

Response to Intervention The Role of the SLP

ISHA Convention 2009

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Where did RTI come from?

- The Individuals with Disabilities Act of 2004
- No Child Left Behind Act of 2001

What does RTI have to focus on?

- The 5 Areas of Language that must be taught as part of No Child Left Behind!
 - Phonemic Awareness
 - Phonics (Word Decoding)
 - Guided Oral Reading (Fluency)
 - Vocabulary
 - Reading Comprehension

How is RTI supposed to work?

- Tier 1: Core Instruction
- Tier 2: Targeted Group Intervention
- Tier 3: Intensive Individualized Intervention

It is not a pre-referral to special education; it is a way to reach students when they need help.

Core Instruction

- Analyze Data to identify at-risk students
- Supplement the instruction for at-risk students with evidence-based practices in small group instruction within the classroom

Targeted Group Intervention

- Target the students from Tier 1 that did not make adequate progress
- Use additional instruction with evidenced-based materials
- Core + Additional small group instruction
- In the interest of progress, keep the groups small.

Intensive Individualized Instruction

Tier 3

- “May or may not be provided through special education” (Rudesbusch, 2007)
- Address individual skills that are deficient.
- Evidenced-Based Materials Must be Used!

What could it look like for an SLP?

- Core Instruction:
 - The SLP collaborates with general education teachers.
 - The SLP works with other team members to provide timely interventions to meet needs as they emerge.
 - May assist in monitoring data and administering probes in the classroom.
 - Provide professional development regarding language development.

Tier 2 for the SLP

- Targeted Group Intervention
 - Provide additional language and articulation intervention in the classroom in small groups for students.
 - Provide specialized training to team members in additional interventions.
 - Working as part of the team, administer and review progress monitoring data.

Tier 3 for the SLP

- Provide additional intervention
- Determine when a referral is needed for special education and more intensive speech language services.

CHANGE DOES NOT EQUAL
ADDING MORE TO WHAT WE
ALREADY DO!

IT IS TIME TO CHANGE /
REARRANGE WHAT WE ALREADY
DO!!!!!!

So How Do I Fit RTI Into my Day?

- Work with your administrators to develop a flexible scheduling system.
- Advocate for a workload approach in order to not be overwhelmed.
- Help manage the changes before the changes manage you!

Words of Wisdom to Share with your Administrators

- “This involves a decrease in time spent on traditional models of intervention (e.g., pull-out therapy) and more time on consultation and classroom-based intervention.” (Ehren, et al)
- Can we set aside some time to discuss how I can be involved in the RTI process? I have some great ideas that I would like to try. I want to make sure we are meeting the needs of our students with delays, differences, and disorders.

Remember Your Definitions

- Communication Delay: slower acquisition than expected, but in the right order
- Communication Difference: subgroups varying their symbol system; it is not a disorder
- Communication Disorder: “impairment in the ability to send, receive, process, and comprehend verbal, nonverbal, and graphic symbol systems” (AHSA, 1993 in Rudebusch, 2008)

Some Ideas To Handle the Load That Have Made a Big Difference

- Document everything you do, then share the documentation with administrators.
- Sound Groups instead of enrolling in therapy
- Bloc Scheduling
- Phonological Awareness Class Instruction (listening, concepts, rhyming, segmenting, and sound play)

Some Ideas for Articulation in RTI

- Teacher indicates students with errors
- SLP observes and screens
- If stimuable for sounds, provide Tier 1 assistance
- If not stimuable for sounds, Tier 2 activities might be used

What do I already do that can easily fit into the RTI model?

- Spend extra time with materials students struggle with
- Re-present / modify instruction
- Work in small groups
- Schedule classroom time to assist students right after instruction is presented
- Promote good speech habits
- Co-teaching
- Classroom observations
- School Improvement Team
- Parent Education Programs

- Homework programs
- Align instruction to state standards
- Provide and attend staff development
- Collect data
- Interpret data
- Make suggestions for materials to be purchased
- Communicating with parents

References

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