


Follow the MTSS Pathway

Entrance Criteria

Entrance Criteria

Students who:

- ❑ Demonstrate developmentally-appropriate differences
- ❑ Have most/ all positive prognostic indicators
- ❑ Learn the skill/ have a high response to teaching in the moment
- ❑ No need for additional instruction to improve skill accuracy
- ❑ No need for practice to improve skill automaticity



Speech development is
on track

Entrance Criteria

Students who:

- ❑ Have more positive prognostic indicators
- ❑ Learn the skill/ have a high response to teaching in the moment
- ❑ Don't need additional instruction
- ❑ Need group practice to make the skill automatic

MTSS/ Class or Home
Support:
Speech development
needs practice



Classroom Program
implemented by
Teacher

Or

Home Program:
Meet with student &
parents for 1 session;
Check in w/ student
quarterly

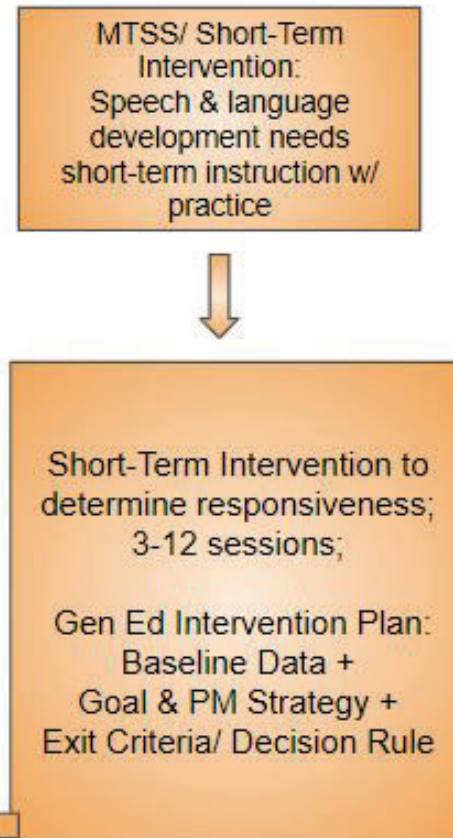
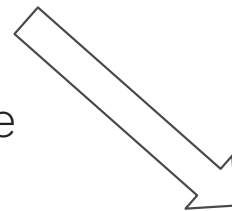
Students who:

- ❑ Have more positive prognostic indicators
- ❑ Learn the skill/ have a high response to teaching in the moment
- ❑ Don't need additional instruction
- ❑ Need individual practice to make the skill automatic

Entrance Criteria

Students who:

- ❑ Have a mix of positive & negative prognostic indicators
- ❑ Learn the skill/ have a high response to teaching in the moment
- ❑ Need additional instruction to improve skill accuracy
- ❑ Need short-term practice to improve skill automaticity



MTSS Short-Term Intervention Requires:

[Template](#)

[Graphing
File](#)

MTSS/ Short-Term Intervention Plan Ex

Student:		Area of Focus:	
Baseline Data:	Goal w/ Timeline	PM Tool & Frequency:	Exit Criteria/ Decision Rule:
Attendance & PM Data (w/ goal line):			

MTSS/ Short-Term Intervention:
Speech & language development needs
short-term instruction w/ practice

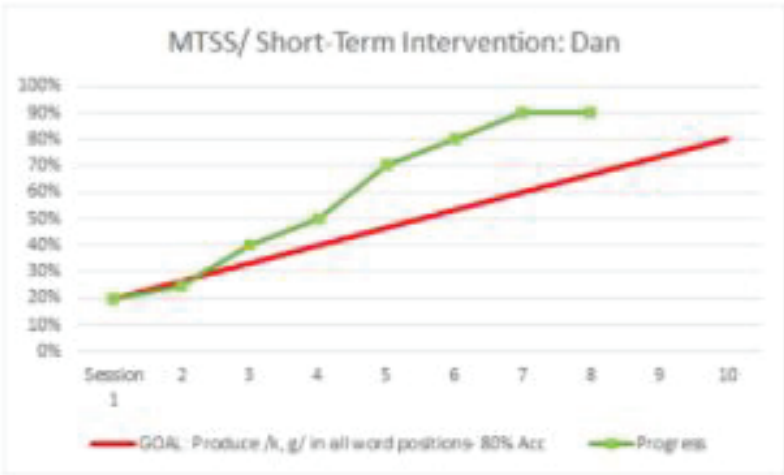


Short-Term Intervention to determine responsiveness;
3-12 sessions;

Gen Ed Intervention Plan:
Baseline Data +
Goal & PM Strategy +
Exit Criteria/ Decision Rule

Student: Dan		Area of Focus: Articulation of /k,g/	
Baseline Data: 20% accurate b/m/e word positions	Goal w/ Timeline: Will produce /k, g/ in b/m/e positions with 80% accuracy within 10 sessions	PM Tool & Frequency: PM each session via Tx trials	Exit Criteria/ Decision Rule: 4 data points at or above Goal line → Exit; 4 data points below → Refer

Attendance & PM Data (w/ goal line):



MTSS/ Short-Term Intervention:
Speech & language development needs short-term instruction w/ practice



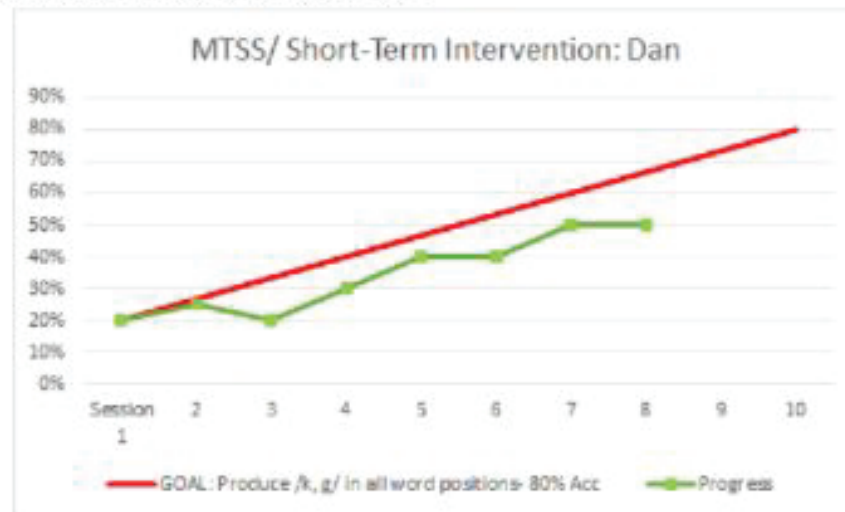
Short-Term Intervention to determine responsiveness;
3-12 sessions;

Gen Ed Intervention Plan:
Baseline Data +
Goal & PM Strategy +
Exit Criteria/ Decision Rule

Does Dan require specialized instruction?

Student: Dan		Area of Focus: Articulation of /k,g/	
Baseline Data: 20% accurate b/m/e word positions	Goal w/ Timeline: Will produce /k, g/ in b/m/e positions with 80% accuracy within 10 sessions	PM Tool & Frequency: PM each session via Tx trials	Exit Criteria/ Decision Rule: 4 data points at or above Goal line → Exit; 4 data points below → Refer

Attendance & PM Data (w/ goal line):



What if the
data looked
like this?

MTSS/ Short-Term
Intervention:
Speech & language
development needs
short-term instruction w/
practice



Short-Term Intervention to
determine responsiveness;
3-12 sessions;

Gen Ed Intervention Plan:
Baseline Data +
Goal & PM Strategy +
Exit Criteria/ Decision Rule

MTSS/ Short-Term
Intervention:
Speech development
needs short-term
instruction w/ practice

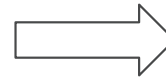
Ideas for standardized short-term MTSS programs

GOALS

Speech Sounds	Fluency	Language- PA	Language- Vocabulary	Language- Narrative (incl grammar & complexity here)
Produce (sounds) in (word position/ linguistic level) with (accuracy rate) on (probe)	Demonstrate (timing or tension strategy) with (rate) on (probe)	Segment/ blend/ manipulate at the (syllable/ onset-rime/ phoneme level) on (probe)	Use context clues & background knowledge to infer meaning of unknown vocabulary words with (accuracy rate) on (probe)	Use given coordinating conjunction to express grammatically-correct complex sentence with (rate) on (probe)
PROBES: <ul style="list-style-type: none"> - Little Bee - Teacher-created word lists - 	PROBES: <ul style="list-style-type: none"> - Narrative retell - Personal generation - 	PROBES: <ul style="list-style-type: none"> - CUBED DDM - Easy CBM: Phoneme segmentation - MLPP HRSW - DIBELS PSF - 	PROBES: <ul style="list-style-type: none"> - Multiple Measures Vocabulary (oral) - NLM- Vocab subtest - Teacher-created (ie, SLP Toolkit) 	PROBES: <ul style="list-style-type: none"> - CUBED NLM- Retell - CUBED NLM- Story Questions - SLAM - Teacher-created (ie, SLP Toolkit)

Students who:

- ❑ Have most/ all negative prognostic indicators
- ❑ Slow to learn the skill/ low response to teaching in the moment despite many scaffolds
- ❑ Need specially-designed instruction to improve skill accuracy and automaticity
- ❑ Suspect 3 YESES to IDEA 3QLT



Special Education
Referral for Speech
Evaluation