


SLP Roles in MTSS & Referral

	Role	Possible INDIRECT Activities	Efficiencies Gained
	Purpose: Prevention TO support the speech and language learning of all students at a grade-level or classroom INDICATED when data indicates any of the following: → Speech or language difference is shared by many students (ie:40% or more), → Student has not yet had any experience with the skill / strategy → Skill / strategy practice will eliminate the difference	<ul style="list-style-type: none"> • MTSS team member • Consultation with teachers & parents re: instruction that facilitates speech & language development • Universal screening participation • Co-teaching speech, language & literacy lessons • Observations of instruction and/or students • Screenings for instructional strategies or to explore differences noted by teacher • Home programs for skills / strategies 	→ Reduced referral rate because prevention is eliminating speech or language differences → Co-teaching can count as direct service time for kids on IEP; eliminate need for additional service time (LRE) → Co-teaching leads to generalization of skill / strategy in classroom faster than pull-out service → Time on IEP may be shortened
	Purpose: Understanding the Need for SDI TO support the speech and language learning of a small group or individual student with a speech or language difference INDICATED when data indicates any of the following: → Skill / strategy requires short-term instruction and practice → The need for SDI is not yet indicated	<ul style="list-style-type: none"> ➤ Collaboration with teachers re: small group instruction needs for students ➤ Engage in data-based student problem solving ➤ Provide skill or strategy-specific short-term intervention delivery (with baseline data, goal, PM strategy and exit criteria), only if workload allocates time for indirect activities 	→ Referrals are appropriate; the percent of students found eligible is at or close to 100%; no time wasted on kids who don't qualify → Greater confidence in eligibility decision-making → Evaluations take less time because data already exists prior to suspicion of a disability and referral

Source: *To Refer or Not to Refer? Using MTSS to Drive Prevention, Screening & Referral for SLI* [presentation], by Diane Katakowski, Jennifer Ryan and Dr. Melanie Harper, Oakland Schools, 10/24/24