

# Tiered Interventions for Supporting Communication

Brought to you by the Ohio Department of Education and  
Workforce Regional SLP Consultants

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# Today's Agenda:

01 INTRODUCTION and DEFINITIONS

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02 TIERED INTERVENTIONS

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03 SCENARIOS

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04 WRAP-UP and QUESTIONS

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# Introduction and Definitions





# What's the Difference?

**Response to Intervention (RtI)** RTI's primary purpose is to support students **academically**, using a combination of approaches for interventions.

**Multi-Tiered System of Supports (MTSS)** is a school model that helps educators provide strategies for students with **academic and non-academic** needs. This **comprehensive framework** helps schools to identify struggling students early so that they may receive assistance quickly. It outlines how and when to administer support, and allows for the tools and time to implement such strategies.

Many school districts have an MTSS framework in place for behavior or academics (i.e., literacy, math). However, there is not typically a standard process in place for students with speech or language concerns.

## RTI

- Multi-tiered system approach
- Continuum of supports based on the severity of a student's needs
- Universal screening
- Frequent progress monitoring
- Data-driven decision-making

# MTSS

- Emphasis on strong differentiated core instruction
- Involves all important stakeholders for the success of the student, including educators, administrators, and family and community members
- Incorporates PBIS
- Aligns the entire system of resources, initiatives, and supports
- Emphasis on professional development
- Implements continuous improvement across all levels of the system





# Ohio's Integrated Multi-Tiered System of Supports

## Brand new website!

**Purpose:** It's a framework designed to assist districts and schools in developing a local multi-tiered system of supports for student success.

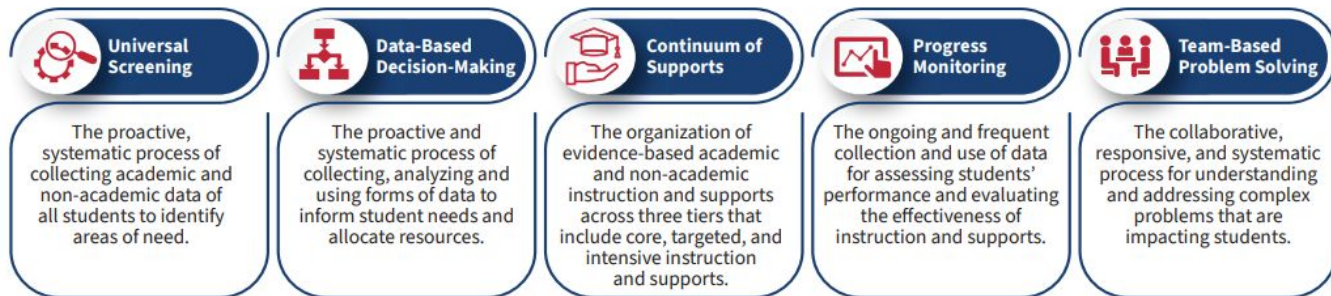
**Functionality:** It facilitates data-informed academic and non-academic instruction and supports for all students, including those at risk and those ready for more advanced work.

**Responsibility:** The system is the collective responsibility of all levels of the educational system. It requires collaborative leadership, teaming, professional learning, and consistent communication.

# 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







# Student Learning Components



**Universal  
Screening**



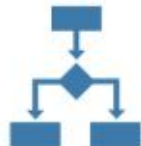
**Progress  
Monitoring**



**Continuum  
of Supports**



**Team-Based  
Problem Solving**



**Data-Based  
Decision Making**



# Adult Implementation Components

## Shared Leadership

Strong and ongoing leadership concerning:

- Infrastructure
- Professional development
- Monitoring for effective instruction

## Professional Capacity

Knowledge, skills, and practices that ensure staff members are:

- Knowledgeable
- Organized
- equipped

## Communication and Collaboration

Essential processes that:

- Promote and support engagement
- Share responsibility

# ROLES OF TEAM MEMBERS

## SUPERINTENDENT

- Ensures the school has the right staff to meet students' needs and prevent funding losses.
- Supports administrators in using MTSS, performing evaluations, managing caseloads, and following special education rules.
- May partner with universities to build and retain a skilled team.
- Helps establish a District Leadership Team for strategic planning.

## SPECIAL EDUCATION DIRECTOR

- Ensures policies are clear and followed.
- Oversees internal monitoring, staff onboarding, and district compliance with special education standards.
- Assists the Building Leadership Team in progress monitoring and next steps.

## BUILDING ADMINISTRATOR

- Collaborates with general and special education staff to implement MTSS and ensure all students, especially those needing extra communication support, receive necessary interventions.
- Helps set intervention schedules and team meetings, progress monitor, guide teachers, and set building goals to align with district objectives.

## SCHOOL PSYCHOLOGIST, SLP, OR RELATED SERVICE PROVIDER

- Guides teachers in creating and implementing intervention plans.
- Ensures inclusive evaluations and manages intervention data.
- Serves on Building Leadership Teams to analyze data, model interventions, and monitor ETR and IEP compliance.

## INTERVENTION SPECIALIST

- Ensures ETRs and IEPs meet all guidelines.
- Collaborates with general education teachers to deliver MTSS support.
- Provides both MTSS interventions and special education services.

## GENERAL EDUCATION TEACHER

- Monitors student growth across academics, behavior, and communication.
- First to spot signs of need, they document observations, initiate Tier 1 and 2 supports, collaborate on strategies, guide paraprofessionals, and collect progress data.



# Other Target Areas for Interventions

## Fine Motor:

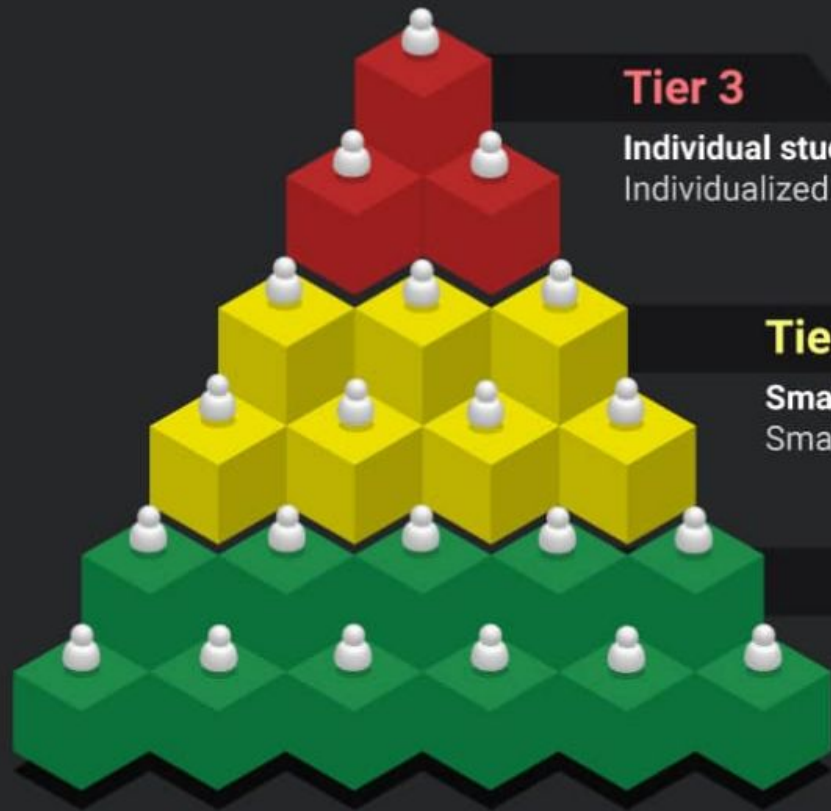
- Using two hands together to complete tasks
- Grasp on a writing utensil, drawing, cutting

## Gross Motor:

- Alternating feet on stairs
- Jumping
- Completing movements in gym class or navigating playground equipment

## Behavior:

- Sustaining attention
- Transitioning
- Respecting other's space
- Managing emotions



### **Tier 3**

**Individual students (< 10%)**  
Individualized support students

### **Tier 2**

**Small groups of students (10-25%)**  
Small group support students

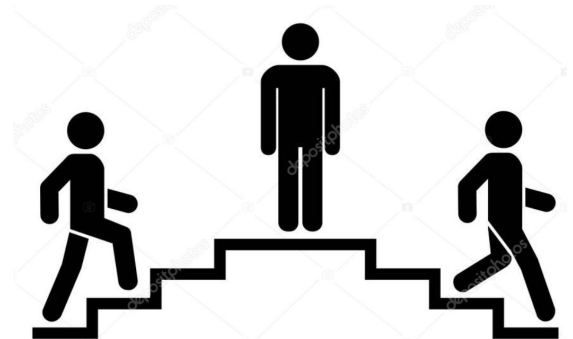
### **Tier 1**

**Majority of students (75-90%)**  
Proactive classroom students

## Other uses of Tiered Interventions

Tiered interventions may be used to support students:

- When considering exit from IEP services
- If no adverse educational impact is determined for special education services to be provided
- Who are in any grade
- Who are already receiving special education services but may need support for speech and language





# Intervention vs. Specially Designed Instruction

Both terms relate to **providing additional support** to students:

- **Intervention** refers to a **targeted, short-term strategy** to address a specific skill deficit. Interventions can be used for any student with learning challenges, not just those with disabilities.
- **Specially Designed Instruction (SDI)** is a more comprehensive approach to **tailoring instruction based on a student's individual needs**, specifically those needs related to a disability, as outlined in an IEP. SDI is a customized form of instruction that is considered a part of a student's special education plan.



## Example from Local Ohio District

Formal Intervention program started as part of Corrective Action Plan

- 4 years of data
- 49 students received Tier 3 Intervention from SLP
  - Articulation (weekly)
  - Social Skills (monthly)
  - Fluency (monthly)
- 25 have been dismissed (51%)
- 5 moved on to IEPs (10%)

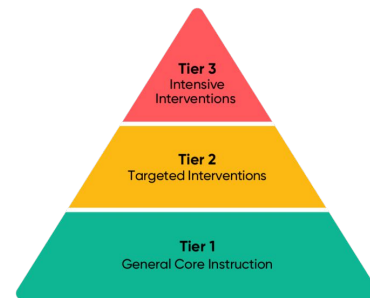


# **Tiered Interventions for Students with Speech or Language Concerns**





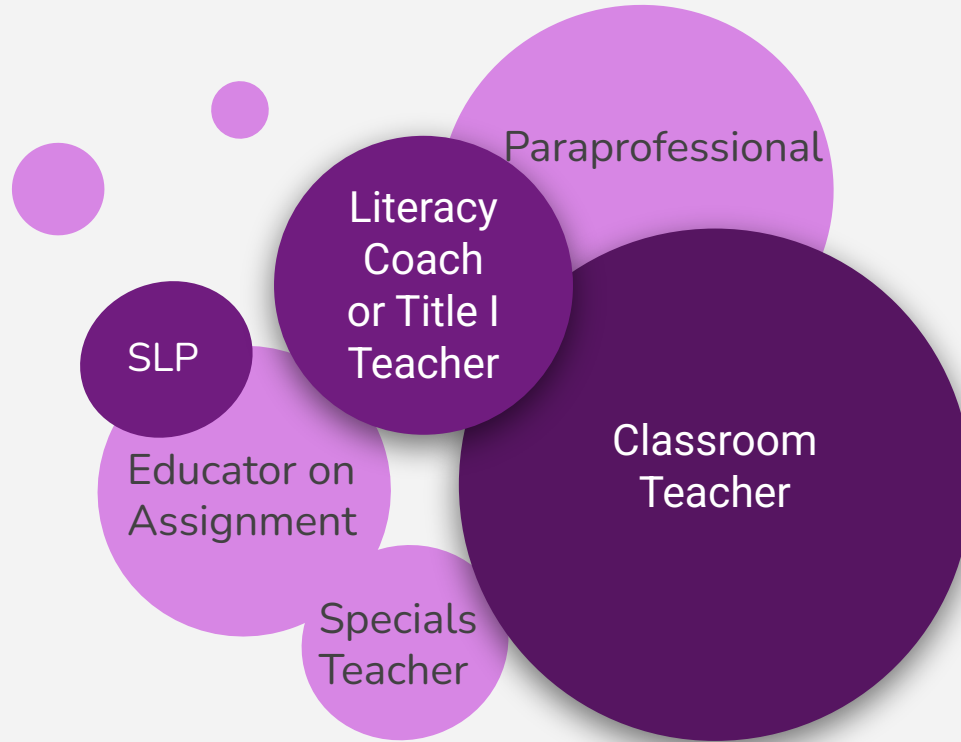
# Continuum of Support



- **TIER 1 - CORE INSTRUCTION - PROVIDED TO ALL STUDENTS**
  - largest tier, part of General Education Curriculum
  - encompasses the entire school with core instructions and basic interventions
  - helps build positive relationships with staff and students
  - creates a supportive atmosphere
- **TIER 2 - TARGETED INSTRUCTION - SMALL GROUPS OF STUDENTS**
  - provides extra assistance to students who need additional support
  - delivered in small group settings
  - allows students to work toward catching up with their peers
- **TIER 3 - INTENSIVE INSTRUCTION - INDIVIDUAL STUDENTS OR VERY SMALL GROUPS**
  - individualized supports to students who have significant challenges and do not respond to the interventions and supports provided in Tiers 1 and 2

**How many hats do you wear?**





**Who can help deliver interventions?**



# Delegation of Services and Ethics

## PRINCIPLE OF ETHICS I

*E. Individuals who hold the Certificate of Clinical Competence may delegate tasks related to the provision of clinical services to aides, assistants, technicians, support personnel, or any other persons only if those persons are adequately prepared and are appropriately supervised. The responsibility for the welfare of those being served remains with the certified individual.*

*F. Individuals who hold the Certificate of Clinical Competence shall not delegate tasks that require the unique skills, knowledge, judgment, or credentials that are within the scope of their profession to aides, assistants, technicians, support personnel, or any non professionals over whom they have supervisory responsibility. (ASHA, 2016)*

## Example from Amplify

### Alignment Chart for Farms

## Lesson


1	2	3	4	5	6	7	8	9
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## Speaking and Listening Standards: Kindergarten


## Comprehension and Collaboration

<b>STD SL.K.1</b>	Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and large groups.
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<b>STD SL.K.1a</b>	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
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<b>CKLA</b>	<b>Goal(s)</b>	Use agreed-upon rules for group discussions (e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.)	
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**STD SL.K.1b** Continue a conversation through multiple exchanges.

<b>CKLA</b>	Carry on and participate in a conversation over four to five turns, stay on topic, initiate comments or respond to a partner's comments, with either an adult or another child of the same age	
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STD SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
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CKLA Goal(s)	Ask and answer questions to clarify information in a fiction or nonfiction/informational read-aloud	
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## Presentation of Knowledge and Ideas

<b>STD SL.K.4</b>	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
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CKLA Goal(s)	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail	✓	✓	✓	✓	✓	✓	✓
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**STD SL.K.6** Speak audibly and express thoughts, feelings, and ideas clearly.



# Role of the SLP

- Complete the screening/observation
- Collect baseline data
- Develop the intervention plan with the classroom teacher, including intervention strategies, tier, and time period
- Provide Tier 3 interventions, if appropriate
- Complete a rescreen/follow up observation
- Collect data to compare to baseline data
- Determine next step after round of intervention



## Where should the intervention be delivered?

The speech and language intervention should be delivered *within the general education setting*. This allows for access to the curriculum and opportunities for social interactions, which is beneficial for the student's academic and social development. Providing intervention within the classroom also encourages carryover of new skills acquired through interventions.



# Communication Concern Questionnaire



Teacher concern: Teacher consults with teacher-based-teams and/or building IAT to discuss concerns and current interventions. If warranted, teacher completes Questionnaire for SLP. SLP reviews questionnaire. Are concerns developmental or due to lack of exposure? SLP and teacher determine appropriate Intervention Tier. Teacher follows up with parent.

- When concerns are expressed in the area of communication, request that teacher complete the Communication Concern Questionnaire. If the concerns are expressed by the parent, the teacher can complete the form with input from the parent.
- If the teacher does **not** have concerns, this process may be used to document child's abilities and provide an avenue to share developmental norms with the parent.
- Click here to access the [printable version](#) of the questionnaire
  - Contact your consultant for a copy of the google form to use for your own use.




## Communication Concern Questionnaire - continued

SLP reviews the Communication Concern Questionnaire and determines if the concerns are developmental or due to lack of exposure.

- Yes - SLP shares resources regarding developmental norms and suggestions for skill development with teacher. Teacher follows up with parent.
- No - SLP and teacher determine appropriate Intervention Tier. Teacher follows up with parent.

***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.***

The background is a solid orange color. In the upper right corner, there are several decorative elements: a large, semi-transparent orange circle, a smaller solid orange circle, and two small orange circles with white triangles pointing to the right, resembling arrows.

At any time during this process,  
if you suspect a disability,  
refer to special education.

Continue interventions until the ETR.

Tier 1 - Teacher provides intervention within the context of the general education curriculum. Teacher drives and implements. SLP consults. Parent is informed. Lasts 6-8 weeks.

Yes -  
continue  
successful  
interventions

STEP 1: Teacher consults with SLP to identify targets for progress monitoring and instructional strategies, implements plan.

STEP 2: Teacher and SLP communicate after progress-monitoring period to determine if student is making sufficient progress.

No - change,  
modify, or  
move to Tier 2

STEP 1: Teacher consults with SLP to identify targets for progress monitoring and instructional strategies.

- Teacher and SLP complete [Intervention Plan](#) and determine progress monitoring time period.
- Set date for follow-up communication regarding progress.
- Implement Intervention Plan.
- SLP provides resources to the teacher to use and 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 to determine if student is making sufficient progress.

- Yes - continue the successful intervention. Teacher updates parent.
- No - change or modify the intervention, or move to Tier 2.



# Examples of Tier 1 Interventions

## Articulation

- Model clear speech
- Emphasize target sound in vocabulary words
- Seat the student near peers who have clear speech
- Provide a consistent visual or placement cue for the target sound

## Expressive Language

- Use specific language when talking to the child.
- Model correct grammar.
- Talk about pictures in stories.
- Encourage kids to take turns during conversations and share about themselves.

## Receptive Language

- Break down multi-step tasks into simple directions.
- Limit the number of directions in a sentence.
- Seat the child close to the teacher.
- Keep directions short, simple and concrete.

Tier 2 - Small group or individual intervention within the general education setting. Teacher and/or SLP implement. Parent is involved. Lasts 6-8 weeks.

STEP 1: Teacher contacts parent to discuss continued concerns and obtain signed [Permission to Review](#).

Step 2: Teacher, SLP, and parent review prior intervention plan, discuss results, revise and implement the intervention plan.

STEP 3: Teacher and SLP communicate after progress-monitoring period to determine if student is making sufficient progress.

Yes -  
continue  
successful  
interventions

No - change,  
modify, or  
move to Tier 3

STEP 1: Teacher contacts parent to discuss continued concerns, sign [Permission Form](#).

- SLP/teacher continue to gather information through work samples, observation, speech/language screening and/or probes.

STEP 2: Teacher, SLP, and parent review prior [intervention plan](#) (if appropriate), 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 6-8 weeks.

- Implement Intervention Plan

STEP 3: Teacher and SLP communicate after progress-monitoring period to determine if student is making sufficient progress.

- Yes - continue the successful intervention.
- No - change or modify the intervention, or move to Tier 3.



## Examples of Tier 2 Interventions

### Articulation

- Have the student watch your mouth as you model sounds
- Have the student highlight or underline their speech sounds in written information that they may need to read aloud
- Provide a model of errored sounds during small group reading tasks

### Expressive Language

- Recast and Expand: Re-state sentence correctly and expand.  
Example: student says "runned fast", say "yes, the boy **ran** very fast".
- Cloze phrases: A familiar phrase or verbal routine with the last word or few words left off. This is great when reading rhyming and repetitive books with young children.
- Wait time: Give your student more time to respond.



## More Examples of Tier 2 Interventions

### Receptive Language

- Cue Child to REPEAT, VISUALIZE and COMPLETE.
- Model the correct response.
- Use visual cues and gestures.
- Encourage Child to ask for help, or say “I don’t understand”, when they do not understand a task or direction.
- Provide frequent comprehension checks.





# Ohio's Dyslexia Guidebook

## **Comprehension**

<b>Tier 1 Classroom Instruction</b>	<b>Tier 2 Intervention Instruction</b>
<ul style="list-style-type: none"><li>• Begins as listening comprehension</li><li>• Follows a purposeful sequence of content knowledge</li><li>• Explicit modeling of strategies (retell, main idea, inference making, summarization) that includes<ul style="list-style-type: none"><li>◦ Purpose of strategy</li><li>◦ How, when and where to use it</li><li>◦ Which strategies work best in which instances</li><li>◦ How to apply to different types of text</li><li>◦ Development of a mental schema</li><li>◦ Close reading of the text</li><li>◦ Intentional questioning before, during and after reading aloud</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Small-group discussion of texts</li><li>• Instruction in syntax, grammar and word analysis</li><li>• Comprehension at the sentence, paragraph and text levels</li></ul>



# Ohio's Dyslexia Guidebook - continued

## ***Phonemic Awareness***

Tier 1 Classroom Instruction	Tier 2 Intervention Instruction
<ul style="list-style-type: none"><li>• Whole group and small group</li><li>• Sequence from larger to smaller linguistic units</li></ul>	<ul style="list-style-type: none"><li>• Homogenous small groups</li><li>• Explicit modeling of new skills</li><li>• Use of movement and/or manipulatives such as chips, blocks or letter tiles</li><li>• Focus on two types of activities during a lesson</li><li>• Multiple practice opportunities</li><li>• Immediate corrective feedback</li></ul>



# Ohio's Dyslexia Guidebook - continued

## Vocabulary

Tier 1 Classroom Instruction	Tier 2 Intervention Instruction
<ul style="list-style-type: none"><li>• Whole group and small group</li><li>• Word learning strategies through teaching orthography, word origin and morphology</li><li>• Classroom discussion supporting the development of oral language including story structure, syntax and morphology</li><li>• Pre-teach before reading aloud and independent reading<ul style="list-style-type: none"><li>◦ Words that are essential to understanding the text</li><li>◦ Words that will be encountered again and again</li><li>◦ Difficult words such as those with multiple meanings and idioms</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Small group</li><li>• More explicit instruction</li><li>• Additional practice with words taught in classroom instruction</li><li>• Fill in possible “gaps” in vocabulary, morphology, syntax and the knowledge essential for oral language development and school success</li></ul>

Tier 3 - Intensive, explicit intervention. Teacher and/or SLP implement. Parent is involved as well as other team members as needed. Lasts 6-8 weeks.

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 evaluation process).

STEP 1: Teacher, SLP, parent, and any other pertinent team members review prior intervention plan. Team decides if interventions continue or if they suspect a disability.

STEP 2: Team revises and implements the intervention plan.

STEP 3: Teacher and SLP communicate after progress-monitoring period to determine if student is making sufficient progress.

Yes -  
continue  
successful  
interventions

No - change,  
modify, or  
suspect a  
disability

STEP 2: If a disability is **NOT** suspected, team reviews prior [intervention plan](#), discusses results, and revises the intervention plan (strategies, target, group size, etc.). *SLP may be the educator providing intensive, explicit intervention.* Set date for follow-up communication regarding progress.

- Implement Intervention Plan.

STEP 3: Teacher and SLP communicate after progress-monitoring period to determine if student is making sufficient progress.

- Yes - continue the successful intervention.
- No - change or modify the intervention, or move forward with the evaluation process if a disability is suspected. Interventions should be continued during the evaluation process.



## Examples of Tier 3 Interventions

- **Articulation**
  - Practice the sound with the student while looking in the mirror.
  - Provide the student with a consistent visual or placement cue for the targeted sound.
  - Emphasize the target sound in sound-letter activities.
- **Expressive Language**
  - Recast and Expand: When a child uses language that is not complete or contains errors, correct them directly.
  - Tier 2 Interventions can be used in Tier 3, with modified group size and instructions.
- **Receptive Language**
  - Tier 2 interventions can be used in Tier 3, with modified group size and instructions.



# Elements of Intervention Documentation

- Document Baseline Data
- Describe the evidence-based intervention(s) provided.
- Define the duration – how long in weeks, months, etc.
- Define the intensity – how often, for how many minutes each time.
- Report the outcome compared to the baseline data (what progress was made?).
- Explain the decision made due to the intervention.

## INTERVENTION EXAMPLE from ODEW

**Baseline:** The child's average sentence length is three words.

1. **Intervention:** The child uses pictures to make sentences. The professional prompts to expand the sentence by adding a picture.
2. **Duration:** Four weeks.
3. **Intensity:** The intervention is provided twice a week for 15 minutes
4. **Outcome:** The post-language sample shows an increase in average sentence length to four words.
5. **Decision:** The intervention will increase to prompting for a five-word sentence with the same duration.



# Intervention Documentation

- Provide the teacher with an intervention documentation form.
- documents the use of the interventions
- records frequency and duration
- serves as a reminder to the teacher to use the interventions throughout the school day.

## Intervention Documentation

Student Name: \_\_\_\_\_ Date Range of Intervention: \_\_\_\_\_

Teacher: \_\_\_\_\_

Intervention Strategies Targeted:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Date: _____	Date: _____
Time Duration: _____	Time Duration: _____
Activity: _____	Activity: _____
Intervention # Targeted: _____	Intervention # Targeted: _____
Date: _____	Date: _____





# Progress Monitoring

- Teacher completes progress monitoring form at the end of the 6-8 week period.
- Gives subjective rating.

Student Name: _____	Date: _____
Teacher: _____	

Level of Intervention (circle one):		
<div>Tier 1 Intervention provided in the school environment by the classroom teacher</div>	<div>Tier 2 Intervention provided in a small group by the classroom teacher</div>	<div>Tier 3 Intervention provided individually by the classroom teacher and/or SLP</div>
Targeted Area: _____		

Intervention Strategies Utilized:
_____
_____

Progress			
Has the child's communication skills improved?	Yes	No	
Rate the child's progress (circle):			
No Progress	Limited Progress	Some Progress	Good Progress
Barriers to Progress: _____			



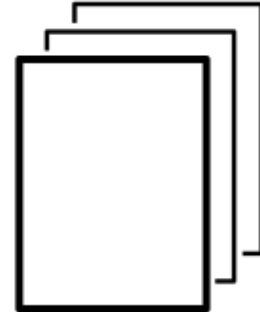
## Intervention Strategy Activity

Check out the intervention strategy strips in the bag on your table. Discuss with your team the area addressed by the strategy (receptive language, expressive language, articulation) and the tier(s) at which you would likely use this strategy. Place the strategies on the paper to reflect the determined tier and target area.

Tier 1 - Universal, provided to all students

Tier 2 - Provided in a small group

Tier 3 - Provided individually



# Intervention Scenarios





## Time to apply!

- Review the scenario, including the Communication Concern Questionnaire and Observation forms.
- Use the information on these forms to develop a Speech and Language Intervention Plan with your team, including:
  - The goal for the intervention
  - The tier for the intervention
  - The descriptions of the interventions
  - The length of the cycle



# Student A

## Background information:

- 7 year old, first grade student
- Concerns expressed by teacher and parent
- Errors in the production of k, g, l, r
- Speech Intelligibility: 70%

## Other information:

- Difficulty in ELA and Title I support
- Quiet, refuses to participate in group
- low volume in one-on-one with an adult



## Student B

### Background information:

- 5 year old, kindergarten student
- Concerns expressed by teacher
- Expressive language concerns - answering questions

### Other information:

- Eager verbal participant in classroom activities
- Able to answer yes/no questions about pictures in a story
- Names pictures in a story
- Struggles to answer 'what' questions (what doing, what do you do with a \_\_\_\_, what happened)



## Student C

### Background information:

- 6 year old, first grade student
- Concerns expressed by teacher and parent
- Receptive language concerns - struggles to follow multi-step directions and directions with concepts

### Other information:

- Family history of ADHD
- Struggles to follow 2-3 step directions and directions containing spatial concepts



## Student D

### Background information:

- 6 year old, kindergarten student
- Concerns expressed by teacher
- Expressive language concerns - grammar

### Other information:

- One month in kindergarten
- Quiet and reserved in the classroom
- Errors in the use of subjective pronouns and irregular past tense verbs





## Student E

### Background information:

- 7 year old, second grade student
- Concerns expressed by teacher and parent
- Errors in the production of r and th
- Speech Intelligibility: 90%

### Other information:

- Student is quiet in the classroom
- teacher reports that he seems self-conscious about his speech



## Progress Monitoring

Look at the progress monitoring form completed by the teacher of your student. Check out the follow-up data collected by the SLP on the back of that form. Discuss next steps with your team. Will you:

- Shift to a lower tier based on student's good progress?
- Remain at the same tier, but select new strategies to encourage continued progress?
- Shift to a higher tier based on student's limited progress?
- Move to evaluate the student based on continued concerns and the impact on education?

# Wrap-Up and Questions



# Intervention Assistance Team

- Advocate to be part of your district IAT, TBT, or MTSS policy and process.
- When a teacher has a concern, that concern needs to go through the process, not directly to the SLP.
- Refer to [MTSS Team Roles](#)

	District Leadership Team	Building Leadership Team	Teacher Based Team	Student Level Team
Team Membership	District administrators, building principal, teacher representative from each grade, related service personnel, union representative, family and community members, union representative, related service personnel	Building principal and/or assistant principal, teacher representative from each grade, related service personnel, union representative, family and community representative, non-certificated staff representative, a systems coach, a district office representative	All general and special education teachers who work with students at the grade level (or content area), related service personnel (including teachers of gifted and EL students), coach, building leadership representative	Classroom teacher, intervention specialist, support staff, and related service personnel engaged in supporting the student, parents of the student, the student (when appropriate)
Roles and Responsibilities	<ul style="list-style-type: none"><li>Establishes a vision for consistent academic and behavioral improvement efforts</li><li>Sets the priorities, expectations, and decision rules for consistent implementation indicators (look-fors) for MTSS</li><li>Integrates the key components of MTSS into the district One Plan</li><li>Monitors district-level adult implementation and ongoing student performance data to determine effectiveness of core instruction and intervention</li><li>Addresses the needs articulated by each building leadership team</li></ul>	<ul style="list-style-type: none"><li>Operationalizes the district vision, priorities, expectations, and uses decision rules for consistent academic and behavioral improvement</li><li>Establishes a schedule for intervention and team meetings</li><li>Integrates the key components of MTSS into the school One Plan</li><li>Monitors building-level adult implementation and ongoing student performance data to determine effectiveness of core instruction and intervention</li><li>Addresses the needs articulated by each teacher based team</li></ul>	<ul style="list-style-type: none"><li>Implements consistent core academic and behavioral instruction as defined by the district vision, priorities, expectations, decision rules, and One Plan</li><li>Uses classroom-level data to monitor and evaluate the effectiveness of classroom instruction and intervention</li><li>Uses High Quality Instructional Materials (HQIM) and Evidence-Based Practices (EBPs) to deliver high-quality instruction</li><li>Identifies students in need of targeted and intensive support guided by established decision rules</li></ul>	<ul style="list-style-type: none"><li>Analyzes individualized student data from a variety of sources and uses decision rules to determine intensive supports needed to close academic/behavioral gaps</li><li>Implements and monitors the effectiveness of individualized intensive interventions</li></ul>
Frequency	Quarterly to monthly	Monthly	Weekly	Based on student need
Data Sources	Screening, progress monitoring, fidelity, and outcome data at the district level	Screening, progress monitoring, fidelity, and outcome data at the building level	Screening, diagnostic, progress monitoring, and fidelity data at the classroom and team levels	Diagnostic and progress monitoring data at the student level



# Developing a district policy

## Components of a District Policy:

- A clear **intervention model** and guidelines developed by the team
- **Administrative support** for increased time spent with intervention and less time with IEP services (embrace a workload approach)
- **Forms** developed by and agreed upon by the team
- **Parents** included as important team members, involved in interventions
- **Teachers** included as important team members, involved in interventions
- **Progress monitoring** completed regularly and used to drive instruction fluidly between tiers



# Templates

[Communication Concern Questionnaire](#)

[Educational Impact of Communication Skills](#)

[Permission to Observe Form](#)

[Speech and Language Intervention Plan](#)

[Intervention Documentation](#)

[Intervention Progress Monitoring](#)



# Intervention Strategies

Examples of:

Articulation Intervention Strategies

Receptive Language Intervention Strategies

Expressive Language Intervention Strategies

Fluency Intervention Strategies



## Table Talk

Talk to a table partner:

- What is one thing that you will take back to your district?
- Is there a teacher or grade level that you want to target with this process?



Questions or  
Comments?



# SLP Consultant Contact Information

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11:30AM-12:30PM  
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FRIDAY, DECEMBER 12, 2025  
FRIDAY, JANUARY 9, 2026  
FRIDAY, FEBRUARY 13, 2026  
FRIDAY, MARCH 13, 2026  
FRIDAY, APRIL 10, 2026  
FRIDAY, MAY 8, 2026





# Resources

- [PBIS Rewards](#)
- [Branching Minds - Rtl and MTSS](#)
- [ODEW School and District Improvement](#)
- [Sylvan, Lesley \(2018\) ASHAWire, Tiers to Communication Success: How can SLPs join in the MTSS framework many schools are adopting to catch students' special education needs earlier and provide levels of intervention?](#)
- [\*\*AIR MTSS Center\*\*](#): Comprehensive resource library with materials on MTSS implementation.
- [Ohio Coalition for the Education of Children with Disabilities \(OCECD\) Newsletter](#)
- [\*\*Evidence-Based Intervention Training for Education \(EBITE\)\*\*](#): Provides guides on MTSS and ESSA frameworks, and low or no-cost interventions targeting academic and behavioral needs.

## More Resources

- [What Works Clearinghouse \(WWC\)](#): Maintained by the Institute of Education Sciences, WWC reviews educational programs and practices.
- [Evidence for ESSA](#): Produced by the Center for Research and Reform in Education at Johns Hopkins University, provides information on K–12 programs in reading, math, social-emotional learning, and attendance.
- [IRIS Center](#): Hosted by Vanderbilt University, offers free online resources about evidence-based instructional and behavioral practices to support all students.
- [Florida Center for Reading Research \(FCRR\)](#): Resource database with information on reading-related interventions, searchable by various criteria.

## More Resources

- [Intervention Central](#): User-friendly information about evidence-based academic and behavior interventions, including instructions and downloadable materials.
- [National Center on Intensive Interventions \(NCII\)](#): Supports the implementation of intensive interventions for students with significant needs, providing tools, charts, and resources for academic and behavioral interventions.