

Ventura County
Response to Instruction and Intervention (RtI²)
Model for Students with “Speech Concerns” Only
This model presents options for schools/districts to implement
a Response to Intervention model for speech concerns

Decision-making Points:

1. At time of Reassessment between preschool-kindergarten (children with IEPs)-
Speech-Language Impairment (SLI) (developmental errors only)
2. Elementary aged students with IEPs at time of 30 day review or annual review
3. Other students, not IEP:
 - Fall meetings with teachers conducted by the Speech-Language Pathologist (SLP)
 - November Parent Conferences
 - Grade level assessments
 - Grade level teams (Professional Learning Communities- PLC/Intervention Progress Teams - IPT) meet together and identify areas of concern- SLP is available to consult

Strategies offered:

1. **Tier 1 strategies** – (Benchmark/Core/Universal) There are two levels, level a. Coordinated Effective Instruction and b. Universal Access/Differentiation. Level a. are the *proactive* strategies that the general education teacher does to promote good speech development on a routine basis. Level b. are those things s/he puts into place to intervene once a “red flag” has been noted for a specific sound. The child’s response to level b. interventions would be monitored by the general education teacher.
 - a. **Coordinated Effective Instruction- Strategies implemented by the general education teacher to the whole class, which address the needs of all students, mindfully promoting good sound production and monitoring each child’s development:**
 - A Multi-Sound program promoting good sound-symbol association
 - Modeling of specific sounds – (See attached “Helping Students Pronounce Sounds”)
 - Listening and monitoring each child’s sound production, using the Speech Sounds Checklist – (at benchmark assessment periods) (See attached checklist and words)
 - Large group lessons on sounds led or modeled by the SLP
 - Encouraging students to participate in all speaking opportunities in the classroom

b. Universal Access/Differentiation- For individual children for whom there are mild concerns about acquisition of speech milestones, or for when parents express concerns, the following strategies may be developed and provided by the general education teacher:

- Parent informational material given
- Informal monitoring plan developed, in which the SLP checks in with the parents and general education teacher 2-3 times a year. (November and March, especially)(such as “Watch and Listen” plan)
- A specific classroom instructional center offered to address the need
- Specific games, etc, to address the need
- SLP may model a strategy in the classroom
- Specific strategies for teacher to use with student (i.e., secret signal)
- Promoting respectful acceptance of speech differences in the classroom
- Showing the entire class how to make the sound correctly. Consult with SLP for how to describe the positions for each sound
- Giving students a list of words that contain the target sound in different positions. Words from the classroom word wall are ideal.
- Selecting five target words and asking students to draw or find a picture for each word. Write the label below each picture. Have the students display the words, and encourage practice during the day.

Universal Access/Differentiation strategies would be monitored with data collected by the general education teacher, using the Speech Sounds Checklist.

2. Tier 2 strategies- (Strategic/Targeted/Selective) These are specific strategies offered in general education to address the unique needs of one student, who has not responded to Tier 1 interventions above. Tier 2 interventions would primarily be organized and implemented by the general education teacher, in consultation with the SLP, using available classroom helpers including paraeducators, parent volunteers, older peers, etc. – (May use “Describing Speech Misarticulations Teacher Questionnaire”) (See attached)

- Using “Peer Reading Coaches” (5th – 6th graders working on target sounds)
- 2-4 times per week group, operated by the SLP, SLPA, other paraprofessional, parent volunteers, or general educator:
 - Work with an individual student in a private conference and show how to make the specific sound correctly. Give positive feedback (“You put your lips just right”) and incorrect (“Nice try, but next time spread your lips more”).
 - Giving student a list of simple target words, and after showing him/her how to make the sound, arrange for student to read the list every day with an adult in the classroom. Train the adult to give positive feedback. Change the list to reflect growing ability.
 - Tape-recording student reading either a list or a passage. Give them a copy of the material and ask them to mark the sounds that were produced correctly.
 - Underlining words in a passage that contain the target sound. Ask the student to read the passage and give feedback.

Tier 2 strategies to be implemented in eight week intervals, with small groups of children, on average 1-2 times per week, with ongoing data monitoring.

3. Tier 3 strategies- These would primarily be organized and implemented by the SLP or SLPA, and may include:

- Jennifer Taps model (See www.venturacountyselpa.com/speechlanguage/tabid/1883/Default.aspx)
- ARtIc LAB (See www.venturacountyselpa.com/speechlanguage/tabid/1883/Default.aspx)
- Speech Club – 3 times a week, 15 minute groups (See attached Parent Permission to Enroll in Speech Class)
- “Five Minute Kids” (See www.venturacountyselpa.com/speechlanguage/tabid/1883/Default.aspx)
- Use of a self-monitoring tool
- 2-4 times a week group, pullout, operated by SLP, using a multi-sensory program (See attached Parent Permission Sheet)
- Consistent Home Practice (“Homework”) (See attached Speech Improvement Class Homework Contract)

Tier 3 (Intensive/Indicated) is more intensive and provides more support, time and duration than Tier 2 implemented in eight week intervals with 1-3 children in the group, with more frequency than Tier 2. Data would be collected on progress on a regular basis.

To implement this model the SLP and their supervisor must agree to a workload service model in which the SLP gets “credit” on his/her caseload for students served in “Early Intervening” services via RtI.