



Speech & Language Professional Learning Community

8:30 a.m. – 12:00 p.m.

5/16/2011

Speech & Language PLCs 2010-2011

▶ **January 7th**

1. SLP Role in the Rtl Process (Example: Carmichael-Howell “The Amazing Race” (ASHA Website Search))
2. What is my current role in literacy?
3. A word from our speaker, Dr. Liz Crawford, Ph.D., CCC-SLP

▶ **February 24th**

1. Dr. Liz Crawford: Literacy skill set and potential role of the SLP within a multi-level prevention Rtl system.

▶ **February 25th**

1. Dr. Liz Crawford: Began developing the potential role of the SLP at the building & district levels.
2. Next steps: Literacy & data-driven instruction (resources for evidence-based practices in reading).

▶ **May 16th**

- Schools who have been successful with implementing new role for SLPs, share experience, success, and process
 - What has worked, not worked with new role and being advocates?
 - How has your role changed if at all?
 - What activities have been successful?
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Agenda for Today's PLC

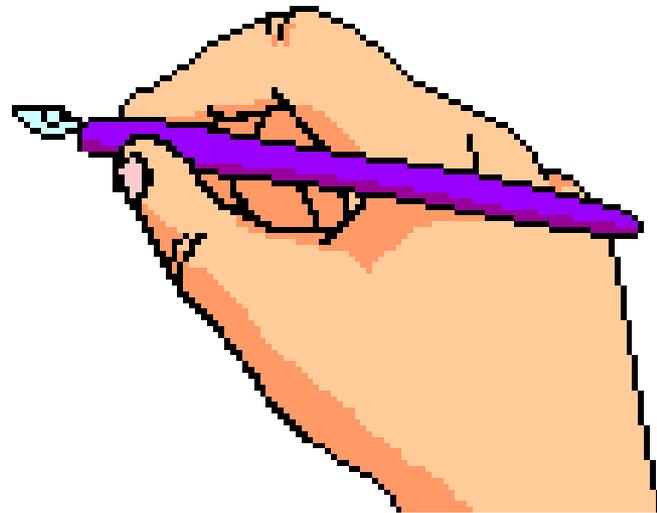
- Schools who have been successful with implementing new role for SLPs, share experience, success, and process
 - What has worked, not worked with new role and being advocates?
 - How has your role changed if at all?
 - What activities have been successful?
- Example of other district- briefly revisit Ohio district presentation?
- Review of sample "Rtl" letter
- Liz - how to review reading or speech and language program Dr. Liz Crawford, Ph.D., CCC-SLP

Survey

- ▶ Future Website
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- ▶ In what ways has or could the role of the SLP evolve at your district level?
 - ▶ Building level?
 - ▶ Individual level?



RTI Action Network

Forums, Interview, Podcasts, Videos...

Sign up at:

<http://rtinetwork.org/signup>

Rtl Talk: Speech-Language Pathologists & Rtl

▶ **Archived Interviews**

▶ Speech-Language Pathologists and RTI

12 May 2011

- ▶ Drs. Barbara Ehren and Maureen Staskowski answered questions about the role of SLPs in RTI. They also offered tips and examples of effective ways to engage in assessment and intervention activities based on lessons learned working with SLPs in local schools.



What role does an SLP play on an RTI team?

- ▶ 2 journals in speech and language with an issue devoted to the roles of SLPs in RTI:
 1. Topics in Language Disorders edited by Barb Ehren (Volume 25 #2, 2005)
 2. Seminars in Speech Pathology edited by Froma Roth (Volume 20 #2, 2009).

“Combined, these issues include 10 great articles about SLPs in various roles related to RTI. RTI is a framework where key elements occur, yet it looks differently in each school or district depending on the culture, combination of staff, expertise of staff, and preference of the staff. Professionals from different disciplines may serve in the various roles. I have seen SLPs serve in different roles depending on their expertise, comfort level, preferences and directives.”

Maureen Staskowski, Ph.D.:



SLPs as organizers/designers/leaders

- ▶ Some SLPs have played a leading role in helping their district get started in developing a Multi-tiered System of Supports (MTSS) through:
 - ▶ Helped their building and/or district select universal screening measures,
 - ▶ Build infrastructure (who will do what and when) school-wide,
 - ▶ Designate and structure team time or grade level meeting time.

These SLPs often work closely with a leadership team to help develop these key elements.



SLPs as data interpreters

- ▶ SLPs have incredible training in:
 - ▶ assessment
 - ▶ data analysis
 - ▶ designing instructional changes in response to discrete changes in data

Any team is fortunate when an SLP can attend data meetings.

We bring a perspective and raise questions that may not be observed by other team members in the same way.



SLPs as intervention providers or consultants to intervention providers

- ▶ SLPs have amazing intervention skills in language and literacy.
- ▶ RTI has provided a vehicle for many SLPs to:
 - ▶ Use their expertise in ways that helped the entire school or district.
 - ▶ Move into a more inclusive and relevant service delivery model.
- ▶ There simply isn't time to see students on caseload in isolation and consult with teachers and provide help to students at-risk for disabilities.
- ▶ For some SLPs, RTI has taken the debate out of service delivery. The result is that everyone involved sees the benefits of having the SLP and teachers collaborate closely.



SLPs in the Classroom Environment

- ▶ A systemic implementation of RTI will require a great deal of collaboration from teachers and support personnel at a school.
 - ▶ In Tier I, or core instruction, SLPs may very well be in classrooms assisting teachers in differentiating instruction for diverse learners, including those with language issues (some of whom may have language disabilities).
 - ▶ Interventions in other tiers may take place in a variety of settings, including classrooms.
- ▶ Details regarding how this actually works need to be negotiated with all involved educators. Having other professionals in a classroom doesn't have to disrupt instructional time if logistics are discussed by all. I suspect that at the root of this issue, however, is "culture" (i.e. there has to be a culture of collaboration at a school for this kind of partnership to occur). I suggest on-going professional development, perhaps including the creation of a PLC (Professional Learning Community) to address collaboration on behalf of all students at a school, especially those who struggle.

▶ Barbara J. Ehren, Ed.D.:



If you are using an RTI model, what about the legality of "placement" without an IEP?

- ▶ Interventions in preliminary tiers of RTI (outside of special education) do not constitute placement in special education. However, what many states/districts are grappling with is how to utilize personnel previously associated with special education (like SLPs and special ed teachers) to deliver some of these interventions.
- ▶ The complexity of the situation increases when mixing students with IEPs with students who don't have them in instructional groupings. Such groupings may make perfect sense and be beneficial to students. However, state regulations and district policies may have provisions about this. All educational agencies are struggling with catching their rules up to current RTI implementation. Hopefully we all will get further guidance when IDEA and ESEA (formerly NCLB) are reauthorized in the near future.

▶ Barbara J. Ehren, Ed.D.:



Is there an evidenced-based sequence of procedures to follow when rolling out a successful SLP/RTI program across a school district?

▶ **Here are leverage points I think SLPs should focus on when rolling out involvement in RTI:**

- ▶ 1. Advocate for important and appropriate roles
- ▶ 2. Make room on the plate for substantive work with the language underpinnings (vocabulary, sentence structure, topic elaboration, strategic approach, knows/remembers the steps, self-monitoring, self-correction) literacy and curriculum.
- ▶ 3. Expand service delivery options
- ▶ 4. Develop IEPs carefully
- ▶ 5. Create and maintain a flexible schedule
- ▶ 6. Move toward a workload approach

▶ **Barbara J. Ehren, Ed.D.:**



Do you feel SLPs should be involved more in whole group, small group or 1-1 instruction during the RTI process?

▶ My short answer is “all of the above.” See below for details:

▶ Across Tiers

- Look at students individually, deciphering patterns of strengths and challenges in learning.
- Analyze tasks by identifying component parts, breaking them down into smaller parts, and highlighting language components.
- Select instructional and assessment language to match students’ comprehension.
- Scaffold instruction based on the learners’ language needs within the context of classroom performance.

▶ Barbara J. Ehren, Ed.D.:



Tier 1

- Guide teachers' language-sensitive content instruction.
- Identify the nature of poor academic performance in the classroom, with an emphasis on language underpinnings.
- Analyze screening and progress monitoring data to uncover language factors in performance.
- Administer screening and progress measures on selected students who may be suspected of language problems, as opposed to taking on administration of screening and assessment measures for the entire school.
- Assist teachers in identifying language underpinnings that may be interfering with learning academic content.



Tier 2

- Provide input with regard to the selection of interventions.
- Collaborate with other interventionists to implement interventions.
- Interpret progress monitoring data with regard to language implications.
- Provide short-term interventions for students not enrolled in special education.



Tier 3

- ▶ • Provide input with regard to the selection of interventions.
- ▶ • Collaborate with other interventionists to implement interventions.
- ▶ • Interpret progress monitoring data with regard to language implications.
- ▶ • Provide intensive, individualized interventions outside of special education.
- ▶ (In many places Tier 3 includes intervention outside of special education and then ultimately special education. Other places have a 4th tier which is special education. For clarity here I'll call special education Tier 4.)

▶ Tier 4

- ▶ • Provide therapeutic intervention for students with language impairment LI within special education.
 - ▶ • Determine accommodations needed to access the curriculum for students with LI.
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Given that our caseloads, in the schools, are driven by numbers of students that qualify for specially designed instruction, is there a recommendation to our administrators on how we can "count" children serviced, by us, via the RTI model?

- ▶ It is essential for RTI implementation that SLPs implement a “workload approach” (ASHA, 2002) which involves scheduling and accounting for all the work they do with and on behalf of students, along with other activities that are part of their school day.
- ▶ However, for that to happen to the extent necessary to fully implement RTI, major changes have to be made in the way SLP services are funded. As long as money is attached to students eligible for services under IDEA, states and districts will continue to count heads (i.e. use a caseload approach). If you can get your system to move to a workload approach and count all your activities, that would be great. Many places are exploring alternative formulae for “counting” the work of SLPs although these efforts are at rudimentary stages.

▶ Barbara J. Ehren, Ed.D.:



Are there guidelines for SLPs to follow when integrating themselves into the RtI process?

▶ Here are my guidelines:

- ▶ 1. SLPs provide services that make use of their unique contributions.
- ▶ 2. SLPs are involved in some way across tiers.
- ▶ 3. SLPs implement IEPs of identified students.
- ▶ 4. SLPs support teachers in providing assistance to struggling students.
- ▶ 5. SLPs utilize a variety of delivery models, including indirect services.
- ▶ 6. SLPs have a reasonable workload; that is, RtI activities are not add-ons to their existing workload

▶ Barbara J. Ehren, Ed.D.:



Who directly provides the student with the RTI interventions- the teacher or SLP? If the SLP, how does this differ than providing therapeutic interventions?

- ▶ In an RTI model, the school is developing a system of supports that increases in intensity. Language should not be treated differently than reading, so that means an entire continuum of supports is built from solidifying the core curriculum, supplementing the core (often by the teacher), to providing tier 2 supports (often by a number of service providers).
 - ▶ If the student is seen for intensive intervention by the SLP for a short time, it would be the last choice. Many students have ‘wobbly’ language skills that can be addressed in a number of ways by the team, sometimes with the consultation of the SLP. There may be a student who does not respond to these efforts, who the team is beginning to suspect has a disability and want to rule out whether a short intensive treatment would bump the student back on track.
 - ▶ Maureen Staskowski, Ph.D.:
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The point of RtI seems to be a reallocation of the SLP's time to better address prevention and early intervention, and in the long run serve more students up front rather than at the point of special education evaluation and service. How will these expanded roles and responsibilities be incorporated into an already overwhelming workday of scheduled special education service?

- ▶ **Bingo! You have said it beautifully! The key is not adding one more thing to our already full plates but judiciously selecting the students with whom we can have substantial impact on their educational success. Let's take a look at whom we are serving, whether or not these students' "problems" meet the test of educational impact required by federal law. Do we really think students with single sound articulation errors meet the IDEA definition of students with a disability, no matter how much we want that error to be resolved? Let's also consider how we are serving students to ascertain whether we can be more effective and efficient with a variety of delivery models, including in-classroom services, both directly with students and on their behalf (indirectly with teachers and others.)**
 - ▶ **Barbara J. Ehren, Ed.D.:**



Where do we draw the line re: articulation needs? We recently met as a group in our district and most are using an RTI model instead of an IEP/504 for mild artic issues.

- ▶ As I reported in another response, the litmus test of educational significance is required by federal law. We cannot serve a student as a student with a disability unless the disorder has adverse educational impact. So it's not your district who invented this policy. I feel strongly that students with single sound articulation errors without adverse educational impact should not even be treated under the auspices of an RTI process. I do think these students can be helped in a kind of "speech club" framework that might be part of an SLP's workload. However, to call that RTI, to me trivializes the substantive work with academic and behavior problem solving that should be the hallmark of RTI in which the SLP participates. The language underpinnings of literacy, curriculum and behavior should be what we address within RTI. But by all means find alternative ways to avoid labeling students with single sound articulation errors as students with a disability. Call your work something else, like "speech club." Just don't call it RTI. If you do you may just be reinforcing our stereotype as "speech teachers" that we have been trying to overcome.

▶ Barbara J. Ehren, Ed.D.:



How do we go about the shift to RtI model, when I have a full caseload of students on IEP's who have mandated services?

- ▶ Many of our other responses speak to this in some way. Truly the efforts for SLPs to use service delivery practices that are educationally relevant, classroom based, and collaborative--as well as for SLPs to contribute to the greater efforts of the school such as by serving on school improvement and curriculum committees-- all fit together. The more an SLP does any one of these, the easier it is to do the rest. It far easier to provide curriculum-relevant services when you are spending some time in the students' classrooms than when service delivery is in isolation (pull out). It is easier to consult about students at-risk when you are already in their classroom. It is easier to participate in data dialogues about the grade level when you have a collaborative relationship with the teachers.
 - ▶ Maureen Staskowski, Ph.D.:



Is RtI basically doing "speech therapy" without all of the paperwork of an evaluation and IEP? You are intervening in a need area and monitoring progress?

- ▶ Too often, RTI is reduced to the idea of intervening off-caseload. Sometimes you will hear people use RTI as a verb - "RTI him" or referring just to an intervention "it's RTI time."
- ▶ RTI is really about systems change. It is about building a Multi-Tiered System of Supports (MTSS) in general education so that all students can access learning. The first steps in implementing this model are providing a high-quality curriculum within which most children achieve. In an RTI model, benchmark information is used to assess the success of core instruction and analyze areas to improve instruction for all students. I believe that in the application of RTI to language, sometimes this foundational step is lost and suddenly we are talking about individual services for students (off caseload). If we are to talk about oral language in an RTI model, then the first step is assessing the success of core instruction in helping all children to achieve in oral language.
- ▶ When issues are addressed with all students, then there is a continuum of increasingly intensive supports for children with language needs, there is not an immediate 'jump' to providing services by a special ed service provider (SLP) without an IEP. This should be a strategy that is a last step/resort.

▶ Maureen Staskowski, Ph.D.



Children with phonological deficits often have speech development issues. Is it your experience that speech-language pathologists are seen as part of the solution?

- ▶ As SLPs collaborate more closely with preschool and kindergarten teachers, they help the teachers to better scaffold instruction in phonemic awareness and phonics for all students, including those with articulation delays. We have repeatedly had teachers comment that they had never thought about mouth placement of phonemes and that having that simple knowledge has helped them to scaffold their teaching of sounds in ways they had not previously.
- ▶ Also - it is sometimes difficult for teachers to scaffold phonemic awareness when students are stuck. Simple modeling by SLPs within the classroom has proven very helpful for teachers.

▶ Maureen Staskowski, Ph.D.:



With all the different interpretations of what RTI is and isn't per school and district, do you feel that SLPs will need to help define our roles within the school culture?

- ▶ In many ways this is the beauty of this time period in education for SLPs. We can take this as a prime opportunity to step up help others understand the many roles we play and the ways we can use our expertise to benefit students and staff.
- ▶ ASHA's recent documents of the changing role of SLPs in schools is a great help.
- ▶ CEC and IDEA Partnership also have helpful documents about the SLPs' role and expertise related to RTI.
 - ▶ Barbara J. Ehren, Ed.D.:
 - ▶ Maureen Staskowski, Ph.D.:



Evolving roles in RtI

- ▶ County-wide examples
 - ▶ District-level
 - ▶ Building-level
 - ▶ Grade-level
 - ▶ SLP-level



Sample Speech & Language RtI Letter

Response to Intervention for Speech and Language Liberty Hill Elementary

How is my child getting the help he or she needs?



What is RtI?

Response to Intervention (RtI): A multi-tiered approach to provide services and interventions to help struggling learners with increasing intensity for a specified period of time.

- ☺ It is an initiative that takes place in the general education setting.
- ☺ RtI is the practice of providing high-quality instruction and interventions to meet student needs.
- ☺ Speech-language pathologists are collaborating with the intervention team, teachers, and parents by following campus procedures and guidelines.

Why RtI?

- Early identification of speech-language learning needs
- Least restrictive environment: the environment with the least distractions (anything that pulls a child out of a classroom) from general education setting
- Creates a well integrated system of instruction
- Scientifically- based and peer-reviewed interventions

What model of RtI does Liberty Hill Elementary follow for speech and language?

3-Tiered Model of RTI

- 1) Tier I- additional instruction for “at risk” students with progress monitoring
- 2) Tier II- more individualized interventions focused on student weakness with progress monitoring
- 3) Tier III- determine if student exhibits disorder and if eligibility for special education is needed in order for the student to make progress (i.e., at this level, various interventions have been attempted/documented and the student has shown a “continued lack of response to interventions”)

Speech & Language RtI Letter contd...

How does RtI for speech and language look at Liberty Hill Elementary?

☆ Step 1: Grade Level Meeting (2 weeks)

- Teachers meet at grade level and problem solve
- Parents are contacted

☆ Step 2: Local Support Team (LST) Meeting

- LST (teachers, principals, counselors, specialists, etc.) meet to discuss concerns
- Get parent information and permission if necessary
- Parents are contacted
- Speech-Language Observation if necessary

☆ Step 3: Local Support Team (LST) Meeting

- Follow-up meeting to review
- Parents are contacted
- SLP provides interventions in various settings

☆ Step 4: Local Support Team (LST) Meeting

- LST meet to review intervention data and student progress
- Parents are contacted
- A Special Education referral is initiated if necessary



Success Stories & Challenges

Examples of:

- Further discussions about SLP role with administrators
- Expansion of SLP role in buildings
- Changes in caseload vs. workload

(Group Discussion & Report Out)



Success Stories & Challenges



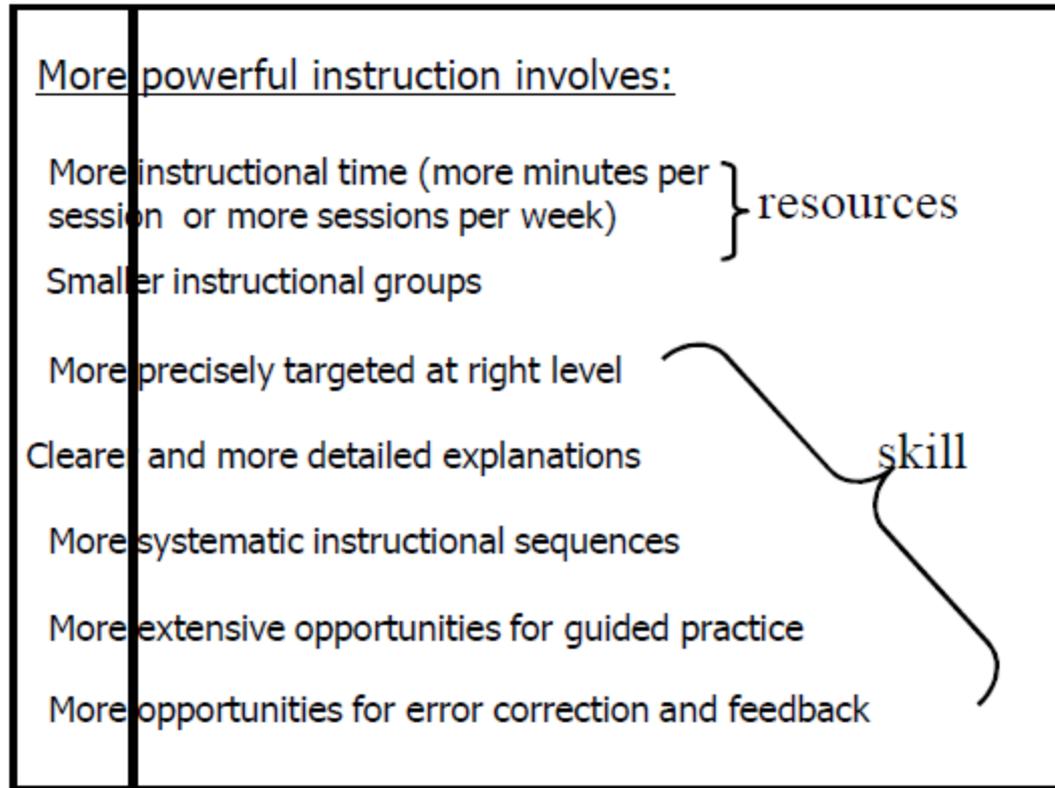
Building Infrastructure

(Taken Directly from NASDSE School level Blue Print)

6. For which students is the core instruction sufficient or not sufficient? Why or why not?
7. What specific supplemental and intensive instructions are needed?
8. How will specific supplemental and intensive instruction be delivered?
9. How will the effectiveness of supplemental and intensive instruction be monitored?
10. How will you determine which students need to move to a different level of instruction?



Success Stories & Challenges



Success Stories & Challenges



Some things ***school leadership*** can do:

- Developing a school **schedule** that allows sufficient time for intervention
- Identifying or providing sufficient **personnel** to deliver intervention instruction
- Providing appropriate **programs** and material to support the intervention instruction
- **Oversight, energy, follow-up** – use data meetings to ask about students, make decisions to increase support, etc.

Success Stories & Challenges



Why should SLPs be involved in reading?

- Children with a history of oral language impairment are **4-5 times** more likely to present with reading difficulties than the general population (their peers).

(Catts et al., 2001)



Success Stories & Challenges



Some things to think about around Role Clarity

- Ambiguity
- Overlap
- Conflict
- Gaps

Taken from Leading Literacy Change for Coaches and Facilitators August 2006
Hanson Initiative for Language and Literacy (HILL)



Success Stories & Challenges

Discuss at your table or with partners...

- Who are your potential team members?
- What roles would different members play?



Success Stories & Challenges



One potential role: Improving literacy outcomes

- My major responsibilities in this role are to:
- My team can count on me for:

Taken from Leading Literacy Change for Coaches and Facilitators August 2006
Hanson Initiative for Language and Literacy (HILL)



Success Stories & Challenges

- Results of SLPs trying student center activities?
- Examples of:
 - Co-teaching with one teacher
 - SLPs being included more in reading programs
 - "We're more than just s's talk/training with staff

(Group Discussion & Report Out)



Example:

The Role of the SLP in the RtI Process

▶ Wayne Township, Indiana

(ASHA Website Search: Carmichael-Howell)

“The Amazing Race”

“Adapting Service Delivery”

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- ▶ What is my current role in literacy?
- ▶ What can I let go of?



Evaluating programs:

Dr. Liz Crawford, Ph.D., CCC-SLP

<http://www.centeroninstruction.org/reviewing-a-reading-program-professional-development-module>

Module: Reviewing a Reading Program



Professional Learning: Apps



▶ Survey

▶ Next Steps

▶ Future PLC Website



SEE YOU...

Have a GREAT summer 😊



NEXT SCHOOL YEAR!

