

Ohio County Schools
Speech-Language Pathology
Response to Intervention- Tier 1

Date: 8-19-13

Student: Student Grade: K Teacher: Ms. Good

What are your concerns about the student's speech and language skills in the general education setting?

☒ **Articulation/speech sound production** (such as saying sounds incorrectly during classroom activities)

☒ **Receptive/expressive language** (such as asking and answering questions, describing, comparing and contrasting, following directions, telling stories, using correct grammar forms, sequencing events, vocabulary knowledge in content areas)

☐ **Fluency/stuttering** (such as repeating words/sounds/syllables, having difficulty getting words out)

☐ **Voice** (such as talking too loudly/quietly, harsh/hoarse vocal quality)

☐ **Other** (please describe: _____)

Indicate strategies you have used in the classroom setting to address these speech and language difficulties:

☒ repetition ☐ visual prompts ☒ correcting speech errors

☐ paraphrasing ☐ cue cards ☒ modeling speech sounds

☐ tactile cues ☐ peer buddy ☒ extended response time

☐ picture cues ☐ preferential seating

☐ other (please describe: _____)

Document classroom observations that support your concerns and/or attach a copy of work samples (such as weekly skills tests, spelling tests, writing journals, vocabulary assessments).

See back →

Summary of Tier 1 data:

☒ Limited/no progress made; recommend Tier 2 interventions

☐ Progress made; discontinue Tier 1 interventions

Week 1 - Date: Aug 12-16

What speech and/or language problem is the student having?

She uses "me" instead of "I".

What speech or language strategy did you use?

redirect, prompting, cueing

What is the result?

She still uses "me" for "I" in conversation.Week 2 - Date: Aug 19-23

What speech and/or language problem is the student having?

She uses baby talk, grunts, + noises to communicate.

What speech or language strategy did you use?

redirt, prompt, model proper speaking

What is the result?

She still talks baby talk, grunts, + make noises for communication

① due to severity - interventions began 8/26/14 ①

Week 3 - Date: _____

What speech and/or language problem is the student having?

What speech or language strategy did you use?

What is the result?

Week 4 - Date: _____

What speech and/or language problem is the student having?

What speech or language strategy did you use?

What is the result?

Teacher's Signature _____

Ohio County Schools Speech/Language Rtl Intervention Data

Name: Student Tier: (2) 3
Start date: 8/26/13 End date: 9-9-13
Interventionist: Teacher

Goals:

1. Student will say the (K) sound in words w/ 80% accy.
2. Student will repeat 4-5 wd. Sents. verbatim w/ 80% accy.
3. ↳ not checking for correct speech, checking that she says every word

* Complete Intervention activities 3 times a week.

Example: 8/25/13 1 ✓ ✓ 509 LS.

DATE		GOAL	Modeling	Imitation	Visual cue	Tactile cue	Auditory cue	Manipulatives	Graphic Org.	Cloze Quest.	Repeat direct.	Role Play	Step-by-Step	accuracy	initials
8-26	1	✓	✓											40%	
8-27	1	✓	✓											40%	
8-28	1	✓	✓											40%	
9-3	2	✓	✓											40%	
9-4	2	✓	✓											50%	
9-5	2	✓	✓											50%	
<p>9/9/13: (*) Summary 1) (K) sound =</p> <p>2) repeating = 2</p> <p>L. Schroeder</p>															

Ohio County Schools
Speech-Language Pathology
Response to Intervention (RTI)
Conference Summary

Date: 9-9-13

Student: Student Teacher: Ms. Good Grade: K

Conference Summary for: Tier 2 ☒ Tier 3 ☐

Summary of Intervention Data (check one):

- ☐ Student made some progress and will remain in tier
- ☒ Student made no/little progress and will progress to tier 3
- ☐ Intervention unable to be provided as planned or with fidelity due to:
See comments regarding intervention data
- ☐ Limited/no progress, refer for evaluation
- ☐ Problem solved and student achieves grade level performance:
Discontinue Interventions
- ☐ New Area of concern; Develop new intervention plan

Comments regarding intervention data:

She produced the (B) sound in words w/ 37% accy
and she repeated sentences verbatim w/ 40% accy.

Summary of Parent and/or Teacher Concerns/Comments:

Student continues to have difficulty expressing
herself and her speech is very difficult to
understand.

*The goal of intervention is to improve (check all that apply):

- ☒ Articulation/Speech
- ☒ Language Skills
- ☐ Fluency

*See data tracking sheet for objectives of intervention

Intervention Start Date: 9-9-13 End Date: 9-23-13

Intervention Implementer: Teacher +/OR SLP

Chairperson/District Representative: X [Signature]

Teacher: X [Signature]

Speech Pathologist: Laura Schroeder

*Parent notified via letter: 9-9-13 (date)

Ohio County Schools

Speech/Language Rtl

Intervention Data

Name: Student Tier: 2 (3)
 Start date: 9-9-13 End date: 9-23-13
 Interventionist: Teacher/SLP

Goals:

1. Student will say the (K) sound in words w/ 80% acc
2. Student will repeat 4-5 wd. Sentences verbatim w/ 80% acc
3. Not checking for correct speech, but that she says every word

*Complete Intervention activities 4 times a week.

example:

9-8-13 1 ✓ ✓ ✓ 50% L.S.

			Modeling	Imitation	Visual cue	Tactile cue	Auditory cue	Manipulatives	Graphic Org.	Cloze Quest.	Repeat direct.	Role Play	Step-by-Step	accuracy	initials
DATE	GOAL														
week ①	9-9-13	1	✓	✓	✓									20%	S.
	9-10	1	✓	✓	✓									60%	
	9-11	1	✓	✓	✓									50%	
	9-13	1	✓	✓	✓									60%	
week ②	9-16-13	2				✓	✓							50%	L.
	9-16	2	✓	✓	✓									40%	
	9-17	2	✓	✓	✓									60%	
	9-18	2	✓	✓	✓									50%	
	9-23-13	1	✓	✓	✓	✓	✓							20%	S.

9-25-13
 (*) Summary:
 1) (K) sound = 42% acc
 2) repeating = 50% acc
 L. Schroeder-SLP

Ohio County Schools
Speech-Language Pathology
Response to Intervention (RTI)
Conference Summary

Date: 9-25-13

Student: Student Teacher: Ms. Good Grade: Kdgn

Conference Summary for: Tier 2 Tier 3 ✓

Summary of Intervention Data (check one):

- Student made some progress and will remain in tier
- Student made no/little progress and will progress to tier
- Intervention unable to be provided as planned or with fidelity due to:
 - See comments regarding intervention data
 - ✓ Limited/no progress, refer for evaluation
 - Problem solved and student achieves grade level performance:
 - Discontinue Interventions
 - New Area of concern; Develop new intervention plan

Comments regarding intervention data:

She produced the (K) sound in words w/ 42% accy and repeated sentences w/ 50% accy.

Summary of Parent and/or Teacher Concerns/Comments:

Teacher reports that she and others are unable to understand Student's speech most of the time. Student has a lot of difficulty expressing her wants/needs.

*The goal of intervention is to improve (check all that apply):

 Articulation/Speech Language Skills
 Fluency

*See data tracking sheet for objectives of intervention

Intervention Start Date: End Date:

Intervention Implementer: N/A

Chairperson/District Representative: x

Teacher: x

Speech Pathologist: Laura Schrader

*Parent notified via letter: 9-25-13 (date)