



64TH CONFERENCE ON EXCEPTIONAL CHILDREN

WORKING TOGETHER
TO ACHIEVE STUDENT SUCCESS

SLPs' Roles in Effective RtI/MTSS Programs

NC SLP Institute

Kathleen Whitmire, PhD, CCC-SLP

PUBLIC SCHOOLS OF NORTH CAROLINA
State Office of Education | Department of Public Instruction

NOVEMBER 3-5, 2014

Welcome!!!



WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 64TH CONFERENCE ON EXCEPTIONAL CHILDREN

RtI and SLPs – Our Plan for This Morning

- What is RtI?
- Why embrace RtI?
- 7 essential components
- Conditions that support effective implementation
- Identifying needs at the student and classroom levels
- The scope of RtI
- RtI and YOU!

The Structure of RtI

 **WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS** | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

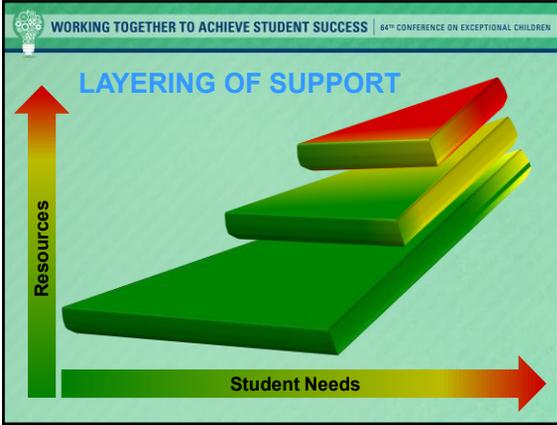
What is it??

- “R” = response or responsiveness
- “T” or “t” – to
- “I” – intervention or instruction
- “MTSS” – multi-tiered system of support

 **WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS** | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

NC MTSS

- **Definition**
- NC MTSS is a multi-tiered framework which promotes school improvement through engaging, research-based academic and behavioral practices. NC MTSS employs a systems approach using data-driven problem-solving to maximize growth for all.
- **NCDPI Vision**
- Every NC Pre K-12 public education system implements and sustains all components of a Multi-Tiered System of Support to ensure college and career readiness for all students.



Why Do RTI? What Was Wrong?

- ✓ *Lack of confidence in discrepancy formula for identifying students with LD*

Why Do RTI? What Was Wrong?

- ✓ *Lack of confidence in discrepancy formula for identifying students with LD*
- ✓ *Overidentification into Special Ed as the only option for struggling students*

 WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

Why Do RTI? What Was Wrong?

- ✓ *Lack of confidence in discrepancy formula for identifying students with LD*
- ✓ *Overidentification into Special Ed as the only option for struggling students*
- ✓ *Wait-to-Fail model of referral to Special Ed*

 WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

Why Do RTI? What Was Wrong?

- ✓ *Lack of confidence in discrepancy formula for identifying students with LD*
- ✓ *Overidentification into Special Ed as the only option for struggling students*
- ✓ *Wait-to-Fail model of referral to Special Ed*
- ✓ *Research suggesting that number of students with reading problems could be reduced by 70% with early identification and prevention*

 WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

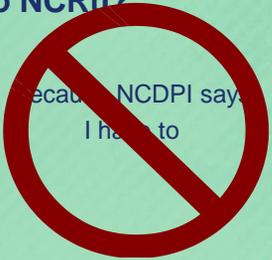
Why do NCRtI?

**Because NCDPI says
I have to**

WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

Why do NCRtI?

because NCDPI says
I have to



WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

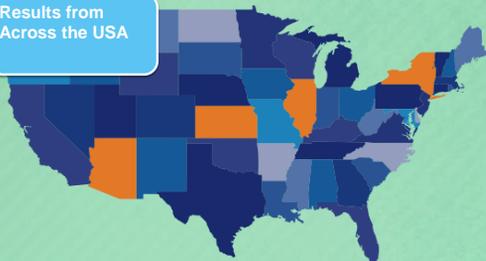
Why do NCRtI?

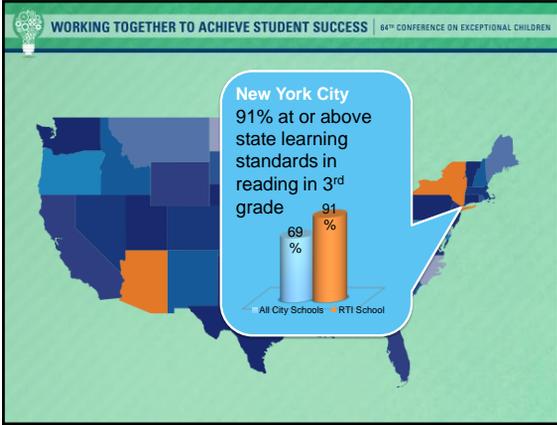
*Because of its
proven track record
in "real schools"
with "real kids"*

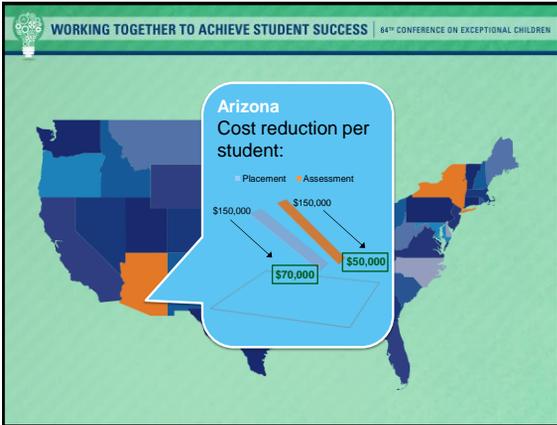
WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

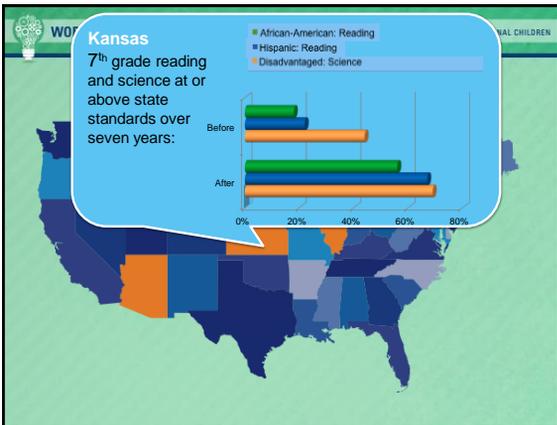
Why Do RTI? Follow the data ...

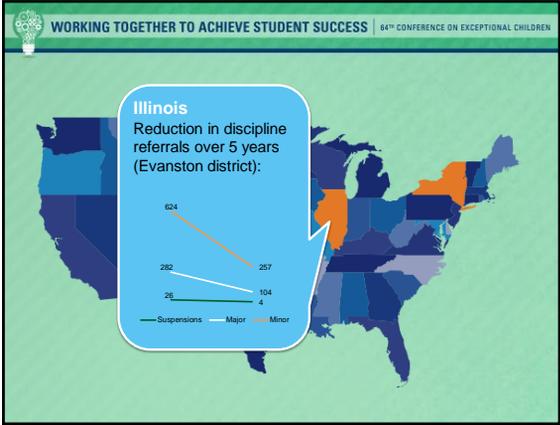
Results from
Across the USA

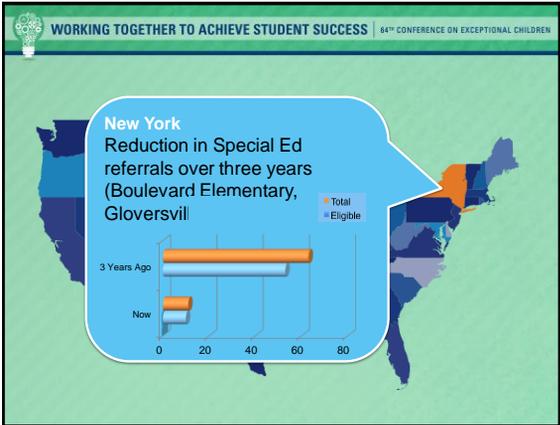












WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

THE VALUE OF RTI

http://www.youtube.com/watch?feature=player_embedded&v=c046XzAioaw

- While watching the videos throughout the day, use the Capture Sheet to jot down take-away messages and action steps for you and/or your school

7 Essential Components

 **WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS** | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

- All students receive high-quality, scientifically-based instruction provided by qualified personnel, to ensure that their difficulties are not due to inadequate instruction.

rtinetwork.org/about-us/position-statement

 **WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS** | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

- All students receive high-quality, scientifically-based instruction provided by qualified personnel, to ensure that their difficulties are not due to inadequate instruction.
- All students are screened to establish an academic and behavioral baseline and to identify struggling learners who need additional support.

rtinetwork.org/about-us/position-statement

WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

- All students receive high-quality, scientifically-based instruction provided by qualified personnel, to ensure that their difficulties are not due to inadequate instruction.
- All students are screened to establish an academic and behavioral baseline and to identify struggling learners who need additional support.
- Increasingly intensive instruction is provided in a multi-tiered approach to struggling students. This instruction is matched to student needs based on levels of performance and rates of student progress.

rtinetwork.org/about-us/position-statement

WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

- All students receive high-quality, scientifically-based instruction provided by qualified personnel, to ensure that their difficulties are not due to inadequate instruction.
- All students are screened to establish an academic and behavioral baseline and to identify struggling learners who need additional support.
- Increasingly intensive instruction is provided in a multi-tiered approach to struggling students. This instruction is matched to student needs based on levels of performance and rates of student progress.
- Student progress is monitored frequently to examine student achievement and monitor the effectiveness of the curriculum.

rtinetwork.org/about-us/position-statement

WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

- All students receive high-quality, scientifically-based instruction provided by qualified personnel, to ensure that their difficulties are not due to inadequate instruction.
- All students are screened to establish an academic and behavioral baseline and to identify struggling learners who need additional support.
- Increasingly intensive instruction is provided in a multi-tiered approach to struggling students. This instruction is matched to student needs based on levels of performance and rates of student progress.
- Student progress is monitored frequently to examine student achievement and monitor the effectiveness of the curriculum.
- Data-based decisions are made regarding students' instructional needs based on multiple data points taken in context over time.

rtinetwork.org/about-us/position-statement

WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

- All students receive high-quality, scientifically-based instruction provided by qualified personnel, to ensure that their difficulties are not due to inadequate instruction.
- All students are screened to establish an academic and behavioral baseline and to identify struggling learners who need additional support.
- Increasingly intensive instruction is provided in a multi-tiered approach to struggling students. This instruction is matched to student needs based on levels of performance and rates of student progress
- Student progress is monitored frequently to examine student achievement and monitor the effectiveness of the curriculum.
- Data-based decisions are made regarding students' instructional needs based on multiple data points taken in context over time.

• Teachers must implement instruction and intervention with fidelity, i.e., as intended and with appropriate consistency.

rtinetwork.org/about-us/position-statement

WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

- All students receive high-quality, scientifically-based instruction provided by qualified personnel, to ensure that their difficulties are not due to inadequate instruction.
- All students are screened to establish an academic and behavioral baseline and to identify struggling learners who need additional support.
- Increasingly intensive instruction is provided in a multi-tiered approach to struggling students. This instruction is matched to student needs based on levels of performance and rates of student progress. Student progress is monitored frequently to examine student achievement and monitor the effectiveness of the curriculum.
- Data-based decisions are made regarding students' instructional needs based on multiple data points taken in context over time.
- Teachers must implement instruction and intervention with fidelity, i.e., as intended and with appropriate consistency.

• Schools must implement essential components of RTI with fidelity, i.e., consistent with critical program design features.

rtinetwork.org/about-us/position-statement

WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

Increasingly intensive instruction / intervention

- Tier 1
 - Works for about 80% of your students
 - Effective core curriculum
 - Universal screening to identify struggling learners
- Tier 2
 - Interventions for about 15% of your students
 - Regular progress monitoring to assess effectiveness of intervention and make modifications based on data
- Tier 3
 - Intervention for about 5% of your students who need more intensive support

 **WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS** | 94TH CONFERENCE ON EXCEPTIONAL CHILDREN

What increases??

- Frequency and duration of lesson
- Frequency of progress monitoring
- Size of group – full class, small group, individual
- More focused individualized instruction
- Personnel – teacher, aide, reading specialist, special educator, SLPs

Using Data to Strengthen Programs

Rtl and Individual Students

WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

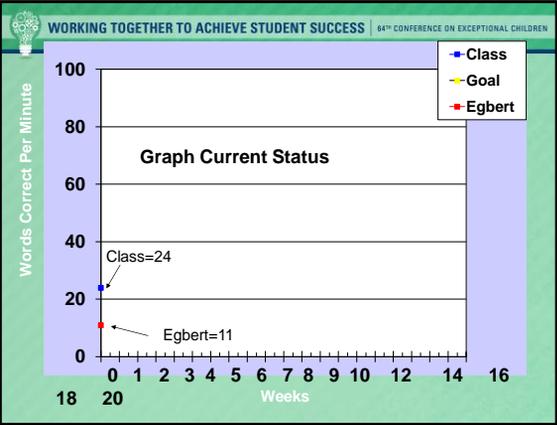
- Many thanks to Professor Dan Reschly, Vanderbilt University

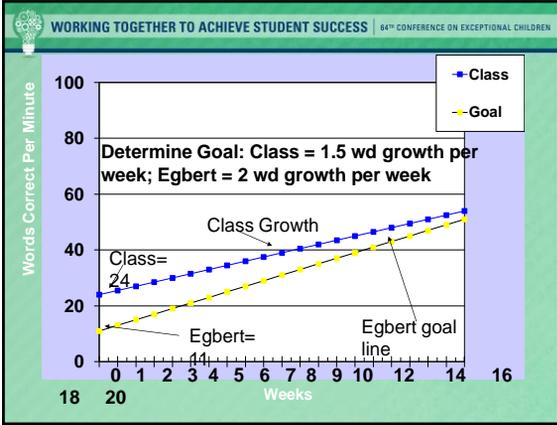


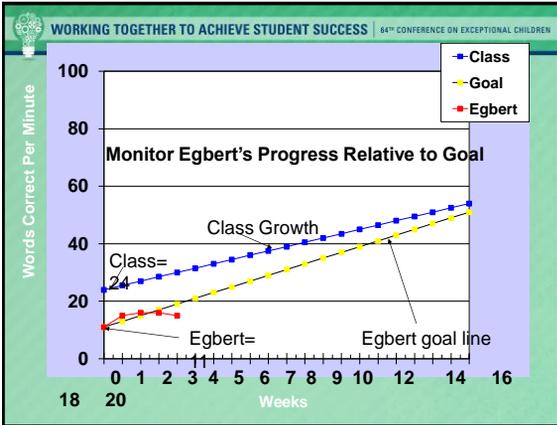
WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

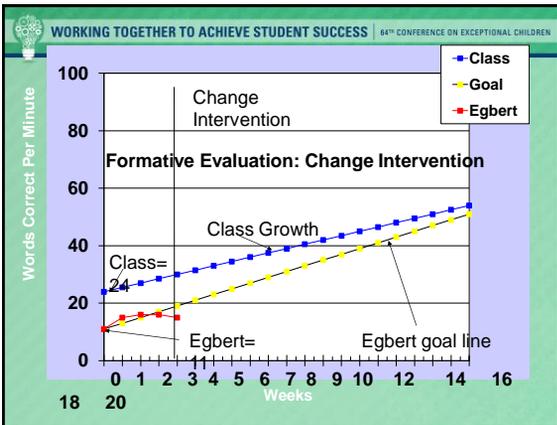
Case I - Egbert

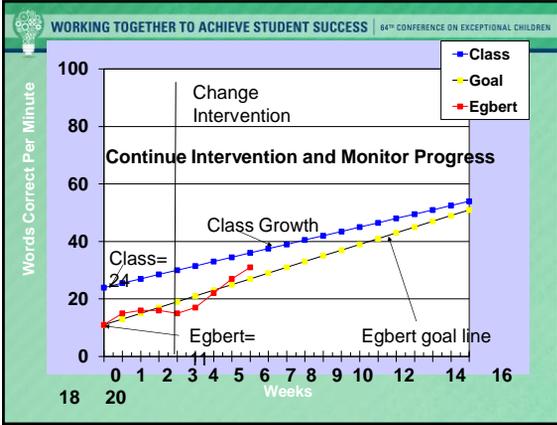
- Egbert: middle of Kindergarten
 - Screening data, Eggie below benchmarks for Ktg in letter-sound recognition; behavioral problem
 - Now what?
 - Classroom instruction for all children emphasizing phonemic recognition skills
 - Additional small group instruction in the classroom with continued monitoring
 - Increase assessment once per month for Eggie and others similar to him

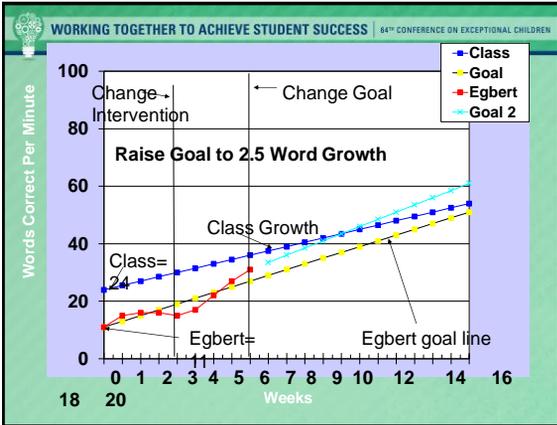


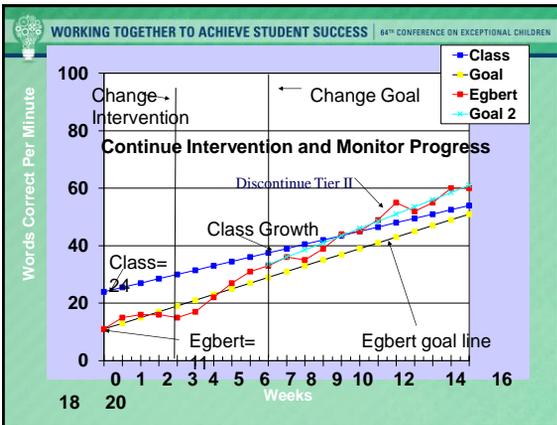












WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

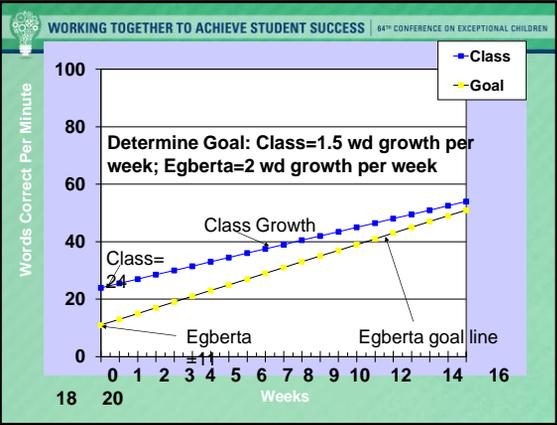
Decisions Re Egbert

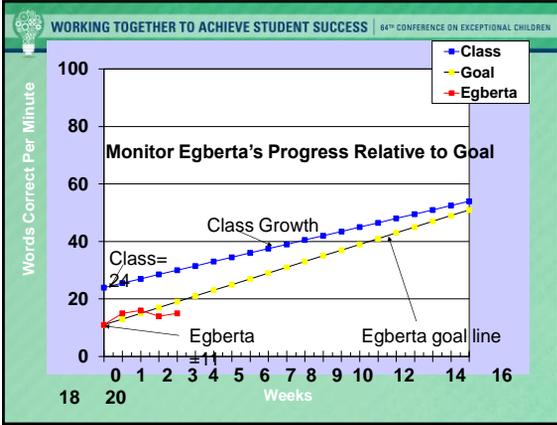
- Fade Tier II academic intervention
 - Reduce number of weekly sessions
 - Monitor progress to ensure continued progress
- Do NOT consider more intensive interventions

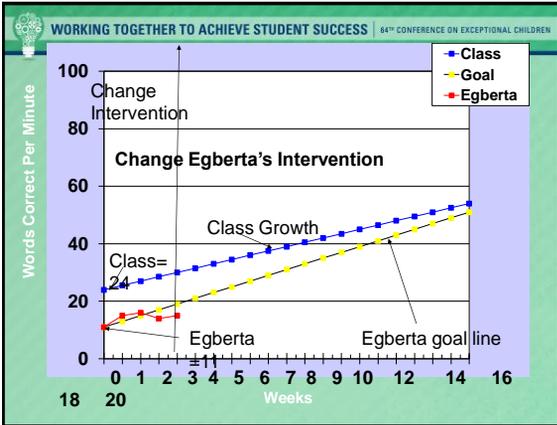
WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

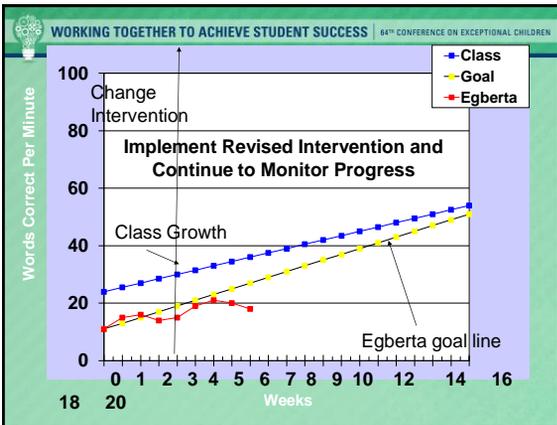
Case II: Egberta

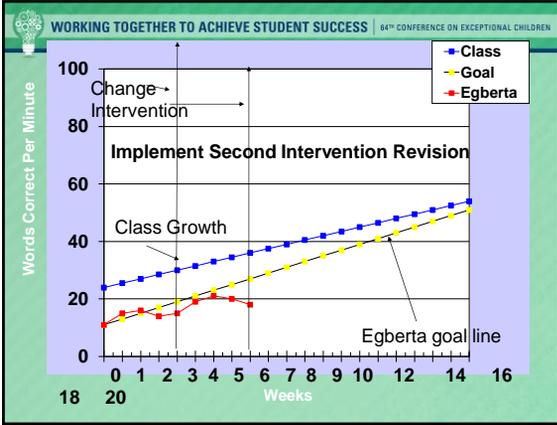
- Egberta (Egbert's twin sister)
 - Similar performance in reading
 - No behavioral issues, described as quiet, cooperative child who tries hard and does not disrupt the class
 - Would she be identified in the traditional system dependent on teacher referral?
 - Is identified through universal screening

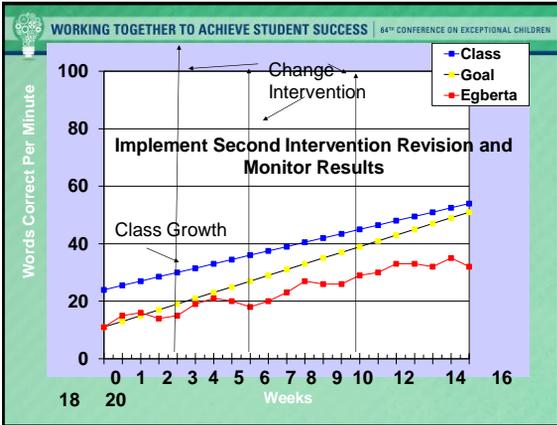


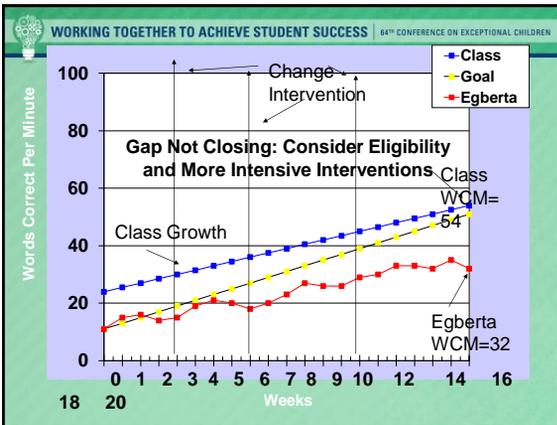












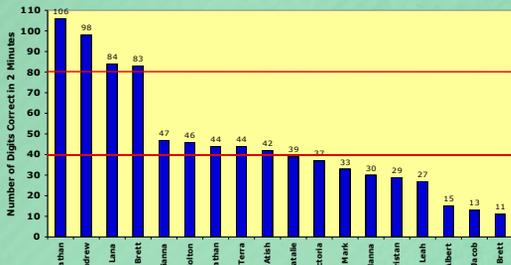
Egberta Consideration of Eligibility

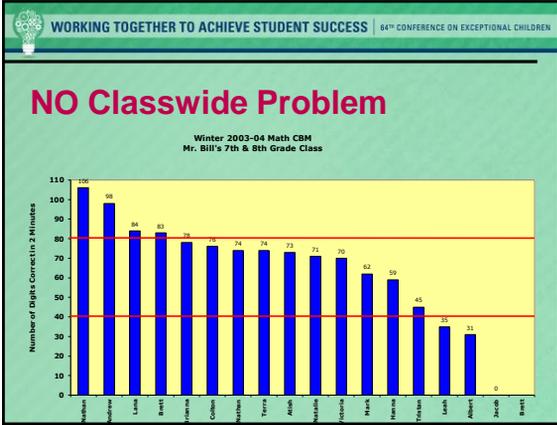
- **Levels Difference:** Large performance differences compared to peers
- **Rate Difference:** Large differences in rate and trajectories of learning compared to peers when provided with high quality interventions implemented over a significant period
- Documented Adverse Impact on Education
- Documented Need for Special Education

RtI/MTSS and Classrooms

Classwide Problem

Winter 2003-04 Math CBM
Mr. Bill's 7th & 8th Grade Class





WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

Q&A

Break

WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

Let's See RTI in Action

<http://rtinetwork.org/professional/videos/virtualvisits>

Boulevard Elementary School, Gloversville,
NY

Virtual Visit

WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

Scope of MTSS

- Academics (reading and math) and Behavior
- PreK - Secondary level
- For all students including those with disabilities, disadvantaged, ELL, and gifted/talented
- Common Core State Standards
- LD Identification

Let's look at RtI and Behavior



WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

RtI Application Examples

| | EARLY READING/LITERACY | SOCIAL BEHAVIOR |
|--------------------------------|--|--|
| TEAM | General educator, special educator, reading specialist, Title I, school psychologist, etc. | General educator, special educator, behavior specialist, Title I, school psychologist, etc. |
| UNIVERSAL SCREENING | Curriculum based measurement | SSBD, record review, gating |
| PROGRESS MONITORING | Curriculum based measurement | ODR, suspensions, behavior incidents, precision teaching |
| EFFECTIVE INTERVENTIONS | 5-specific reading skills: phonemic awareness, phonics, fluency, vocabulary, comprehension | Direct social skills instruction, positive reinforcement, token economy, active supervision, behavioral contracting, group contingency management, function-based support, self-management |
| DECISION MAKING RULES | Core, strategic, intensive | Primary, secondary, tertiary tiers |

Sugai, G., (August 1, 2007).

Rtl and Common Core State Standards

 WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

Common Core State Standards and RTI

- Universal Screening
 - Do screening instruments align with CCSS?
 - Will more students score below benchmark initially? If so, what will the impact be?
- Progress Monitoring
 - Do progress monitoring instruments align with CCSS?
 - Do cut points need to be adjusted to align with expectations?

The University of Texas at Austin Meadows Center

 WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

Common Core State Standards and RTI

- Core Curriculum
 - Is a new curriculum needed to align with CCSS?
- Tier 2
 - Will additional small groups be needed to develop CCSS skills?
- Tier 3
 - Will more collaboration be needed among intervention specialists, special educators and general educators?

The University of Texas at Austin Meadows Center

WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

- **NOT** “dump RTI for CCSS”



- **Rather** “use RTI to achieve CCSS”



WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

RTI and CCSS

- RTI can provide supports to students across tiers, to meet standards
 - Prevention
 - Remediation
 - Identification
 - Problem-solving
 - Decision-making

WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

RTI and CCSS

- Fifth-grade example:
 - “Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings”
 - What’s causing any problem?
 - Include informal curriculum-based assessment in the classroom
 - Provide remediation of foundational skills

 WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

RTI and CCSS

- Sixth-grade example:
 - “Write arguments to support claims with clear reasons and relevant evidence”
 - Provide explicit instruction
 - Conduct demonstration lessons that teachers can use later with other students
 - Share materials

 WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

Judy Elliott: RTI and LD Identification

- http://www.youtube.com/watch?v=QlXFmF0rhIQ&feature=player_embedded#!
- *Does RTI delay or deny identification of a learning disability?*

RtI and YOU!!!

Overall, Who Does RTI Where?

- RTI is not general education or special education – it is **ALL** education
- Classroom instruction and interventions include **consultation** and **collaboration** with special education and related services personnel

So, somewhere in the overall system, everyone and every place is involved – and the more integrated, the better

Why should YOU do NCRtl?

*It absolutely is
not as good
without you*

Roles for SLPs Tier 1- Focus on Prevention

- Serve on data team
- Conduct staff training on instructional strategies
- Observe student/teacher interactions
- Consult on modifications and differentiation
- Model instruction
- Provide materials
- Assist with screenings and progress monitoring
- Conduct classroom-based lessons

WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

Roles for SLPs
Tier 2- Focus on Remediation

- Continue supports from Tier 1, with increased consultation, collaboration and coordination of specialists and parents

WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

Roles for SLPs
Tier 3- Focus on Intervention

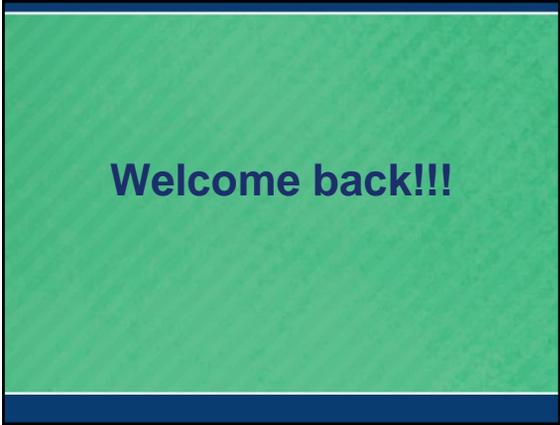
- Increase consultation with specialists
- Conduct dynamic assessment, i.e. observe and analyze communicative and academic behaviors of students and explore alternative instructional procedures to meet individual needs
- Conduct short-term remedial work with individual students

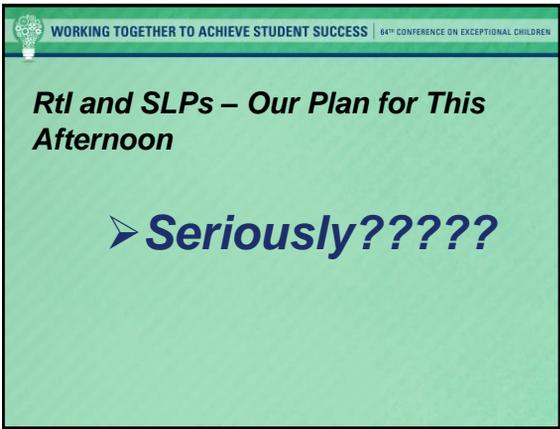
WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

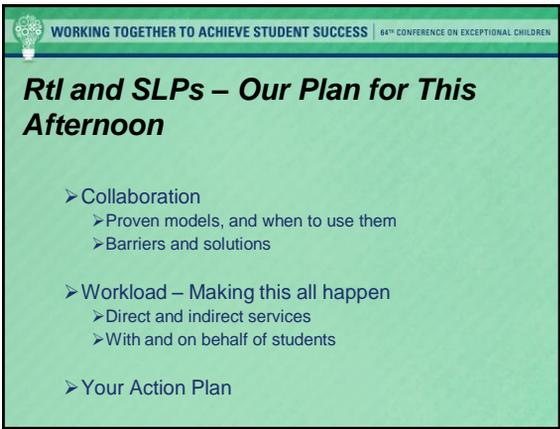
Q&A

Lunch









WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

Reflection 

Have you used some form of collaboration as part of services to students?

If so, was it a good experience or not-so-good experience?

Collaboration

WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

Warm-Up Reflection 

- 1. Write down some advantages and disadvantages of working by yourself*
- 2. With one other person, think of advantages and disadvantages of working with one other person*
- 3. As a large group, let's think of advantages and disadvantages of working with a group of people*

WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

Current demands in MTSS ...

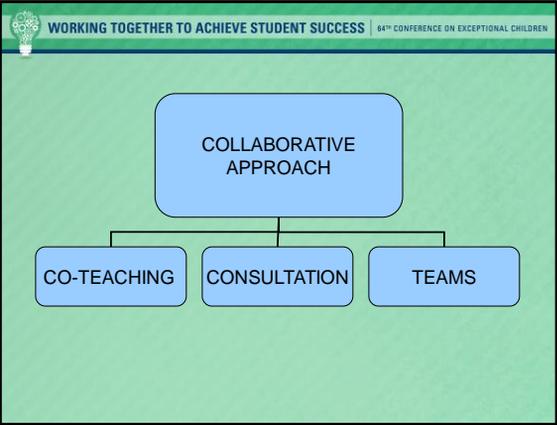
Classroom teachers and specialists are called upon to increase collaboration more than ever as specialists now:

- Serve on data team
- Conduct staff training on instructional strategies
- Observe student/teacher interactions
- Consult on modifications and differentiation
- Model instruction
- Provide materials
- Assist with screenings and progress monitoring
- Conduct classroom-based lessons
- Conduct dynamic assessments
- Conduct short-term remediation with students not in Special Education
- Include families at all tiers of MTSS

WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

Solution

- Digging deeper into Collaboration with a Capital "C"!
 - Approaches
 - Models
 - Supports that Work
 - Barriers and Solutions
 - Making it Work for *YOU!*



WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

- **Co-teaching**
- Consultation
- Teams



WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

Models of Co-Teaching

- 1 Teach 1 Assist
- Alternative Teaching
- Parallel Teaching
- Station Teaching
- Team Teaching



WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

1 Teach 1 Assist

- One teacher is responsible for teaching, one teacher circulates throughout the classroom monitoring progress and providing assistance to students as needed.
- Both teachers share roles and responsibilities for working with students over time in such a way that the distinction between generalist and specialist is not obvious.

Benefits and Drawbacks

1 Teach, 1 Assist

- Requires little joint planning
- Specialist may become an assistant
- Can allow specialist to focus expertise on certain students as needed
- Can be distracting
- Students may become dependent learners

Alternative Teaching

- One teacher takes responsibility for the large group while the other works with a smaller group for a specific instructional purpose.

Benefits and Drawbacks

Alternative Teaching

- Provides highly intensive instruction in the classroom
- May create stigma for students who need special help if repeatedly grouped
- Can provide preteaching or reteaching for students who need it
- Can be used for skills assessment

Parallel Teaching

- The teachers are both teaching the same information, but they divide the class group and do so simultaneously.
- This approach can be used frequently if noise level is not distracting and both teachers pace instruction accordingly.

Benefits and Drawbacks Parallel Teaching

- Lower student-teacher ratio
- Allows more student participation
- Allows differentiation of instruction
- Can present opposing perspectives on topics
- Must be careful that the same content is covered in both groups – may not work well for initial instruction

Station Teaching

- Teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group.

Benefits and Drawbacks Station Teaching

- Allows separate planning and different teaching styles
- Lower student-teacher ratio
- Can be noisy
- Movement can be disruptive
- Must be careful about sequence of activities at stations

Team Teaching

- Both teachers share the planning and delivery and have equally active roles in leading the class.
- Both teachers are actively engaged in the delivery of core instruction.

Benefits and Drawbacks Team Teaching

- Can be very energizing and innovative for teachers
- Provides role models for students
- Clearly communicates equity of status
- Requires greatest level of mutual trust, commitment, and communication
- Requires compatibility and flexibility

WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

Reflection



How many models of co-teaching are you using now?

WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

- Co-teaching
- **Consultation**
- Teams





WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

Consultation

School consultation is a process in which one professional assists another to address a problem concerning a third party.

WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN



Teacher = *consultee*

Specialist = *consultant*

Students = *beneficiaries*



WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

Comprehensive Consulting

- Listen carefully to your consultee
- Consider this a partnership to support students
- Avoid being a “one-time expert”
 - Participate in planning, implementation, and monitoring/evaluating

WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

Expanded Consulting

- Expand the original definition of “one professional assists another”
- Consult to a team or a small group

WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

Reflection



Are you engaged in consulting at your school? Is it part of your assignment? Is it in your schedule?

WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

- Co-teaching
- Consultation
- **Teams**





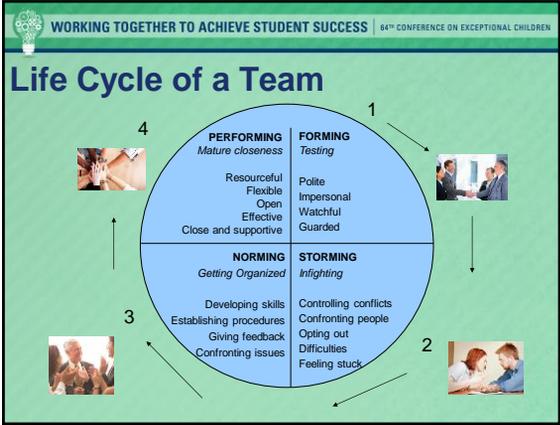
WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

Definition of Educational Team:

(from Friend and Cook)

A set of **interdependent individuals** with **unique skills and perspectives** who **interact directly** to achieve their **mutual goal** of providing **students** with effective educational programs and services.





WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

Reflection

Think of teams that you are currently on or have been on in the past. Include work settings as well as community, church, volunteer work, etc.

Think of one that was effective, and one that was not productive.

Identify the factors that contributed to those teams' success or struggles.

Implementing Collaboration in the Schools: Challenges and Solutions

WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 94TH CONFERENCE ON EXCEPTIONAL CHILDREN

Challenges

```

    graph TD
      JP[Joint Planning] --- C[Conflict]
      JP --- R[Roles]
      C --- R
  
```

Challenges Related to Joint Planning

WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 94TH CONFERENCE ON EXCEPTIONAL CHILDREN

JOINT PLANNING

- Essential for collaborating, but when do you fit it in???
- The problem is SCHEDULING

WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

Reflection



- *Do you have time in your schedule for joint planning? If so, how much and how often?*

Scheduling Tips



WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

Scheduling Tips

- Think “workload,” scheduling classrooms and activities rather than students



Scheduling Tips

- Think "workload," scheduling classrooms and activities rather than students
- Schedule teacher teams for shared lunch and planning



Scheduling Tips

- Think "workload," scheduling classrooms and activities rather than students
- Schedule teacher teams for shared lunch and planning
- Offer continuing education credit or a stipend for planning time outside of contract hours



Scheduling Tips

- Think "workload," scheduling classrooms and activities rather than students
- Schedule teacher teams for shared lunch and planning
- Offer continuing education credit or a stipend for planning time outside of contract hours
- Start late or end early one day a week to free all staff for joint planning



WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

Scheduling Tips

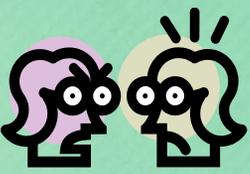
- Think “workload,” scheduling classrooms and activities rather than students
- Schedule teacher teams for shared lunch and planning
- Offer continuing education credit or a stipend for planning time outside of contract hours
- Start late or end early one day a week to free all staff for joint planning
- Use email and web sites to supplement face-to-face communication



Challenges Related to Roles

WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

ROLES



- General educator concerns
 - Invasion of my turf
 - Accountability
 - Time limitations
 - Inadequate support
- Concerns of special educators
 - Caseloads
 - Paperwork
 - Role/status ambiguity

To Help Differentiate Roles:

| | General Educator | Special Educator |
|-------------------|------------------|------------------|
| Special Expertise | | |
| General Knowledge | | |

| | General Educator | Special Educator |
|-------------------|---|------------------|
| Special Expertise | Content Curriculum Pedagogy | |
| General Knowledge | Individual student needs Instructional modifications | |

| | General Educator | Special Educator |
|-------------------|------------------|---|
| Special Expertise | | Individual student needs Instructional modifications |
| General Knowledge | | Content Curriculum Pedagogy |

WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

| | | |
|-------------------|--|--|
| | General Educator | Special Educator |
| Special Expertise | Content Curriculum Pedagogy | Individual student needs Instructional modifications |
| General Knowledge | Individual student needs Instructional modifications | Content Curriculum Pedagogy |

WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

Reflection



Have you experienced role confusion while collaborating?

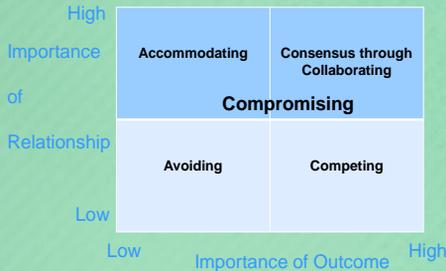
If so, could this acknowledgement of role differentiation have helped?

Challenges Related to Conflict

CONFLICT

Conflict is a struggle that occurs when individuals, interdependent with others, perceive that those others are interfering with their goal attainment.

Conflict Response Styles



Conflict Can Be Productive

Through discussion of different perspectives and alternatives, conflict can be an opportunity for:

- Professional growth
- Better outcomes for students

WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

Reflection



- Think of advantages and disadvantages of each conflict response style



WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

Q&A

Break



Workload

WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

Reflection



- *What percentage of your work week do you spend in:*
 - Direct services to students in pull-out
 - Direct services to students in classrooms
 - Consulting with teachers
 - Meetings
 - Planning
 - Paperwork
 - Calls with parents and agencies
 - Other ...

Are these activities reflected in your schedule?

WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

The Problem ...

- There's a big disconnect between what you **do** and what is in your **schedule**



It's time to schedule your workload

Let's track Brianna

- Week 1: no services
- Week 2:
 - T – 40 min small group (2) with LS
- Week 3:
 - M – 40-min small group (4)
 - T – 40-min small group (2)
- Week 4:
 - T – 20-min drill
- TOTAL: 140 min/4wks, small groups, indiv, collaboration with LS

Scheduling Tips

- Be fluid and flexible across weeks, locations, and formats
- Use large blocks and short bursts
- Schedule meetings and planning immediately after dismissal on a rotating basis across weeks
- Schedule classrooms

Q&A



PLAN OF ACTION!

 WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

Redefine Who You Are

- *You're a professional who:*
 - *contributes to the success of students ...*
 - *by working with and on behalf of students...*
 - *throughout the school community ...*
 - *by contributing your expertise ...*
 - *to students, teachers, related service providers, administrators, and parents*

 WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

Redefine What You Do

- You provide both direct and indirect services to students across tiers
- You support teachers and families through collaboration and consultation
- You provide training

Make it Happen



- *Choose three ways you could begin to change your schedule to include work you'd like to do across all three tiers*
- *Begin to fill in a blank schedule with ways to modify your current schedule*

Helpful Resources

- www.rtinetwork.org
- www.ncpublicschools.org/curriculum/responsiveness/
- www.nrclid.org/symposium2003/
- www.nasdse.org
- Idea.ed.gov

ASHA Resources

- *A Workload Approach for Establishing Speech-Language Caseload Standards in the Schools*
- *Guidelines for the Roles and Responsibilities of the School-Based Speech-Language Pathologist*
- *Roles and Responsibilities of Speech-Language Pathologists With Respect to Reading and Writing in Children and Adolescents*





WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS

64TH CONFERENCE ON EXCEPTIONAL CHILDREN

SLPs' Role in Effective RtI/MTSS Programs

CAPTURE SHEET FOR VIDEOS

Take-Away Messages

Action Steps

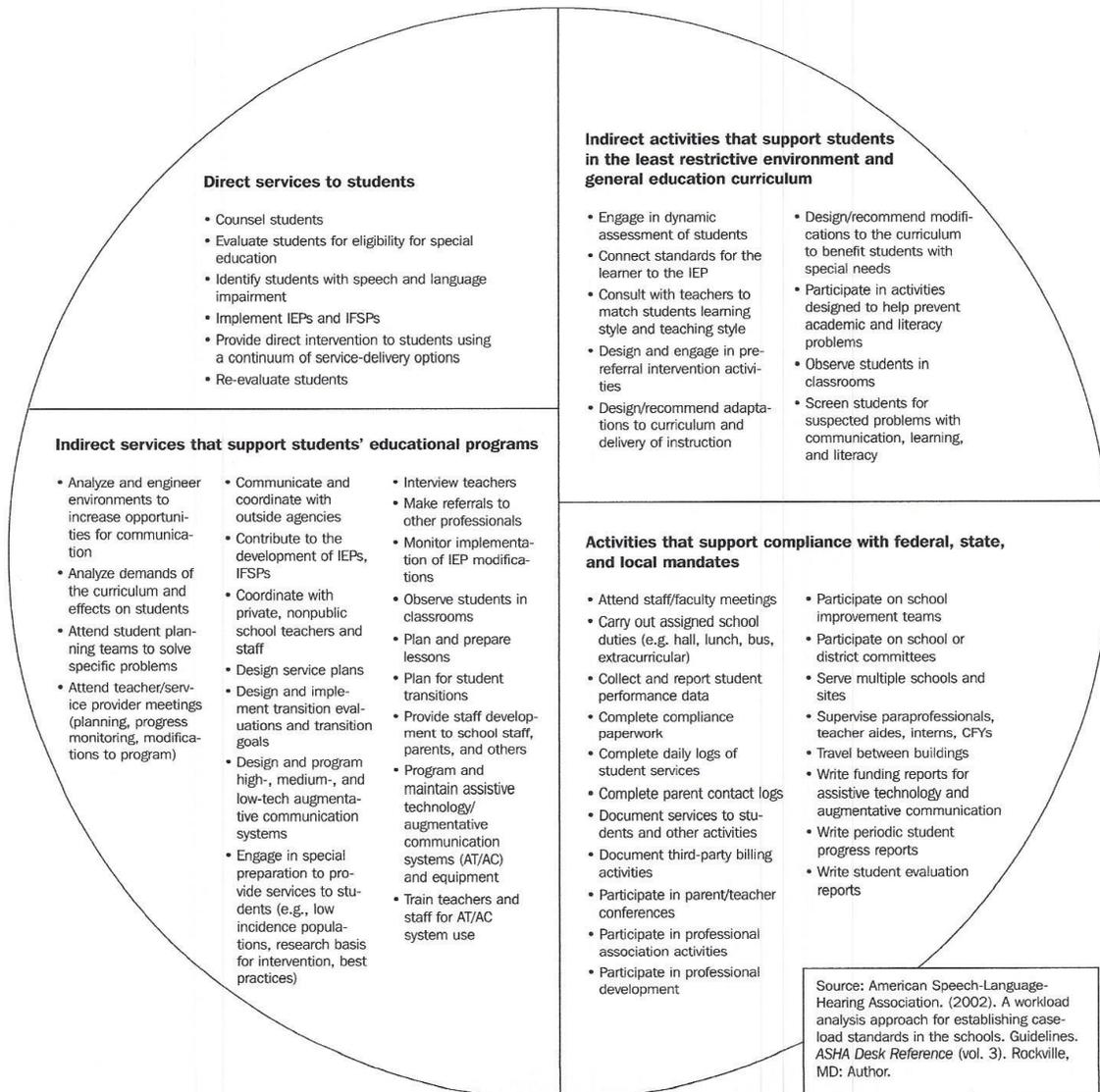


RtI Application Examples

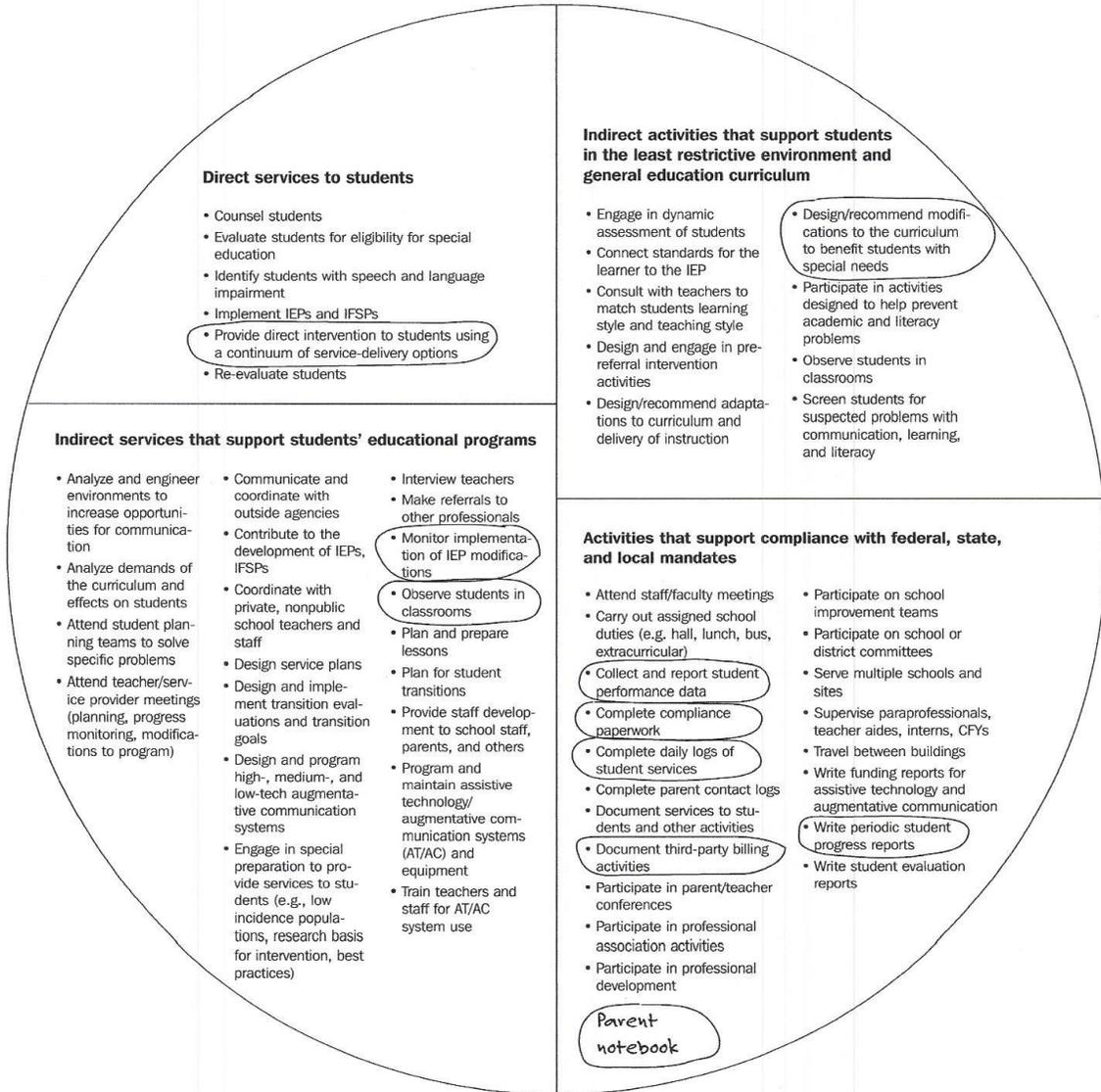
| | EARLY READING/LITERACY | SOCIAL BEHAVIOR |
|--------------------------------|--|--|
| TEAM | General educator, special educator, reading specialist, Title I, school psychologist, etc. | General educator, special educator, behavior specialist, Title I, school psychologist, etc. |
| UNIVERSAL SCREENING | Curriculum based measurement | SSBD, record review, gating |
| PROGRESS MONITORING | Curriculum based measurement | ODR, suspensions, behavior incidents, precision teaching |
| EFFECTIVE INTERVENTIONS | 5-specific reading skills: phonemic awareness, phonics, fluency, vocabulary, comprehension | Direct social skills instruction, positive reinforcement, token economy, active supervision, behavioral contracting, group contingency management, function-based support, self-management |
| DECISION MAKING RULES | Core, strategic, intensive | Primary, secondary, tertiary tiers |

Appendix A

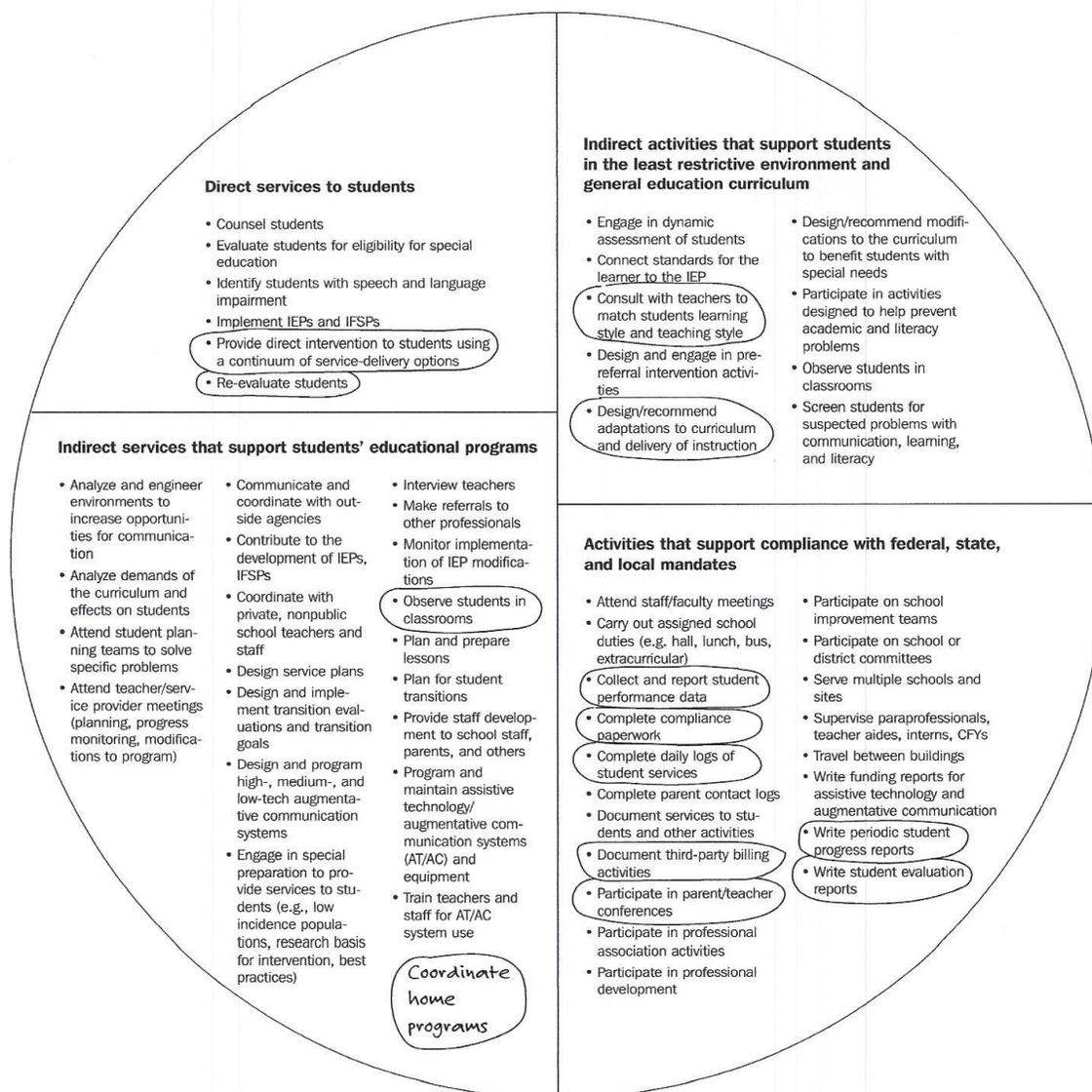
Workload Activity Clusters



Example 1: Michael



Example 2: Kwame



Student Service Analysis Worksheet

| Student Name | Direct Services | Indirect Services Supporting Education Program | Indirect Services Supporting LRE and Curriculum | Compliance and Other Activities |
|---------------------|---|---|---|--|
| <i>Michael</i> | Classroom 240 m/mo: Small group 120 m/mo: | Analyze data; write report 1 hr/qr. Observe in class 15 m/mo: | Consult with tech. re: curr 30 m/wk. | 3 rd party bill 30 m/wk. Reports and IEPs 1 hr/qr. |
| <i>Kwame</i> | Indiv 240 m/mo: Co-teach 45 m/wk. Reeval 2 hr./yr. | Analyze data; write report 4 hr./yr. Observe in class 30 m/mo: Consult with parents for home program 15 m/wk. | Plan co-teach 15 m/wk. email Curr. Mod. 15 m/wk. email | 3 rd party bill 30 m/wk. Compliance paperwork 2 hr./yr. Parent conference 90 m/yr. |
| | | | | |

Where to Start?

ASHA offers school-based SLPs some step-by-step information about incorporating the workload approach to scheduling:

- Practice Portal—Caseload and Workload: on.asha.org/CaseWorkloadChar
- Examples and worksheets for the workload analysis approach: www.asha.org/slp/schools/examples

Sample Schedules

Schedule by Activity Blocks (one-week sample)

| | MON | TUES | WED | THURS | FRI |
|-------------|--------------|--------------|-------------------------|----------------|-------------------------|
| 7:45–8:15 | RTI Tier II | | RTI Tier II | | Prep |
| 8:30–9 | IEP Services | IEP Services | IEP Services | IEP Groups | Assessment |
| 9–9:30 | | Classroom | Classroom | | |
| 9:30–10 | | Collaborate | IEP Groups | Collaborate | Indirect RTI |
| 10–10:30 | | Gen Ed | | Gen Ed | Assessment |
| 10:30–11 | | Drill Bursts | | Drill Bursts | IEP Meetings |
| 11–11:15 | | | Drill Bursts | Articulation | |
| 11:15–11:45 | | | Lunch | | |
| 11:45–12 | Assessment | Compliance | Travel to High School | Individual IEP | Travel to High School |
| 12–12:30 | Observations | Paperwork | IEP Services | Compliance | IEP Services |
| 12:30–1 | IEP Services | Language | Sped Class | Paperwork | Sped Class |
| 1–1:30 | | Co-Teach | | Indirect | |
| 1:30–2:15 | | IEP Services | IEP Services | Observations | IEP Services |
| 2:15–2:45 | RTI Tier II | RTI Tier II | Compliance/IEP Meetings | RTI Tier II | Compliance/IEP Meetings |
| 2:45–3:30 | | | Conference | | |

Sample Weekly Flexible Schedule

| | MON | TUES | WED | THURS | FRI |
|-------------|----------------------------|--|----------------------------|------------------------------|----------------------------|
| 7:45–8:15 | RTI Artic Lab | RTI Artic Lab | RTI Artic Lab | RTI Artic Lab | Prep |
| 8:30–9 | IEP Language Group (K) | IEP Preschool Program for Children With Disabilities Class | IEP Language Group (K) | IEP Fluency Group (3–4 gr) | IEP Fluency Group (3–4 gr) |
| 9–9:30 | IEP Phono Processing Group | IEP PPCD Class | IEP Resource Class | IEP Phono Processing Group | Assessment/IEP Meetings |
| 9:30–10 | IEP Language Group (2–3) | Collaboration gen ed | IEP Language Group (2–3) | Collaboration gen ed | Indirect RTI Activities |
| 10–10:30 | Fluency/Artic Group | IEP Language Group (1st–2nd) | Fluency/Artic Group | IEP Language Group (1st–2nd) | Assessment/IEP Meetings |
| 10:30–11 | IEP Language/Artic Group | IEP Language Group | IEP Language/Artic Group | IEP Language Group | Assessment/IEP Meetings |
| 11–11:15 | Apraxia/Artic Drill bursts | Apraxia/Artic Drill bursts | Apraxia/Artic Drill bursts | Apraxia/Artic Drill bursts | Assessment/IEP Meetings |
| 11:15–11:45 | Lunch | Lunch | Lunch | Lunch | lunch |
| 11:45–12 | Fluency Group | IEP PPCD Class | Secondary Campus | Fluency Group | Secondary Campus |
| 12–12:30 | | IEP PPCD Class | Sped Class | IEP PPCD Class | Sped Class |
| 12:30–1 | Artic Group (K) | Language Co-teach | Sped Class | Artic Group (K) | Sped Class |
| 1–1:30 | Language Group (4th) | Language Co-teach | Language Group | Classroom observation | Language Group |
| 1:30–2:15 | Classroom observation | Language Group (4th) | Language Group | Language Group (4th) | Language Group |
| 2:15–2:45 | RTI Language Lab | RTI Language Lab | Assessment/IEP Meetings | RTI Language Lab | Assessment/IEP Meetings |
| 2:45–3:30 | Conference | Conference | Conference | Conference | Conference |

Workload Schedule Worksheet: Week 1

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|------------|---|--|--|---|---|
| 8:00 a.m. | Duty Period | Duty Period: | Duty Period | Duty Period | Duty Period |
| 8:30 a.m. | In Rm 106 Autistic Support (10 students) | Observation in Rm 105: Reuben | In Rm 113: Language Center | In Rm 106 | In Rm 113 |
| 9:10 a.m. | Reuben Auditory-Verbal | In Rm 113: 20-minute Drill: Thomas 10-minute Drill: Jamar 10-minute Drill: Adam | Madison Aug Comm | Autistic Support 10-minute Drill: Steven 10-minute Drill: Maryette 10-minute Drill: Sarah 10-minute Drill: Thomas | Phonological Awareness Phonological Awareness Cont'd |
| 9:50 a.m. | In Rm 113: 10-minute Drill: Brandon 20-minute Drill: Madison 10-minute Drill: Steven | In Rm 106 Autistic Support | Brandon G., Jamala, Jerney | 10-minute Drill: Jamar 10-minute Drill: Adam 10-minute Drill: Brandon 10-minute Drill: Savannah | Jerney, Aamin |
| 10:30 a.m. | 10-minute Drill: Jerney 10-minute Drill: Savannah 10-minute Drill: Maryette 10-minute Drill: Sarah | Torri, Jasan, Andrew | Instructional Support | Arthur, Mark, Jasmine B | In Rm 105: Reading Brandon G., Reuben, Jamala |
| 11:10 a.m. | Robert, Michael, Traunte, Jasmine | Hydia, Monier, Arthur | Instructional Support | Hydia, Monier, Marcell, Dianond | In Rm 105: Reading Cont'd |
| 11:50 p.m. | Lunch | Lunch | Lunch | Lunch | Lunch |
| 12:30 p.m. | Kaitlyn, Garreth, Kaitlin | 20-minute Drill: Devin, Charles 20-minute Drill: Madison | Devin, Charles, Madison | In Rm 212: Reading: Kaitlyn, Garreth, Rachel, Jaymie | Aug Comm Programming: Parent Contacts, Curriculum Modifications |
| 1:10 p.m. | Rachel, Jaymie | 20-minute Drill: Rachel 20-minute Drill: Jaymie | 20-minute Drill: Rachel 20-minute Drill: Jaymie | In Rm 212: Reading: Cont'd | Paperwork |
| 1:50 p.m. | Devin, Charles | Quiree, Jasad | Reuben, Torri, Aamin | Madison | |
| 2:30 p.m. | Primary Team Meeting | Consult With Ed Audiologist | Faculty Meeting | Aug Comm Programming | |

Workload Schedule Worksheet: Week 2

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|------------|--|--|--|---|---|
| 8:00 a.m. | Duty Period | Duty Period | Duty Period | Duty Period | Duty Period |
| 8:30 a.m. | In Rm 106: Autistic Support (10 Students) | Kelsey, Kayla With L.S Teacher | In Rm 113: Language Center | In Rm 106: Autistic Support | In Rm 113: Phonological Awareness |
| 9:10 a.m. | Reuben Auditory-Verbal | Tequasha, Brianna With L.S Teacher | In Rm 113: Language Center Cont'd | In Rm 113: 10-minute Drill: Steven 10-minute Drill: Maryette 10-minute Drill: Sarah 10-minute Drill: Thomas | In Rm 113: Phonological Awareness |
| 9:50 a.m. | Dajuan, Alaric | In Room 106: Autistic Support (10 Students) | Brandon G, Jamala | 10-minute Drill: Brandon 10-minute Drill: Savannah 10-minute Drill: Adam 10-minute Drill: Jamar | Quiree, Jermey, Jasad, Aamin |
| 10:30 a.m. | Dameon, Tashayla | Hydia, Monier, Arthur | Instructional Support | Arthur, Mark, Jasmine B. | In Rm 105: Reading: Brandon G, Reuben, Jamala |
| 11:10 a.m. | 20-minute Drill: Ahjalay 20-minute Drill: Myeshia | 20-minute Drill: Devin, Charles 20-minute Drill: Madison | Instructional Support | Hydia, Monier, Marcell | Lunch and Travel |
| 12:30 p.m. | Ibrahim, Izaiab | 20-minute Drill: Rachel 20-minute Drill: Jaymie | 20-minute Drill: Rachel 20-minute Drill: Jaymie | In Rm 212: Reading Katilin, Devin, Charles | |
| 1:10 p.m. | Devin, Charles | A`quilia | Reuben, Torri, Aamin | In Rm 212: Reading | |
| 1:50 p.m. | Madison | Jerney | Madison Aug Comm | Diamond | |
| 2:30 p.m. | Intermediate Team Meeting | With Teacher, Rm 105 | Consult With Teacher, Rm 106 | Paperwork | |

Madison's Schedule

- Week 1:
 - M – 20-min drill
 - T – 20-min drill
 - W – 40-min indiv Aug Comm, 40-min small group
 - Th – 40-min indiv
- Week 2:
 - M – 40-min indiv
 - T – 20-min drill
 - W – 40-min indiv Aug Comm
- Week 3:
 - M – 40-min small group
 - W – 40-min indiv Aug Comm
- Week 4:
 - T – 20-min drill
 - W – 40-min Aug Comm with Vision Tchr and OT

- TOTAL: 400 min/4 wks, indiv drill and AC, sm gr, collaboration

Brianna's Schedule

- Week 1: no services
- Week 2:
 - T – 40 min small group (2) with LS
- Week 3:
 - M – 40-min small group (4)
 - T – 40-min small group (2)
- Week 4:
 - T – 20-min drill

- TOTAL: 140 min/4wks, small groups, indiv, collaboration with LS

Weekly Schedule

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------|---------------|----------------|------------------|-----------------|---------------|
| 8:00 AM | | | | | |
| 8:30 AM | | | | | |
| 9:10 AM | | | | | |
| 9:50 AM | | | | | |
| 10:30 AM | | | | | |
| 11:10 AM | | | | | |
| 11:50 AM | | | | | |
| 12:30 PM | | | | | |
| 1:10 PM | | | | | |
| 1:50 PM | | | | | |
| 2:30 PM | | | | | |
| 3:10 PM | | | | | |
| 3:40 PM | | | | | |