

TCSS Speech/Language RTI Framework
Speech/Language Area: [Articulation \(4 – 7 years\)](#)

ACTIVITY	Role of the SLP	TOOLS AND MATERIALS
Tier I – General Education (standards based classroom learning)		
<p>Assessment: Universal Screening may be utilized to identify children with articulation delays and/or disorders. Kindergarten screenings will take place in the first semester of each school year. School based PreK students will be screened in the second semester each school year.</p>	<p>SLP will conduct universal screenings in the areas of speech/language in the Kindergarten grades in the first semester of each school year, and will conduct school based PreK screenings in the second semester of each school year.</p>	<p><u>Pre-Kindergarten speech/language screening tool</u> and <u>Kindergarten speech/language screening tool</u>.</p>
<p>Program: In the PreK and lower elementary grades, teachers will receive information about developmental norms for speech sound development, symptoms of an articulation disorder, and intervention strategies for articulation. This information will be presented in the form of a presentation, informal discussions and training, or printed information.</p> <p>If the classroom teacher notices indicators of an articulation problem, he/she will monitor progress more closely and will provide models and use instructional strategies/differentiated instruction to assist the student. The classroom teacher may discuss concerns with the parents.</p>	<p>SLP will share with parents and/or school staff information regarding speech sound development, identification of articulation problems, and interventions for students with articulation problems.</p> <p>If/when working in an inclusion setting, the SLP may assist with differentiated instruction and flexible grouping to meet the needs of struggling students in the area of articulation and all communication impairments.</p>	<p><u>Power Point presentation and handouts</u> regarding speech sound development, articulation impairments, intervention strategies (including proper sound production, modeling, and sound bombardment) and educational impact of articulation problems.</p>
<p>Time: There is no defined time-line for Tier I</p>		
<p>Progress monitoring: Not applicable</p>		
<p>Decision Point: Students may be moved to Tier II if 1 or more non-developmental errors (articulation and/or phonological) are present.</p>		

Tier II - School Intervention Team – for students identified with marked difficulties and have not responded to Tier I efforts.		
<p>Assessment: Classroom teacher may complete a sentence repetition task to identify problem sounds. Classroom teacher will then compare problem sounds to the <u>Sound Development Chart</u> to determine if the sound errors are normal for the student's age.</p>	<p>SLP may provide these assessment tools (articulation, phonological and/or phonemic awareness) These assessments will be administered by the classroom teacher. The SLP may assist the classroom teacher in interpretation of assessment results and if needed may assist the teacher in developing a plan to increase the student's correct sound production in the general education settings.</p>	<p><u>Brief Articulation Assessment for teachers</u></p> <p><u>Phonemic Awareness Screener</u> (see PreK Resources on TCSS website)</p>
<p>Program: The classroom teacher or assistant will implement articulation intervention strategies. These strategies may include activities such as modeling correct sound production, over emphasizing problem sounds, asking the student to repeat sounds within the context of class activities. Direct interventions within or just outside of the classroom may also be part of the intervention program. These direct interventions may be before school, after school, during creative scheduling time or extended day.</p> <p>The intervention goal and progress will be documented on the school Tier II form.</p>	<p>The SLP may assist the Tier II team in developing the Tier II intervention program that will be conducted by the classroom teacher. The SLP may share intervention strategies with the classroom teacher.</p> <p>Occasionally, the school SLP may be working in an inclusive setting with young children. If/when this is the case, the SLP may provide indirect sound production intervention strategies and differentiated instruction to meet the needs of struggling students in the areas of communication and literacy.</p>	<p><u>Articulation Strategies for the Classroom</u></p> <p><u>Year-Round Literature for Language and Articulation</u> (Super-Duper)</p> <p><u>RTI Speech and Language Interventions for the Regular Classroom Teacher – Dobbs</u></p> <p>Customized intervention programs</p>
<p>Time: Minimum of 5 minutes per day, 2 – 3 days per week for 6 weeks.</p>		
<p>Progress Monitor: Progress monitoring may be documented by the teacher each time the intervention is provided. Or, progress monitoring may be conducted once every 2 weeks with a minimum of 3 data points.</p>	<p>The SLP may advise the classroom teacher in progress monitoring for articulation interventions.</p>	<p><u>Articulation progress monitoring forms</u></p>
<p>Decision Point: If the student is showing improvement by progressing in his ability to produce the target sound(s), the student remains at Tier II for this intervention until non-developmental error sounds are corrected. If the child is not meeting the expected rate of progress goal(s), then the team should determine if a change is needed in the intervention program or if the child should be referred to Tier III (SST).</p>	<p>SLP may review the data with the classroom teacher and assist the team in making a decision regarding change in intervention or referral to Tier III.</p>	

Tier III – Student Support Team		
<p>Assessment: The Tier III team analyzes the Tier 2 results with input from the SLP. If observation by the SLP is needed, the Tier III team will get permission for observation and will refer the student to the SLP for the observation.</p> <p>After permission from the parent is obtained, the SLP will observe the student in the classroom. In some cases, the observation may include a brief assessment in order to identify the nature of the student's articulation disorder.</p> <p>The SLP will then make specific recommendations to the Tier III team and the designated Tier III interventionist, (which may be the classroom teacher).</p>	<p>The SLP will consult with the Tier III team to analyze Tier II results and will assist with the development of the Tier III intervention and progress monitoring plan.</p> <p>The SLP may observe the student and conduct a brief assessment (for the purpose of educational planning) if needed and after permission is obtained from the parents of the student.</p>	<p><u>Request for Observation by SLP</u></p> <p><u>Parent Permission for Observation by SLP</u></p> <p><u>Brief articulation assessment for teachers</u></p>
<p>Program: Based on the recommendations presented by the SLP and determined by the Tier III team, the classroom teacher and/or interventionist will implement the intervention plan. The goals and progress are documented on the school Tier III forms.</p>	<p>The SLP will assist the Tier III in implementing the Tier III intervention plan.</p>	
<p>Time: Minimum of 10 minutes of drill and practice 3 – 4 times per week for 6 weeks.</p>		
<p>Progress Monitor: At least every week for a minimum of 6 weeks with 6 data points.</p>		<p><u>Articulation progress monitoring forms</u></p>
<p>Decision Point: If the child is not improving in his ability to produce the target sound(s) or phonological processes and has 6 or more data points showing lack of expected improvement, consider referral for Special Education evaluation.</p>		

Speech/Language RTI Framework
Speech/Language Area: [Articulation 8 years old and above](#)

ACTIVITY	Role of the SLP	TOOLS/MATERIALS
Tier I – General Education		
All children in the general education environment should have developed all articulation sounds and phonological processes by the age of 8.		
Tier II - School Intervention Team – for students identified with marked difficulties in articulation.		
<p>Assessment: If a teacher identifies an articulation problem exhibited by a student age 8 or older, he/she will discuss this with the student’s parents and obtain background information.</p> <p>The teacher will then take data or conduct a brief screening in order to identify the specific error sounds.</p>	The SLP may provide this assessment tool to the classroom teacher, however it will be administered by the classroom teacher.	<i>Brief articulation assessment for teachers</i>
Decision Point: If the student exhibits non-developmental errors of articulation, the team may consider referral to Tier III (SST).		
Tier III – Student Support Team		
<p>Assessment: The Tier III team will get permission for observation and will refer the student to the SLP for the observation. After permission from the parent is obtained, the SLP will observe the student in the classroom, write an observation summary, and will make specific recommendations. In some cases, the observation may include a brief assessment in order to identify the nature of the student’s articulation disorder. If so, this will be determined by the SLP and conducted by the teacher or the SLP. The SLP will then make specific recommendations to the Tier III team.</p>	The SLP will observe the student in the classroom.	<i>Referral for Observation form</i> <i>Parent Permission to Observe form</i>
<p>Program: Based on the recommendations presented by the SLP, the Tier III team will implement intervention strategies. The articulation interventions will be provided by the classroom teacher, school interventionist, or assistant.</p>	The SLP will assist the team in the development of an intervention plan.	
<p>Time and Duration: Intervention will be provided for 5 minutes per day, 3 – 5 times per week for 2 – 4 weeks. The teacher/interventionist will keep data on the student’s progress.</p>	The SLP will provide specific data forms.	<i>Articulation Progress Monitoring forms</i>
<p>Decision Point: If the student shows little to no progress in his/her articulation skills, the student may be referred for a comprehensive Exceptional Education evaluation with in-depth assessment in speech/communication.</p>		

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