

## RTI and Reading: The Role of the SLP

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### My interest in reading



AMERICAN  
SPEECH-LANGUAGE-  
HEARING  
ASSOCIATION  
Certified Member



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- ▶ Speech language pathologists and Response to Intervention
- ▶ Why?

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## ASHA guidelines (2000)

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- ▶ "It is the position of the American Speech-Language-Hearing Association (ASHA) that speech-language pathologists (SLPs) play a **critical** and **direct** role in the development of literacy for children and adolescents with communication disorders..."  
(Ad hoc Committee on Reading and Written Language Disorders, 2000)

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## ASHA guidelines

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- ▶ "SLPs' knowledge of normal and disordered language acquisition, and their clinical experience in developing individualized programs for children and adolescents, prepare them to assume a variety of roles related to the development of reading and writing."

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## ASHA guidelines

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- ▶ Appropriate roles include (but are not limited to):
  - ▶ Preventing written language problems by fostering language acquisition and emergent literacy
  - ▶ Identify children at risk for reading and writing problems
  - ▶ Assessing reading and writing
  - ▶ Providing intervention and documenting outcomes for reading and writing
  - ▶ Advocate for effective literacy practice
  - ▶ Provide assistance to general education teachers

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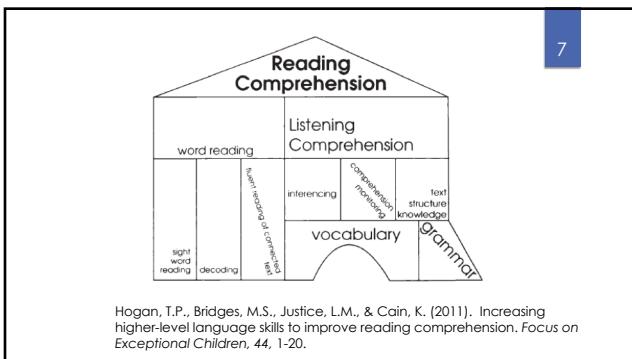
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**Speech-language pathologists and reading**

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- ▶ Think about a school, clinic, or any other place where reading disabilities are assessed and/or treated
- ▶ Who knows the most about:
  - Phonological awareness
  - General language development
  - Vocabulary
  - Syntax
  - Morphology

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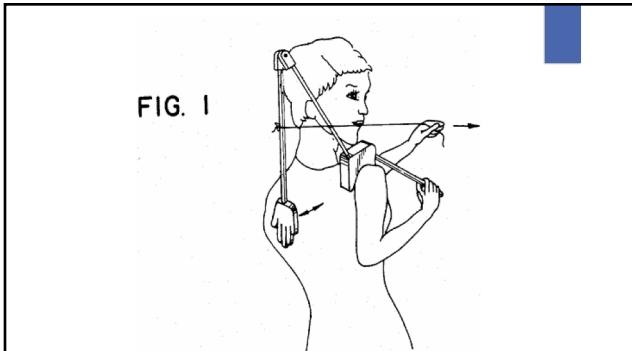
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### Good classroom instruction (Tier 1)

- ▶ Classroom instruction is critically important in an RTI framework
- ▶ If not effective, the whole system falls apart
- ▶ RTI makes classroom instruction the focus of attention
- ▶ Not just "blaming the student"

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- ▶ Good classroom instruction minimizes "curriculum casualties" (Foorman, Carlson, & Santi, 2007)

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### Principles of Instruction



- ▶ explicit
- ▶ systematic
- ▶ supportive
- ▶ intensive

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## Tier 1 instruction

- Good Tier 1 instruction should be provided to all students
- Should include instruction on constructs related to both word reading (sound-letter correspondence, phonemic awareness, decoding) as well as comprehension (vocabulary, morphosyntax, narrative structure, inferencing)

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## Tune-Up Checklist (Abbot, Knoch, Petersen, & Payette, 2012)

**Appendix A**

Score	Code	Word Rec.	Ph.	ASL	VOC	CDMP	Circle	Name
Teacher _____	_____	_____	_____	_____	_____	_____	_____	_____
<b>General</b>								
<b>Example of instruction</b>								
Is there an explicit, focused review of word recognition?	<input type="checkbox"/>							
Is there an explicit, focused review of decoding?	<input type="checkbox"/>							
Is there an explicit, focused review of word meaning?	<input type="checkbox"/>							
<b>Opportunities for practice</b>								
Does the teacher provide many opportunities to respond?	<input type="checkbox"/>							
Are opportunities for response built into the lesson?	<input type="checkbox"/>							
Are opportunities for response built into the teacher's questioning?	<input type="checkbox"/>							
Does the teacher provide opportunities for inferencing?	<input type="checkbox"/>							
Does the teacher provide opportunities for vocabulary?	<input type="checkbox"/>							
Does the teacher provide opportunities for sentence structure?	<input type="checkbox"/>							
Does the teacher provide opportunities for narrative structure?	<input type="checkbox"/>							
<b>Teacher modeling</b>								
Are there opportunities to hear teacher models of child language and then practice them?	<input type="checkbox"/>							
<b>Student modeling</b>								
Are there opportunities for children to model their own language?	<input type="checkbox"/>							
<b>Modifications</b>								
Does the teacher make modifications in the way they speak to facilitate understanding?	<input type="checkbox"/>							
<b>Feedback</b>								
Are there opportunities for the teacher to provide feedback?	<input type="checkbox"/>							
<b>Plan for progressing toward mastery</b>								
Does the teacher have a plan for mastery?	<input type="checkbox"/>							
Does the teacher have a plan for differentiation?	<input type="checkbox"/>							
Does the teacher have a plan for monitoring progress?	<input type="checkbox"/>							
Does the teacher have a plan for adjusting the program based on progress toward goal?	<input type="checkbox"/>							

Note: UC = Language Challenge (e.g., phonological awareness, ASL = alphabet knowledge, DS = Decoding/Decoding, CDMP = comprehension).

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## Tier 2 instruction

- Remember the Simple View of Reading
- Some students need help with skills related to word reading
- Some students need help with skills related to reading comprehension/language
- **MANY students need both**

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## Dyslexia and associated language deficits

"First, although many SLPs are aware that children on their caseloads may have reading difficulties, they (and other special education providers) may not be fully aware that children with identified dyslexia (or a specific reading disability) often have language needs outside the phonological domain. Children with dyslexia, by definition, have difficulties with word reading. However, as we have reviewed, many children with dyslexia will also struggle with other aspects of language that affect reading comprehension (likewise, children with DLD, by definition, struggle with language comprehension; many also struggle with word reading, and most will struggle with reading comprehension..."

Page 769, Adlof & Hogan, 2018

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- ▶ Look for special issue on Dyslexia in Language, Speech, Hearing Services in Schools- Volume 49, Issue 4, October 2018

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## Tier 2 Intervention with kindergarten students

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- ▶ The purpose of the project was to determine if kindergarten students' response to Tier 2 instruction aided in the prediction of later word reading and reading comprehension abilities (Catts, Bridges, Nielsen, & Liu, 2016)
    - ▶ As part of the project, a Tier 2 intervention was developed
      - ▶ Skills related to word reading/decoding
      - ▶ Skills related to later reading comprehension
        - ▶ Specifically, vocabulary and sentence comprehension and production

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## Participants

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- ▶ 366 students
- ▶ 263 at risk based on beginning of year DIBELS scores
  - ▶ 156 placed in researcher Tier 2
  - ▶ 107 "business as usual"
- ▶ 103 typical/not at risk

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## Language focused instruction

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- ▶ Based around picture books chosen for quality narrative structure and vocabulary
  - ▶ Each book the basis for four consecutive lessons
- ▶ Vocabulary
  - ▶ Taught 3 words per book
  - ▶ Reinforced in book reading plus presented pictorial representations in other contexts
- ▶ Narrative structure
  - ▶ Comprehension questions scripted for interventionists
  - ▶ Focused a great deal on retell, both interventionist and child
    - ▶ Tight scripted retell written for each story

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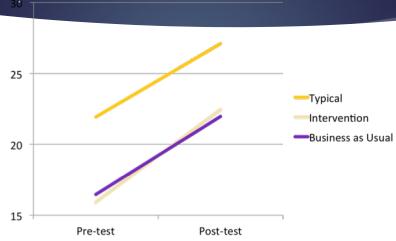
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## Effect of Research Intervention: Receptive Narrative Score

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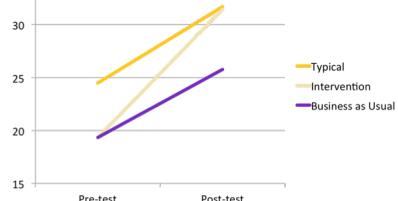
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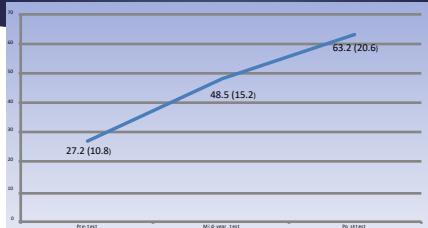
### Effect of Research Intervention: Expressive Narrative Score

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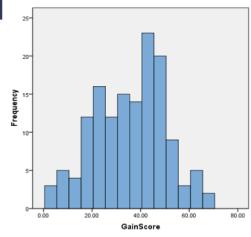
### Vocabulary Probe

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### Vocabulary Probe

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- ▶ Providing students with language-focused classroom instruction can impact student outcomes.
- ▶ Proximal measures
- ▶ Fidelity is an issue
- ▶ SLPs showed greater fidelity to implementation than educators in a similar intervention (Bengsten, Bridges, Daniels, Brandel, & Fischer, 2015)

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### How monitor progress???

- ▶ Can help to choose appropriate progress-monitoring measures
  - ▶ <https://www.languagedynamicsgroup.com/products/cubed/>

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- ▶ “Sixty years ago I knew everything. Now I know nothing. Education is a progressive discovery of our own ignorance.”
- ▶ - Will Durant

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## What do I know?

- ▶ Reading is critically important for an individual's success
- ▶ We have made great strides in teaching all but the most resistant how to read words
- ▶ Have a long way to go with reading comprehension but we are moving in the right direction
- ▶ Early identification paired with early intervention is key
- ▶ Speech-language pathologists have an important seat at the table
  - ▶ Be knowledgeable
  - ▶ Be an advocate

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## The role of the SLP

- ▶ SLPs have traditionally played a part in reading disabilities of individuals in a rehabilitation setting (i.e., TBI, aphasia, etc.)
- ▶ Why would we not contribute in the assessment and treatment of children with reading disabilities that are acquired naturally?
  - ▶ Language in school is written language
    - ▶ To affect change in child, must focus on written language outcomes

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## SLPs opinions about RTI

- ▶ Sanger and colleagues (Sanger, Snow, Colburn, Gergen, & Ruf, 2012) examined responses from 300 SLPs about RTI
- ▶ Speech language pathologists value RTI and feel it is important model
  - ▶ Overall, reactions were positive
  - ▶ Model of prevention
- ▶ SLPs have unique contribution to RTI
  - ▶ "provide valuable information on the language, literacy, and curriculum connection"

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- ▶ Results indicated the following challenges:
    - ▶ Need for sufficient training
    - ▶ Fitting these responsibilities with already heavy caseloads
    - ▶ Concerns about students "stuck in the tiers" of intervention and thus have a delay in referral for language services
    - ▶ Support of administration
    - ▶ The need for all school personnel to be "on board"

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ASHA 2018 SLP Schools Survey: Survey Summary Report						
21. (cont'd) What is your role on the multi-tiered system of support (MTSS)/response to intervention (RTI) or pre-referral team? Select all that apply. (Percentages)						
Analyses limited to respondents who met the following criteria: <ul style="list-style-type: none"> <li>❖ CCC-SLP</li> <li>❖ Clinical service provider</li> <li>❖ Employed full time or part time</li> </ul>						
Role	All Facility Types (n = 1,864)	Special Day Residential (n ≥ 70)	Preschool (n = 242)	Elementary (n = 1,129)	Secondary (n ≥ 269)	Admin. Office
Provide strategies to classroom teachers.	57.0	15.5	41.6	66.9	48.7	Removed from analyses
						47.3
	Statistical significance: $\chi^2(4) = 130.3, p = .000$ , Cramer's $V = .268$					
	<b>Conclusion:</b> There is adequate evidence from the data to say that the responses vary by facility type.					
Not applicable; I don't participate in MTSS/RTI or pre-referral	27.5	81.4	43.6	16.5	35.4	Removed from analyses
						35.5
	Statistical significance: $\chi^2(4) = 218.4, p = .000$ , Cramer's $V = .347$					
	<b>Conclusion:</b> There is adequate evidence from the data to say that the responses vary by facility type.					

## Discussion

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- ▶ Have you seen the role of SLPs change in regards to working with reading since you started your career?
  - ▶ If so, in what ways?
  - ▶ What do you think is the biggest barrier:
    - ▶ Time
    - ▶ Your own knowledge base
    - ▶ How to access information on evidence-based practice
    - ▶ Coordination/planning time
    - ▶ Support within your organization

The role of the SLP in RTI framework

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- ▶ Assessment
  - ▶ Early screenings
- ▶ Classroom instruction- model or co-teach with classroom teachers
  - ▶ Phonological underpinnings to reading
  - ▶ Language-focused intervention
- ▶ Secondary intervention
  - ▶ Assist in choosing and implementing appropriate intervention related to phonological awareness
  - ▶ Assist in choosing and implementing appropriate language-focused intervention

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Thank you!  
Questions/comments?

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