

SIT Decision-Making Guide

Speech Only

DATA ANALYSIS After each benchmark period:

Determine if progress is being made on the goals developed for student by reviewing information on pre- and post- tests.

TIER 1 – Forms A&B (Completed by GenEd Teacher)

Core Instruction: 6 weeks, AIMSweb benchmark: fall, spring, winter, Production Strategies

1. Teachers determine Tier 1 students using TAKS, benchmarks, grades, and classroom observation.
2. Teachers implement core curriculum and articulation/oral language strategies for 6 weeks. Review data and analyze progress of struggling communicators with documentation.
 - * *Decision point:* Identify students who demonstrate a lack of progress on the goals set for them by the classroom teacher. Notify Speech Pathologist/Assistant Speech Pathologist of the need to plan for a student at the next SIT meeting. Request Speech and Language Evaluation Scale from SLP to complete and bring to SIT meeting.

TIER 2 – Form A,B,C, Speech and Language Evaluation Scale (GenEd Teacher provides to SIT) Form A,B (Intervention Teacher completes during Tier 2) Inform Parent, Strategic interventions: 3-6 weeks; Can continue for additional time.

1. Classroom Intervention benchmarks are determined by the SIT committee
 - The committee will determine the primary concern for the student.
 - The committee will determine a goal and objective(s) to be addressed with the student in the classroom. SLP will consult with teacher on ways to address the goal.
 - Begin intervention.
 - Progress monitoring 1 time per week.
 - * *Decision point:* End of Weeks 3–6. Determine if any progress is being made. Continue intervention if progress is being noted. If at the end of week 3, progress is not noted, meet with the SLP to determine a new objective to address.
 - * *Decision point:* Week 6. Reconvene SIT, and analyze data. If oral production/comprehension rate improves, continue intervention. If not, refer student to Tier 3.

TIER 3 – Forms A & B (General Education Teacher) Form E (Parent)

Intensive interventions: 6 weeks

1. The SIT committee reviews documentation of the TIER 2 process. A determination is made to either continue interventions or refer for a speech and language evaluation.
2. Increase progress monitoring to 2 times per week.
 - * *Decision point:* Week 3. If oral production/comprehension increases, continue intervention. If oral production/comprehension does not increase or if intensity of intervention is judged to be long-term based upon resources, refer student for a comprehensive evaluation.
 - * *Decision point:* SIT convenes to review the need for comprehensive evaluation to determine special education eligibility. If student is deemed eligible, IEPs are developed based on all data. Progress monitoring continues. Student continues Tier 1 and Tier 3 interventions.