MTSS: PROCEDURES FOR SPEECH AND LANGUAGE

Richmond County School System
2023 - 2024

MTSS: Procedures for Speech & Language

Speech and Language

The development of speech and language skills is integral for all students. Deficits within areas encompassing speech, language and communication processes can negatively impact a student's success within academic settings.

Definitions

According to the GA Department of Education (2010), a "*Speech or language impairment refers to a communication disorder, such as stuttering, impaired articulation, language or voice impairment that adversely affects a child's educational performance. A speech or language impairment may be congenital or acquired. It refers to impairments in the areas of articulation, fluency, voice or language. Individuals may demonstrate one or any combination of speech or language impairments. A speech or language impairment may be a primary disability, or it may be secondary to other disabilities. [34 C.F.R. § 300.8(c)(11)]*"

The following are the defined speech and language impairments which students can receive special education for per the Georgia Special Education Rules (GADOE, 2010):

> "**(1) Speech Sound Production Impairment** (e.g. articulation impairment) - atypical production of speech sounds characterized by substitutions, omissions, additions, or distortions that interferes with intelligibility in conversational speech and obstructs learning, successful verbal communication in the educational setting. The term may include the atypical production of speech sounds resulting from phonology, motor, or other issues. The term speech sound impairment does not include:
>
> A) Inconsistent or situational errors;
>
> B) Communication problems primarily from regional, dialectic, and/or cultural differences;
>
> C) Speech sound errors at or above age level according to established research-based developmental norms, speech that is intelligible and without documented evidence of adverse effect on educational performance;
>
> D) Physical structures (e.g., missing teeth, unrepaired cleft lip and/or palate) are the primary cause of the speech sound impairment; or
>
> E) Children who exhibit tongue thrust behavior without an associated speech sound impairment.
>
> **(2) Language Impairment** - impaired comprehension and/or use of spoken language which may also impair written and/or other symbol systems and is negatively impacting the child's ability to participate in the classroom environment. The impairment may involve, in any combination, the form of language (phonology, morphology, and syntax), the content of language (semantics) and/or the use of language in communication (pragmatics) that is adversely affecting the child's educational performance. The term language impairment does not include:
>
> A) Children who are in the normal stages of second language acquisition/learning and whose communication problems result from English being a secondary language unless it is also determined that they have a speech language impairment in their native/primary language.
>
> B) Children who have regional, dialectic, and/or cultural differences

C) Children who have auditory processing disorders not accompanied by language impairment.

D) Children who have anxiety disorders (e.g., selective mutism) unless it is also determined that they have a speech language impairment. There must be a documented speech-language impairment that adversely affects the educational performance for these children to qualify for special education services.

(3) Fluency Impairment - interruption in the flow of speech characterized by an atypical rate, or rhythm, and/or repetitions in sounds, syllables, words and phrases that significantly reduces the speaker's ability to participate within the learning environment. Excessive tension, struggling behaviors and secondary characteristics may accompany fluency impairments. Secondary characteristics are defined as ritualistic behaviors or movements that accompany dysfluencies. Ritualistic behaviors may include avoidance of specific sounds in words. Fluency impairment includes disorders such as stuttering and cluttering. It does not include dysfluencies evident in only one setting or reported by one observer.

(4) Voice/Resonance Impairment – interruption in one or more processes of pitch, quality, intensity, or resonance resonation that significantly reduces the speaker's ability to communicate effectively. Voice/Resonance impairment includes aphonia or the abnormal production of vocal quality, pitch, loudness, resonance, and/or duration, which is inappropriate for an individual's age and/or gender. The term voice/resonance impairment does not refer to:

A) Anxiety disorders (e.g., selective mutism)

B) Differences that are the direct result of regional, dialectic, and/or cultural differences

C) Differences related to medical issues not directly related to the vocal mechanism (e.g. laryngitis, allergies, asthma, laryngopharyngeal reflux (e.g. acid reflux of the throat, colds, abnormal tonsils or adenoids, short-term vocal abuse or misuse, neurological pathology)

D) Vocal impairments that are found to be the direct result of or symptom of a medical condition unless the impairment impacts the child's performance in the educational environment and is amenable to improvement with therapeutic intervention."

Role of the Speech-Language Pathologist

Speech-Language Pathologists (SLP) play a vital role within educational institutions and can serve on both special and general education teams. SLPs will assist their school's MTSS process by working with the school's Response to Intervention/Student Support Team. The Speech-Language Pathologist will interpret the general education teacher's data and make recommendations. The Speech Language Pathologist does not typically serve as a member of the MTSS team until Tier 3 as their role is to review and interpret the data gathered and presented by the general education teacher but may be consulted prior to the meetings to provide suggestions.

Tier 1:

The Speech-Language Pathologist can assist teachers in early identification of speech and language difficulties by discussing the areas of difficulty that the general education teacher

suspects to be problematic and provides teachers with a variety of tools and strategies to intervene with student weaknesses within the general education setting.

Tier 2:

Some basic interventions are provided to address articulation and language difficulties. If more information is needed, or the interventions provided do not appear to meet the student's needs, the Speech-Language Pathologist will consult school personnel to further assist the general education teacher. They may also provide guidance to the general education teacher in how to collect appropriate data and the expectation for progress monitoring.

Tier 3:

For Tier 3, interventions within the general education environment should increase in rigor by:

1. Increasing from small group to direct 1:1 instruction
2. Increase the number (frequency) of intervention sessions weekly
3. Increase the duration (time/length) of intervention sessions
4. Change interventions to better meet the specific needs of the student

The Speech-Language Pathologist DOES NOT act as an interventionist at any time during the MTSS process. They do not implement the intervention, nor do they progress monitor for the general education teacher.

If a student is referred for an evaluation for Speech and Language services, the parent signs and returns the Parent Consent to Evaluate, a 60-day timeline is started, and testing occurs within that timeline to prepare for the Initial Eligibility meeting. During the evaluation period, the SLP may require the teacher to continue interventions and collect data, as needed.

Multi-Tiered System of Supports Process

The following are the steps to identify and intervene when there is a suspected difficulty in articulation, language, and fluency. If another area of speech needs to be addressed that is not discussed below, please contact your school SLP directly for next steps.

Georgia State Department of Education Implementation Manual indicates that data can be collected from the results of general education instruction and interventions that occurred prior to the date of consent for special education evaluation. In Georgia's Special Education Rules Implementation Manual, it is always appropriate to analyze and utilize data obtained from support in Tier 1 and Tier 2.

Articulation

Tier 1: Identification

- Complete Articulation Teacher Screener
- Document the Educational Impact of the articulation errors (included on screener form)
- Identify age appropriate errors according to the Articulation Development Chart

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Tiers 2 & 3: Intervention & Data Review

- Intervene with small group or one-on-one modeling direct instruction of sound production (4 to 6 weeks)
- Document intervention in Panorama; Use Articulation Intervention sheet to document results.
- Share results with SLP prior to the Tier 2 meeting
    - SLP to provide next step recommendations to the MTSS Facilitator
- At Tier 2 meeting:
    - Review the results of intervention
        - No improvement: Sign consent for SLP to screen for stimulability
        - Improvement: Continue direct instruction with modeling intervention

Tier 3: Data Review

- Hold follow-up meeting to review results of screening or continued interventions
    - If the student is stimulable, SLP will provide teacher Tier 3 Interventions
    - If the student is not stimulable, team will request evaluation for speech services through special education
        - Obtain consent for Hearing and Vision (H/V)
        - Get parent to sign Consent for Evaluation once H/V screening is passed

Language

Tier 1: Identification

- Language concerns are most often a result of difficulties with oral expression and/or listening comprehension. Students with language concerns often have difficulty in other academic areas.
- Identify age-appropriate difficulties based on the Language Development Milestones

Tiers 2 & 3: Intervention & Data Review

- Intervene with small group or one-on-one using the interventions provided for oral expression or listening comprehension (4 to 6 weeks)
    - Oral Expression
        - *Vocabulary*
        - *Functional Communication*
    - Listening Comprehension
        - *WH questions*
        - *Following Directions*
- Document intervention in Panorama; Use intervention sheets (linked above) to document results.
- Share results with SLP prior to the Tier 2 meeting
    - SLP to provide next step recommendations to the MTSS Facilitator
- At Tier 2 meeting:
    - Review the results of intervention
        - Continued difficulties: Sign consent for SLP to screen
        - Improvement: Continue interventions as recommended by SLP

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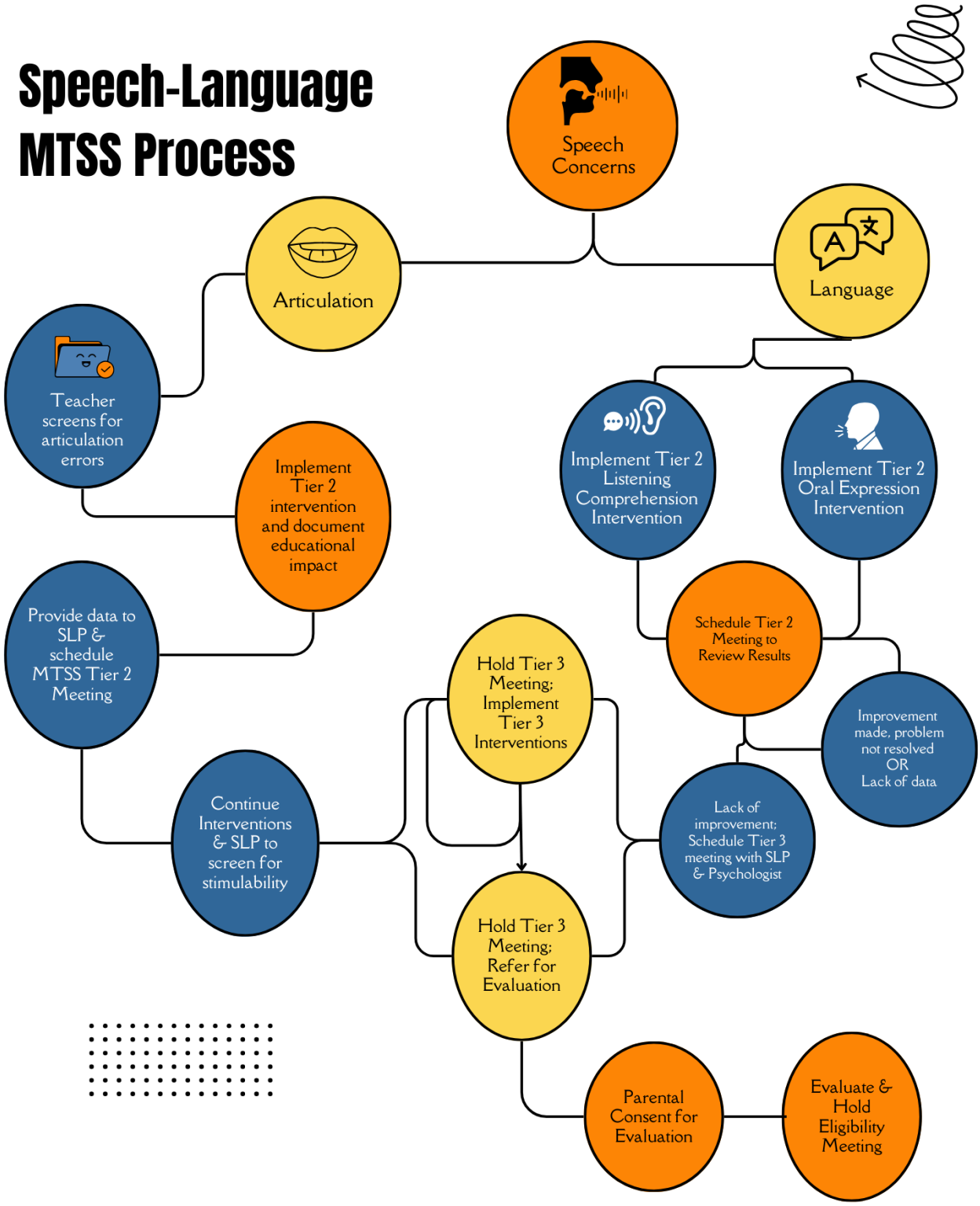
- Hold follow-up meeting to review results of screening or continued interventions. The School Psychologist and Speech-Language Pathologist MUST be included in the meeting.
- Based on the results of current speech interventions and reading/writing interventions:
    - Teacher will be prescribed Tier 3 interventions
    - Student will be referred for an evaluation to consider Special Education services
        - Obtain consent for Hearing and Vision (H/V)
        - Get parent to sign Consent for Evaluation once H/V screening is passed

NOTE: *For students who are already found and participating within the MTSS process, the Speech-Language Pathologist may also analyze and use data gathered from progress monitoring of reading-based interventions or other student-based data that overlaps with language concepts to justify the need for an evaluation referral to consider eligibility for special education through the Speech Language Impaired program. A clear rationale should be presented as to the use of data to justify any and all recommendations for special education testing without prior identified speech interventions.*


Speech-Language MTSS Process
Speech Concerns
Articulation
Language
Teacher screens for articulation errors
Implement Tier 2 intervention and document educational impact
Provide data to SLP & schedule MTSS Tier 2 Meeting
Implement Tier 2 Listening Comprehension Intervention
Implement Tier 2 Oral Expression Intervention
Schedule Tier 2 Meeting to Review Results
Improvement made, problem not resolved OR Lack of data
Hold Tier 3 Meeting; Implement Tier 3 Interventions
Continue Interventions & SLP to screen for stimulability
Lack of improvement; Schedule Tier 3 meeting with SLP & Psychologist
Hold Tier 3 Meeting; Refer for Evaluation
Parental Consent for Evaluation
Evaluate & Hold Eligibility Meeting

Fluency

It should be noted that most fluency disorders require intense individual intervention via a Speech-Language Pathologist, as the evidence-based interventions to address disorders like *Stuttering* and *Cluttering* are based on clinical practices.

Tier 1: Identification

- Teacher observes fluency difficulties during classroom instruction and conversation
- Initial observations can be documented via anecdotal notes with examples.

Tiers 2 & 3: Intervention & Data Review

- In a small group or one-on-one setting, the teacher will model slow rate of speech during the following activities: reading, conversation, or verbally sequencing events of a story or passage.
    - The classroom teacher will report the following: date, activity, length of activity, types of dysfluencies displayed, and an intelligibility rating from 1-5 using the *Speech Fluency Intervention* document.
    - The goal is to improve the student's speech intelligibility
    - Collect data for 4 weeks
- Document intervention in Panorama; Use intervention sheet (linked above) to document results.
- At MTSS meeting:
    - Review the results of intervention
        - Improvement: Continue interventions as recommended by SLP
        - Intelligibility low/No improvement: SLP observation requested
- SLP will observe the student in the classroom setting to determine the need for further evaluation or continued intervention
- Hold follow-up meeting to review results of observation or continued interventions. The Speech-Language Pathologist MUST be included in the meeting.
- Based on the results:
    - Teacher will be prescribed Tier 3 interventions
    - Student will be referred for an evaluation to consider Special Education services
        - Obtain consent for Hearing and Vision (H/V)
        - Get parent to sign Consent for Evaluation once H/V screening is passed

Articulation Screener for Teachers

Student Name: _____ Grade: _____

Teacher: _____ Date: _____

Directions: Say the word and have the student repeat it after you. For the production to be correct, the student must produce the word exactly as it is presented. Mark errors sounds and record the number of errors at the bottom of the page. Only complete the screening through the student's age.

SOUND	INITIAL	MEDIAL	FINAL
p	pad	apple	lamp
m	mouse	lemon	team
h	hat	grasshopper	-------
n	nose	bunny	seven
w	way	away	-------
b	bat	robot	tub
k	candy	bacon	book
g	goat	tiger	egg
d	dog	reading	hand
t	two	waiter	boot
f	foot	dolphin	laugh
y	yard	onion	-------
st	stop	stay	start
pl	play	please	plus
gr	green	gray	angry
l	long	pilot	ball
v	vet	beaver	cave
ch	chain	ketchup	teach
sh	shoe	tissue	wash
j	jeans	banjo	cage
ng	-------	-------	ring
r	rock	bird	baker
s	soap	castle	grass
z	zero	puzzle	pigs
th	think	python	cloth
th	they	weather	bathe
zh	-------	treasure	garage
Total Errors:			

Educational Impact

Student Name: _____ Grade: _____

Teacher: _____ Date: _____

Academic

Are articulation errors affecting:

- ❑ Grades?
- ❑ Phonological Awareness?
- ❑ Phonics?
- ❑ Reading Fluency?
- ❑ Spelling and/or Writing?

Please provide work samples.

- ❑ Other educational impact (specify): _____

_____

_____

Social

- ❑ Is speech impacting the student's participation in classroom discussions?

Please provide examples: _____

_____

_____

- ❑ Does speech impact the student's interactions with peers?

Please provide examples: _____

_____

_____

- ❑ Is communication consistent in all educational settings (ex. Talks only to peers, only speaks in certain classes, etc.)?

Please provide examples: _____

_____

_____

- ❑ Other social impact (specify): _____

_____

Articulation Development Chart

Articulation Development Chart

The following sounds are obtained by 90% of children in the U.S. based on the accompanying age.

3		4	5	6
p	k	l	r	th - voiceless (examples: thimble, thorn)
b	g	j	zh	
m	w	ch	th - voiced (examples: that, those)	
d	ng	s		
n	f	v		
h	y	sh		
t		z		

Articulation Intervention Progress Monitoring

Student: _____ Grade: _____ Teacher: _____

Based on the target sound chart, have the student produce the identified sound in 10 words. Place a plus (+) in the box if the child produced the sound correctly, and place a minus(-) if the child produced it incorrectly.

Words **Date:**											**# Correct**
											/10
											/10
											/10
											/10
											/10
											/10
											/10
											/10
											/10
											/10
											/10
											/10

For other sounds identified that are not listed (examples: Vocalic R, blends, "CH" sound), please use the word lists found on the following website. Additionally, if a student is able to say the sound in single words, please use the link to move to phrases, sentences, or stories as necessary.

https://www.home-speech-home.com/speech-therapy-word-lists.html

Sound	Initial Position	Medial Position	Final Position
M	mad, mail, man, mat, milk, mitt, moon, mop, mud, money	Human, lemon, woman, family, camera, plumber, number, hamburger, animal, dreaming	Clam, dime, flame, game, gym, ham, home, mom, room, team
F	fan, fat, feet, fin, fire, fish, five, fox, fun, four	Elephant, waffle, laughing, office, infant, taffy, dolphin, coffee, breakfast, muffin	Calf, elf, leaf, roof, thief, laugh, safe, giraffe, wife, half
G	game, gas, gate, go, goat, goose, gum, geese, goal, guy	Dragon, luggage, tiger, pigpen, tugboat, wagon, sugar, jogging, yoga, magnet	Hug, dog, big, fog, slug, fig, rug, egg, jug, wag
T	tag, tall, tap, tape, ten, tie, top, tub, tug, tin	• Button, guitar, kitten, hotel, potato, cotton, eighteen • butter, biting, city, little, beauty, Saturday, water	Bat, fruit, boat, light, nut, chocolate, feet, sit, kite, hat
K/C	key, kick, king, kiss, kite, car, cape, cap, can, cake	Baking, chicken, donkey, uncle, soccer, vacation, jacket, taco, helicopter, raincoat	Hook, lick, neck, back, book, walk, duck, rock, leak, cheek
D	dice, dig, dime, dirt, dog, doll, dot, duck, dish, down	Medicine, radio, wedding, lady, birthday, spider, idea, hidden, daddy, riding	Food, hand, mud, sand, bed, did, good, kid, mad, read
SH	shave, self, shoe, shower, shade, shop, sheep, short, shark, shirt	Bushes, lotion, fishing, cushion, milkshake, seashore, mushroom, machine, sunshine, directions	Trash, finish, polish, smash, fresh, rush, wish, crash, splash, flush
R	rain, rat, rib, row, rub, rug, run, read, rap, rich	Carrot, bird, earring, horse, iron, arm, shirt, lizard, fairy, pirate	Four, jar, alligator, doctor, bear, mother, car, tire, letter, kangaroo
S	sack, sad, sea, sick, sip, sit, sun, seal, six, saw	Baseball, dancer, grasshopper, insect, medicine, motorcycle, pencil, messy, outside, glasses	Bus, face, ice, yes, address, nice, mouse, pass, juice, lettuce
L	lamb, lap, leg, lid, light, lip, lock, log, line, laugh	Pillows, belly, wallet, salad, alarm, dollar, jelly, elbow, violin, toilet	Wall, owl, hill, tail, pool, muscle, nail, heel, bowl, fall
TH (voice)	That, than, the, they, them, these, those, this, therefore, though	Rather, leather, either, bathing, gather, feather, mother, clothing, smoothest, another	Breathe, lathe, seethe, scathe, teethe, bathe, loathe
TH (voiceless)	thorn, thin, think, thunder, thousand, theatre, three, thermos, thaw, thing	Bathtub, toothbrush, python, wealthy, athlete, panther, birthday, something, truthful, pathway	Cloth, booth, math, fifth, path, month, wreath, tenth, moth, bath

Language Development Milestones

Ages	Milestones*
3 to 4	• Can tell a story • Has a sentence length of 4-5 words • Has a vocabulary of nearly 1000 words • Names at least one color • Understands “yesterday,” “summer”, “lunchtime”, “tonight”, “little-big” • Begins to obey requests like “put the block under the chair” • Knows his or her last name, name of street on which he/she lives and several nursery rhymes
4 to 5	• Has sentence length of 4-5 words • Uses past tense correctly • Has a vocabulary of nearly 1500 words • Points to colors red, blue, yellow and green • Identifies triangles, circles and squares • Understands “In the morning” , “next”, “noontime” • Can speak of imaginary conditions such as “I hope” • Asks many questions, asks “who?” And “why?”
5 to 6	• Has a sentence length of 5-6 words • Has a vocabulary of around 2000 words • Defines objects by their use (you eat with a fork) and can tell what objects are made of • Knows spatial relations like “on top”, “behind”, “far” and “near” • Knows her address • Identifies a penny, nickel and dime • Knows common opposites like “big/little” • Understands “same” and “different” • Counts ten objects • Asks questions for information • Distinguished left and right hand in herself • Uses all types of sentences, for example “let’s go to the store after we eat”

**Information taken directly from Pro-Ed Inc. (2024, https://www.ldonline.org/ld-topics/speech-language/speech-and-language-milestone-chart)*

Language Interventions

The following are basic language interventions that should be used initially for Tier 2 supports, unless they are unrelated to the noticeable language delay. In the event these are not applicable, please contact your school's assigned Speech-Language Pathologist.

Oral Expression

Vocabulary ……Page 1

Functional Communication/Language Production ……Page 2

Listening Comprehension

WH Questions ……Page 3

Following Directions ……Page 4

Vocabulary

Student:_____ Grade: _____Teacher: _____

Provide the student a picture or definition of common words being used in the classroom or home/community environment and have the him/her identify the word that goes with it. Mark either a '0' or '+' in each box to signify whether or not the student was able to correctly identify the word for each picture/definition. Continue until a total of 10 have been given.

	Date	Word 1	Word 2	Word 3	Word 4	Word 5	Word 6	Word 7	Word 8	Word 9	Word 10	Goal	Total Correct
Baseline													
PM #1													
PM #2													
PM #3													
PM #4													
PM #5													
PM #6													
PM #7													
PM #8													
PM #9													
PM #10													
PM #11													
PM #12													

Functional Communication/Language Production

Student:_____ Grade: _____Teacher: _____

Instruct student to listen carefully. Verbally tell the student a short story using clear and concise speech. Have the student restate what happened at the beginning, middle, and end of the story. Mark either a '0' or '+' in each box to signify whether or not the student was able to recall the sequence of the story. Continue assessing until a total of 3 stories have been told.

	Date	**Story #1**	**Story #2**	**Story #3**	**Total Correct**
Baseline					
PM #1					
PM #2					
PM #3					
PM #4					
PM #5					
PM #6					
PM #7					
PM #8					
PM #9					
PM #10					
PM #11					
PM #12					

WH Questions

Student:_____ Grade: _____Teacher: _____

Instruct student to listen carefully. Verbally ask the student a question that begins with “Who”, “What”, “When”, “Where”, “Why” or “How”. Mark either a ‘0’ or ‘+’ in each box to signify whether or not the student was able to answer the question correctly.

	Date	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Goal	Total Correct
Baseline													
PM #1													
PM #2													
PM #3													
PM #4													
PM #5													
PM #6													
PM #7													
PM #8													
PM #9													
PM #10													
PM #11													
PM #12													

WH Questions

Student:_____ Grade: _____Teacher: _____

Instruct student to listen carefully. Verbally ask the student a question that begins with “Who”. Mark either a ‘0’ or ‘+’ in each box to signify whether or not the student was able to answer the “Who” question correctly.

	Date	**Q1**	**Q2**	**Q3**	**Q4**	**Q5**	**Q6**	**Q7**	**Q8**	**Q9**	**Q10**	**Goal**	**Total Correct**
Baseline													
PM #1													
PM #2													
PM #3													
PM #4													
PM #5													
PM #6													
PM #7													
PM #8													
PM #9													
PM #10													
PM #11													
PM #12													

WH Questions

Student:_____ Grade: _____Teacher: _____

Instruct student to listen carefully. Verbally ask the student a question that begins with “What”. Mark either a ‘0’ or ‘+’ in each box to signify whether or not the student was able to answer the “What” question correctly.

	Date	**Q1**	**Q2**	**Q3**	**Q4**	**Q5**	**Q6**	**Q7**	**Q8**	**Q9**	**Q10**	**Goal**	**Total Correct**
Baseline													
PM #1													
PM #2													
PM #3													
PM #4													
PM #5													
PM #6													
PM #7													
PM #8													
PM #9													
PM #10													
PM #11													
PM #12													

WH Questions

Student:_____ Grade: _____Teacher: _____

Instruct student to listen carefully. Verbally ask the student a question that begins with “When”. Mark either a ‘0’ or ‘+’ in each box to signify whether or not the student was able to answer the “When” question correctly.

	Date	**Q1**	**Q2**	**Q3**	**Q4**	**Q5**	**Q6**	**Q7**	**Q8**	**Q9**	**Q10**	**Goal**	**Total Correct**
Baseline													
PM #1													
PM #2													
PM #3													
PM #4													
PM #5													
PM #6													
PM #7													
PM #8													
PM #9													
PM #10													
PM #11													
PM #12													

WH Questions

Student:_____ Grade: _____Teacher: _____

Instruct student to listen carefully. Verbally ask the student a question that begins with "Where". Mark either a '0' or '+' in each box to signify whether or not the student was able to answer the "Where" question correctly.

	Date	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Goal	Total Correct
Baseline													
PM #1													
PM #2													
PM #3													
PM #4													
PM #5													
PM #6													
PM #7													
PM #8													
PM #9													
PM #10													
PM #11													
PM #12													

WH Questions

Student:_____ Grade: _____Teacher: _____

Instruct student to listen carefully. Verbally ask the student a question that begins with "Why". Mark either a '0' or '+' in each box to signify whether or not the student was able to answer the "Why" question correctly.

	Date	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Goal	Total Correct
Baseline													
PM #1													
PM #2													
PM #3													
PM #4													
PM #5													
PM #6													
PM #7													
PM #8													
PM #9													
PM #10													
PM #11													
PM #12													

WH Questions

Student:_____ Grade: _____Teacher: _____

Instruct student to listen carefully. Verbally ask the student a question that begins with “How”. Mark either a ‘0’ or ‘+’ in each box to signify whether or not the student was able to answer the “How” question correctly.

	Date	**Q1**	**Q2**	**Q3**	**Q4**	**Q5**	**Q6**	**Q7**	**Q8**	**Q9**	**Q10**	**Goal**	**Total Correct**
Baseline													
PM #1													
PM #2													
PM #3													
PM #4													
PM #5													
PM #6													
PM #7													
PM #8													
PM #9													
PM #10													
PM #11													
PM #12													

Following Directions

Following 1-Step Directions

Student:_____ Grade: _____Teacher: _____

Instruct student to listen carefully. Verbally state a 1-step direction using clear and concise speech. Mark either a '0' or '+' in each box to signify whether or not the student was able to correctly follow the direction. Continue giving 1-step directions until a total of 10 have been given.

	Date	Set 1	Set 2	Set 3	Set 4	Set 5	Set 6	Set 7	Set 8	Set 9	Set 10	Goal	Total Correct
Baseline													
PM #1													
PM #2													
PM #3													
PM #4													
PM #5													
PM #6													
PM #7													
PM #8													
PM #9													
PM #10													
PM #11													
PM #12													

Following 2-Step Directions

Student:_____ Grade: _____Teacher: _____

Assessment: Instruct student to listen carefully. Verbally state a 2-step direction using clear and concise speech. Mark either a '0' or '+' in each box to signify whether or not the student was able to correctly follow the directions. Continue giving 2-step directions until a total of 10 have been given.

	Date	Set 1	Set 2	Set 3	Set 4	Set 5	Set 6	Set 7	Set 8	Set 9	Set 10	Goal	Total Correct
Baseline													
PM #1													
PM #2													
PM #3													
PM #4													
PM #5													
PM #6													
PM #7													
PM #8													
PM #9													
PM #10													
PM #11													
PM #12													

Following 3-Step Directions

Student:_____ Grade: _____Teacher: _____

Assessment: Instruct student to listen carefully. Verbally state a 2-step direction using clear and concise speech. Mark either a '0' or '+' in each box to signify whether or not the student was able to correctly follow the directions. Continue giving 2-step directions until a total of 10 have been given.

	Date	Set 1	Set 2	Set 3	Set 4	Set 5	Set 6	Set 7	Set 8	Set 9	Set 10	Goal	Total Correct
Baseline													
PM #1													
PM #2													
PM #3													
PM #4													
PM #5													
PM #6													
PM #7													
PM #8													
PM #9													
PM #10													
PM #11													
PM #12													

Speech Fluency Intervention

Student Name: _____ Grade: _____ Teacher: _____

Intervention: During 1:1 direct instruction, the classroom teacher will model slow rate of speech during the following activities: reading, conversation, or verbally sequencing events of a story or passage. The classroom teacher will report the following: date, activity, length of activity, types of dysfluencies displayed, and an intelligibility rating from 1-5.

The following types of dysfluencies happen when someone stutters (ASHA, 2024):

- Part-word repetitions – "I **w-w-w-**want a drink."
- One-syllable word repetitions – "**Go-go-go** away."
- Prolonged sounds – "**Sssssss**am is nice."
- Blocks or stops – "I want a **(pause)** cookie."

Intelligibility Rating: 1: 20% intelligible, 2: 40% intelligible, 3: 60% intelligible, 4: 80% intelligible, 5: 100% intelligible

Goal: Student will produce spontaneous utterances with a level 4 or higher (80% or more understood by the communication partner) intelligibility rating during a structured 1:1 activity.

Date:	Activity	Length of Activity (minutes)	Types of Dysfluencies	Intelligibility Rating
			❑ Part-Word Repetitions ❑ One-Syllable Repetitions ❑ Prolonged sounds ❑ Blocks or stops	❑ 1: 20% ❑ 2: 40% ❑ 3: 60% ❑ 4:80% ❑ 5:100%

Date:	Activity	Length of Activity (minutes)	Types of Dysfluencies	Intelligibility Rating

			❑ Part Word Repetitions ❑ One-Syllable Repetitions ❑ Prolonged sounds ❑ Blocks or stops	❑ 1: 20% ❑ 2: 40% ❑ 3: 60% ❑ 4:80% ❑ 5:100%
			❑ Part Word Repetitions ❑ One-Syllable Repetitions ❑ Prolonged sounds ❑ Blocks or stops	❑ 1: 20% ❑ 2: 40% ❑ 3: 60% ❑ 4:80% ❑ 5:100%
			❑ Part Word Repetitions ❑ One-Syllable Repetitions ❑ Prolonged sounds ❑ Blocks or stops	❑ 1: 20% ❑ 2: 40% ❑ 3: 60% ❑ 4:80% ❑ 5:100%
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			❑ Part Word Repetitions ❑ One-Syllable Repetitions ❑ Prolonged sounds ❑ Blocks or stops	❑ 1: 20% ❑ 2: 40% ❑ 3: 60% ❑ 4:80% ❑ 5:100%