

Responsiveness to Intervention - The Role of the SLP

TSHA Annual Convention
March 29, 2007
4:00-5:30 p.m.

Presenters

- Joint TSHA/TCASE Committee Members
 - Cherry Wright – Educational Consultant
 - Judy Rudebusch – Division Director for Special Services, Irving ISD
 - Lynda Barbee – TSHA President

“To thrive under conditions of change, you
have to be learning all of the time.”

Mary Catherine Bateman
Linguist and Cultural Anthropologist

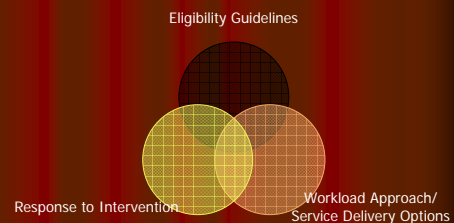
Challenges

- NCLB
 - Focus on accountability for all children
- IDEA 2004 Reauthorization
 - Over-representation of students in special education
 - Large numbers of students in speech therapy
 - Total number of students served as speech impaired in Texas in 05-06 was 197,884
- Shortage of qualified SLPs
 - 9.5% vacancy rate statewide (TX. Study of Personnel Needs in Sp. Ed., 2006) compared to 4.5% (TSHA Survey, 2003)
 - Vacancy rate of 399 positions X 55 students each equates to estimated 21,945 students who are not receiving services
- “Wait to Fail” Model – Children must fail before intervention is provided

Possible Solutions

- Responsiveness to Intervention
 - Early levels (tiers) of intervention for students – Teach before testing! Assist rather than assess for placement in special education
 - Evidence-based instruction/interventions
 - Problem-solving method to be applied throughout each tier
 - Screening/Monitoring and an integrated data collection/assessment system to inform decisions at each tier of service delivery
- Consistent Eligibility Guidelines
- Finding the time to provide intervention – Workload Approach
 - Flexible scheduling
 - Alternative Service Delivery Models
- Increasing collaboration between general and special education

Braided Approach to Quality Services



Eligibility Guidelines

- Need for clear, consistent statewide guidelines for eligibility determination and dismissal
 - Consistency in identification within districts and across districts due to constant changes in demographics
 - Consistency in determining educational need
 - Consistency in assuring equal and individual access to services
 - Need for functionally based, not test-based dismissal criteria

- All templates have been developed to
 - Comply with the law
 - Follow current research
 - Reflect best practices
 - Yield consistency
 - Provide all information needed to complete a Full Individual Evaluation

- Templates currently available for
 - Articulation
 - Language (SI as only handicapping condition)
 - Language with Other Disabilities (includes severe impairments)
 - Voice
 - Fluency (March 2007)
 - Cultural Linguistic Diversity (in progress)

- Trainer of Trainers Model
 - Goals
 - One trainer for each of the templates in each of the 20 Education Service Center Regions
 - At least one SLP from every district trained
 - All SLPs in every district trained

Balanced Workload Approach

- Workload analysis process includes all professional responsibilities for which the SLP is held accountable
 - Providing appropriate services to meet students' individual needs
 - Ensuring compliance with education agency mandates
 - Implementing best practices in school speech-language pathology

- Workload Clusters include
 - Direct services
 - Includes identification, assessment, evaluation, re-evaluation, intervention, counseling and IEP activities
 - Indirect services
 - Includes activities to support the implementation of students' education programs (e.g. classroom/environmental modifications, teacher and staff training, transition planning, design of AT/AC tools, data collection, connecting academic standards to IEP goals, and referrals to other agencies)

- Indirect activities related to curriculum
 - Includes activities that support students in the least restrictive environment and in the general education curriculum (e.g. classroom observations, curriculum modifications, consultation with teachers, responsiveness to intervention activities, and analysis of the demand of the curriculum on the student)
- Compliance/Administrative/Management tasks
 - Includes activities that support compliance with federal, state and local mandates and activities that result from membership in a community of educators (e.g. writing of IEPs, student evaluation reports, daily logs and student progress reports, third party (Medicaid) billing, supervision, professional development, planning time, and professional associations)

- Workload analysis involves comparing the time it takes to perform these activities with the time that is available
- Goals –
 - Determine most effective use of time
 - Determine most effective ways to serve students

- Flexible scheduling – Schedule activities, not students
 - Alter the frequency of services provided each week and/or month
 - Example: 3:1 Model
 - Three weeks per month designated for direct intervention
 - One week set aside for activities in the other three clusters including
 - Consultation with classroom and sp ed teachers
 - Consultation with outside agencies/professionals
 - Assessments
 - ARDs
 - Classroom observations
 - Paperwork
 - Report writing
 - SHARS progress logs and billing tickets

- Use a combination of service delivery models
 - Pull-out – Services provided individually and/or in small groups in the speech therapy room or location other than the classroom
 - Classroom-based – Direct services provided to individual, small group, or whole group in the classroom. May include
 - Team teaching
 - Complimentary teaching
 - Parallel teaching
 - Remedial teaching
 - Station teaching
 - Push-in therapy

- Self-Contained – Direct services provided to small or whole group. SLP is the classroom teacher responsible for providing instruction of classroom curriculum and speech-language remediation
- Community-based – May be direct or indirect in an off school site
- Indirect services – May include
 - Monitor
 - Consultation
 - Collaborative consultation
 - Curriculum support
 - Contextual support
 - Instructional support
 - Assistive Technology/Augmentative Communication support

Responsiveness to Intervention

- RtI is a seamless, systematic process of
 - (1) providing high-quality instruction/intervention matched to student needs, and
 - (2) using learning rate over time and level of performance to
 - (3) make important educational decisions related to intensity and duration of the intervention

NASDSE, 2005

- RtI relies on data or evidence to make decisions about instruction/intervention – not on what has always been done or what materials are available
- Involves integration of
 - Professional expertise
 - Best current evidence
 - Attention to needs of students

- RtI is a “general education initiative” as well as a “special education process”. It is not the pre-referral process with which we are familiar where there is
 - No guarantee of modifications being used ahead of time
 - Higher incidence of identification
 - Higher numbers of assessments of students who do not qualify
 - Lack of teacher opportunity to work with and learn from SLPs
- RtI may serve as a model for prevention as well as part of the identification process for referral to special education.

Core Principles of RtI NASDE, 2005

- All children can learn and we must effectively teach them all utilizing scientifically research-based instruction
- We must intervene early – be proactive rather than reactive
- We must use a multi-tier model – Intervention must be differentiated in nature and intensity
- We must use a problem-solving model based on data to make decisions within a multi-tier model
 - Is there a problem and what is it? (Identification)
 - Why is it happening? (Analysis)
 - What are we going to do about it? (Plan)
 - Did our intervention work? (Review and Revise)

Core Principles of RtI cont.

- We must use assessment for three purposes:
 - (1) Universal screening of children to identify those who are not making progress at expected rates
 - (2) Diagnostics to determine what children can and cannot do
 - (3) Progress monitoring to determine if interventions are producing desired effects
- We must have fidelity of implementation

Three Tier Model

- Tier I – Universal or Core Language Arts instruction for all students, with flexible small group instruction– Meets the needs of 80% of learners
- Tier II – Supplemental Targeted Intervention for Students (in addition to LA instruction in the classroom) – needed by 15% of the students
- Tier III – Intensive Supplemental Interventions provided – needed by 5% of the students

Adapted from NASDSE, 2005

- Intensity of intervention may be achieved by changing several variables
 - Frequency of intervention
 - Composition of student group
 - Type and emphasis of intervention

Responsibilities of SLPs

ASHA 2001

- Prevention
- Identifying children at-risk for speech-language deficits
- Assessing
- Developing programs
- Providing intervention
- Documenting outcomes
- Advocating for effective literacy practices
- Advancing the knowledge base

Roles of SLPs in RtI

ASHA 2006

- The SLP with expertise in the language basis of literacy is uniquely qualified to serve in a variety of roles:
- **Program Design**
 - Explain the role that language plays in curriculum, assessment and instruction, including the interconnection between spoken and written language
 - Assist in the selection of language-sensitive screening measures
 - Help identify systemic patterns of student need with respect to language skills

Program Design continued –

- Assist in the selection of scientifically based literacy intervention
- Plan for and conduct professional development on the language basis of literacy and learning
- Interpret a school's progress in meeting the intervention needs of its students

● Collaboration

- Assist general ed classroom teachers with universal classroom screening
- Participate in the development and implementation of progress monitoring systems and the analysis of student outcomes
- Serve as a member of intervention assistance teams, utilizing expertise in language, disorders and treatment
- Consult with teachers to meet the individual literacy needs of student in initial RtI tiers

Collaboration continued –

- Work with other special service providers in implementation of RtI models
- Assist administrators with RtI design and implementation, considering the important language variables
- Help families understand the language basis of literacy and learning as well as specific language issues pertinent to an individual child

● Serving individual students

- Conduct expanded speech sound error screening for K-3 students to track those at risk and intervene with those who are highly stimuable and may respond to intense short-term intervention during a prolonged screening process rather than being placed in sp ed
- Assist in determining when students should be referred to sp ed for speech and language disabilities
- Use norm-referenced, standardized, and informal assessment to determine whether students have speech and language disabilities

Serving Individual Students continued –

- Determine duration, intensity and type of service that students with communication disabilities may need
- Serve students who qualify for sp ed services under categories of communication disabilities
- Collaborate with teachers to provide services and support for students with communication disabilities
- Identify, use and disseminate evidence-based practices for SLP services or RtI interventions at any tier

Challenges to the SLP in RtI

- Need to be open to change
- Need to be involved in professional development
- Need to implement statewide Eligibility Guidelines
- Need a more systemic approach to serving schools, including a workload that reflects less traditional therapy and more consultation and collaboration in general ed classrooms
- Need to reallocate time in the work day – The point of RtI is not to add more tasks but to reallocate time to better address prevention and early intervention and to serve more students up front rather than at the point of special ed evaluation and service

SLP RtI Models

- Implementation of a RtI process takes on many different forms and reflects a school's unique staff and culture in addition to the knowledge of concepts and practices used in an RtI approach.

● Quick Artic. Model – Terrebone Parish School System, Louisiana – Four Step Process

- Step 1 - Parent permission is requested to test students identified as at-risk
 - In-depth screening procedure is used to screen all sounds that develop up to one year above chronological age (CA)
 - Those with 3 or more sound errors at or below CA are referred immediately for therapy (Tier III)
 - Those with 1 or 2 sound errors move to Step 2 (Tier I)
- Step 2 – Two weeks later, a probe for consistency of errors is completed by assessing 10 spontaneous productions, 10 imitative, 10 in imitative sentences, and in storytelling
 - Those with correct sound production below 75% move to Step 3 (Tier II)

Quick Artic. Model continued –

- Step 3 – 100 to 120 minutes of pre-referral intervention is provided in groups of 2 to 5 students for a 2 week period (Tier II)
 - Students are re-screened with Step 2 probes
 - Those with correct sound production below 75% move to Step 4 (Tier III)
- Step 4 – Intensive direct intervention is provided for 9 months or less (Tier III)
 - Consultation is provided with staff and family

● Speedy Speech – North Shore School District 112, Highland Park, Illinois

- Students are screened for misarticulations in spontaneous and elicited speech and in oral reading
- Target students whose spontaneous speech contains sound errors that are no longer developmentally appropriate
- Students with mild misarticulations, who are stimuable, receive 5-7 minutes of intensive direct 1:1 service 4-5 times per week for 8 weeks (Large number of productions of target sound(s) in short period of time) (Tier I)
- Activities are tailored to each student's level of proficiency

Speedy Speech continued –

- Students are provided with school and home folders for practice which parents are required to sign
- Interventions are provided in the hallway outside the classroom
- Students who do not reach individualized goals are seen for an additional 8 weeks (Tier II)
- Students who have not met goals at end of 16 weeks are referred for therapy (Tier III)

● Problem Solving Model – Iowa

- All students being considered for referral for evaluation for special ed and/or speech language services are screened and receive 6-9 weeks of intensive intervention
- Following intervention, problem-solving team determines if a student needs to be assessed
- If yes, the student's RtI (stimulability) is weighted in with test scores and full assessment findings

● Georgia Pyramid of Intervention

- Tier 1: Standards-Based Classroom Learning
 - Quality general education curriculum and progress monitoring to inform instruction
- Tier 2: Needs Based Learning
 - Intervention for targeted students and more frequent progress monitoring
- Collaborative teaching effort between a kindergarten teacher and a SLP
 - SLPs assist teachers in developing effective literacy teaching strategies and accommodations to assist students with language differences
 - Phonemic awareness
 - Concepts/Vocabulary
 - Building background knowledge
 - Comprehension skills

Georgia Pyramid of Intervention continued –

- SLPs work with teachers to increase the amount of language exposure and experiences
- SLPs help to build bridges between a student's current level of linguistic functioning and the linguistic demands of the curriculum
- SLPs work with parents to facilitate transference of literacy skills from one learning venue to another, using a child's strengths to address his/her weaknesses
- Tier 3: Student Support Team
 - Problem solving intervention teams analyze data and refer to sp ed, if appropriate
- Tier 4: Specially-Designed Learning
 - Specialized programs (sp ed or gifted) provide adapted content, methodology or instructional delivery

● Articulation Resource Center Model–San Diego City Schools, CA

- Students are referred by teachers
- Students are screened by SLPs
- Students identified with simple sound errors (not developmental, dialectal, or secondary to language deficits) are recommended for services in the Speech Improvement Class in the Center by the Principal of the school
- Students are at least 7 years of age and are non-stimulable for targeted sounds
- Parents give permission for inclusion in the Center
- SLPs and SLP-As provide highly interactive speech improvement classes of 5-10 students

Artic. Resource Center Model continued –

- Sessions are scripted for 1 or 2 sounds for two 30 minute sessions per week for a total of 20 hours
- Mass practice is standard with at least 150 productions per child per session
- Students are monitored each session
- Sessions are scheduled during the work day or flex scheduled for before or after the school day
- Students and families contract to complete a home program requiring daily practice
- Errors not corrected in 20 hours are referred for speech therapy

- Clinical Reading Model – El Rancho Unified School District, Pico Rivera, CA – START-IN: Students are Responding to Intervention
 - Program is designed for struggling readers who have not been successful despite general ed interventions and are being referred for special ed
 - Principal recommends students reading one or more years below grade level
 - Parent permission is required
 - Each session focuses on the 5 building blocks of reading – phonemic awareness, phonics instruction, fluency, vocabulary development, and text comprehension

Clinical Reading Model (START-IN) continued

- Students continue to receive reading instruction in the classroom
- Five students are in an instructional group
- Program is a 9 week, 45 hour program
- Each student completes 16 tasks in each 1 hour session five days a week
- Reading specialist and SLP share joint responsibility using a variety of models (e.g. SLP directly instructs phonemic awareness and vocabulary and Reading Specialist provides instruction in phonics, fluency and comprehension)
- Student progress is closely monitored
- Students not demonstrating growth in 9 week intervention are referred for sp ed

- Story Talk – San Diego School District, CA
 - Program facilitates development of narrative oral language skills
 - SLP leads a 30 minute session in the general education classroom that focuses on story telling skills
 - Language scaffolding strategies are used to teach students to ask meaningful questions to elicit additional information in order to enhance the oral narrative
 - General education teacher remains in classroom during lesson and continues process by having students write their stories

Summary

- RTI provides a vehicle for general and special education to operate as a seamless unified system – not the dual system currently in operation in most school districts
- It allows districts to focus more on results and outcomes and less on eligibility and process
- It is proactive and allows schools to increase achievement of students and to prevent learning difficulties

Resources

- Artic Lab / Story Lab, Pasadena ISD, Pasadena, TX
 - jwiechmann@pasadenaisd.org
- Articulation Resource Center, San Diego School District, San Diego, CA
 - jtaps@sandi.net
- Story Talk, San Diego School District, San Diego, CA
 - cdunaway@aol.com
- START IN: Students are Responding to intervention: A response to intervention program for reading. Super Duper Publications, Greenville, SC
- Speedy Speech, Ravinia School, Highland Park, IL
 - dkuhn@nssd112.org
- Responsiveness to Intervention: New Roles for SLPs, ASHA
 - <http://www.asha.org/members/slp/schools/prof-consult/NewRolesSLP.htm>