

sjcoe.org
(under special education
SELPA)

The background of the slide is a solid teal color. In the lower half, there is a faint, semi-transparent illustration of two hands shaking, symbolizing agreement or partnership. The hands are rendered in a lighter shade of teal, matching the background.

In the old days we had....

- Regular education in the classroom

• OR ▼

- Special education with an IEP

Now more schools across the U.S. are implementing RTI

- Regular education classroom (Tier 1)



- Noncategorical, nonspecial education interventions (after-school math and/or reading academy; REWARDS reading program, etc.) (Tier 2)



- Special education with IEP (Tier 3)

This is partially in response to No Child Left Behind and IDEA 2004...

- Idea 2004 especially emphasizes intervention for reading in the early grades to prevent problems later on

What is Bakersfield, CA, doing for RTI for ELL students in Tier 2? (1/07)

- Before children are on IEP, they are screened
- In the 60 days between screening and formal dx, pull them into speech room and work with them to see how modifiable they are; how quickly they learn (neverstreaming)
- Take what speech students are stumbling on (e.g., synonyms, antonyms) and teach these concepts to the whole class; take tx materials to the whole class
- This helps you get to know the general ed children; then if they come up at SST, you are familiar with them

- Kids go through SST—teachers have to do the paperwork; can't just knee-jerk refer to special ed
- Parents need to know that they can't just request assessment; there is a process that has to be followed (e.g., co-ops, SST)
- No IEP, but brief, intensive services for a certain time period
- Students with social/behavior problems—works on expressive/social language, behavior; kids are not on IEPs
- Involvement with immersion students—they come to the speech room, and she works with language, using TPR etc.
- At-risk children: all-day kindergarten with intervention; RSPs and SLPs go into the classroom and work with children in areas such as phonemic awareness; psychologist works with children with social issues

In Waco, Texas and Phoenix, Arizona: (spring, 2007)

- SLPs mostly see children who are on IEPs
- SLPs may be a little involved in supporting reading/phonological awareness programmes
- However, the schools usually hire special teachers to conduct RTI

In Georgia: (spring, 2007)

- RTI is a general ed issue
- **Tier 1** = general ed (how to help any struggling student)—best teaching practices in the classroom
- **Tier 2**- Narrow it down a little—target students who have lower state test scores—e.g., centers, guided reading groups—”bottom 5” kids in the classroom; these students get more differentiated attention. There is also after-school tutoring—done by classroom teacher—no extra pay—part of their regular duties. Early intervention, Reading Recovery, ELL services. Also have teacher-led collaboration teams that meet 1-2 times a month to discuss the “bottom 5” (SLP usually is not there, but they could be). Problem—teachers don’t want to document what they do in the 6-8 weeks.

- **Tier 3:** Of the bottom 5, 3 respond and 2 do not. The 2 have a slower rate of learning; achievement gap is widening. These 2 go to Tier 3, where there is an SST. Tier 2 is small group interventions; in Tier 3, more 1:1 attention. This 1:1 attention should be provided by the teacher, the ELL specialist...anyone on the team. After-school programmes may be provided—these can be computer programmes, tutors—Title 1 money.
- **Tier 4:** special ed! Tier 3 is not working, so the special ed team assesses and intervention can be provided. Focus on inclusion. When the children are pulled out, the clinicians focus on teaching curriculum. SLPs support the curriculum. SLPs go into the classroom and help the teacher differentiate instruction.

North Highlands, CA (8/07)

- Write down—teachers—document what interventions they are using
- Meeting as pre-sst team—roving sub makes teacher come
- Reading recovery, literacy groups
- Hire retired assistant superintendents, principals, reading teachers for after-school programs, and transportation provided
- Full day kindergarten—
- Title one teacher—starts later in the AM, but also sees students after school—she is an expert
- District sponsored preschools, head start
- Therapy dog—gypsy 10-year old read to the dog
- Site-based services—children are pulled into therapy for short-term services with no IEP

In Richardson and Dallas, Texas (2/08):

- Saturday school—teachers get extra \$\$\$ 😊--it is competitive—they want to do it; bus provided, lunch also (8-12 AM). Not each Saturday; heats up as standardized testing looms.
- After school programmes
- Reading curriculum—intervention during the day from a specialist—campus reading specialist
- Bubble-busters—pull-out during the day for students who are right on the bubble of not passing—one period a day all year. Done by tutors, specialists who are brought in—not special ed personnel
- High school before and after school, and PM—teachers are paid extra stipend

In San Diego, CA (2/08):

- There is a strong emphasis on early intervention—before children come to kindergarten
- SLPs are working with teachers and parents on techniques such as expansion of children's language

Oceanside, CA 4/08

- Excel model in kindergarten—see how quickly children respond to instruction. Excel is 45+ minutes of reading instruction according reading level (eagles, sparrows, buzzards, turkeys)
- Kindergarten through 5th grade—children in lowest reading group have 1:5 ratio (2 adults for 10 children). Out of 10, 8 are doing great and 2 need special ed.

- Junior high: Saturday school; people are volunteering time; transportation is provided
- Start-in programme with 3rd grade only; 5 in group; 4 responded really well, 1 will go to SST
- SLP goes into Read 180 special day class, works on phonemic awareness every Friday
- RSP does diagnostic treatment (neverstreaming)
- EdMark—site-based programme for phonemic awareness; works well with ASD children

In Iowa...(6/08)

- Instructional decision making (IDM)
- 9 weeks of intensive service delivery to students who are struggling (no IEP)

- Iowa City got a grant and analyzed data from testing; needy students were invited to participate in an after-school program
- Kids got snacks; teachers were paid \$25 an hour; strictly voluntary
- The focus was on math and reading—groups were small
- They re-tested the kids and analyzed the scores—there was a BIG, very positive difference!

In San Francisco (8/08)

- At the SST meetings, they fill out a speech and language checklist
- This determines whether further assessment is needed
- In a preliminary way, this helps weed out differences vs. disorders in ELL students

- At the meeting, they suggest strategies to be implemented in the regular education classroom
- They reconvene some weeks later and ask—were the strategies successful?
- They observe students in the classroom, and tailor-make recommendations for those students

- Sometimes SLPs will see a child for a period of time with no IEP (diagnostic therapy)
- If problems don't resolve, then there is formal assessment and an IEP is developed
- Reading Recovery is used too—this is a non-special ed program where the student is seen by a regular (non sped) educator; there is no SST.
- If this is not enough, then there is an SST

San Joaquin 1/09:

- SLP and resource do Tier 2 intervention with 5 lowest second graders—prereading, vocabulary, etc.
- Do it for about 6 weeks, 1 hour a day
- VERY effective in helping distinguish language difference vs. disorder

- Informal diagnostic teaching—done in the classroom, esp. for artic therapy
- Academy of Reading—12 weeks after school every day with regular ed teachers—1.5 hours; sort of like Sylvan Learning Center; math is available too
- If this isn't enough, they are then tested for special ed
- Take 20 lowest 2nd graders and put them in a classroom with student teacher and 2 reading teachers—see if they could bring the kids up—very intensive instruction—all day—sped referral if this doesn't work