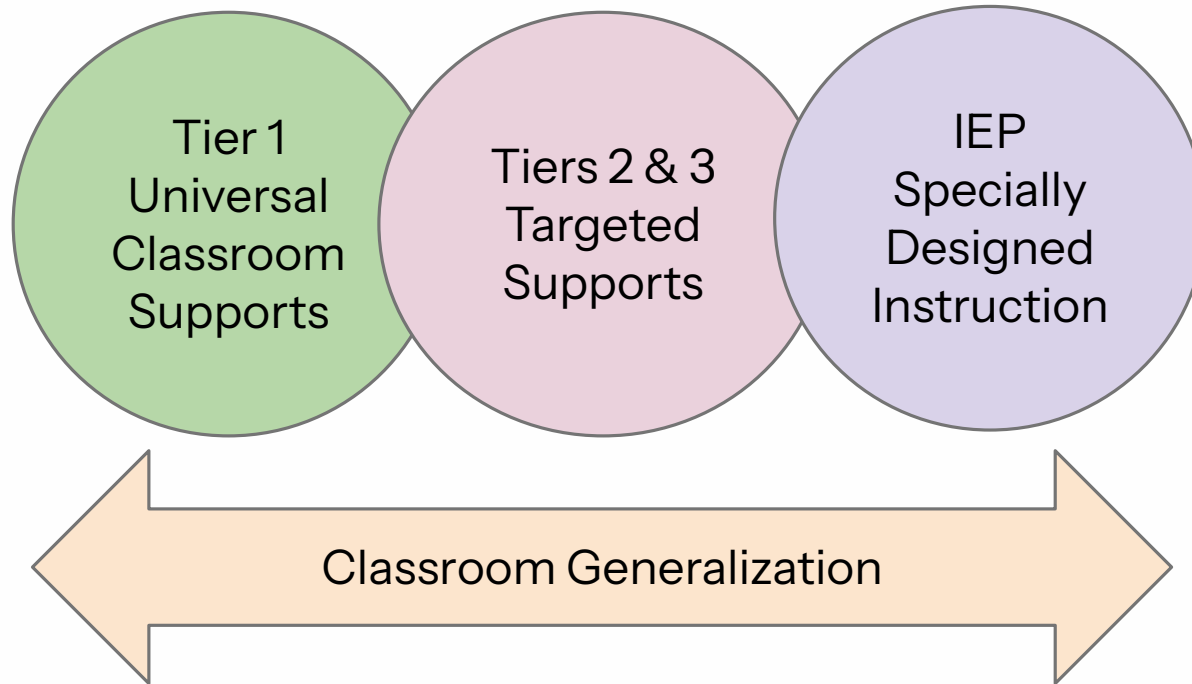
Which supports have evidence of effectiveness? Record those as accommodations.

Don't Lose the Successful Strategies

Where should this information live after eligibility?

- Visual supports
- Explicit vocabulary instruction
- Modeling/recasting
- Sentence frames
- Pre-teaching
- Repeated directions
- Wait time
- Graphic organizers
- Structured peer interaction
- Choice-making
- Augmentative/alternative communication supports

Building “Layered Support”



Layer 1 – Universal Classroom Supports

Supports available to students as part of effective instruction.

- Visual schedules
- Clear directions
- Modeling of correct speech sounds
- Repetition
- Multimodal instruction
- Wait time
- Explicit vocabulary instruction

Layer 2 – Targeted Supports

More intentional supports based on an identified area of difficulty.

- Pre-teaching vocabulary
- Small-group instruction
- Sentence frames
- Structured language practice
- Additional modeling
- Placement cueing for speech sounds
- Modified presentation of information

Layer 3 – Specially Designed Instruction

Individualized instruction provided because of the student's disability and identified needs.

- Explicit instruction targeting a specific language skill
- Individualized communication strategies
- Systematic instruction with planned progression
- Specialized intervention from the SLP

Classroom Generalization

How will the skill taught through SDI show up in the student's actual classroom day?

The SLP's role isn't simply to teach the skill in therapy. The team needs to plan for generalization and access.

The IEP should tell the **next chapter** of the student's support story – not start a completely new story.

Don't start over - Build forward!

Take It Back to Your School

Questions to Take Back to Your Team

1. What worked?

What does the data tell us about the supports that helped this student succeed?

2. What should continue?

Which successful classroom supports should remain—and where will we document them?

3. How will we build forward?

How will SLP + teacher collaboration help the student generalize these skills across the school day?

Thank you!



PLEASE scan
this QR Code to
provide
critical
information for
our state-wide
project!



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