

TIERED APPROACH FOR SCHOOL-BASED SLP'S

Definition of Tier 3: INTENSIVE SERVICES – ESSENTIAL FOR A FEW

- Students with significant or complex needs requiring intensive support
- Students may/will be identified with an exceptionality (e.g., L.I., L.D., Autism, Deaf/Hard-of Hearing, M.I.D., D.D, etc.)
- School team approach is likely
- Community supports may be needed
- An assessment of needs, goal setting with family and team
- Direct student support (individual, group, mediated)
- Indirect programming support (parent capacity building, educator capacity building, programming for classroom/home, team services).
- Consent for services and record keeping
- Speech assessment is included regardless of complex needs

Definition of Tier 2: TARGETTED SERVICE – NECESSARY FOR SOME

- Moderate support needs
- At-risk learners requiring individualized programming
- Dynamic/formative assessment
- Direct student support (individual, group, mediated)
- Indirect programming support (parent capacity building, educator capacity building, programming for classroom/home)
- Consent for consultation and collaborative support

Definition of Tier 1: UNIVERSAL SERVICES – BENEFICIAL FOR ALL

- All children are included in tier 1 - Universal Design for Learning (UDL) and Differentiated Instruction (DI)
- Evidence-based instruction informs collaboration with educators
- Whole class learning approaches, preventative services, parent capacity building, educator capacity building, system capacity building
- Formal referral, assessment, record keeping are not necessary

Collateral Benefits

Response to Intervention

Intensity of Services – Complexity of Needs

Tier 3		Definitions/Examples
	"The/An" Assessment	Speech-Language Assessment completed, including feedback and report. Assessment activities include: observation, speech evaluation, informal and/or standardized language assessment, case history and file review. Speech-only assessment includes articulation, fluency and/or voice.
	Collaborative Consultation	SL <u>ongoing</u> consultation with educator, support staff, administration, outside agencies, etc. pertaining to a specific student. Includes OSR review.
	Dynamic Assessment	SLP identifies students' language skills interactively within the learning environment to determine skills students possess, intervene, and progress monitor
	Group Intervention	Student participation in group intervention provided by the SLP
	Individual Intervention	Student participation in individualized intervention provided by the SLP
	School-based Meeting/Case Conference/ Observation	SLP participation in a multi-disciplinary meeting/case-conference regarding a specific student or observation (e.g., preschool, home)
	Parent/Guardian Contact	SLP contact with parent(s) to discuss student progress, intervention strategies, etc.
	Program	SLP/CDA providing programming suggestions and/or materials to educators, parent, etc. to support the student
	Referral to External Agency	Referral by SLP of student for services through SHSS, AAC clinic, etc. following assessment
	Reporting/Writing	SLP providing written and/or verbal report of progress monitoring or intervention program
	IEP	SLP assisting with communication goals on a specific student's IEP
	SEA Application	SLP assisting with application for SEA application for SEA equipment for a specific student

Tier 2		Definitions/Examples
	Dynamic Assessment	SLP identifies students' language skills interactively within the learning environment to determine skills students possess, intervene, and progress monitor
	Collaborative Consultation	SL consultation provided to school staff with regards to at-risk students
	Group Intervention	Student participation in group intervention provided by the SLP (e.g., drill a skill, push out/pull-in model)
	Individual Intervention	Student participation in individualized intervention provided by the SLP (e.g., drill a skill, push out/pull-in model)
	Reporting/Writing	SLP providing written and/or verbal report of progress monitoring or intervention program
Tier 1 and 2	School-based Meeting	SLP participation in a school-based problem solving meeting
	Presentation/Workshop/ Demonstration	Presentation or workshop to school staff and/or parents, demonstration of strategies/activities to educators, etc.
	Programming	SLP provides programming suggestions and/or materials to educators, parent, etc. to support the student(s)
Central	Committee Work (non-student based)	Central committee or project work that does not apply directly to students
	PD Attendance	Attendance at a conference, workshop, etc. for purposes of professional development
	Workshop/Presentations to Parents/Guardians, System, Colleagues	Developing and/or presenting workshops to SEAC, Board Meetings, University, College, etc.