

Speech/Language RTI Framework
Speech/Language Area: [Fluency](#)

ACTIVITY	Role of the SLP	TOOLS AND MATERIALS
Tier I – General Education		
<p>Classroom teacher receives information about fluency and is aware of signs and symptoms of stuttering. Teacher uses low stress communication strategies and good speaking models in the classroom whenever possible and as applicable.</p>	<p>Provide information on normal and dysfluent speech patterns. Provide information on prevention of and interventions for stuttering.</p>	<p>PowerPoint with information regarding speech disorders and educational impact.</p>
Tier II – School Intervention Team		
<p>Classroom teacher may notice indicators of a stuttering problem demonstrated by a particular student. The classroom teacher provides good speaking/fluency models, and uses instructional strategies/differentiated instruction to assist student within the classroom during daily educational activities. Teacher will keep daily data on frequency and nature of stuttering behaviors.</p>		
Duration: 3 – 6 weeks		
<p>Decision Point: Consider referring to Tier III if slow rate of progress is noted/no improvement is noted or if stuttering behaviors are pervasive across many settings or if these stuttering behaviors appear to be increasing.</p>		

Tier III - Student Support Team		
<p>Assessment: If teacher notices a possible dysfluency problem with a student, she will complete the educational impact of stuttering checklist and request an observation by the school SLP. The classroom teacher informs parents of concerns and obtains permission for observation from the SLP.</p>	<p>SLP will observe the student in the classroom and participate in the Tier III meeting to identify strategies that the classroom teacher and parents may implement.</p>	<p>“General Strategies for Improving Fluency in the Classroom”</p>
<p>Program: As part of a problem solving process, the Tier III team will identify 1 – 3 strategies that the classroom teacher will implement in the classroom. These may involve general strategies such as appropriate modeling and facilitating a less stressful classroom/speaking environment.</p>	<p>SLP may consult with the classroom teacher during the process to provide appropriate speaking models and use of fluency strategies.</p>	
<p>Progress Monitoring: Classroom teacher will document the effects of the interventions on the student’s stuttering behaviors.</p>		
<p>Duration: 3 – 6 weeks.</p>		
<p>Decision Point: Consider for special education if slow rate of progress is noted or if stuttering behaviors are pervasive across many settings or if these stuttering behaviors appear to be increasing. The stuttering must have impact on the student’s educational progress in order to be considered for Special Education.</p>		

