

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

ACTIVITY	Role of the SLP	TOOLS AND MATERIALS
<b>Tier I – General Education</b>		
<p><b>Assessment:</b> The Speech/Language Pathologist will conduct Universal Screenings in the area of speech and language. This information will be utilized to identify young children with language delays and/or disorders. This universal screening will occur during the first semester of each school year for Kindergarten students and during the second semester of the school year for school-based PreK students.</p> <p>Hearing is often screened as per the school mass screening procedure.</p>	<p>The SLP may share information with school staff and parents regarding normal language development, identification of language impairments and interventions for students with language disorders. Additionally, the SLP may share information with school staff on the relationship between language/communication skills and development of literacy skills and other academic skills.</p>	<p><a href="#"><u>Pre-Kindergarten Speech/ Language Screening Tool.</u></a></p> <p><a href="#"><u>Kindergarten Speech/language Screening Tool</u></a></p> <p><a href="#"><u>Language development in-service materials and handouts for teachers and parents</u></a></p>
<p><b>Program:</b> If the classroom teacher notices indicators of a language problem, he/she will monitor the student’s progress more closely, will provide appropriate language models, and will use instructional strategies/differentiated instruction to assist the student. The classroom teacher will inform the parents of concerns.</p>		
<p><b>Decision Point:</b> If the student exhibits symptoms of a language disorder, or has academic difficulties that may be related to problems with language, the classroom teacher may refer the child to the school intervention/ Tier II team.</p> <p>If a Kindergarten or Pre-K student falls within the lowest 25% on the PreK or Kindergarten screening, the teacher may consider referral to the Tier II team.</p>	<p>The SLP will share the results of the language screening with the classroom teacher. The classroom teacher will consider and will through (as needed) with referral to Tier II.</p>	

**Tier II - School Intervention** Team-for students identified with marked difficulties and who haven't responded to Tier I efforts.

**Assessment:** The teacher will provide background information on student history, academic, social/emotional functioning, as well as language concerns to the school intervention team.

Hearing/vision will be screened, if this was not conducted in mass screenings.

The classroom teacher may complete a language skills checklist\*, to obtain more information on the child's speech-language development and to identify appropriate small group intervention.

If a language delay/disorder is suspected, the SLP may be part of the Tier II decision making team.

\*

[Language checklists](#)

[Language for Learning Placement Test](#)

[PreKindergarten - Bright from the Start; Georgia's PreK Content Standard.](#)

[Phonemic Awareness Assessment](#)

**Program:** The school intervention team/Tier II team will utilize a problem solving process to identify 1 to 3 language intervention strategies that the teacher will implement in the classroom within a small group setting. Language interventions will be provided in small groups within the General Education Environment.

When in an inclusion setting, the SLP may assist with differentiated instruction and flexible grouping to meet the needs of struggling students in the areas of language and literacy.

The SLP may suggest language intervention strategies and assist the Tier II team with the development of the intervention plan.

The language interventions will be conducted by the classroom teacher or school Tier II interventionist.

[List of strategies for language in the areas of comprehension, expression, pragmatics, vocabulary, grammar and/or syntax.](#)

Programs for Intervention may include:

- Sounds Abound (for phonological awareness)
- PreK Phonemic Awareness kits
- Listening, Rhyming, and Reading from Get It-Got It-Go tool
- Year-Round Literature for Language and Artic (Super-Duper)
- Language for Learning
- Pre-Referral Intervention Manual 3<sup>rd</sup> Edition (Hawthorne)
- RTI Speech and Language Interventions for the Regular Classroom Teacher – Dobbs

<p><b>Time</b>—These small group language interventions will be provided directly to the students for at least 5 minutes per day, 2 – 3 days per week for 9 weeks.</p>		
<p><b>Progress Monitoring:</b> Progress will be monitored every other week for a minimum of 9 weeks, with at least 4 data points. The Tier II goal and progress are documented on the school Tier II forms.</p>	<p>The SLP will assist the Tier II team in the identification of an appropriate language progress monitoring tool.</p>	
<p><b>Decision Point:</b> If the student does not meet the expected rate of progress after 9 weeks of intervention, and with documentation of 4 data points, the team will consider changing the intervention or will consider referral to Tier 3.</p>		
<p><b>Tier III Student Support Team</b></p>		
<p><b>Assessment:</b> The Tier III team will analyze Tier II results. If observation by the SLP is needed, the Tier III team will get <u>permission for observation</u> and will refer the student to the SLP for the observation.</p> <p>After <u>permission from the parent</u> 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 language disorder</p>	<p>The SLP will participate in Tier III team problem solving to develop an intervention plan.</p> <p>The SLP may observe the student in the classroom and will then write recommendations for specific language interventions. The SLP may consult with the classroom teacher to encourage language strategies that may be implemented in the general education classroom.</p>	<p><u><i>Referral for SLP Observation form</i></u></p> <p><i>Parent Permission for Observation form</i></p>
<p><b>Program:</b> The Tier III team will utilize a problem solving process in order to identify more individualized and intensive strategies/interventions. The SLP may make student- specific recommendations to the Tier III team.</p>	<p>If/when in an inclusion setting, the SLP may assist with differentiated instruction and flexible grouping to meet the needs of struggling students in the areas of language</p>	

<p>Based on the recommendations presented by the Tier III team including the SLP, the educational team will implement direct intervention strategies a minimum of 10 minutes per day, 4 – 5 days per week.</p> <p>The language goal and progress will be documented using the school's Tier III forms.</p>	<p>and literacy.</p>	
<p><b>Time:</b> Minimum of 12 weeks.</p>		
<p><b>Progress Monitor:</b> The classroom teacher will complete progress monitoring weekly for a minimum of 9 weeks and 9 data points.</p>	<p>The SLP will assist the team in identification of appropriate progress monitoring tools.</p>	
<p><b>Decision Point:</b> If the student does not exhibit the expected rate of progress in the language interventions, the team may consider referral to special education for a comprehensive evaluation.</p>		