

MTSS & SLPs

Questions

Strategies

Barriers

Ideas

AGENDA

- ◉ **Welcome & Introductions**
- ◉ **Key components of MTSS & the rationale**
- ◉ **MTSS from the SLP Perspective**
- ◉ **What are strategies?**
- ◉ **Documenting Tier 1 instruction for planning and problem solving**
- ◉ **Defining the role of SLPs within an MTSS Framework**
- ◉ **What are the next steps?**
- ◉ **Post-Test**

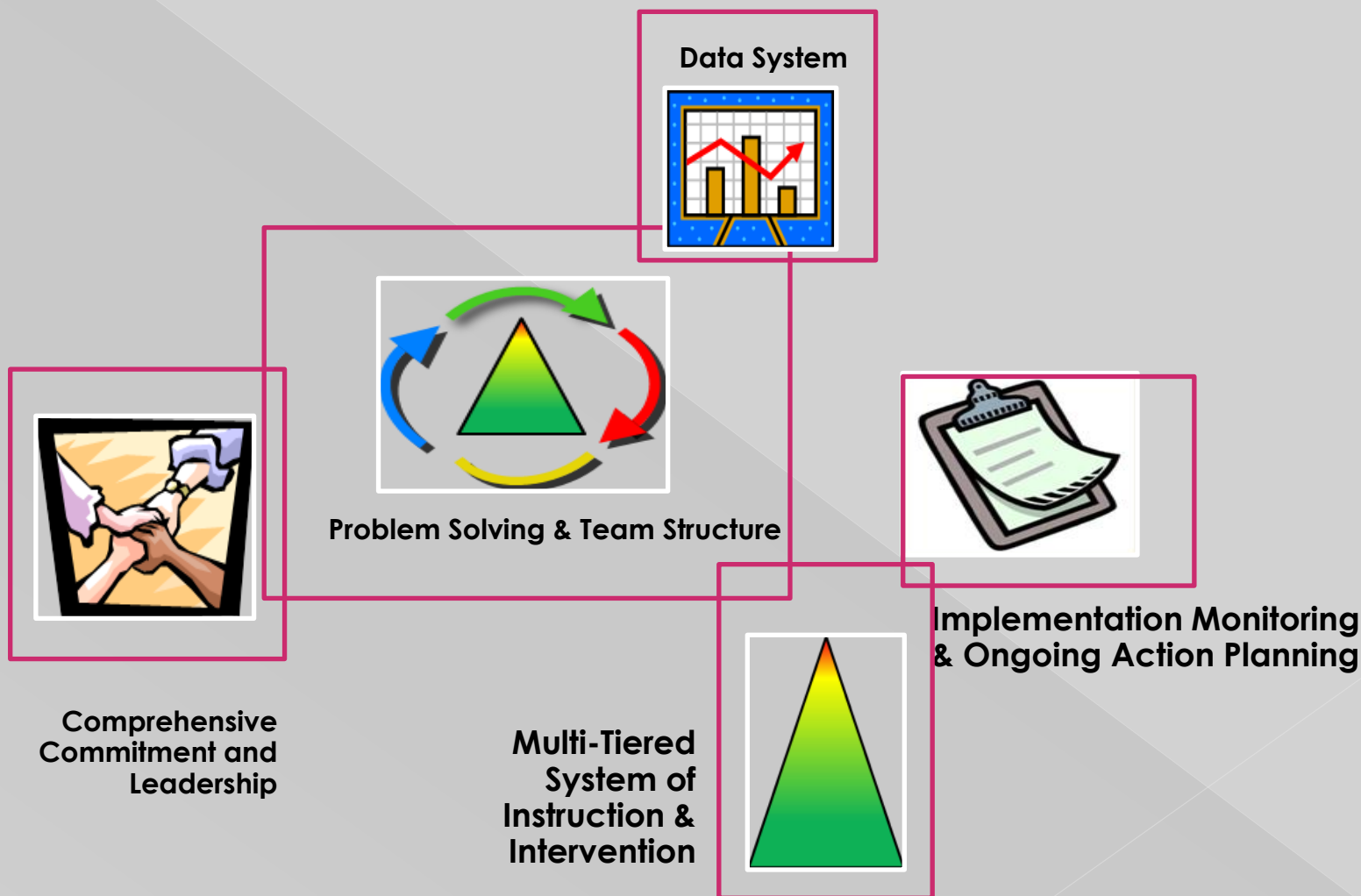
Opening Activity

Kahoot!

MTSS for SLP

MTSS Defined

Multi Tiered Systems of Support



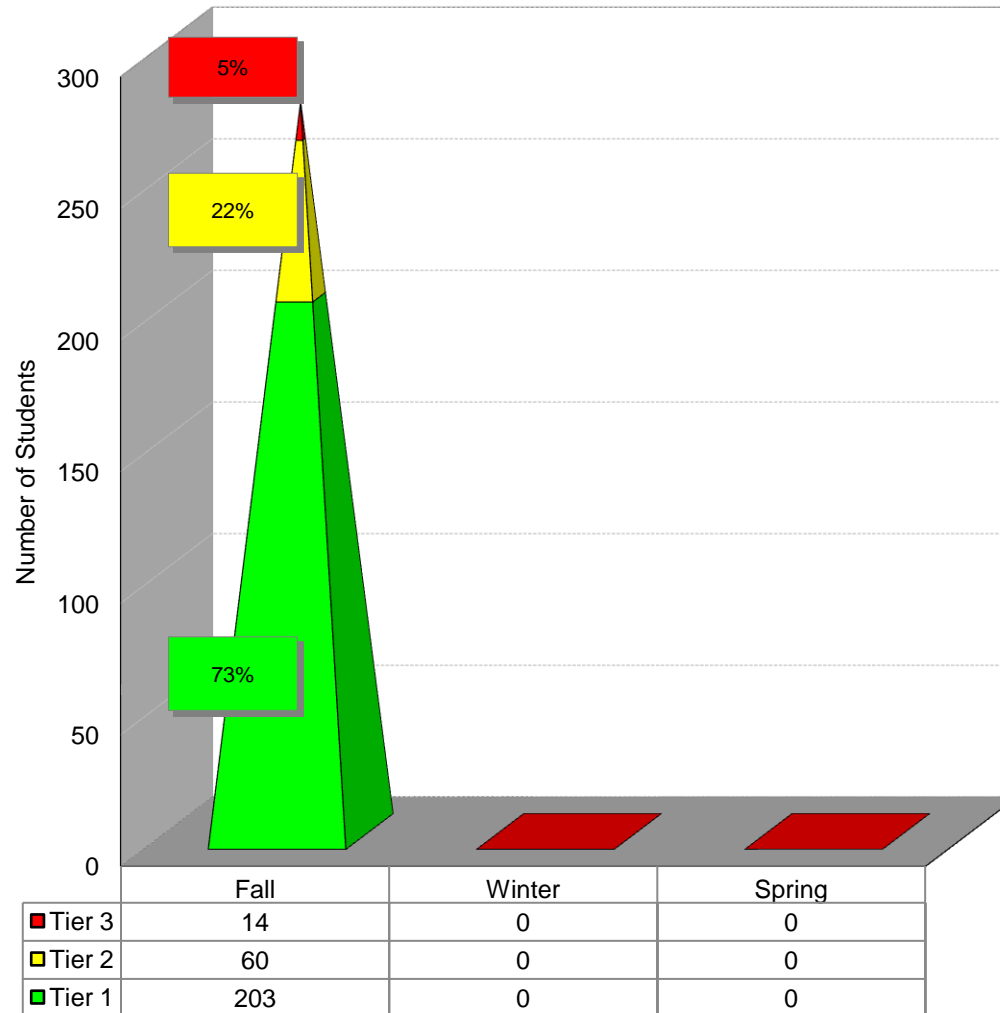
Why MTSS

- ⦿ Efficient
- ⦿ Effective

**Data Based Decision Making:
What Does Tier 1 Problem Solving
Look Like?**

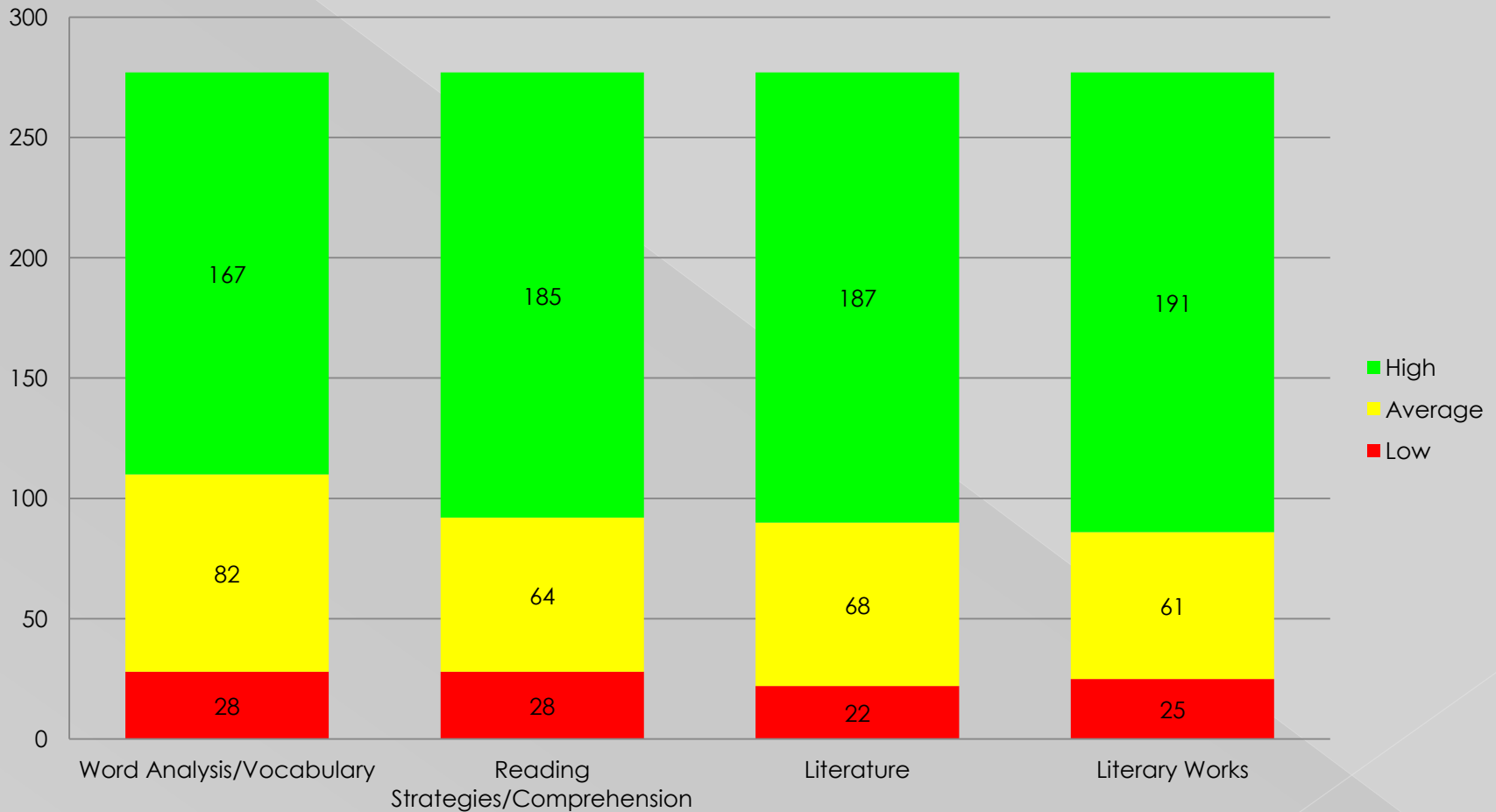
Tier 1 Problem Identification

6th Grade MAP-Reading 2011-2012
School: SMS



Tier 1 Problem Analysis

6th Grade MAP Reading Subcategories Fall 2011-2012



Tie Plan Development

6th Grade Tier 1 Instructional Planning Form-Reading 2011-2012

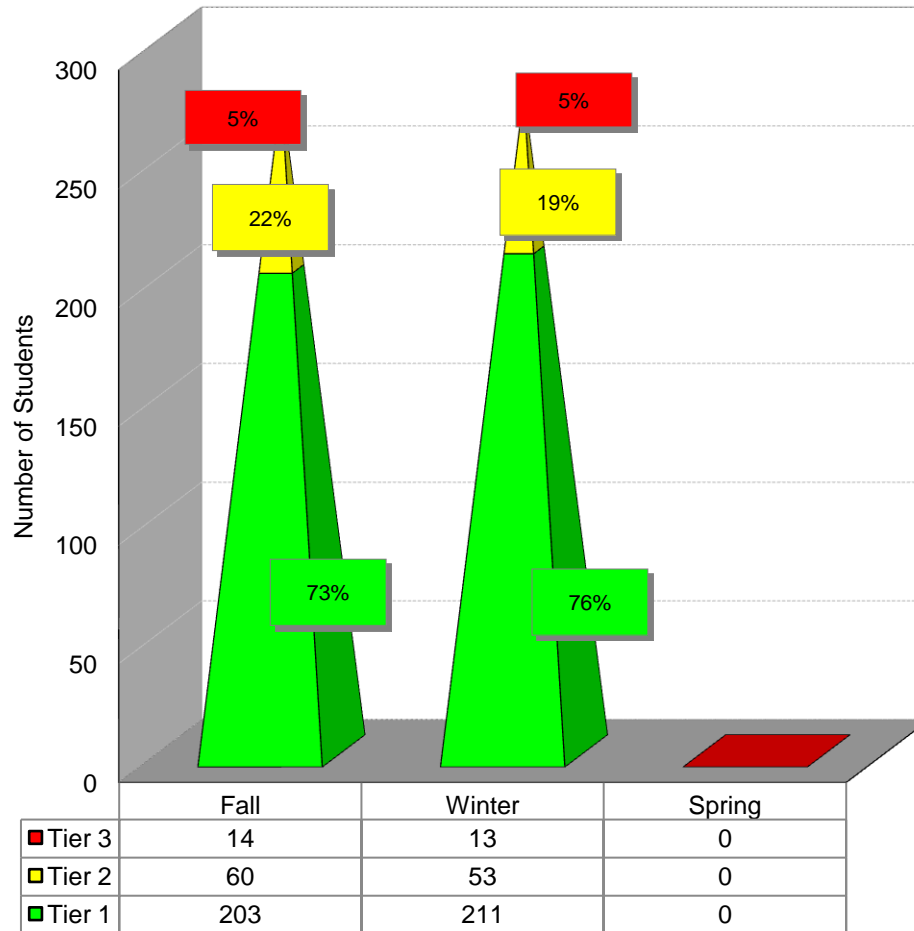
Progress Monitoring: MAP 3X/year, Common Assessments Parental Communication: After benchmark periods

Goal: 80% of students at 62nd percentile or above on MAP, increase of 5% in high for word analysis subcategory Progress Monitoring: MAP assessment 3x/year

Skill	Teaching Strategy	Materials (specific materials used)	Arrangements (who and ratio of teacher to student)	Time (how many times per week and time allotted per day)	Motivational Strategies (specific strategies used to increase student performance)
Fluency	Read Aloud Partner Reading Popcorn (volunteer) Book Share Independent Teleprompter Class Presentations	Spring board Teacher/student selected text Novels Graphic novels Individual writing pieces.	Whole group, small group, partners, individual	SSR = 30 min weekly Read Aloud = 60 min weekly Partner Read = 20 min weekly	Student reviewed book report, choice of book, grades for report, class rewards for participation, encouragement of theatrical presentation or reading in class.
Vocabulary	Root words, prefix, suffix, morphemes, antonyms, synonyms, analogies, word webs, Marzano, pre-teach, pre-test, direct instruction, context clues, Overlap between Social Studies/English Disaster Stories Vocab. More context clues in science and math to determine meaning	Springboard, novels, disasters literature, dictionary, thesaurus, magazines, classroom text, morpheme packet/book, Marzano, grammar book Use spelling books more	Whole group, independent, small group, partners	At least 120 minutes per week cross-Core curriculum	Games, grades, candy, teacher praise, extrinsic rewards.
Comprehension	Lit circles, reading checks/quizzes, guided reading, note taking, think-pair-share, discussions, Venn Diagrams, KWL, Plot chart, review reading strategies, predicting/connecting/ post-its in novels for questions, questioning, metacognition, Read Aloud SSR – Book Share	Lit book, novels, text books, discussion questions, Springboard, graphic organizers, Elmo, study guides, homework, math lab Disaster Stories Newspaper Articles, highlight notes in guided reading- S.S.	Large Small Individual Partner	150 Min per week across all Core classes about 600 to 750.	Grades, teacher praise, peer recognition,

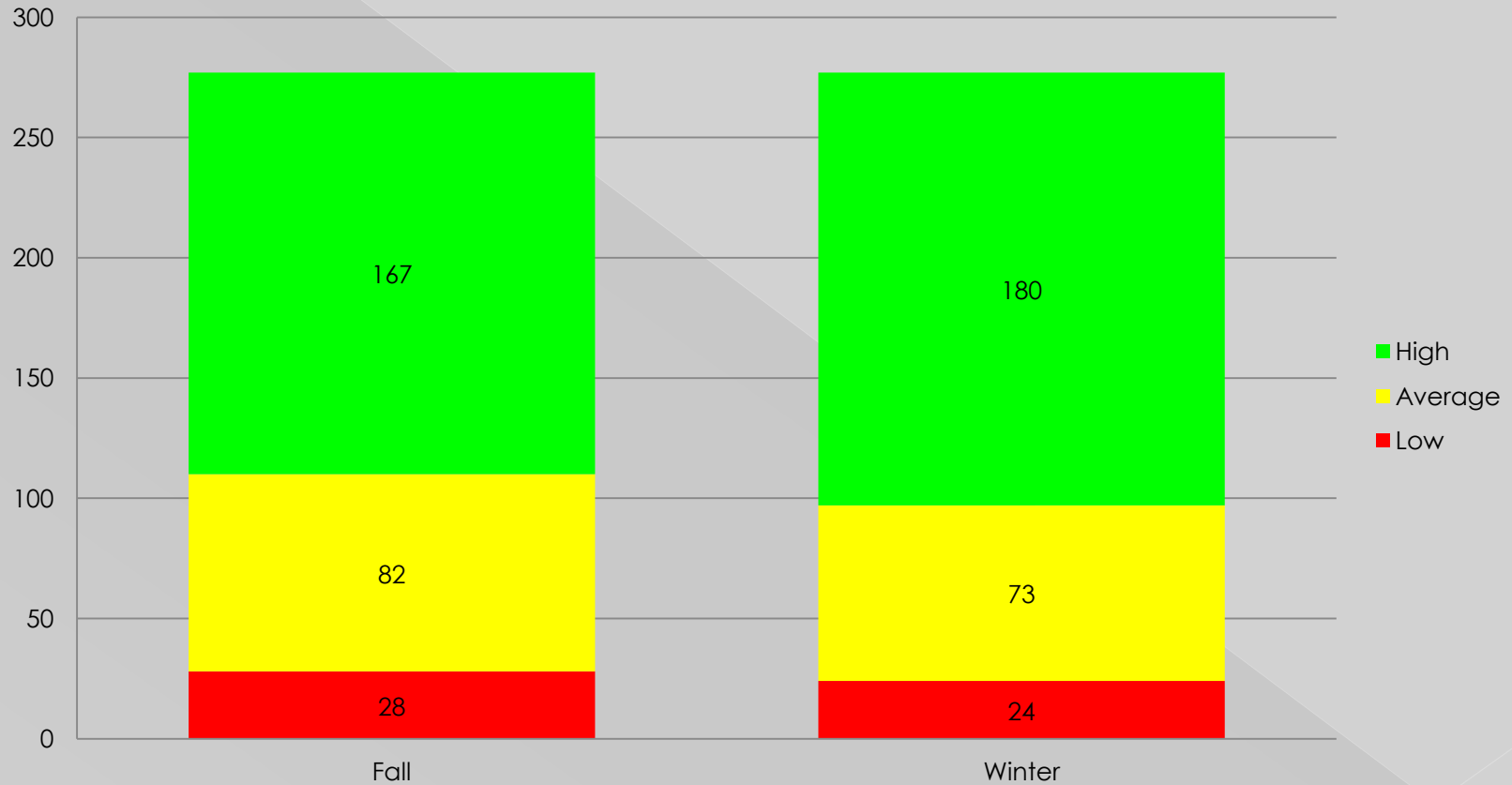
Tier 1 Plan Evaluation

6th grade MAP Reading 2011-2012
School: SMS



Tier 1 Plan Evaluation

6th Grade MAP Reading- Word Analysis/Vocabulary



Role of the SLP in MTSS

SLPs play a critical role in assessment, instruction, intervention, progress monitoring, interpreting data, and reporting on how communication skills relate to literacy and academic success.

Remember...

**School Districts may
implement RTI
differently, so the
specific role of the SLP
varies.**

What is the focus? Tier One

Who, When, and Where

- Activities are geared for the whole classroom/grade level.
- The activities are based on research about the way students learn language.
- Tier 1 activities provide high-quality instruction and cover a breadth of learning opportunities.
- Tier 1 activities may be tailored to meet the learning needs of individual students.

SLP MTSS ACTIVITY

Designing School-Wide Systems for Student Success A Multi-tiered System of Supports

Current SLP Systems

Tertiary Interventions/Tier 3:

Secondary Interventions/Tier 2:

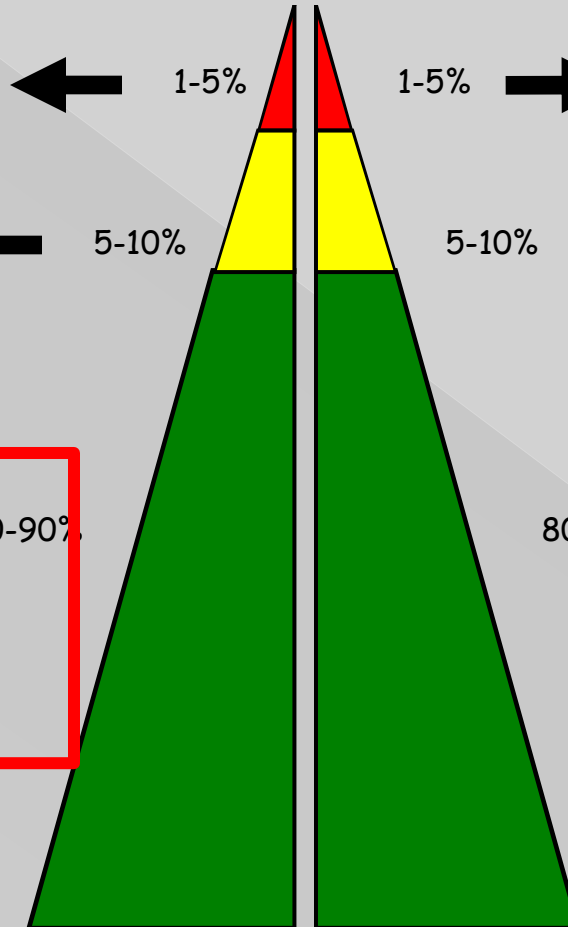
Universal Intervention
Tier 1:

Considerations for SLP Systems

Tertiary Intervention/Tier 3:

Secondary Interventions/Tier 2:

Universal Intervention/Tier 1:



What is the focus? Tier Two

Who, When, and Where

- Activities range from push in to pull out instruction with small groups of at-risk students.
- Instruction at this level is more differentiated and intended for students who require additional support to successfully access the curriculum.

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Current SLP Systems

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Secondary Interventions/Tier 2:

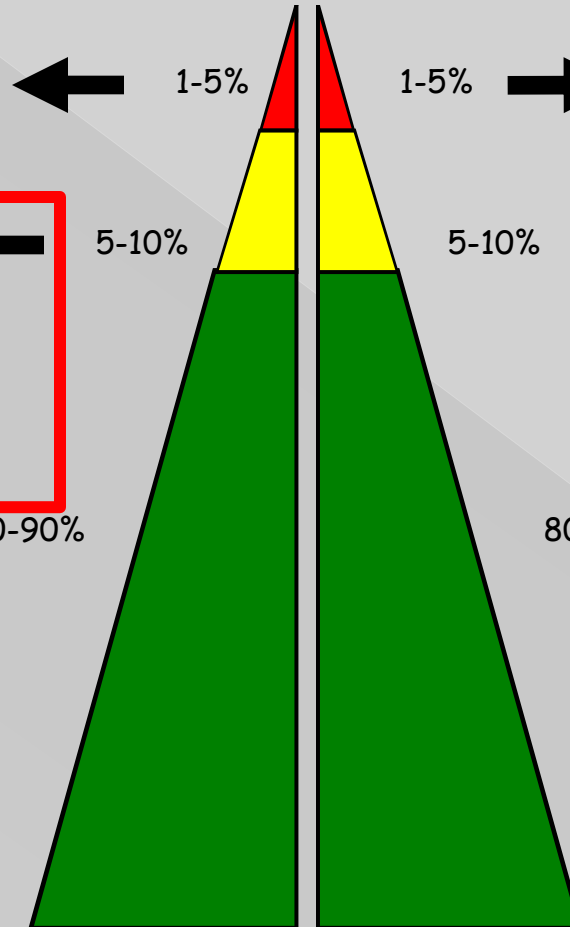
Universal Intervention
Tier 1:

Considerations for SLP Systems

Tertiary Intervention/Tier 3:

Secondary Interventions/Tier 2:

Universal Intervention/Tier 1:



What is the focus? Tier Three

Who, When, and Where

- Activities provide further intensive differentiated instruction for smaller groups or one-on-one instruction.
- Activities and supports at this level are more intensive, frequent, and small group/individualized than Tier 1 and Tier 2.
- Students at Tier 2 or 3 may need more prompting, visual and auditory scaffolds, or other supports to enhance instruction.

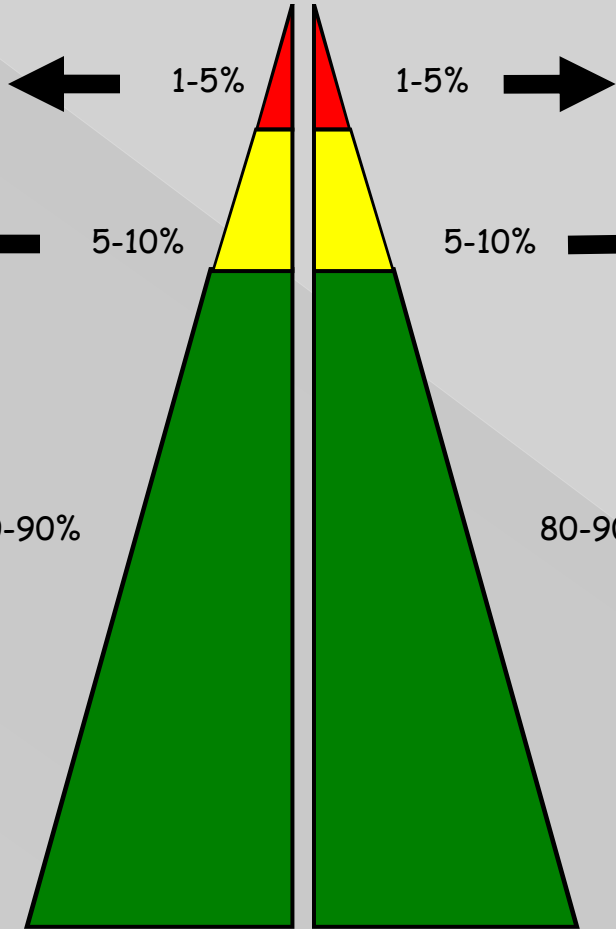
SLP MTSS ACTIVITY

Designing School-Wide Systems for Student Success A Multi-tiered System of Supports

Current SLP Systems

Considerations for SLP Systems

Tertiary Interventions/Tier 3:



Tertiary Intervention/Tier 3:

Secondary Interventions/Tier 2:

Secondary Interventions/Tier 2:

Universal Intervention
Tier 1:

Universal Intervention/Tier 1:

How do we do it?

The power of collaboration

***SLPs & teachers working
together!***

Best Practices for facilitation of speech and language skills

Universal Strategies
Brainstorm

Tier One Strategies

- ◉ **Expressive Language**
- ◉ **Receptive Language**
- ◉ **Social Language**
- ◉ **Fluency**
- ◉ **Speech**

Classroom Modifications

- ◉ **Classroom Adaptations**
- ◉ **Assistive Technology in the Classroom**
- ◉ **Classroom Enhancements for English Language Learners**
- ◉ **Instructional Feedback**

Tier One

See ASHA Handouts:

- > Tier One Activities**
- > Intervention Strategies**
- > Classroom Modifications**

Documentation for Developing Instructional Plans

Instructional Planning Form

Student Name(s) _____ Teacher Name _____ School Year _____
 Goal _____

Instructional Strategies		Materials	Arrangement	Time	Motivation Strategies	Assessment Strategies
Skill	Teaching Strategy					

Instructional Planning Form(IPF)

1. **Instructional Procedures**: includes the focus or skill being taught and the teaching strategy to be employed.

Instructional Strategies		Materials	Arrange- ment	Time	Motivation Strategies	Assess- ment Strategies
Skill	Teaching Strategy					
Vocab	Teacher Led Rdg Inst.	SBJ L. 2-2	Sm. Gr. 7:1	15 min.	Tchr. Praise/ Point	Common Formative Assess- ments Rdg. CBM
Compre- hension	Ask 5 questions	SBJ L. 2-2	Sm. Gr. 7:1	5 min.	1pt. Correct answer	
Decoding fluency	Silent Rdg.	Selected books	Indepen- dent	15 min.	Tchr. Praise	

Instructional Planning Form(IPF)

2. **Materials**: includes specific materials used

Instructional Strategies		Materials	Arrange-ment	Time	Motivation Strategies	Assess-ment Strategies
Skill	Teaching Strategy					
Vocab	Teacher Led Rdg Inst.	SBJ L. 2-2	Sm. Gr. 7:1	15 min.	Tchr. Praise/ Point	Common Formative Assess- ments Rdg. CBM
Compre-hension	Ask 5 questions	SBJ L. 2-2	Sm. Gr. 7:1	5 min.	1pt. Correct answer	
Decoding fluency	Silent Rdg.	Selected books	Indepen- dent	15 min.	Tchr. Praise	

Instructional Planning Form(IPF)

3. **Teaching Arrangement:** includes who will be teaching and the ratio of teacher to student

Instructional Strategies		Materials	Arrange-ment	Time	Motivation Strategies	Assess-ment Strategies
Skill	Teaching Strategy					
Vocab	Teacher Led Rdg Inst.	SBJ L. 2-2	Sm. Gr. 7:1	15 min.	Tchr. Praise/ Point	Common Formative Assessments Rdg. CBM
Compre-hension	Ask 5 questions	SBJ L. 2-2	Sm. Gr. 7:1	5 min.	1pt. Correct answer	
Decoding fluency	Silent Rdg.	Selected books	Indepen-dent	15 min.	Tchr. Praise	

Instructional Planning Form(IPF)

4. **Allocated Time**: includes how many times per week and the time allocated to instruction or activity per day

Instructional Strategies		Materials	Arrange-ment	Time	Motivation Strategies	Assess-ment Strategies
Skill	Teaching Strategy					
Vocab	Teacher Led Rdg Inst.	SBJ L. 2-2	Sm. Gr. 7:1	15 min.	Tchr. Praise/ Point	Common Formative Assess-ments Rdg. CBM
Compre-hension	Ask 5 questions	SBJ L. 2-2	Sm. Gr. 7:1	5 min.	1pt. Correct answer	
Decoding fluency	Silent Rdg.	Selected books	Indepen- dent	15 min.	Tchr. Praise	

Instructional Planning Form(IPF)

5. **Assessment Strategies**: specifies strategies to be used to evaluate student progress.

Instructional Strategies		Materials	Arrange- ment	Time	Motivation Strategies	Assess- ment Strategies
Skill	Teaching Strategy					
Vocab	Teacher Led Rdg Inst.	SBJ L. 2-2	Sm. Gr. 7:1	15 min.	Tchr. Praise/ Point	Common Formative Assess- ments Rdg. CBM
Compre- hension	Ask 5 questions	SBJ L. 2-2	Sm. Gr. 7:1	5 min.	1pt. Correct answer	
Decoding fluency	Silent Rdg.	Selected books	Indepen- dent	15 min.	Tchr. Praise	

4th Grade IPF

Student Name _____ Teacher Name _____ School Year _____

Goal _____

Instructional Strategies		Materials	Arrangement	Time	Motivational Strategies	Assessment Procedures
Skill	Teaching Strategy					
Comprehension -- Narrative	Previewing Material Making predictions Identify setting, characters, conflict/problem, resolutions, themes Sequencing Events	Novels Note sheets	Whole Class Independent	25 min /day	Verbal reinforcement Grades on assignments/ tests	Weekly tests
Comprehension -- Expository	Previewing material Concept maps Summarizing, Main Idea	Content area material Concept Maps Worksheets-- Responding to questions Rewards	Whole Class Independent Rewards	45 min /day 5-10 min/day	Verbal reinforcement Grades on assignments/ Tests CHAMPS	Chapter tests
Vocabulary	Previewing vocabulary in novels Previewing vocabulary in content areas Spelling words	Novels Content area reading Vocabulary Log Spelling notebook Rewards	Whole class Independent review Small group	15 min/ Day 5-10 min/day	Verbal reinforcement Grades on assignments/ Tests CHAMPS	Information included in novel/chapter tests Weekly spelling tests
Decoding	Multisyllabic decoding	Rewards	Small group	15 min/day	Verbal praise CHAMPS reinforcement	CBM

Outline Your Strategies Aligned Instruction

Student Name(s) _____ Teacher Name _____ School Year _____
 Goal _____

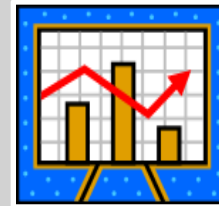
Instructional Strategies		Materials	Arrangement	Time	Motivation Strategies	Assessment Strategies
Skill	Teaching Strategy					

What are the components of a successful Rti Model for students/teachers?

Consider the SLP and their role.

Components of Multi Tiered System of Support

Balanced Assessment System



Assessment

Curriculum



Problem Solving & Collaborative Team Structure

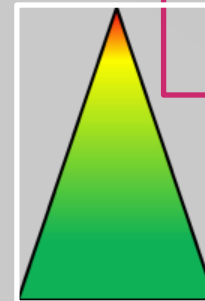


Implementation Monitoring & Ongoing Action Planning

Consensus, Commitment & Leadership



Multi-Tiered System of Instruction & Intervention



Instruction

Activity

- In assigned groups outline activities, roles and responsibilities a speech and language pathologist would support (directly and indirectly) for the assigned SLP MTSS component
- Share out with Larger Group

Building the Plane...



What are the
next steps?

SLP MTSS ACTIVITY

Designing School-Wide Systems for Student Success A Multi-tiered System of Supports

Current SLP Systems

Tertiary Interventions/Tier 3:

Secondary Interventions/Tier 2:

Universal Intervention
Tier 1:

80-90%

1-5%

5-10%

Considerations for SLP Systems

Tertiary Intervention/Tier 3:

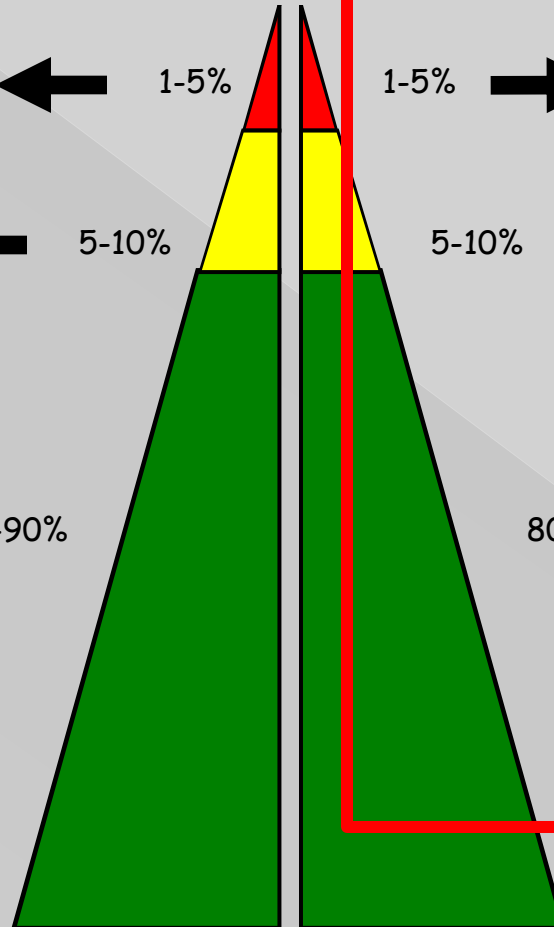
Secondary Interventions/Tier 2:

Universal Intervention/Tier 1:

80-90%

1-5%

5-10%



Closing Activity

Kahoot!

MTSS for SLP