



**PUTNAM CITY SCHOOLS**

# **Speech/Language MTSS Process**

2025

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## Introduction

- I am a speech-language pathologist
- This is my 12th year working in Putnam city
  - Previously as an SLP with a full caseload
  - As of 2024, the SLP Department Chair and providing services to around 20 students
- Financial Disclosures
  - None
- Non Financial Disclosures
  - I am a Putnam City Schools employee



# Changes to OSDE Procedures

- OSDE Procedural changes - OSEP Letter to Torres

- “However, the LEA may not screen an individual student as the sole source for determining to delay or deny a request for an evaluation. When a parent or teacher or someone else has a concern suspecting the student may have a disability, the LEA must complete a RED. If the data and information gathered for the review of existing data indicates the need for an evaluation, the LEA must move forward with the evaluation using existing data or by obtaining parent consent for additional assessments necessary for the evaluation. If it is determined by the team based upon the RED that an evaluation is not warranted, then the LEA must provide the parent a Written Notice stating the district is refusing to initiate an evaluation.”



## Changes to OSDE Procedures

- Other state department updates
  - Once the speech-language pathologist pulls the child it triggers child find
  - If you are not doing universal screenings, you need consent for screening
- Consider these changes and their required timelines and how they will affect our referral process



## How were we doing speech and language referrals previously?

- No consistency, every school had its own procedures
- The process could take a long time
- We didn't have good documentation
- Many times we were using the screening as the sole determination for whether or not an evaluation was warranted
- There was no MTSS process for speech and language and a lack of Tier 2 resources for teachers regarding speech and language. Special education referrals for speech and language were the default.



## How were we doing speech and language referrals previously?

- Teacher filled out referral form and gave to SLP
- SLP screened student and recommended if evaluation was warranted or not
  - Using the screening as the sole determination
  - Most called the parent and notified the teacher, but no set procedure
  - If student didn't need an evaluation we did not complete a RED
- Timeline from referral to RED/consent could be months as the SLP had "time" to evaluate



## Numbers from 2024-2025 school year:

- 32 out of 45 SLPs sent data, data from end of March
- Initial referrals
  - 459
- Initial evaluations
  - 240
  - Plus 96 open evaluations or referrals that needed consent opened
- Reevaluations
  - 217
  - Didn't specify with or without testing
  - Many of these were dismissals
- Only 2 initial evaluations in secondary



## Going forward how will we respond to these changes?

- Initial speech and language referrals will be part of the MTSS process
- Implement a robust tier 2 language intervention
- General education teachers provide intervention for language since they align with ELA state standards
- Speech-language pathologist completes screening and RED for articulation, voice and fluency referrals
- Implement the use of an evaluation team to help us complete evaluations within the expected timeframe





## Timelines to keep in mind

- From referral to screening
  - “Reasonable amount of time”, Recommended within 15 school days
- From screening to RED
  - “Reasonable amount of time”, Recommended within 15 school days
- From RED to consent
  - 10 school days, Required—in the OSDE Policies and Procedures
- From consent to MEEGS
  - 45 school days, Required—in the OSDE Policies and Procedures



## What is MTSS?

- A multi-tiered system of supports (MTSS) is a proactive and preventative framework that integrates data and instruction to maximize student success from a strengths-based perspective.



## What is our goal with using the MTSS process?

- Improve the existing data included on the RED and include input from all team members as a determination for whether an evaluation is warranted
- Avoid over or under identifying students
- Improve relationships, collaboration and success with general education teachers
- Teachers and parents feel their concerns are being addressed and student's needs are being met
- Referrals are being given with better data
- To have a proactive system, rather than a reactive one



## Procedures for Language Referral

1. Teacher identifies a language concern and completes the grade level appropriate Survey Assessment of Language
2. Teacher brings SAL to the PST team. The SLP will collaborate with the teacher to determine areas of need and interventions will provide the teacher with interventions
  - a. These will be assigned through Amplio on Classlink
3. The teacher will provide small group intervention 2-4 times a week depending on the team's recommendations.
4. The results of the intervention will be assessed at regular intervals.



## Procedures for Language Referral

5. Based upon the results, the student may no longer have an area of need which would exit them from the MTSS process.
  - a. If they have not made progress or only slight progress, an intervention change may be warranted
6. If the student has not made sufficient progress in the MTSS process, the SLP will use the intervention data and gather information from the teacher and parent to complete the Review of Existing Data and determine if an evaluation is warranted and parent consent is needed.



## Procedures for Articulation, Voice or Fluency Referral

1. Teacher or intervention team member identifies a concern. And completes the Articulation/Voice/Fluency Referral Form and obtains consent from the parent on the Articulation, Voice or Fluency Consent for Screening form.
2. They submit these completed forms to the SLP at a PST meeting and discuss the concerns



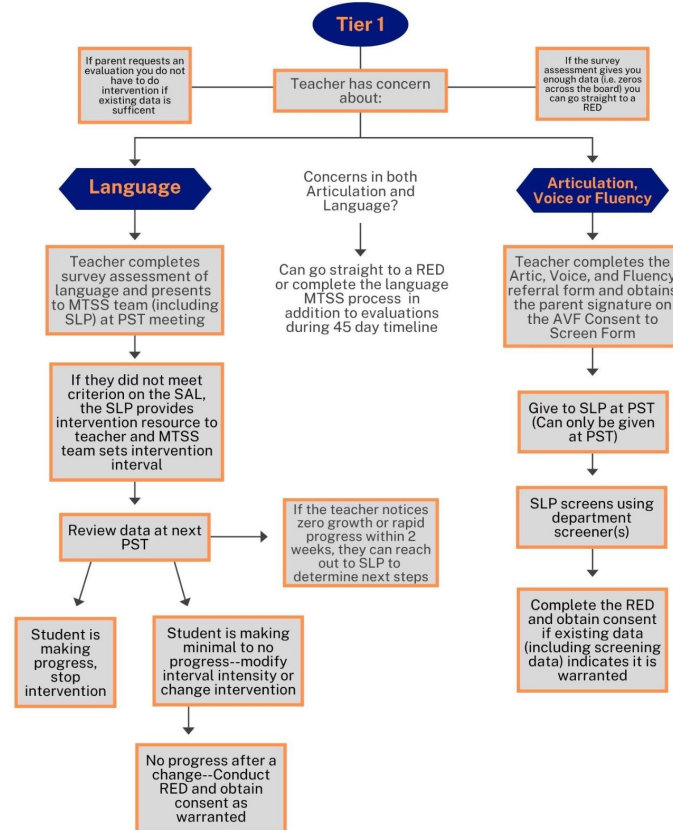
## Procedures for Articulation, Voice or Fluency Referral

3. The SLP will then complete the appropriate screener, as needed, or complete an informal observation of the student in the classroom.

a. They will use district approved screeners

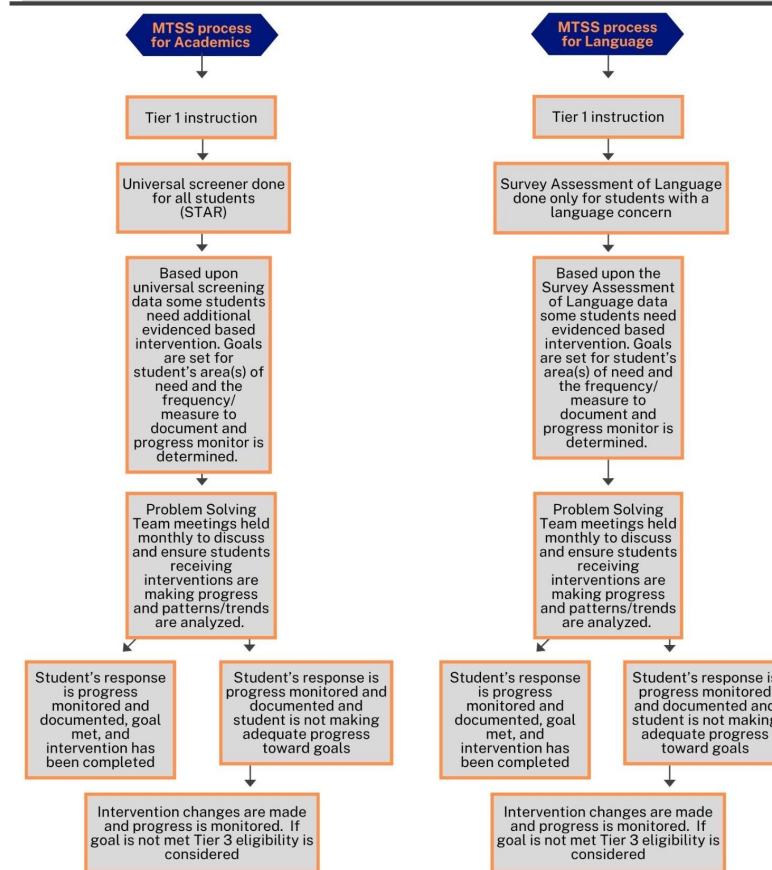
4. Once the screening or observation is completed the SLP will use the screening data and gather information from the teacher and parent to complete the Review of Existing Data and determine if an evaluation is warranted and parent consent is needed.

# MTSS SPEECH AND LANGUAGE PROCESS



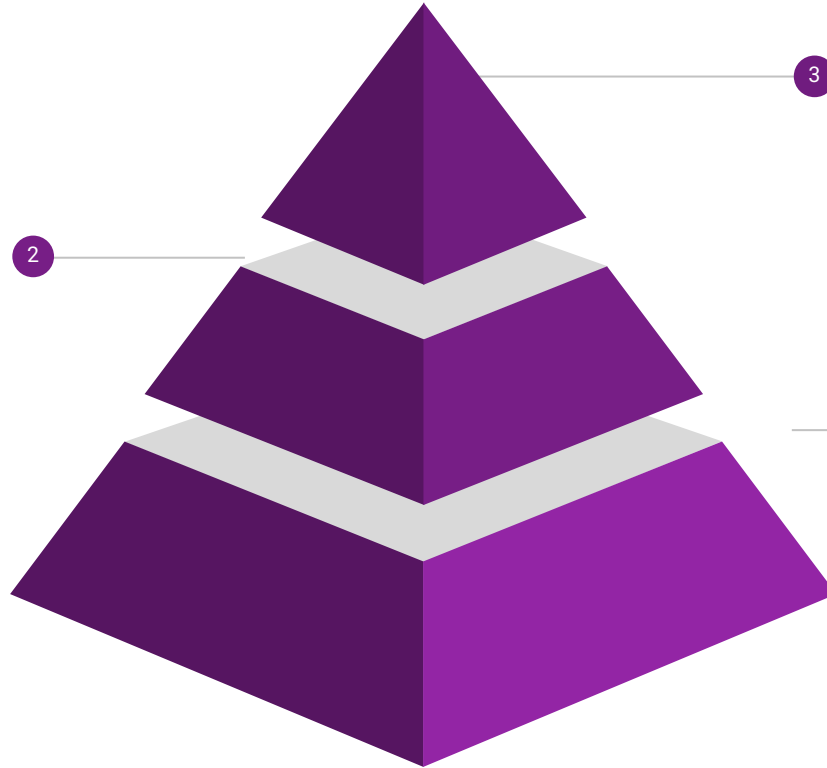


## Comparing MTSS process for Academics and Language



## Tier 2 in PC

Concern identified, SAL completed or referral form/consent signed, possible intervention assigned



## Tier 3 in PC

Completion of a Review of Existing Data and determining if an evaluation is warranted

## Tier 1 in PC

General education state standards for English Language Arts





## PST meeting

- An SLP per building will attend the PST meeting monthly
- Our pre-k teachers are not required to do a PST meeting, so the SLP will need to set up a monthly meeting with the pre-k teachers.
- For middle school, they will participate in the PST as necessary and title teachers will help implement interventions as needed



## PST meeting

- For high school, they will not be attending PST and any initial referrals in high school will go straight to a Review of Existing Data
- Reminder
  - The PST meeting will be where general education teachers can turn in SALs and AVF referral and consent forms
  - The SLP will collaborate with the PST team and assign interventions



## Survey Assessment of Language

- Should take around 10-15 minutes
- They don't give additional cues
- Different levels
  - Pre-k and kindergarten
  - Elementary (1st-5th)
  - Secondary (middle school)
  - All of the Survey Assessments have been translated into Spanish



# Survey Assessment of Language Scoring Criteria

- Each skill/section has 4 questions to screen the skill
- If they score all zeros or zero on the majority of the sections you may have enough data to move to a RED
- If they score 0 or 1 on an area it is an area that intervention can be provided
- If they score 2-4 on an area it may be an area of weakness, but might not need intervention
- We can use clinical judgement, if there are major concerns and they scored 2/4 we can still provide intervention or move forward with evaluation



## Survey Assessment of Language

- Pre-k and kindergarten
- Upper elementary
- Secondary

## Articulation, Voice and Fluency

- Articulation, Voice and Fluency Referral Form
- Articulation, Voice and Fluency Consent to Screen Form



## How are interventions assigned?

- We are using a platform named Amplio
- They have an evidenced based library of interventions that align with the areas we are assessing on our Survey Assessment of Language and ELA state standards
- SLPs assign the intervention and the general education teacher implements the intervention
  - It works through Classlink for both teachers and students
- The entire PST team has access to the data on Amplio



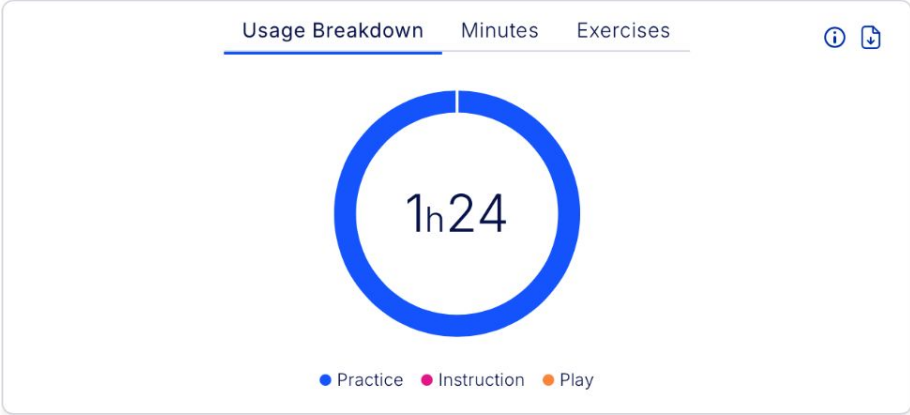
Date Range : School year to date (8/1)

Data Source : All Data Session Independent Practice

Aug 01, 2025 - Dec 11, 2025



Schools: Central Elementary School Educators: Emily Gaden +2



Target Skill Summary

Unclassified Emerging Approaching Meets

| 1 - 1 Of 1           |          |        |          |     |               |
|----------------------|----------|--------|----------|-----|---------------|
| Target Skill Name    | Accuracy | Last 3 | Mastery  | ROP | Last Practice |
| Pronouns - Receptive | 71.3%    | 50%    | Emerging | 3.6 | Dec 09, 2025  |



# Interventions

- The SLP will work within their building to determine the best frequency and duration for the intervention
  - 2 times per week, 5 minutes or 3 times per week, 10 minutes
  - Begin with what their school has as the expectation for academics
- Can increase the frequency or duration as an intervention change if they aren't seeing progress
- Monitor data at monthly PST meetings
- Expectation is that the teacher reviews the skill instruction before student does their assigned activity
- Amplio takes data every time the student does the activity



## Review of Existing Data and Parent Consent

- Just because a teacher or parent refers a student and we screen or provide interventions, it does not mean that we are obligated to obtain consent, but we must hold a RED and document well why an evaluation is or is not warranted
- Consider all existing data from all sources versus only the screening results
- We are listing Amplio interventions as an observation rather than listing them in the intervention section

## How does this affect school psychologists specifically?



- Our district did not previously have a way to provide interventions and gather data for oral expression or listening comprehension as related to SLD
- Oral Expression: relates to a student's ability to express ideas, explain thinking, retell stories, categorize, compare and contrast concepts or ideas, make references, and problem-solve verbally.
- Listening Comprehension: relates to the understanding of the implications and explicit meanings of words and sentences of spoken language. This includes following directions, comprehending questions, and listening and comprehending in order to learn (e.g., auditory attention, auditory memory, and auditory perception). Listening comprehension also includes the ability to make connections to previous learning.

# Specific Learning Disability vs Speech or Language Impairment



- **How does a multidisciplinary group determine specific learning disability (SLD) eligibility versus speech-language impairment (SLI) if the suspected disability is in oral expression or listening comprehension?**
  - When there is conflicting assessment data, regardless of who administered or gathered the data, the multidisciplinary group of qualified professionals needs to collaborate to analyze the discrepancy. The type of language skills, area, modality, and task demand should be explored as possible explanations of the differences. Additional testing, either formal or informal, may be warranted to provide consistency or an explanation of the discrepancy.
  - **To determine SLD versus SLI, the degree of significance of the adverse effect on academic performance is very important. If the academic needs are significant enough that speech therapy alone is not sufficient to help the student make academic progress, then an SLD diagnosis may be warranted.**



## What if...?

- What if the parent requests an evaluation?
- What if there are both language and articulation concerns?
- What if the student is already on an IEP?
- What if the student scores low across the board on the Survey Assessment of Language or they are making zero progress after several data points?
- What if the student is an EL student?
  - EL Packet to gather data



## Some things to remember

- The MTSS process cannot be used to delay or deny an evaluation. If at any point within the process the team determines that they should move forward with the RED, that is allowed
- Teachers are only completing the Survey Assessment of Language or the Articulation, Voice or Fluency Referral and Screening forms for students identified as a concern, we are not universally screening



**Questions?**



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