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## **How Do SLPs Blend Their Expertise Into the Rtl Model?**

**Presenter:** Marva Mount, M. A., CCC-SLP

**Moderated by:**

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# How Do SLPs Blend Their Expertise Into the RtI Model?

Marva Mount, M. A., CCC-SLP

## Learner Outcomes

- \* Discuss the role of the SLP in the RtI three-tier process
- \* List three practical strategies for the SLP to implement when dealing with the RtI process
- \* Identify at least one speech and/or language activity that may be utilized at each tier of the RtI three-tier model

## Agenda for Today

- \* Introduction (5 minutes)
- \* Background/review of the RtI three-tier model (10 minutes)
- \* Possible roles for the SLP in the RtI three-tier model (15 minutes)
- \* Activities for each tier of the RtI model (25 minutes)
- \* Questions (5 minutes)

## How Have Things Changed for Us?

- \* Speech Correctionist → Professional Resource
- \* Standardized → Performance-Based
- \* Services in Isolation → Collaboration
- \* Pull Out → Integrated Classroom Services
- \* Decontextualized → Contextualized
- \* Discrete Skills → Broad Strategies

(Carmichael-Howell and Dezarn-Lynch)

## How Have Policy Changes Influenced Our Practices? (Moore 2008)

- \* “Forced” to shed ineffective practices
  - ✓ Old assessment practices
  - ✓ Service delivery models
  - ✓ Working in isolation
  - ✓ Use of materials not connected to academic standards/skills

## What Do We Know?

- \* 80% of children receiving special education services are speech and/or language impaired
- \* 75% of children receiving speech services are seen two times per week for 20-30 minute blocks

## Research tells us...

- \* Student achievement increases when:
  - \* Student needs are clearly defined and matched with appropriate intervention
  - \* Appropriate goal setting is paired with frequent progress monitoring to determine effectiveness of instruction

## Nationwide, Speech-Language Pathologists are Dealing with School-based Struggles by:

- \* Change in service delivery models
- \* Use of an RtI model

## Two Guiding Principles

- \* All children can learn when provided with effective instruction
- \* Most academic difficulties can be prevented with early intervention provided by immediate intervention

## Core Principles of RtI

- \* We can effectively teach all children
  - \* Evidence-based instruction
  - \* Highly qualified teachers
  - \* Systematic instruction
  - \* Intervene EARLY
- \* Use a multi-tier model of service delivery (three tiers)
  - \* Provide real time intervention for struggling students
  - \* Assists with the identification of students with actual disabilities
- \* Use a problem solving method of decision making
  - \* Define problem in measurable terms
  - \* Analyze the problem and contributing variables
  - \* Develop a plan to address the specific problem
  - \* Implement the plan
  - \* Evaluate the plan's effectiveness CONTINUALLY
- \* Use research-based, scientifically validated instruction and intervention
- \* Monitor student progress to SHAPE instruction
- \* Make decisions using student performance data
- \* Use assessment for a variety of purposes

## The WHAT

- \* What RtI IS:
  - \* Effective instruction with emphasis on teacher actions that make students successful
  - \* Data driven
  - \* General education effort
  - \* Alternative approach to the diagnosis of learning disability
  - \* Process used to determine if a child responds to scientific, research-based intervention(s)

## The NOT

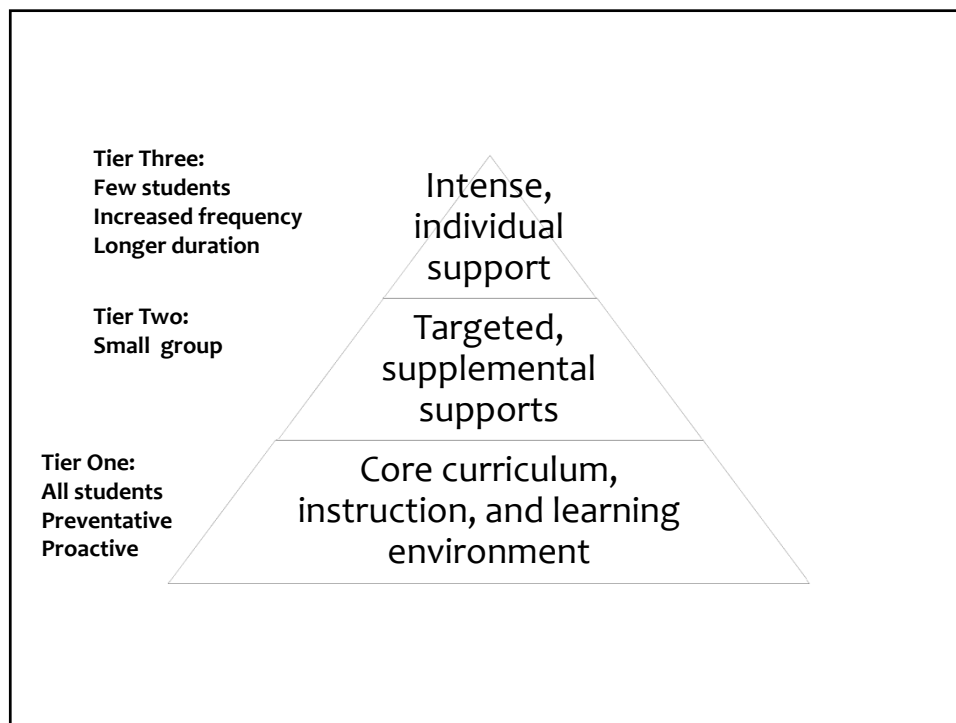
- \* System for identifying what is “wrong” with a student
- \* Pre-referral system ONLY
- \* Holding place for students with behavior and/or academic challenges
- \* Special education placement
- \* A Curriculum
- \* Additional period of a subject or of ELL class
- \* Adjective to describe students, teachers or classes



## What is needed to implement RtI effectively?

- \* Well-functioning school-based problem solving team
- \* Uniform school-wide screening and progress monitoring
- \* Systematic analysis of available data
- \* Examination of current core academic programs
- \* Identification of evidence-based interventions for Tier Two and Three
- \* Determination of who will monitor progress of interventions
- \* Framework for data-based decision making

(Carmichael-Howell and Dezarn-Lynch)



## Tier One – Serving the Needs of ALL Students

- \* Universal screening and progress monitoring
- \* Support needed in phonemic awareness, phonics, reading fluency, vocabulary and comprehension
- \* Clearly defined objectives
- \* Teaching whole-group lesson one time per week (ex: phonemic awareness)
- \* Supplementary materials/teaching aids (visuals)
- \* Use experiences to connect with new concepts
- \* Make input comprehensible
- \* Give many opportunities for interaction

## Tier Two – Focused, Supplemental Instruction for Targeting Specific Skills not Developed in Tier One

- \* Small group instruction
- \* 30 minutes per day
- \* Goals for each student, objectives for each lesson
- \* Content and materials appropriate for each student's ability
- \* Teach skills explicitly (break into small steps, guided practice, independent practice)
- \* Small group size
- \* Conduct at a rapid pace, responding to student responses frequently
- \* Provide opportunities for many correct responses
- \* Praise correct responses

Tier Three – Most Intense Level of Intervention to Remediate Existing Problems and Prevent more Severe Problems from Occurring

- \* Small group instruction similar to that of Tier Two, but more frequent and for longer duration
- \* Intervention may be individually administered by teacher or specialist

The **BIGGEST** benefit of the RtI model is PREVENTION rather than “Wait to Fail”

## What Now? (Ehren 2008)

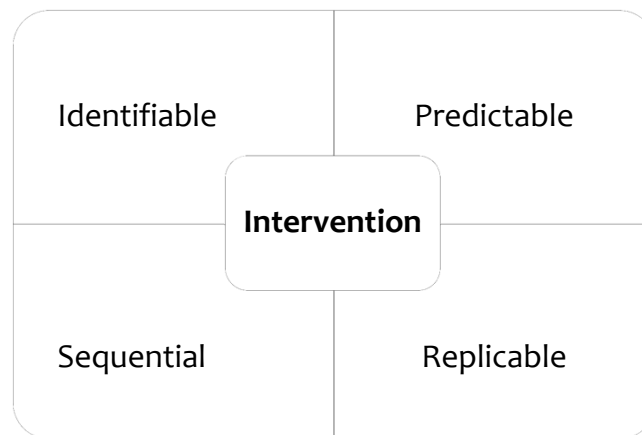
- \* Start with end in mind
  - \* Define student success
  - \* Approach intervention needed to get there
- \* Mingle intervention and delivery
  - \* Collaboration
- \* Be a source to teachers
- \* Choose your battles
  - \* Scaffold intervention (baby steps)
- \* Engage students as partners
  - \* Goal setting
  - \* Progress monitoring

## Interventions Work Best When...

- \* Provided by the speech-language pathologist and the teacher using a collaborative model
- \* The interventions are broad and non-specific
- \* The interventions are systematic and intensive

## Systematic Intervention (Montgomery 2008)

Interventions most effective when systematic and intensive



## What is an Intervention?

\*Interventions **TEACH** a specific skill or strategy by direct instruction and require data collection.

## Roles for the Speech-Language Pathologist (Troia, 2005, TLD)

### Tier One

- \* Professional development
  - \* Literacy; alphabetic principle, strategies for decoding and spelling; HOW to most effectively deliver instruction
  - \* Later vocabulary development; roots and prefixes
- \* How to select scientifically validated materials
- \* Consult
  - \* How to deliver effective universal instruction; setting up screening and progress monitoring
- \* Monitoring and assessing school teams

## Tier Two

- \* Consultation for teams delivering targeted instruction/interventions
- \* Direct role
  - \* May provide directed instruction for diagnostic/therapeutic instructional purposes
  - \* May make recommendations for interventions that will prevent long-term problems
  - \* If student does not respond to the intervention(s), then make referral for comprehensive assessment, if indicated

## Tier Three

- \* Providing specialized treatment for poor readers with language deficits who have not responded to universal instruction and targeted interventions
- \* Consulting with special educators to help them make services maximally beneficial
- \* Use of cyclical approach to increase availability of service to students (ex: 3 x 60 minutes for a grading period)

## Additional “Roles”

(RtI: New Roles for Speech-Language Pathologists  
[www.asha.org/members/SLP/schools/prof-consult/default.htm](http://www.asha.org/members/SLP/schools/prof-consult/default.htm))

- \* Leadership role
- \* Consult/Collaboration
- \* Roles are overlapping and synergistic
- \* “Value added” supporting students within the curriculum
- \* Increasing time IN classrooms
- \* Our assessment focuses on academics
- \* Our assessments are dynamic
- \* Our assessments reflect student performance on standards

## SLP Expertise Related to Academic Setting

- \* Vocabulary
- \* Grammar
- \* Paraphrasing
- \* Comprehension
- \* Higher level language (figurative language, analogies, metaphors)



<b>Collaboration: Self-Assessment Rubric</b> <b>Speech Pathologist - Teacher Role</b> (Modeled after the Dreyfus Scale by Lisa Rock at EBS Healthcare Presentation)				
Key Component	Novice	Apprentice	Practioner	Expert
<b>Building Partnerships</b>	SLP/T focus on task and less on collaboration; primarily resource.	SLP/T provides resources to support curriculum and suggests activities.	SLP/T have year plan to collaborate with staff in design and implementation.	SLP/T maximizes involvement with school-wide activities, professional learning.
<b>Instructional Leadership</b>	SLP provides service requested by teacher and IEP.	SLP/T promotes literacy skills to be integrated into instruction.	SLP/T integrates literacy skills into collaboratively planned, best practice.	SLP models and supports teachers in best practice design and implementation.
<b>Accommodating School Environment Factors</b>	SLP/T collaboration is limited by roadblocks - scheduling, support.	SLP/T attempt to modify factors; try to reach many staff members.	SLP/T create modification to environment and develop strategies; work with many.	SLP/T use strategies, overcome roadblocks to collaborate with all the staff.

	<b>Tier I Direct</b>	<b>Tier I Indirect</b>	<b>Tier II/III Direct</b>	<b>Tier II/III Indirect</b>
<b>Identification</b>	Administer expanded screener to determine level of intervention	Review results to determine language needs	Administer expanded screener to determine level of intervention	Review results to determine intervention
<b>Intervention Plan</b>	Co-teach/model lesson; station or parallel teach	Assist team with plan; provide material/handout communication development	Provide small group direct intervention	Adjust/revise plan with team; report response/data to intervention to team
<b>Level of Support</b>	Acquisition - only to teach the skill or strategy	Maintenance Generalization Consulting w/team	Acquisition Fluency of skill	Maintenance Generalization
<b>Grouping</b>	Large group Flexible grouping		Small group (same ability), Individual	
<b>Progress monitoring</b>		Periodic-beg/ mid/end, Check data for use in decision making		Frequent; respond quickly compare to aimline; data driven
<b>Setting</b>	Classroom/LRE (co-teach/model)	Classroom, other settings, home	Speech room, classroom, other	Home, classroom, other data collection
<b>Parent involvement</b>	Modeling skill for parent to address at home	Parent education, communication, home program		Parent education, communication, homework

## Integrating Curriculum

- \* SLP accountable for the academic success of students
- \* Deficits addressed by use of the curriculum
- \* Improved generalization
- \* Natural learning environment
- \* Reaching all at-risk students
- \* Collaboration = multiple agents to create change in students
- \* Heighten awareness of importance of language learning within the school culture

(Carmichael-Howell and Dezarn-Lynch)

## Focus of Service Delivery

- |  |                              |
|--|------------------------------|
| * Unique SLP skills                              | * Oriented toward curriculum |
| * Involve other professionals                    | * Supports learning          |
| * Have added value to overall education          | * Not disruptive to learning |
| * Seamless system of assessment and intervention | * Sufficiently intense       |
|  | * Evidence-based practice    |
|  | * Focus on generalization    |

## Strategies/Activities: Articulation

### Evidence-Based Articulation Interventions:

#### Complexity approach (Traditional)

- \* Language laws
- \* Clusters
- \* Phonemic targets

#### Motor Learning Strategies (Prevention oriented)

3 phases of motor learning:

1. Randomization
  2. Feedback
  3. Mass practice
- (Taps, 2007)

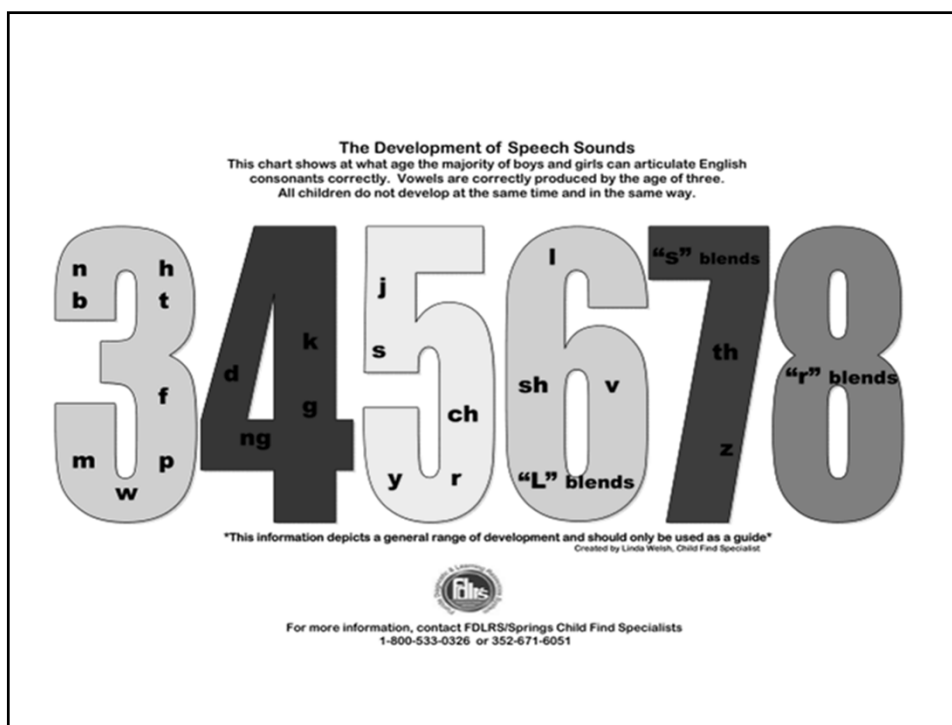
## EBP Interventions

### Tier One EBP Interventions

- “Take 20” presentation on carry-over
- Norm guide to teachers, parents
- “Speedy Speech,” 5 Minute Speech drill
- Teacher, parent visual cue for placement
- Re-state, and model for correct production

### Tier Two EBP Interventions

- ArticLab [www.superduperinc.com](http://www.superduperinc.com)
- Speech Improvement Class



## Strategies/Activities: Language

### Tier I RtI Interventions Supporting Language - Literacy

- \* Act It Out – The Bridge of Vocabulary, Montgomery
- \* LENA: Every Word Counts – Gilkerson & Richards
- \* Word Stories – Smith
- \* Loop Writer – [www.curriculumproject.com/loopwriter](http://www.curriculumproject.com/loopwriter)
- \* EAROBICS
- \* LIPS: Lindamood-Bell Phoneme Sequencing
- \* V/V: Lindamood-Bell Visualizing and Verbalizing
- \* Read Well
- \* Primary Phonics
- \* Scaffolding - Cloze Procedures - Wiig, Larson, Olson

## Tier III Interventions Supporting Language-Literacy

(Tier III interventions are the most intensive, with all interventions implemented with fidelity)

- \* Line Up Like A Sentence – Funnel to Phonics
- \* LanguageLinks – Wilson
- \* Colorful Letter Scramble – Bridge of Vocabulary, Montgomery
- \* Associated Vocabulary – Davies

## Colorful Letter Scramble Example

(Bridge of Vocabulary, Montgomery)

The first word in each expression is a color. The second word, when unscrambled, completes a common term associated with the color. Discuss the meaning of each expression.

















For Example:

1. BLUE + DOBOL
2. ORANGE + WOBL
3. BLACK + TREAMK
4. GRAY + TTAMER
5. PURPLE + THREA
6. WHITE + GASPE
7. RED + TARCEP
8. YELLOW + REFEV
9. GREEN + BMUTH
10. BROWN + SOEN

Home page WWC  
<http://www.ies.ed.gov/ncee/wwc/>

Reading comprehension			
Intervention	Topic Area	Improvement Index	Effective-ness Rating
<u><a href="#">Sound Partners</a></u>	<u><a href="#">Beginning Reading</a></u>	21	++
<u><a href="#">SpellRead™</a></u>	<u><a href="#">Beginning Reading</a></u>	20	+
<u><a href="#">Project CRISS®</a></u>	<u><a href="#">Adolescent Literacy</a></u>	20	+
<u><a href="#">Early Intervention in Reading (EIR)®</a></u>	<u><a href="#">Beginning Reading</a></u>	18	+
<u><a href="#">Reading Recovery®</a></u>	<u><a href="#">Beginning Reading</a></u>	14	+
<u><a href="#">Start Making a Reader Today® (SMART®)</a></u>	<u><a href="#">Beginning Reading</a></u>	14	+

Comprehension interventions from WWC  
<http://www.ies.ed.gov/ncee/wwc/>

<u>Peer-Assisted Learning Strategies</u>	<u>Beginning Reading</u>	 13	
<u>Lexia Reading</u>	<u>Beginning Reading</u>	 11	
<u>SuccessMaker®</u>	<u>Adolescent Literacy</u>	 11	
<u>Failure Free Reading</u>	<u>Beginning Reading</u>	 10	
<u>Fast ForWord®</u>	<u>Adolescent Literacy</u>	 8	
<u>Read 180</u>	<u>Adolescent Literacy</u>	 4	
<u>Reading Apprenticeship®</u>	<u>Adolescent Literacy</u>	 2	
<u>Reading Plus®</u>	<u>Adolescent Literacy</u>	 2	

More interventions from WWC  
<http://www.ies.ed.gov/ncee/wwc/>

## SLP Activities Across All Tiers (Ehren, et. Al., 2006)

- \* Use of evidence-based practices and research-based interventions
- \* Collaboration and consultation with fellow educators, specialists and parents
- \* Focus on language and related cognitive underpinnings of the curriculum
- \* Use of frequent progress monitoring and data-based decision making
- \* Use of varied service delivery models depending on student, school needs



## EBP Interventions across Tiers

HearBuilder:Phonological Awareness – *sound awareness for reading*, HearBuilder: Following Directions – *with basic concepts*, and HearBuilder:Sequencing  
[www.superduperinc.com](http://www.superduperinc.com)

START-In, Judy Montgomery [www.superduperinc.com](http://www.superduperinc.com)

LIPS: Lindamood-Bell Phoneme Sequencing, Visualizing and Verbalizing: Lindamood-Bell  
<http://www.lindamoodbell.com>

Read Well – <http://www.fcrr.org>

Primary Phonics - <http://eps.schoolspecialty.com>

Social Skills Improvement System (SSIS) Classwide Intervention Program, Elliott and Gresham; a structured, yet flexible way to teach 10 most important social skills to students from preK to adolescents.  
[www.pearsonassessments.com](http://www.pearsonassessments.com)

Story Grammar Instruction, Kimberly Merza and Chad Nye, University of Central Florida; EBP Briefs, Volume 3, 2008  
[www.pearsonassessments.com](http://www.pearsonassessments.com)

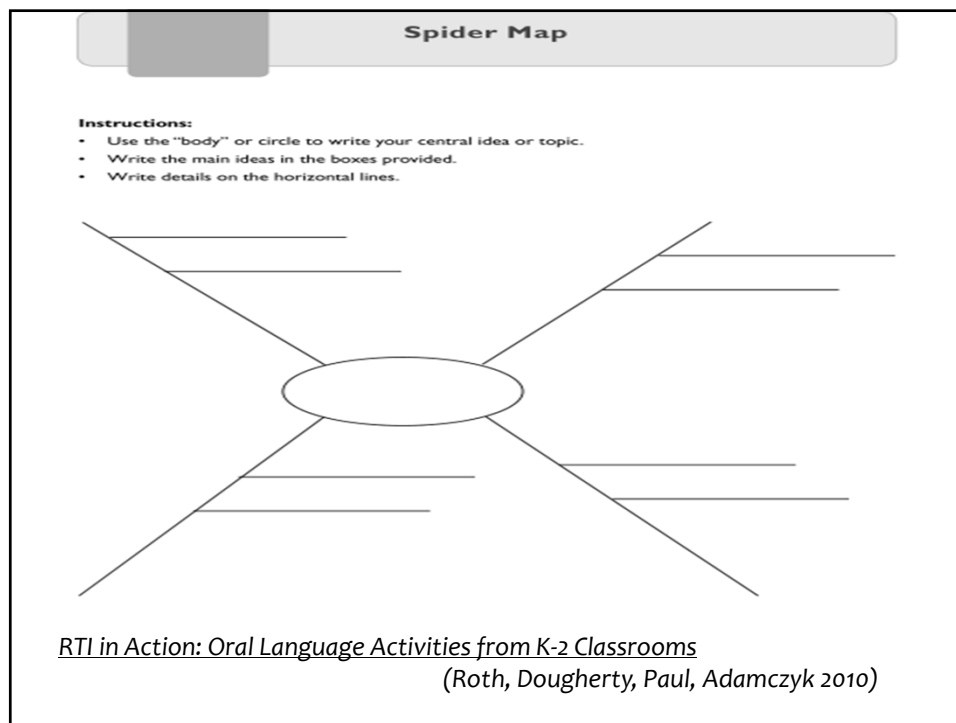
Multiple-Linguistic Word-Study Spelling Approach, Julie Wolter, Utah State University; EBP Briefs, Volume 3, 2008  
[www.pearsonassessments.com](http://www.pearsonassessments.com)

## Evidence-Based Strategies :

**Rtl in Action!** - An evidence based practice approach to Rtl with strategies presented in all tiers.

One example from the book, **Advanced Organizers**, offering visual graphics to enable student to access prior knowledge and understand basic organization of material to be learned prior to actually learning. Examples are semantic maps, thinking maps, and story charts.

The use of advanced organizers supports differentiated instruction, multi-modality learning, and a multi-tiered approach.



Story Map-1	
<b>Instructions:</b> Use the labeled boxes to write the information about the story you are reading.	
Setting	
Main Characters	
Problem or Conflict	
Events/Attempts/Actions 1. 2. 3. 4.	
Resolution/Solution/Conclusion	

*RTI in Action: Oral Language Activities from K-2 Classrooms*  
 (Roth, Dougherty, Paul, Adamczyk 2010)

Definition Map	
<b>Instructions:</b> <ul style="list-style-type: none"> <li>Fill in the map with the target word, and then, using the other shapes, provide a synonym, characteristics, examples, and relational words about the target word.</li> <li>Once the Definitions Map has been completed, use the filled-in map to formulate a definition.</li> <li>Put the definition in context by reading a paragraph from text.</li> <li>Use comparison elements and fill in words that are similar in meaning; discuss common and uncommon properties.</li> </ul>	
<b>Definition:</b> <hr/> <hr/>	

*RTI in Action: Oral Language Activities from K-2 Classrooms*  
 (Roth, Dougherty, Paul, Adamczyk 2010)

Classroom Resources

**Graphic Organizers**

[Help with Opening PDF Files](#)

Help your students children classify ideas and communicate more effectively. Use graphic organizers to structure writing projects, to help in problem solving, decision making, studying, planning research and brainstorming. Select a Graphic Organizer from the following list of links.

Clock	Cluster/Word Web 1	Cluster/Word Web 2	Cluster/Word Web 3
Describing Wheel	E-Chart	Fact and Opinion	Five W's Chart •
Flow Chart	Four-Column Chart	Garden Gate	Goal-Reasons Web •
Ice-Cream Cone	Idea Rake	Idea Wheel	Inverted Triangle V
ISP Chart (Information, Sources, Page)	KWL Chart	KWS Chart	Ladder
Problem-Solution Chart	Observation Chart	Persuasion Map	Planning Chart t
Spider Map	Sandwich	Sense Chart	Sequence Chart ?
Story Map 3	Step-by-Step Chart	Story Map 1	Story Map 2
Time-Order Chart	T-Chart	Ticktacktoe	Time Line
	Tree Chart	Venn Diagram	

You have permission to print and copy these pages for classroom use.

Evidence-Based strategy resource from Houghton Mifflin Harcourt  
[www.eduplace.com/graphicorganizer/](http://www.eduplace.com/graphicorganizer/)

Name \_\_\_\_\_ Date \_\_\_\_\_

**Sandwich Chart**

Write your topic at the top. Add details to the middle layers. Add a concluding sentence at the bottom.

**Topic:**

**Detail:**

**Detail:**

**Detail:**

**Concluding Sentence:**

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www.eduplace.com/graphicorganizer/

### Persuasive Essay

Subject: Language Arts

Grades: 9-12

Ages: 14-18

#### Lesson Objective

Students always have opinions, but they don't always know how to persuade someone else to accept their point of view. This Inspiration® lesson introduces students to persuasive writing and rhetorical technique.

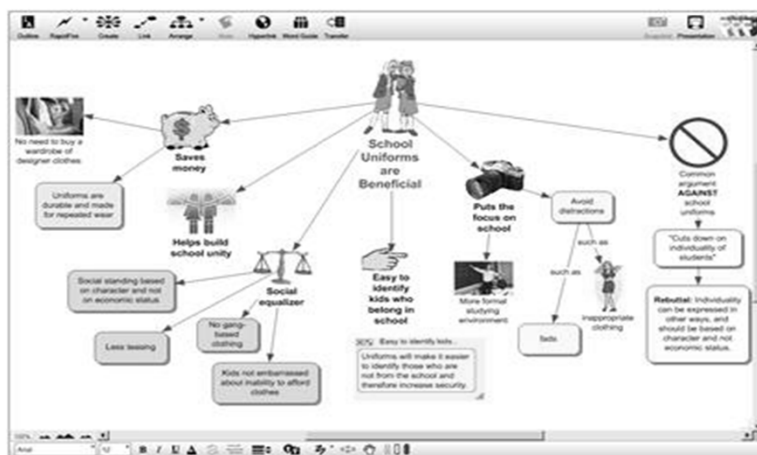
#### Teacher Instructions

1. In the week leading up to this lesson, have students read editorials from newspapers, magazines or online news sources. You may choose to assign specific editorials or allow students to find their own sources. Encourage students to take notes about their reading, paying close attention to good writing and techniques which make the reader reconsider an issue.
2. As a whole class, brainstorm issues that students feel strongly about, recording their information in Diagram View using the RapidFire® tool.



3. Break students into small groups. Each group should choose a specific issue, research the facts and arguments, choose a stance and begin to build out a graphic organizer in support of that stance. Encourage students to settle on several major reasons for their stance, as well as supporting facts or details for each of those reasons.

[www.inspiration.com/Examples/Inspiration](http://www.inspiration.com/Examples/Inspiration)



4. As students are building out their graphic organizers, ask them to consider the opposite stance, and arguments that could be made by the other side. For example, if students are arguing that school uniforms are beneficial, they will want to consider arguments *against* school uniforms, and form counterarguments.

[www.inspiration.com/Examples/Inspiration](http://www.inspiration.com/Examples/Inspiration)

## Generating Questions

Subject: Language Arts

Grades: K-5 (Ages 5-11)

### Lesson Objective

Active readers ask questions before, during and after reading text. Questioning spurs readers to think more deeply about the text and read with greater purpose. When, if at all, will the question be answered? Will the question be answered directly in the text or will the reader use explicit and implicit information to make an inference? Asking questions and seeking answers help students monitor their own comprehension. This Kidspiration® lesson engages students in asking and recording questions during the reading process, and determining how the questions were answered.

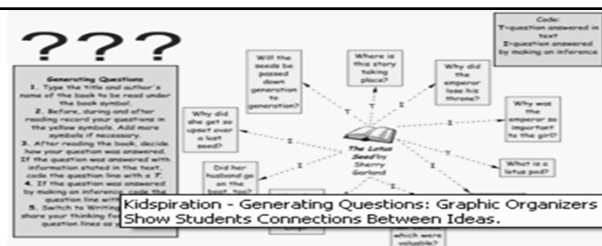
### Teacher Instructions

1. Open *Generating Questions.kia* from Kidspiration Starter>Activities>Reading and Writing. Explain that active readers ask questions before, during and after reading. When readers ask questions they monitor their comprehension and set a purpose for reading.



2. Share that during this lesson students will ask and record questions, search for answers to the questions, and determine how the questions were answered.
3. Model completing the activity using a pre-selected text that lends itself well to students asking questions before, during and after reading. Record questions in the yellow symbols. Should a teacher wish to display a completed template prior to completing one with the class, open the *Kidspiration Questions Exemplar.kia* as shown below.

[www.kidspiration.com/Examples/](http://www.kidspiration.com/Examples/)



**Note:** If Sherry Garland's *The Lotus Seed* is used to model completing the activity as done in the *Kidspiration Questions Exemplar.kia*, depending on the students' age and background information, the teacher may wish to define for students "mother-of-pearl hair combs". Central to the book, it is important that students understand that the combs are as valuable as gems.

4. After reading the selection, determine how the questions were answered. If the question was answered using information within the text, code the question line with a T. If the question was answered by making an inference or drawing a conclusion, code the question line with an I.

Discuss as a class why the given code was assigned to the question. The teacher may elect to switch to **Writing View** and record the thinking/reasoning for assigning the specific code to each question. It's possible that some questions may not be able to be coded. Explain to students that sometimes readers' questions are not answered.

5. After modeling the lesson, the teacher may elect to provide students with text at their independent reading levels and have them complete the activity independently, or provide more guided practice.

### Assessment

- Confirm students are asking authentic questions before, during and after reading.
- Confirm codes are appropriate to the questions and text read.
- Confirm that the student's thinking/reasoning shared in the **Writing View** portion of the activity makes sense and is accurate.

[www.kidspiration.com/Examples/](http://www.kidspiration.com/Examples/)

## Second Language Learner Classroom Strategies:

Pre-teach key words/concept

Provide dictionaries of primary (L1) language

Consider cultural background when planning materials to show various cultures

Provide primary (L1) language books in classroom/therapy

Provide materials to parent in their preferred language

Assign a peer partner

Additional Ideas:  
Language Lab Stations  
(Diller, 2003)

## Listening Station

- \* Materials
  - \* Books on tape/CD
    - \* Commercially available
    - \* Make your own
    - \* Have older students make tapes for younger students
  - \* Cd players
  - \* Headphones
- \* Students listen to books on tape and follow along
- \* Can be adapted into a recording studio to keep students interested
- \* Activities in this station can address auditory discrimination, auditory processing, auditory comprehension and literacy

## Buddy Reading Station

- \* Materials
  - \* Books
    - \* Can use different color tubs to differentiate between reading levels
    - \* Can use text book or other grade level curriculum
  - \* Include discussion cards to help students with ideas on what to discuss
  - \* Paper and writing instruments
- \* Students work in pairs
  - \* Sit beside each other
  - \* Each has the same book
  - \* Each reads the same text silently and then discusses
    - \* May use discussion cards
- \* Activities in this station can address comprehension, WH questions, vocabulary and oral expression



## Newspaper/Magazine Station

- \* Materials
  - \* Chart of topic options
  - \* Templates for the different types of articles
  - \* Laminated newspapers and magazines
  - \* Vis-à-vis markers
  - \* Paper and writing instruments
- \* Give students the opportunity to “play” with print
  - \* Write articles for a lab newspaper
  - \* Read articles from the newspaper or magazines
- \* Activities in this station can address literacy, comprehension, parts of speech, story development and character analysis

## Word Study Workstation

- \* Materials
  - \* Bulletin board or pocket chart
  - \* Board games and crossword puzzles
  - \* Dictionaries
  - \* Dry erase boards and markers
  - \* Magnetic board or cookie sheet
  - \* Word sort materials
  - \* Word study notebooks and/or vocabulary rings
  - \* Word tiles
  - \* Paper and writing instruments
  - \* Sticky notes
  - \* Graphic organizers
- \* Activities in this workstation can address vocabulary, word analysis, pre-fixes, suffixes, root words and much more

## Drama Workstation

- \* Materials
  - \* Reader's theatre scripts
  - \* Sentences that can be read in a variety of ways
  - \* Story excerpts copied onto index cards
  - \* Poems
  - \* Fairy tales
  - \* Graphic organizers for dialogue, plot, conflict, etc.
  - \* Informational text to dramatize
  - \* Acting games such as Charades, Guesstures, etc.
- \* Activities in this station can address visual imagery, the use of action and feeling words, characterization, writing and oral reading

## Writing Workstation

- \* Materials
  - \* A variety of paper, notepads, sticky notes, envelopes, and stationary
  - \* Writing instruments
  - \* Drawing instruments
  - \* Clipboards
  - \* Stapler
  - \* Dictionary
  - \* Thesaurus
  - \* Samples of different forms of writing
  - \* Photographs, clip art, etc for inspiration
  - \* Bulletin board or pocket chart with samples and information about the writing process
  - \* Writing folder for each child to store their work & a crate to store the folders in
- \* Activities in this station can incorporate everything from simple invented spelling/stories to complex narratives

## Word Building Workstation

- \* Materials
  - \* Color coded letter tiles
  - \* Dry erase board and colored markers
  - \* Word wall either on a bulletin board or in a pocket chart
  - \* Play dough, sand or other tactile means of writing words
  - \* Letter stamps and stamp pads
  - \* Paper and writing instruments
  - \* Phonics games
  - \* Tape player, headphones and tapes with pre-recorded words
- \* This station is designed for younger students who are still working on phonics
- \* Activities in this station can address letter identification, letter/sound correspondence, blending and segmenting

## Recommended Reading

- \* The Way They Learn
  - \* Cynthia Tobias
- \* Literacy Workstations: Making Centers Work
  - \* Debbie Diller
- \* Worksheets Don't Grow Dendrites
  - \* Marcia L. Tate
- \* Becoming a "Wiz" at Brain-Based Teaching
  - \* Marilee Sprenger
- \* Teaching with the Brain in Mind
  - \* Eric Jensen

## RtI Sites of Interest

Easy Curriculum-Based Measures (CBMs)

[www.easycbm.com](http://www.easycbm.com)

EBP Briefs – *Research-based presentations/Podcasts*

[www.speechandlanguage.com/ebp-briefs](http://www.speechandlanguage.com/ebp-briefs)

Florida Reading Research Center

[www.frrc.org](http://www.frrc.org)

Intervention Central – *Interventions and CBMs*

[www.interventioncentral.org](http://www.interventioncentral.org)

National Center for Student Progress Monitoring

<http://www.rti4success.org>

IES What Works Clearinghouse – U. S. Department of  
Education Institute of Education Sciences *central source  
of scientific evidence for what works in education*

[www.ies.ed.gov/ncee/wwc](http://www.ies.ed.gov/ncee/wwc)

National Research Center on Learning Disabilities

[www.nrld.org](http://www.nrld.org)

RtI Action Network supporting more learning, connecting  
at all levels of RtI

[www.rtinetwork.org](http://www.rtinetwork.org)

## How Can SLPs deal successfully with changes in our environment?

- \* **CHANGE** our mindset
- \* Professional Development
- \* Adapt to less traditional service delivery
- \* Learn to be good communicators regarding what we do, what our area of expertise is, and **HOW** what we do can impact curriculum
- \* Don't fear the unknown! You've GOT THIS!
- \* Be BRAVE!

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Thank YOU!  
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