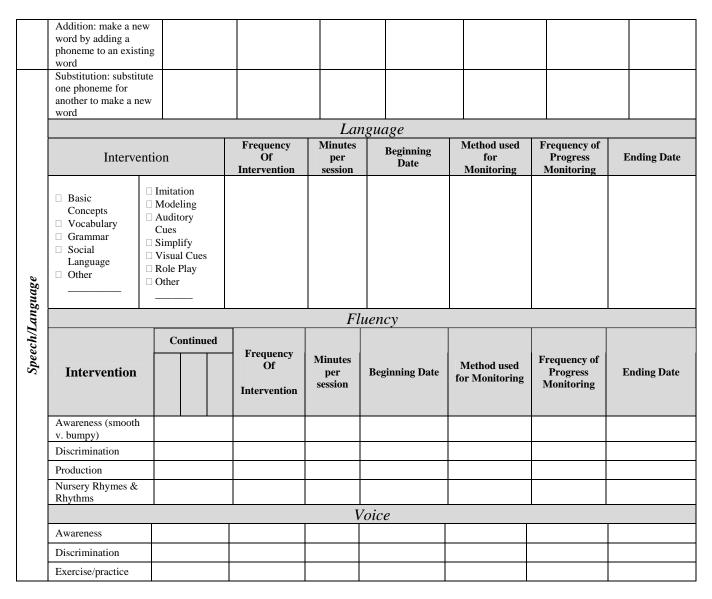
## WARE COUNTY SCHOOL SYSTEM Response-to-Intervention & Student Support Team Intervention Plan C – Speech/Language and Developmental

Student	Grade	School			
Date	Tier 1		Tier 2	Tier 3	

		Continue	đ							
	Intervention	Continue	Generation Frequency Of Intervention	Minutes per session	Beginning Date	Method used for Monitoring	Frequency of Progress Monitoring	Ending Date		
	Articulation									
	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									
nguage	Phonics activity sheets containing target sounds									
/La	Phonology									
Speech/Language	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									

POI-5C: Intervention Plan-Speech/Language & Developmental Ware County School System Pyramid of Interventions



		Continued							
evelopmental	Intervention			Frequency of Intervention	Minutes per session	Beginning Date	Method used for Monitoring	Frequency of Progress Monitoring	Ending Date
dola	Earobics	•							
Деуе	RtI Team defined								
I									

Wiolittoring 100is						
Speech/Language	Developmental					
DIBELS PSF	WSS-Preschool					
SLP Defined	GKIDS-K					
	IGDIs-K & P					
	ABC Checklist (behavior) POI-23					
	Behavior Screening & Monitoring Tool (POI-22)					

## **Monitoring Tools**