

Roles of the SLP in RTI for Students with Speech and Language Impairments

Speech/language Pathologists can have direct (with students) and indirect (with teachers and parents) roles along all of the tiers of intervention. Many of the activities and strategies that SLPs use can be most helpful prior to tier 4 to prevent students from struggling and at times eliminating the need for evaluation and IEP development.

Although SLPs are not required to obtain parent permission to observe and provide consultative services in tiers I, II and III; it is important to keep the parents of the students informed. To assure that we keep parents informed of intervention with their specific child, the TCSS speech/language therapy team has elected to obtain parent permission when the SLP is asked to conduct a student-specific observation and make student-specific recommendations.

Scientifically based instruction will consistently be recommended and provided by the SLPs throughout all levels of the tiers, as mandated by NCLB. Interventions will be current and matched to the needs of students.

Listed below are some of the specific activities in which the SLP may participate along the tiers of intervention for students struggling with language based learning difficulties.

Tier I

- SLP may educate school staff and parents about the structures and functions of language that influence teaching and learning in all academic domains, especially literacy.
- SLP may consult with teachers about appropriate adaptations in academic language and adjusting discourse demands to meet the needs of struggling students.
- SLP may conduct speech/language screening in the PreK and Kindergarten classrooms. In classrooms with older children, the SLP may help teachers deploy screenings and progress monitoring systems and the SLP may assist in interpreting the results.
- SLP may monitor and assist teams to improve the fidelity of instruction.

Tier II

- SLP may assist the General Education staff with identification of speech/language impaired students who require access to specific kinds of interventions
- SLP may consult with teams and parents who are delivering targeted interventions to make supplemental instruction most advantageous for struggling learners with language-learning difficulties.
- In collaboration with other special education teachers and school administrators, the SLP may apply their deep understanding of language and literacy in diverse sociolinguistic populations to serve as a professional resource and nexus for these intervention providers.
- SLP may continue to help with ongoing progress monitoring systems.

Tier III

- SLP may participate on problem-solving Tier III/SST team to offer suggestions, strategies, and interventions to prevent student failure.
- SLP may consult with the school psychologist and the Tier III team when a child has not passed a general language test and a language disorder may be present.
- SLP may design customized short term interventions for students struggling with speech or language based learning difficulties.
- SLP may provide specialized treatments for students with speech and/or language deficits who have not benefited from the universal instruction and targeted interventions while monitoring their responsiveness to these treatments

