

*Multi-Tiered Systems of Support (MTSS)
requires us to deeply understand how our students are doing
academically, socially, and emotionally
so we can deliver the right intervention at the right time.
It is grounded in the idea of supporting the whole child.*

Goal of COS Articulation MTSS

To ensure that all students receive the same opportunity for support, the speech and language pathologist (SLP) will educate teachers by giving them information which includes a chart on developmental sounds for students of all ages. The process is as follows:

1. All incoming kindergarten and *new* grade 1 students will be screened for speech related articulation errors. *Please note that these screenings will be done in person for the 2020-2021 school year so may not occur at the beginning of the school year.
2. Additionally, if a parent of a student outside of grades K-1 indicates that there is a speech concern, a questionnaire will be sent to the classroom teacher asking for input regarding speech and language for that particular student.
3. Following the completion of the teacher input questionnaire determines whether the Speech & Language Pathologist (SLP) administers a speech and language screener.
4. There are three (3) possible tiers of support that students may receive after reviewing the universal screener results:
 - a. **Tier 1:** Articulation error is developmentally appropriate and the SLP will inform the parent and teacher.
 - b. **Tier 2:** Articulation of developmentally inappropriate sound errors determines the MTSS tiered articulation program approach.
 - c. **Tier 3:** If a language deficit is found to be present, the student is formally evaluated through the Special Education Process.

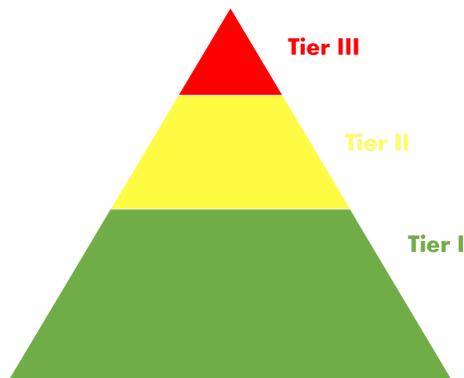
Goal of Circle of Seasons Articulation MTSS

The goal of the program is to correct simple, stimulable sound errors through interventions in the classroom and at home for as long as possible prior to evaluating a student for direct articulation therapy. These interventions are planned, monitored, and provided by the SLP. For students with severe speech errors (for example: those who cannot imitate a sound correctly), the MTSS program allows the SLP to begin working immediately following the speech screener rather than waiting until an evaluation is completed.

COS MTSS Speech Overview

The MTSS model can help general education students, with simple articulation errors, to be identified and receive interventions sooner. It can also help identify students who may be in need of special education supports and services. MTSS isn't a particular "curriculum." It's a proactive approach that has several key elements:

- Consists of screening to determine Tier 1, Tier 2, or Tier 3.
- Provides teachers and parents with evidence-based strategies
- Tiers of interventions and support that can be amplified in response to levels of need
- Ongoing care and observation of student growth through observation, progress monitoring, and collaboration
- Professional development so staff can deliver interventions and monitor progress effectively
- Family involvement so parents can understand the interventions and provide support at home
- Frequent monitoring of students' progress so educators can use this data to help decide if more interventions are needed





Tier I

Core/Whole Class:

After a whole-class screening is complete and the student is identified with a stimulable articulation error, evidence-based strategies are taught to the parents/guardians and class teacher(s) to implement both at home and in the classroom. Continue Tier 1 for 2 cycles (1 cycle = 6-8 weeks). SLP will progress monitor every two weeks. If there is a response to Tier 1, the SLP continues to provide the classroom teacher and parents/guardians with updated instructional activities, strategies, and support. As long as the student's sound production accuracy improves and is documented using baseline data, this process will continue with the SLP providing new assignments as needed. This level of support will continue until the student's goals are met and as long as they are responding to this level of instruction.

Responsibilities for Tier I:

- SLP provides parents/guardians and classroom teacher(s) with instructional interventions and strategies to implement in the classroom and home environment.
- Classroom teacher(s) and parents/guardians should spend at least 5-7 minutes per day with the student on sound production.
- SLP progress monitors every two weeks to ensure that the student is progressing through the instruction and interventions.

Tier II

Small Group Interventions:

If the student is screened and it has been determined they have a non stimulable articulation error...

OR

If the student does not progress after 2 cycles (1 cycle = 6-8 weeks) of explicit instruction by the classroom teacher and the parent/guardian in Tier I, the SLP will move the student to Tier II and will provide the student one 15-minute intervention session each week. Student's progress is monitored every two weeks to determine if intervention is working. If the data shows that interventions are working, and that the student has exceeded his/her baseline, the student may return to the Tier 1/Core Instruction level. However, the student does not exceed his/her baseline after 2 cycles of 6-8 weeks per cycle, the student will then move to Tier III intensive intervention.



Responsibilities for Tier II:

- SLP provides parents and classroom teacher(s) with instruction and strategies to implement into the classroom and home environment.
- SLP sees the student for direct instruction 15 minutes per week as per the school's academic calendar year.
- SLP will progress monitor every 2 weeks to ensure that the student is progressing through the articulation steps/intervention appropriately.
- If the student **is** progressing through the steps, the student will return to Tier 1.
- If the student **is not** making sufficient and notable progress through the steps, the student will then move to Tier III.

Tier III

Intensive/Direct Support:

If the student's progress monitoring data does not reflect progress after 2 complete cycles of 6-8 weeks of Tier II intervention instruction by the SLP, the student will be moved to Tier III :Intensive Intervention. The SLP will provide the student with two (2) 25-minute intervention sessions per week. The student's progress will be monitored every two (2) weeks to determine if the intensive intervention is effective. If the intervention is proving to be effective during the two (2) cycles, meaning the student has exceeded his/her baseline, a recommendation for the student to return to Tier II may be appropriate. If the student does not exceed his/her baseline after two (2) cycles and continues not to show adequate growth/progress, the student will then be referred for an evaluation.

Responsibilities for Tier III:

- Direct, explicit, evidence-based therapy of two (2) 25-minute sessions per week will be implemented by the SLP.
- Progress Monitoring bi-weekly by the SLP to ensure adequate growth is being made by the student.
- If review of progress monitoring data determines sufficient growth, the student may be considered to return to Tier II support.
- If review of progress monitoring data determines that little to no progress has been made after 2 cycles of intensive intervention, the evaluation process will be initiated by the sending of a Permission to Evaluate (PTE) to the parents/guardians of the child.