

Tier II for Students Who Demonstrate Speech or Language Difficulties

If a student continues to have difficulty with speech and/or language skills despite receiving high quality standards-based instruction, high quality speech and language models, and differentiated instruction; that student's need for support is more intense Tier II interventions may be needed. First and foremost, the teacher must determine if the speech or language concern is an impairment or if it is developmental in nature. Developmental sequences and norms are presented in this section to aid the teacher in this decision. Additionally, the school SLP is available for consultation when determining if a speech/language difference is an impairment or is developmental or culturally based.

If the concern is a developmental issue, (and therefore not a disorder), the teacher continues to provide appropriate speech and language models and instruction through the curriculum. If the concern is not developmental and may be an impairment, provide Tier 2 interventions.

Please refer to the Troup County School System Pyramid of Interventions Manual for specific components of a model Tier II Speech/language program and for factors to consider.

There are several forms in this section designed to assist the classroom teacher in accurately identifying the specific speech or language problem, to determine if the problem is dialectical or developmental, to determine educational impact, and to begin intervention. Specific Tier II intervention strategies are presented. Additionally, information regarding research based programs are also provided. Sample progress monitoring forms are offered.

Interventions are typically provided by the classroom teacher or assistant in the general education environment, but in some circumstances, the speech/language pathologist may participate in collaborate general education instruction with target students. Specific and direct intervention in the student's problem area should occur for at least 5 minutes per day for 2 - 3 days per week. These interventions should continue for 3 - 9 weeks (9 weeks minimum for language impairments). Progress should be monitored frequently at regular intervals.

If an intervention is working, and the student is making progress at the expected rate of progress; then that intervention should continue at this Tier II level. If the intervention is not working, the intervention strategy should be changed or the child should be considered for more intensive intervention at the Tier III level.