

Response to Intervention and Speech Concerns

General Information Most speech and language concerns will be addressed in the Response to Intervention process. However, some students exhibit speech and language concerns that require immediate attention. These students require a direct referral to a speech and language pathologist.

1. Direct referrals (students who would not enter into the Tier process) are students who exhibit:
 - Unintelligible speech – 3 (three) or more of the following must be present:
 - i. The majority of the time the student needs to gesture to be understood.
 - ii. Student becomes overly frustrated or cries because they can not be understood.
 - iii. Even with gestures, new listeners cannot understand the student’s communication.
 - iv. Student’s speech does not improve with repetition or modeling.
 - v. Student communicates mostly with vowel sounds.
 - vi. Student becomes frustrated and quits communicating.
 - Phonemic errors- /s/, /r/ and /l/ are not being correctly produced by the age of 8 years.
 - Repetitive Sound concerns – Stuttering is NOT reading fluency. It is students that have signs of the following characteristics: repetition of sounds and syllables (ie. M-m-m-may I go to the bathroom?), sound prolongations (Sssssscience is interesting.), and blocks. A block is when you see a child trying to say the word but you do not hear any sound coming out.
 - Voice concerns – Voice concerns include a consistent voice quality that might be hoarse, nasal, or whispered. This is NOT an intermittent loss of voice or hoarseness related to an illness.
2. All other concerns will enter into the RtI process.

Students who exhibit speech and language concerns that do not require a direct referral must be provided a core speech and language program. Students must be in the program for 6 weeks before a Tier II referral can be made.