

Speech Sound Disorders – RTI Model

Tier 1

SLP in PK and/or K Classroom 1 x per Week

Co-teach Reading Curriculum

Focus on Phonological Awareness/Phonics

Sections Include Place/Manner of Sounds

Tier 2

Referred SSD Students

4 Trial Articulation Sessions

15 x 2 for 2 Weeks

Tier 3

Speech Lab or Articulation Resource Center for 9 Weeks

Weekly Progress Monitoring

Complexity Theory Intervention

Tier 4

Special Education

References

- American Speech Language Hearing Association. (2007). Response to intervention: What is responsiveness to intervention?. Retrieved on June 30, 2008 from: <http://www.asha.org/members/slp/schools/prof-consult/Rtol.htm>
- Kuhn, A. (2006). SPEEDY SPEECH: Efficient service delivery for articulation errors. *ASHA, Perspectives on School Based Issues*, 16 (7), 11-14.
- Montgomery, J.K. (2008). *Response to intervention (RTI): From “what” to “how”*. Presentation to Fort Hays State University Summer Workshop, June, Hays, KS.
- Moore-Brown, B.J., Montgomery, J.K., Bielinski, J., & Shubin, J. (2005). Response to intervention: Teaching instead of testing helps avoid labeling. *Topics in Language Disorders*, 25 (2), 146-167.
- Taps, J. (2006). An innovative educational approach for addressing articulation differences. *ASHA Perspectives on School Based Issues*, 7 (4), 7-11.