

WARE COUNTY SCHOOL SYSTEM  
 Response-to-Intervention & Student Support Team  
Intervention Plan C – Speech/Language and Developmental

Student		Grade		School	
Date		Tier 1		Tier 2	Tier 3

Speech/Language	Intervention	Continued			Frequency Of Intervention	Minutes per session	Beginning Date	Method used for Monitoring	Frequency of Progress Monitoring	Ending Date
<i>Articulation</i>										
	Auditory Bombardment									
	Placement									
	Sight Words, vocabulary- emphasizing sounds use mirror									
	Minimal pairing									
	Practice sound discrimination									
	Have student imitate sounds									
	Present 20 words with target sound									
	Have picture cards containing target sounds									
	Phonics activity sheets containing target sounds									
<i>Phonology</i>										
	Distinguish/manipulate words in a sentence									
	Distinguish and manipulate syllables in a word									
	Identify and produce words that rhyme									
	Identify letters of the alphabet									
	Isolation: Recognize Individual sounds in a word									
	Identification: Recognize the same sounds in different words									
	Blending: listen to a sequence of sounds and combine them to say a word									
	Segmentation: break a word into its separate sounds									
	Deletion: recognize the word that remains when a phoneme is removed from another word									

	Addition: make a new word by adding a phoneme to an existing word									
	Substitution: substitute one phoneme for another to make a new word									
<b>Speech/Language</b>	<i>Language</i>									
	<b>Intervention</b>		<b>Frequency Of Intervention</b>	<b>Minutes per session</b>	<b>Beginning Date</b>	<b>Method used for Monitoring</b>	<b>Frequency of Progress Monitoring</b>	<b>Ending Date</b>		
	<input type="checkbox"/> Basic Concepts <input type="checkbox"/> Vocabulary <input type="checkbox"/> Grammar <input type="checkbox"/> Social Language <input type="checkbox"/> Other _____	<input type="checkbox"/> Imitation <input type="checkbox"/> Modeling <input type="checkbox"/> Auditory Cues <input type="checkbox"/> Simplify <input type="checkbox"/> Visual Cues <input type="checkbox"/> Role Play <input type="checkbox"/> Other _____								
	<i>Fluency</i>									
	<b>Intervention</b>	<b>Continued</b>			<b>Frequency Of Intervention</b>	<b>Minutes per session</b>	<b>Beginning Date</b>	<b>Method used for Monitoring</b>	<b>Frequency of Progress Monitoring</b>	<b>Ending Date</b>
	Awareness (smooth v. bumpy)									
	Discrimination									
	Production									
	Nursery Rhymes & Rhythms									
	<i>Voice</i>									
	Awareness									
	Discrimination									
	Exercise/practice									

<b>Developmental</b>	<b>Intervention</b>	<b>Continued</b>			<b>Frequency of Intervention</b>	<b>Minutes per session</b>	<b>Beginning Date</b>	<b>Method used for Monitoring</b>	<b>Frequency of Progress Monitoring</b>	<b>Ending Date</b>
	Earobics									
	RtI Team defined									

### Monitoring Tools

<i>Speech/Language</i>	<i>Developmental</i>
DIBELS PSF	WSS-Preschool
SLP Defined	GKIDS-K
	IGDIs-K & P
	ABC Checklist (behavior) POI-23
	Behavior Screening & Monitoring Tool (POI-22)