Jessamine County Schools
Pyramid of Interventions
For Speech and Language Issues

Developed by Jessamine County Speech-Language Pathologists
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Jessamine County SLPs involved in development of the PoI guidelines for communication concerns:

Shelley Nead
Brenda Addington
Debbie Richardson
Kathy Shelton
Jill Fulks
Laura Claiborne
Stacy Greene
Emmi Marcum
Kristin Welsh
Dickie Lee Porter
Michelle Lyons
Erin Greene
Alesia Ryan
Merri Lynne Sterry
Gerri Adkins
Katie Resinger

Jessamine County Schools
Targeted Intervention Plan (TIP)

Student: _____ DOB: _____ Grade: _____ Teacher: _____

Team Members:

Guidance Counselor	School Psychologist	Speech/Language Pathologist	Principal
PoI Coordinator	Occupational Tx	Special Educator	Teacher
Family Resource Coord.	Curriculum Resource Ad.	Intervention Resource Teacher	Parent

*Describe presenting problem(s). If behavioral, define WHEN, WHERE, HOW OFTEN, HOW LONG, etc. the problem occurs. *Vision and hearing should be ruled out as contributing factors. Include baseline or benchmark data:*

LEVEL 1 Interventions:

Date	Area of Concern	Measurable Objective	Strategies to Address Goals	Frequency & Implementer

Progress monitoring data (also see attached data sheets):

Date:

Plan of Action (check all that apply):

☐ Continue to implement level 1 strategies ☐ Change level of interventions to level 2, *rubric completed*
☐ Dismiss from Pyramid of Interventions

Parent Contact Information required for level change: include date, type of contact (phone, conference), and parent response

Level 2:

LEVEL 2 Interventions:

Date	Area of Concern	Measurable Objective	Strategies to Address Goals	Frequency & Implementer

Progress monitoring data (also see attached data sheets):

Date:

Plan of Action (check all that apply):

☐ Continue to implement level 2 strategies ☐ More than adequate progress, change level of interventions to level 1
☐ Obtain additional information from screening, please list area(s):
☐ Change level of interventions to level 3, *rubric completed*

Parent Contact Information required for level change: include date, type of contact (phone, conference), and parent response

Level 3:

LEVEL 3 Interventions:

Date	Area of Concern	Measurable Objective	Strategies to Address Goals	Frequency & Implementer

Progress monitoring data (also see attached data sheets):

Date:	

Plan of Action (check all that apply):

☐ Continue to implement level 3 intervention strategies ☐ Progress, change level of interventions to level 2
☐ Obtain additional information from screening, please list area(s):
☐ Complete Referral for a Special Education evaluation, please list area(s):

Pyramids of Intervention Level Change Rubric

Student Name: **Teacher Name:**

*In order to necessitate an upward Level Change (1 to 2 or 2 to 3), the answers to questions 1 and 2 must be Yes and a Poor Response must be documented in question 3.

*If the answers are Yes to Questions 1 and 2 but Question 3 is a Questionable Response, the intervention may need to be changed prior to level change

Level 1 to Level 2   **Date:**

1. Is there documentation to support the implementation of a research – based intervention targeting the area of concern?
   YES   NO

2. Is there sufficient progress monitoring data and session documentation?
   〉 Level 1 to 2 – at least four data points at 2, 4, 6 and 8weeks and 30 sessions

3. What is the response to the intervention? Look at graph to determine.
   ☐ Good Response
      o Gap is closing between current skills and goal
      o Can see a point where the student will "catch up"
   ☐ Questionable Response
      o Rate at which gap is widening slows considerably but gap is still widening
      o Gap stops widening but closure does not occur
   ☐ Poor Response
      o Gap continues to widen with no change in rate – trend line is in at-risk range with flat slope.

Level 2 to 3   **Date:**

1. Is there documentation to support the implementation of a research – based intervention targeting the area of concern? YES
   NO

2. Is there sufficient progress monitoring data and session documentation?
   〉 Level 2 to 3 – at least 8 data points (3 or more below goal line) and 40 L2 sessions

3. What is the response to the intervention? Look at graph to determine.
   ☐ Good Response
      o Gap is closing between current skills and goal
      o Can see a point where the student will "catch up"
   ☐ Questionable Response
      o Rate at which gap is widening slows considerably but gap is still widening
      o Gap stops widening but closure does not occur
   ☐ Poor Response
      o Gap continues to widen with no change in rate – trend line is in at-risk range with flat slope and at least 3 data points are below goal line.

Additional teacher documentation:

_____

_____

_____

_____ *Please note that these are guidelines only. If a student response is extremely poor, students may be referred to the committee at an interim point for consideration of an early level change.

Level 1 Interventions

Timeline: 8 weeks - Determination of Initial Tier made by SLP based on screening results
Teacher Role: intervention implementation, data collection 2x per month, parent notification
SLP Role: communication screening, teacher education/training, provide intervention suggestions
Option to make Tier change after 4 weeks if warranted

Speech
- Observation with option to screen, probe of individual sound errors if warranted
- Cursory oral mechanism examination
- Provide appropriate models
- Developmental norms (Sanders); speechfriends.com
- Provide opportunities for production
- Data sheet to document intelligibility with teacher intervention; samples provided within this document
- Auditory Bombardment

Language
- Observation with option to screen
- Provide wait time after directions and questions
- Break-down directions into manageable steps
- Provide multiple opportunities to answer questions
- Have student repeat direction to ensure comprehension
- Introduce relevant vocabulary – preview/review
- Model age-appropriate response (syntax, morphology)
- Use language modifications within the context of leveled reading programs
- Data collection sheets or use of existing reading programs to document Tier I concerns, data collection grid provided within this document

Fluency
- Observation with option to screen
- Eye Contact
- Don't interrupt
- Teacher uses slow rate of speech
- Reduce verbal stress without minimizing opportunities
- Wait time
- Data sheet for noting conversational fluency, sample provided within this document

Voice
- Observation with option to screen
- Phone contact with parents if warranted
- Frequent water intake/breaks
- Encourage vocal hygiene – avoid yelling/whispering/throat clearing
- Preferential seating
- Conference with elective teachers
- Encourage appropriate volume and time for vocal rest
- Data sheet not recommended due to nature of disorder, general anecdotal note of voice improvement

Level 2 Interventions

Timeline: 8 weeks
Teacher Role: continue Level 1 interventions, intervention implementation for Level 2, increase data collection to 1x per week
SLP Role: Observation, Consult, Collaborate, SLP checks data two times per month, option to make Tier change after 4 weeks if warranted

Speech

- SLP rechecks student with probe or screening instrument to determine level of progress and determine if student is stimulable for sound production
- Increase Auditory Bombardment to weekly

Language

- Visual aids
- Observation
- Provide instructional activities & strategies specific for student
- Software/Tech activities (i.e. Classroom Suite, SmartBoard)
- Modify use of existing reading programs or begin intervention with a remedial reading program that targets oral language
- Collect data using either SLP created data sheet or use documentation from existing reading programs
- Re-screen oral language skills or probe problem area

Fluency

- Observation/Conversational Sample
- Consult with teacher @ least 1 fluency strategy paired with objective
- Rescreen to determine types of dysfluencies in order to develop more specific teacher interventions

Voice
- ENT Referral
- Anecdotal Documentation of continued concern
- SLP re-checks student vocal quality and function

Level 3 Interventions

Timeline: 8 weeks
Teacher Role: Continue with Level 1 & Level 2 Interventions and data collection, parent contact
SLP Role: consultation, collaboration, anecdotal observation, screening, option to move to referral after 4 weeks if warranted

Speech
- Increase frequency of auditory bombardment to daily
- SLP conducts probe or re-screening to determine regression or progress and determine more specific interventions

Language
SLP selects from a variety of interventions that may include:
- Classroom Observations
- Collaborative sessions
- Increase usage of existing remedial reading programs that target oral language skills
- Data collection completed through usage of existing reading programs
- Re-screening or probe to determine more specific interventions

Fluency
- Observations in classrooms
- Re-screening or probe to determine more specific intervention strategies

Voice
- Must have clearance from physician
- Teachers are provided with a list of specific modifications for classroom, activities, PE, recess, etc…based on student's vocal concern
- Observation of student implementation

Norms for Consonants in the English Language

Provided to teachers when speech concerns arise

Sander's Norms for Speech Sound Mastery

Age 3: p, m, w, n, h
Age 4: b, d, k, g, y (as in yes), f
Age 6: t, l, r, ng
Age 7: j (as in jump), ch, sh, th (unvoiced, as in "think")
Age 8: v, th (voiced, as in"the") s, z
       (zh, as in "treasure" is mastered later than 8)

Concerns arise when the child has passed the age of mastery and cannot produce the sound correctly or has numerous errors making speech unintelligible in conversation

Speech Sound Interventions

TIER 1	TIER II	TIER III
START DATE:	START DATE:	START DATE:
CLASSROOM INTERVENTIONS	**CLASSROOM INTERVENTIONS**	**CLASSROOM INTERVENTIONS**
⟩ Provide Appropriate Model ⟩ Provide Opportunities for Production ⟩ Review Developmental Norms ⟩ Collect Data a minimum of 2x/ month ⟩ Auditory Bombardment ⟩ Corrective Feedback	⟩ Continue TIER I Interventions ⟩ Corrective Feedback ⟩ Collect Data a minimum of 1X a week ⟩ Auditory bombardment weekly	⟩ Continue TIER I and TIER II Interventions ⟩ Auditory Bombardment daily
⟩ **Teacher's Role:** ⟩ Provide Interventions ⟩ Collect Data ⟩ Contact Parents	⟩ **Teacher's Role:** ⟩ Provide Interventions ⟩ Collect Data ⟩ Contact Parents	⟩ **Teacher's Role:** ⟩ Provide Interventions ⟩ Collect Data ⟩ Contact Parents
⟩ **SLP's Role:** ⟩ Screening ⟩ Provide data sheets and interventions ⟩ Answer questions ⟩ Monitor data	⟩ **SLP's Role:** ⟩ Screen/Probe ⟩ Consult and collaborate with teacher ⟩ Monitor Data	⟩ **SLP's Role:** ⟩ Screen/Probe ⟩ Consult and collaborate with teacher ⟩ Anecdotal observation ⟩ Monitor Data

Jessamine County Schools
Pyramid of Interventions
Speech Sound Production – Classroom data collection

Name: _____ Teacher: _____ Date: _____

Objective: Student will produce speech sounds so as to be intelligible in the classroom.

Data Collection				
Date:	Data:			
	None	Some	Most	All
	None	Some	Most	All
	None	Some	Most	All
	None	Some	Most	All
	None	Some	Most	All
	None	Some	Most	All
	None	Some	Most	All
	None	Some	Most	All
	None	Some	Most	All
	None	Some	Most	All
	None	Some	Most	All
	None	Some	Most	All
	None	Some	Most	All
	None	Some	Most	All
	None	Some	Most	All
	None	Some	Most	All
	None	Some	Most	All
	None	Some	Most	All

Directions

On each day you collect data, have a conversation with the student. Record how much of what the child says you are able to understand. **None** – cannot understand child, multiple errors noted, **Some** – can only understand a little, errors noted, **Most** – can understand most of what the child says, some errors noted, **All** – can understand conversation, no errors noted. Date and circle your observation to the left.

Graph of data trend

All																
Most																
Some																
None																

Interventions for Tier I: Collect data two times monthly. Model correct productions of the targeted sound. When you hear an errored production, have the student try to say the word correctly after your model. Point out spelling and vocabulary words to the student that contain the target sound. Provide auditory bombardment from word list or powerpoint program two times monthly.

Interventions for Tier II: Collect data weekly. Continue Tier I interventions plus increase auditory bombardment to weekly. Use a specific cue based on the student's sound error (see list of cues).

Interventions for Tier III: Collect data weekly. Continue Tier I and II interventions, plus increase auditory bombardment to daily.   Consult with the SLP for more specific sound production interventions.

Note sound errors (optional)_____

_____

Language Interventions for Tier II

Following Directions	Comprehension/Answering Questions
- Step by step craft activities - Barrier games - Step by step drawing objects w/ paper or dry erase boards - Following directions with manipulatives - Multi-step directions with body parts (e.g., Simon Says) - Thinking Things Frippletown software - Review test taking vocabulary words (e.g. compare, complete, explain, etc.)	- Read stories on a daily basis - Use strategies for reading a story such as pausing after a page or paragraph to check for comprehension - Ask guiding questions for each page presented orally - Ask questions that tap into common elements of stories: plot, characters, sequence, main idea, conclusion, etc. - Check answers to questions with book for accuracy - Quick recall games - Use story webs to organize information - Teach SQ3R types of strategies to aid comprehension (Survey, Question, Read, Recite, Review)
Vocabulary	**Grammar/Sentence Formulation**
- Review test taking vocabulary words - Use previewed vocabulary words in sentences or story - Use Frayer model to teach vocabulary (use pictures or characteristics, examples & nonexamples to determine the definition of the word) - Daily oral language - Word of the day - Read stories on a daily basis - Crossword puzzles - Word searches - Practice dictionary skills - www.spellingcity.com - Use games such as wordopoly, jeopardy, I spy to review vocabulary - General games to teach vocabulary (e.g., homemade memory, fishing)	- color code words (e.g, subject, verb, adjective, etc.) use these to build sentences - mad libs - look at action pictures and formulate sentences to describe pictures - answer questions with complete sentences or phrases - fill-in activities: plurals, past-tense, subject-verb agreement - daily oral language - correct errors in sentences - editing student work - grammar rock software - www.spellingcity.com

Oral Language POI: Comprehension
Tier I: Treasures or Leveled Reading Program

Student Name _____

Teacher/Assistant _____

Start Date _____ End Date _____

Selected Intervention	Comprehension Strategy	Frequency	Data Collection
	Teach a specific comprehension skill with each lesson.	3-5 times weekly	Weekly and Unit Assessments
	Provide examples or scenarios.	3-5 times weekly	Weekly and Unit Assessments
	Build background knowledge.	3-5 times weekly	Weekly and Unit Assessments
	Make predictions and check them based on text, titles, and illustrations.	3-5 times weekly	Weekly and Unit Assessments
	Provide a focus for understanding	3-5 times weekly	Weekly and Unit Assessments
	Prompt with a question before reading text.	3-5 times weekly	Weekly and Unit Assessments
	Chunk text into shorter segments to clarify understanding and maintain focus.	3-5 times weekly	Weekly and Unit Assessments
	Graphic Organizers and/or Lists	3-5 times weekly	Weekly and Unit Assessments
	Teach Story Elements (Plot, Sequence, Characters, Setting, etc.)	With each story presented	Weekly and Unit Assessments
	Read aloud	3-5 times weekly	Weekly and Unit Assessments

Oral Language POI: Vocabulary
Tier I: Treasures or Leveled Reading Program

Student Name _____

Teacher/Assistant _____

Start Date _____ End Date _____

Selected Intervention	Vocabulary Strategy	Frequency	Data Collection
	Introduce Vocabulary before beginning story.	With each new story	Vocabulary Assessment Section
	Model vocabulary in sentences.	3-5 times weekly	Vocabulary Assessment Section
	Have students use vocabulary in sentences. (Require 7+ words per sentence.)	3-5 times weekly	Vocabulary Assessment Section
	Vocabulary Matching Games	At a learning center	Vocabulary Assessment Section
	Vocabulary Bingo	As Needed	Vocabulary Assessment Section
	Review Previously Introduced Vocabulary	Weekly	Vocabulary Assessment Section
	Vocabulary Flash Cards	3-5 times weekly	Vocabulary Assessment Section
	Vocabulary Sort Select 10 +/- Vocabulary Words and have students sort words into character, setting, problem, solution, or unknown. After story is read students can resort the words. If teacher chooses, have students create their own categories for words.	Prior to introducing a story.	Vocabulary Assessment Section

Oral Language POI
Tier II/Tier III

Student Name _____

Teacher/Assistant _____

Start Date _____ End Date _____

Selected Intervention	Program	Directions	Frequency	Data Collection
	SLP Created Program K-2 *Comprehension*	Listen to Story on Computer.	3-5 times weekly	Data collected through computer software
	Great Leaps Reading 3-5 *Comprehension Only*	Read story. Do Oral Expression and Comprehension Sections.	3-5 times weekly	Use assessment data from expression and comprehension sections.
	Power Reading Level ____ *Comprehension & Vocabulary*	Follow Power Reading Program.	3-5 times weekly	Follow program guidelines.
	Triumphs Words to Know *Vocabulary*	Follow Program Directions Concentrate on Developing Oral Vocabulary section.	3-5 times weekly	Use weekly and unit assessments for data collection.
	Triumphs Time to Read *Comprehension*	Follow Program Directions. Choral Reading Independent Reading Partner Reading	3-5 times weekly	Use weekly and unit assessments for data collection.
	SLP created packet *Comprehenion Vocabulary Following Directions Grammar Sequencing*	Follow SLP directions for area of concern	As needed	Use SLP generated data sheets to collect data weekly.

*If student is already receiving interventions for reading, follow program directions and ask questions at the end of the story.

Classroom Language Data Collection: Comprehension

Objective: Answer comprehension questions about an orally read story.
(Appropriate for each grade level)

Name: _____

Teacher: _____

Data Collection						
Date:	Data:					%

Directions

Read a short story (appropriate for grade level). Ask student questions regarding the information you read. If student answers correctly, mark +, if student answers incorrectly, mark -.

Graph of data trend

100	
90	
80	
70	
60	
50	
40	
30	
20	
10	

Classroom Language Data Collection: Sequencing

Objective: Relate a sequenced event in correct order.
(Appropriate for each grade level)

Name: _____

Teacher: _____ Session: _____

Data Collection						
Date:	Data:					%

Directions

Sample prompts: "Tell me how you brush your teeth." "What happened in this story." "Tell me the steps in your experiment." "What is your schedule today." If student answers correctly, mark +, if student answers incorrectly, mark -.

Graph of data trend

100	
90	
80	
70	
60	
50	
40	
30	
20	
10	

Classroom Language Data Collection: Vocabulary

Objective: Describe and/or use content vocabulary.

Name: _____

Teacher: _____ Session: _____

Data Collection								Directions
Date:	Data:						%	Measure description through asking student to define the content word. Measure use though correct responses containing content vocabulary. If student responds correctly, mark +, if student responds incorrectly, mark -.

Graph of data trend

100													
90													
80													
70													
60													
50													
40													
30													
20													
10													

Classroom Language Data Collection: Answering Questions

Objective: Answer "wh" questions.
(Appropriate for grade level; K - what, where; 1/2 - who, when 3-5 - why, how)

Name: _____

Teacher: _____ Session: _____

Data Collection							Directions

Date:	Data:					%

Directions

Ask student "wh" questions pertaining to content. If student answers correctly, mark +; if student answers incorrectly, mark-.

Graph of data trend

100
90
80
70
60
50
40
30
20
10

Jessamine County Schools
Pyramid of Interventions
Fluency – Classroom data collection

Name: _____   Teacher: _____   Date: _____

Objective: Student will produce fluent speech during conversation.

Data Collection				
Date:	Data:			
	None	Some	Most	All
	None	Some	Most	All
	None	Some	Most	All
	None	Some	Most	All
	None	Some	Most	All
	None	Some	Most	All
	None	Some	Most	All
	None	Some	Most	All
	None	Some	Most	All
	None	Some	Most	All
	None	Some	Most	All
	None	Some	Most	All
	None	Some	Most	All
	None	Some	Most	All
	None	Some	Most	All
	None	Some	Most	All
	None	Some	Most	All
	None	Some	Most	All
	None	Some	Most	All

Directions

On each day you collect data, have a conversation with the student. Record how much of what the child says is fluent (no stuttering). **None** – stutters all of the time, **Some** – stutters most of the time, **Most** – most of conversation is fluent, **All** – no stuttering was heard. Date and circle your observation to the left.

Graph of data trend

100	
90	
80	
70	
60	
50	
40	
30	
20	
10	

Pyramid of Interventions S/L Data Monitoring Check Sheet

Name_____

Date Entering PoI_____

Area of Concern:_____

Objective (Tier II/III)_____

Tier 1 Monitoring Dates 2x monthly 1st 8 weeks of PoI	Tier II Monitoring Dates 2x monthly 2nd 8 weeks of PoI	Tier III Monitoring Dates Weekly 3rd 8 weeks of PoI	Progress/Decisions 1 = Making Progress 2 = Not making Progress 3 = Met Objective 4 = Consider Next Tier 5 = Continue at Current Tier

Comments:_____
_____
_____

Pyramid of Interventions Master Tracking Sheet 2009-10

Student's Name	Teacher	Area(s) of Concern SS, L, V, F	Tier I Start Date	Tier II Start Date	Tier III Start Date	Exit from PoI Date