

SLP ROLE IN MTSS:

MISSISSIPPI MULTI-TIERED SYSTEM OF SUPPORTS

FINANCIAL DISCLOSURE:

- Kelly Spence, M.S., CCC-SLP, Ed.S. is the Vice President of School Issues for the Mississippi Speech-Language-Hearing Association. She receives waved fees for conference and paid hotel accommodations.
- This presentation is sponsored by the MSHA Schools Committee
- Melissa Ladner Rivera, M.S., CCC-SLP is the Immediate Past Vice President of Schools Issues for the Mississippi Speech-Language-Hearing Association. She does not receive any financial reimbursement, benefit or stipend for this presentation.

PURPOSE:

- Define and review the framework of Response to Intervention (RTI) and Multi-Tiered System of Supports (MTSS)
- Determine the differences in a Speech Language Pathologist's workload vs caseload
- Establish the SLP's crucial role within the Tier process
- Discuss practical and financially feasible ways for SLPs to implement a workload model and engage in RTI

LEARNER OUTCOMES:

- The learner will be able to define the components of the Multi-Tiered Support System.
- The learner will be able to define the Speech Language Pathologists participating role and benefit in the Multi-Tiered System Supports.
- The learner will be able to discuss with district level personnel initiating Speech Language Pathologist's participation in Multi-Tiered System Supports.

WHY??

- Every Student Succeeds Act (ESSA)
- MS Succeeds Plan
- There were no new mandates that would be placed upon SLP's or other related service providers
 - Minor change of terminology
 - “Specialized Instructional Support Personnel” instead of “Pupil Services Personnel”
 - Name change only- both indicate a “highly qualified” professional
- ESSA did allow for increased flexibility of SISP's skills in the general education setting and MTSS

WHY??

- In 2016 ASHA published “Every Student Succeeds Act: Key Issues for ASHA Members”
- <https://www.asha.org/uploadedFiles/Every-Student-Succeeds-Act-Key-Issues.pdf>
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WHY??

- In Mississippi, one of the greatest restraints on SLPs and MSHA members is the overwhelmingly high amounts of paperwork and concerns with high caseloads
- With the increased flexibility in ESSA for service delivery, MSHA, along with MDE's support, began to brainstorm new practices to address concerning work restrictions and investigate delivery models adopted by other states
 - The initial meeting with the MDE Office of Academic Education was in 2018

GENERAL GUIDELINES AND HISTORY

Results of this meeting:

- MSHA consulted/collaborated with the Office of Academic Education to incorporate SLP's in MS MTSS Document
- Advantages Include:
 - Increase professional learning opportunities
 - Play a greater role in literacy in the early grades
 - Develop comprehensive early intervention and MTSS for struggling students
 - Potential to maximize the workload model

INDIVIDUALS WITH DISABILITY EDUCATION ACT (IDEA)

Federal guidelines requires implementation of MTSS , then referral to the Multidisciplinary Education Team

IDEA list 13 disability categories:

- Autism, Deafness, Deaf-blindness, Developmental delay, Emotional Disturbance, Hearing Impairment, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impaired, Specific Learning Disability, **Speech or Language Impairment**, Traumatic Brain Injury, Visual Impairment (including blindness)

INDIVIDUALS WITH DISABILITY EDUCATION ACT (IDEA)

A student that qualifies for IDEA is:

- “Child with a disability means a child evaluated in accordance with 300.304 through 300.311 as having (one of the disabilities listed above) and who, by **reason thereof**, needs special education and related services” (IDEA Regulations)
- Disability adversely affects educational performance


A student that does NOT qualify for IDEA is:

- A child that does not NEED special education and related services to be successful in the classroom that comes with the educational assistance of IEP programming
- There is no adverse educational impact

DEFINING RTI AND MTSS

- **Response to Intervention (RTI)** is a framework that help students who are struggling in academics; there are 3 Levels of Intervention/Tier with RTI
- **Multi-Tier System of Supports (MTSS)** is more comprehensive- it includes RTI and covers Social and Emotional Supports, such as Behavior Intervention/Tier plans

Components of Classroom Tier System and Universal Screening

- High quality instruction
 - Systemic and sustainable change
 - Integrated data system
 - Positive behavioral support is the added support for MTSS
 - Student Monitoring
- 

https://www.mdek12.org/sites/default/files/Offices/MDE/OAE/OEER/Intervention/MTSSflowchart_Nov2018.pdf

MTSS FLOWCHART FOR PreK-12

To meet the academic and behavioral needs of ALL students



TIER I

- ALL students receive high quality classroom instruction and supports
- Universal screener data should be used to guide instruction, including dyslexia screener at kindergarten and first grade
- Provide evidence-based researched curriculum instruction that is aligned to Mississippi state standards
- Differentiated instruction to meet the diverse needs of all learners
- Utilize a decision making process that is based on multiple data points when determining the need for additional student supports

TIER II

- ALL students continue to receive Tier I high quality classroom instruction and supports
- Offer supplemental instruction that includes evidence-based, targeted, skill building interventions for identified skill deficit(s)
- Utilize progress monitoring that is aligned to the supplemental intervention and the student goals
- Provide individual or small group targeted instruction/intervention and supplemental supports to meet the academic or behavioral needs
- Employ a decision making process that is based on multiple data points when determining the need for additional student supports or returning a student to Tier I, adjusting or changing the Tier II intervention, or referral to the Teacher Support Team

TIER III

- ALL students continue to receive Tier I high quality classroom instruction and supports
- Offer intensive intervention that includes evidence-based, targeted, skill building interventions for the identified skill deficit(s) (increased intensity and frequency and smaller group size)
- Utilize progress monitoring that is aligned to the intensive intervention and the student goals
- Employ a decision making process that is based on multiple data points when determining the need for additional student supports. This may include: continuing Tier III with the same intervention, with an additional intervention attempted, or a change in intervention; returning to Tier II; returning to Tier I – **OR** – be referred to the Multi-disciplinary evaluation team (MET) to determine the need for a comprehensive assessment through the child find process

CHILD FIND

- Students suspected of having a disability continue to receive high quality classroom instruction and supports
- Request (written or verbal) a comprehensive assessment for children suspected of having a disability immediately to school personnel
- Obtain written consent for the evaluation from the parent prior to the assessment
- Do NOT allow the MTSS process to delay nor deny the appropriate evaluation of a child suspected of having a disability
- Understand the MTSS process is not a prerequisite for a comprehensive assessment request
- Develop an Individualized Educational Program (IEP) for students eligible for special education services
- Determine if students not eligible for an IEP should return to the MTSS process and if they are eligible for a 504 plan



STUDENT MONITORING

- Determine whether primary prevention (i.e., the core instructional program) is working for a given student.
- Distinguish adequate from inadequate response to the secondary prevention (Tier 2) and thereby identify students likely to have a learning disability.
- Inductively design individualized instruction programs to optimize learning at the tertiary prevention (Tier 3) in students who likely have learning disabilities.
- Determine when the student's response to tertiary prevention indicates that a return to primary or secondary prevention is possible.

BENEFITS OF RTI

- Eliminates “the wait to fail” model
- Professional Learning Community’s collaborative efforts to help all students
- Increase Pedagogy Skills from various Paradigms of Theory and Practice
- Encourages students to correct speech errors, etc. with consideration of the Least Restrictive Environment (LRE)

PURPOSES OF SLP'S ROLE IN RTI/MTSS

- Prevention
- Intervention
- Identification of communication disorders
- Decrease caseload number
- Decrease paperwork
- Increase professional development and collaboration between teachers and SLP's
- Advocate for SLP's depth of knowledge in language

SLP CONTRIBUTING FACTORS

- Assisting in the selection of screening measures
- Assisting in the selection of scientifically based literacy interventions
- Aiding general education teachers with universal screening
- Conducting expanded speech sound error screenings for K-3 students to track students at risk and intervene with those who are highly stimulable and may respond to short-term interventions
- Interpreting screening and progress assessment results to families
- Consulting with teachers to meet the needs of students in initial RTI tiers with specific focus on the language underpinnings of learning and literacy
- Collaborating with classroom teachers to provide services and supports for students with communication disabilities

DEFINE WORKLOAD VS CASELOAD

WORKLOAD

- Focus on student needs
- Flexible schedule
- Evidence Based Practice
- Roles and responsibilities change
- Increase dialogue with administration to advocate

CASELOAD

- Numbers system for personnel units
- Schedule orientated with coordinated times of direct service delivery
- Decreased schedule flexibility to collaborate with partnering agencies
- Limits number of student needs

UPDATES AVAILABLE Updates for Office are ready to be installed, but first we need to close some apps. Update now

Document basis for the decision:

List Documentation for reason
Related Services

Service	Area	Location	Start Date	Duration/Frequency	End Date
Speech Therapy	t	Special Education	8/7/19	3XWk/45 Min	12/24/19
Speech Therapy	t	Classroom	1/9/20	30 minutes/ 1 Time <u>week</u>	5/24/20

Document basis for the decision:
 Stimulability of Sounds, Therapy Data Sheets, Data from Curriculum Based Assessments, Teacher Input, Parent Input, Carryover of Sounds in Different Context. Informal Language Screener

Supports for Personnel

	Area	Location	Start Date	Duration/Frequency	End Date

Document basis for the decision:

ADVANTAGE OF WORKLOAD

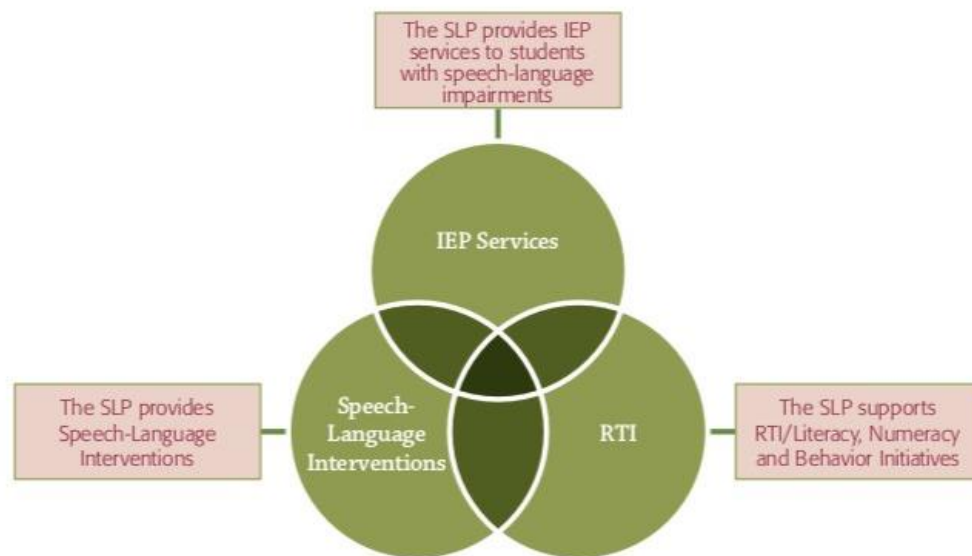
- Focus on individual needs of children
- Encompasses SLP range of roles and responsibilities
- Advocates to administrators SLP's responsibilities
- SLP contributes to student performance
- SLP contributes to school improvement and full participation of all students
- ASHA workload Analysis Approach supported by 2001-2003 Focused Initiative for Schools
- <https://www.asha.org/slp/schools/implementation-guide/>
- https://www.mdek12.org/sites/default/files/Offices/MDE/OAE/OSE/special-education-library/caseload-management-revised-for-website_20180221225928_5666465eee.pdf

ASHA Workload Calculator is still in the pilot phase. You can easily email ASHA for a copy and they will send it to you. They will also ask that after you use the calculator, that you please fill out a survey to give them feedback in it's usefulness and efficiency.

Ohio Workload Calculator

<http://education.ohio.gov/Topics/Special-Education/Service-Provider-Ratio-and-Workload-Calculator>

Three Tenets of SLP Support



- ▀ Students may receive support from the SLP under three tenets.
- ▀ The SLP works with identified speech-language impaired students and other struggling learners in various settings.
- ▀ The implementation of support may be the same, while the tenet of the support is different.
- ▀ The SLP may work with students in various settings, including pull-out, in-class, small group, and other service delivery models for all three tenets.

Speech-Language Interventions

- ▀ Assessments
- ▀ Consultations
- ▀ Team meetings
- ▀ Service plans
- ▀ Data analysis and data-driven decision making
- ▀ Direct or indirect intervention
- ▀ RTI team participation
- ▀ Language improvement classroom
- ▀ Direct instruction
- ▀ Student observations and consultations
- ▀ Modeling of speech improvement strategies

Response to Intervention

- ▀ Data analysis and data-driven decision making
- ▀ Student assistance team membership
- ▀ Modeling use of curriculum to teach language
- ▀ Consultations
- ▀ Direct instruction
- ▀ Modeling of scaffolding techniques
- ▀ Monitoring of students and providing feedback
- ▀ Professional development
- ▀ Modeling of lessons and strategies
- ▀ Co-teaching

IEP Services

- ▀ Evaluations, eligibility determination, IEP development, and implementation of evidence-based strategies
- ▀ Data analysis and data-driven decisions
- ▀ Consultation
- ▀ Pull-out
- ▀ In-class services
- ▀ Record maintenance
- ▀ Collaboration
- ▀ Co-teaching
- ▀ Recommendation of instructional strategies
- ▀ Parent communication

“Regarding intervention and instructional support, SLPs must engage in new and expanded roles that incorporate prevention and identification of at-risk students as well as more traditional roles of intervention. Their contribution to the school community can be viewed as expertise that is used through both direct and indirect services to support struggling students, children with disabilities, the teachers and other educators who work with them, and their families. 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. It also means allocation and assignment of staff based on time needed for indirect services and support activities, and not based solely on direct services to children with disabilities.”

“Responsiveness to Intervention: New Roles for Speech-Language Pathologists” By Barbara J. Ehren, EdD, CCC-SLP, Judith Montgomery, PhD, CCC-SLP, Judy Rudebusch, EdD, CCC-SLP, and Kathleen Whitmire, PhD, CCC-SLP American Speech-Language-Hearing Association, November 2006



SUPPORTING INFORMATION FROM ASHA

- Prevention/RTI
- Identification
- Diagnosis
- Data collection
- IEP development
- Case Management
- Intervention
- Transition Services
- Policy-Making
- Supervision
- Documentation
- Parent/Staff Training
- Research
- Advocacy

<https://www.asha.org/policy/pi2010-00317/>

BENEFITS OF ARTICULATION RTI

- Educate teachers, paraprofessionals, and parents about developmental sounds
- Decrease referral numbers due to less students identified under IDEA
- Quick turn around with students' progress
- Increase parent support and feedback

EXAMPLES OF ARTICULATION RTI

- Five Minute Drill
- Artic Lab
- Response to Intervention Articulation-www.TheSpeechRoomNews.com

BENEFITS OF LANGUAGE RTI

- Teacher instruction to language standards and developmental milestones
- Phonological Awareness
- Vocabulary Usage
- Improve students struggling with academic outcomes

LANGUAGE RTI

- Language Learning Labs
- Dynamic Assessment from Curriculum Standards
- Leveled Literacy Intervention
- Earobics
- Indirect methods with Planned Learning Community (PLC)
- SLP Observation in the Classroom

LITERACY BENEFITS

- Increases Literacy Development with all Students
- Classroom Observation to Enhance teacher 's Pedagogy Styles
- Teacher Education Strategies/Collaboration
- Parent Education

LITERACY RTI

- Repeated Reading- Positive results for comprehension
- SIPPS-Systemic Structured in Phonemic Awareness
- Orton Gillingham Method
- Spelling Mastery-McGraw Hill
- Lindamood Phoneme Sequencing
- Leveled Literacy Intervention
- What Works Clearinghouse WWC

THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

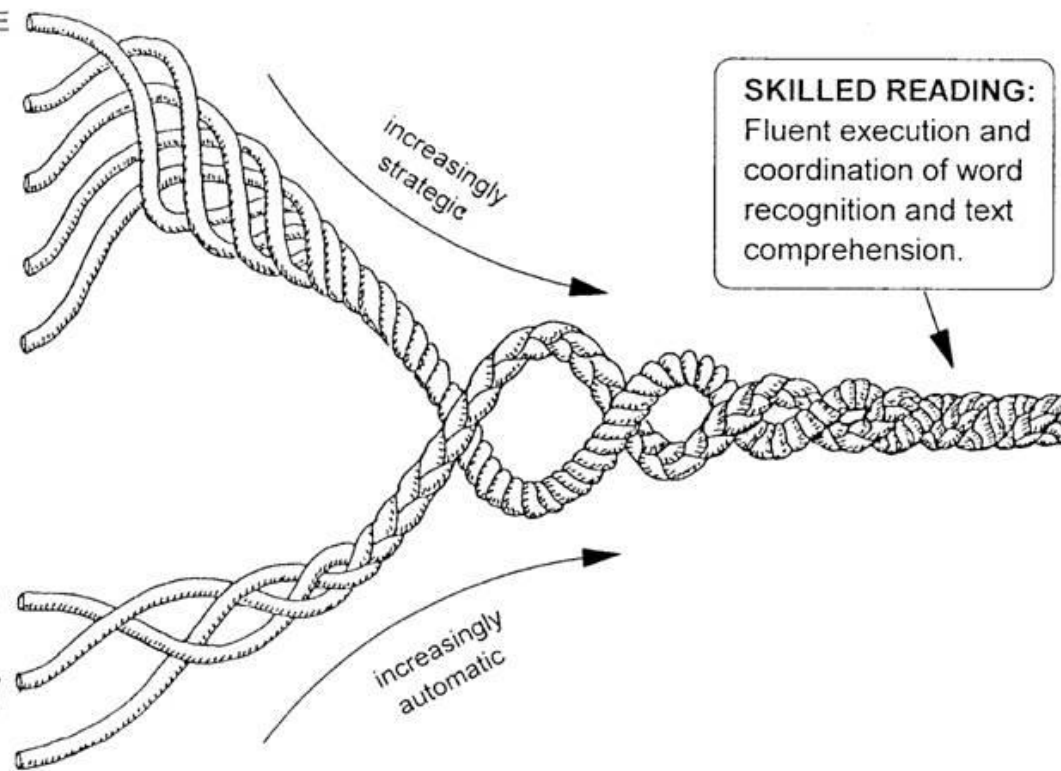
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)



Regardless of the type of Intervention, it **MUST** be evidenced based,
implemented with fidelity, and data driven!

PARTICIPATION OF THE SLP IN RTI

- Parent letters for permission to participate in RTI
- Determining to go to MET or Indirect Services/Direct Services by the SLP
- Data keeping to determine Service Delivery Method
- Primary Prevention (Tier 1)
- Secondary Prevention (Tier 2)
- Tertiary Prevention (Tier 3)
- Individual, Small Group or Whole Group Instruction

Permission to Participate in the Sound Busters Program

Central Elementary School will pilot a program called Sound Busters. This is a program for students who have mild speech differences that do not impact educational progress in any way. Your child has been invited to participate in the group to improve the quality of his/her speech.

Program Description:

The sessions are offered to general education students who have speech differences that do not significantly impact communication, self-esteem and/or educational achievement.

The sessions are scheduled so that it does not interfere with literacy or other core curriculum instruction. Sessions will be offered 2-3 times per week for 10 minutes - either individually or in a small group. While the Speech Language Pathologist is responsible for planning and implementing the activities, the students may work together to ensure that their target sound is produced at least 100 times per session. Practice methods are individualized for each student as appropriate.

Students are expected to complete daily practice assignments at home. The Speech Language Pathologist works with the general education teacher and the parents to ensure generalization of skills into various settings. The groups will meet for 8-16 weeks, depending on how quickly the skills are put into daily use.

If at any time, you, the teacher or the Speech Pathologist feel that your child's speech is negatively impacting his/her educational progress or if a disability is suspected, a referral will be made for a more in-depth Speech Language Evaluation.

Please detach and return this permission slip to your child's classroom teacher. You will be informed of future parent training opportunities.

If you have any questions or concerns, please contact Jane Doe, SLP at 555-0000.

Student's Name: _____ Teacher:

___ I am not interested in the program at this time.

___ I would like to enroll my child in the Sound Busters Group. I understand that this is a general education opportunity.

Parent Signature: _____
Date: _____

***PARENTAL PARTICIPATION
CONTRACT***



Dear Parents/Guardians:

Your child has been enrolled in the "Sound Buster" program at Central Elementary School. This group will help your child produce clearer sounds. To achieve success, the skills taught in this group must be practiced at home. By agreeing to allow your child to participate in the group, you are stating that you will participate in their development of speech sounds by consistently practicing at home. Detailed homework will be sent home along with charts for you and your child to track progress. If you agree to help your child with the skills taught in this group, please sign and date this form. I am looking forward to working with your child.

Sincerely,

Jane Doe, MS CCC/SLP
Speech Language Pathologist

Signature: _____

Date: _____

Continuing with Sound Buster Program

February 27, 2008

Dear Parent/Guardian of _____:

This week is the 8th week of the Sound Buster program. Your child, _____, continues to need more practice producing the _____ sound(s) more accurately. I will continue the program for another 8 weeks, providing homework sheets at the end of each week for you to practice at home. If you have any questions or concerns, please call me at 555-0000. It is a pleasure to work with your child. Please continue to encourage use of good speech at home and school. Thank you.

Sincerely,

Jane Doe, MS CCC/SLP
Speech Pathologist

Completion of Sound Buster Program

February 27, 2008

Dear Parent/Guardian of _____:

This week is the 8th week of our Sound Buster program. Your child, _____, has done very well in the program and will no longer need to attend. Thank you for your extra effort! If you have any questions or concerns, please call me at 555-0000.

It has been a pleasure working with your child.

Sincerely,

Jane Doe, MS CCC/SLP
Speech Pathologist

Completion of Sound Buster Program

May 2, 2008

Dear Parent/Guardian of _____:

This week is the 16th week of the Sound Buster program. Your child, _____, is doing much better with the sound _____ and no longer needs to attend. If you have any questions or concerns, please call me at 555-0000. It was a pleasure to work with your child. Please continue to encourage use of good speech at home and school. Thank you.

Sincerely,

Jane Doe, MS CCC/SLP
Speech Pathologist

COLLABORATIVE OPPORTUNITIES

- SLP's may want to collaborate with other professionals that are working directly with at-risk students
- This may include:
 - Reading Coaches
 - English Language Learner Teachers
 - General Education Teacher
 - Special Education Teacher
 - Dyslexia Therapist
 - Interventionist/ RTI Building Coordinator
- SLPs may offer more indirect services that are school-wide, benefiting more children, even if the students are not on the SLP's "caseload"

TALKING POINTS WITH ADMINISTRATORS:

- Flexible Scheduling
 - Group students with similar needs in fewer classrooms to allow for co-teaching or push-in services
 - Allow SLPs to be creative with service delivery and scheduling
- December 1 Child Count
 - Provision of prereferral intervention services in speech and language should result in fewer students becoming eligible for special education services.
- Funding
 - How will the SLP's compensation be split between general education and special education funds?

COORDINATED EARLY INTERVENING SERVICES (CEIS)

- The Individuals with Disabilities Education Improvement Act amended the IDEA to allow, and sometimes require, local educational agencies (LEAs) to use funds provided under IDEA for CEIS. This provision, which is found in the regulations in 34 CFR §300.226, permits LEAs to use these funds to develop and provide CEIS for students who are currently not identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment.

COORDINATED EARLY INTERVENING SERVICES (CEIS)

- Districts can use IDEA, Part B funds to support instruction through an RTI framework in two key ways:
 - First, districts can use Part B funds to target specific students with disabilities by paying for any special education and related services required by their IEPs. This can occur at any tier of the RTI framework.
 - Second, districts can contribute Part B funds to pay for part of the cost of a more comprehensive initiative *that benefits both disabled and non-disabled students*. This can also occur at any tier of the RTI framework, but is particularly helpful in Tier I for high quality instruction and universal screening.

REFERENCES

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NICHCY, “Categories Under IDEA” March 2012

FOR QUESTIONS OR COMMENTS:

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