

# **RTI for the Elementary Student and Our Role as SLP's**

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# What is RTI?

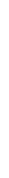
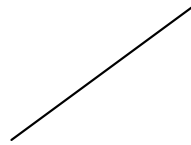
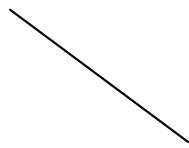
- **Accommodations**
- **Modification**
- **Intervention**

# Accommodation, Modification, Intervention?

Intervention

Accommodation

Modification



Does not change curriculum or  
grade level of a course  
Designed to help the child do the  
same work as peers

*Changes* the curriculum/grade level  
or content of the lesson

# Examples of *Modifications*

*Under RTI, modifications are generally not included in a student's intervention plan, because the assumption is that the student can be successful in the curriculum with appropriate interventions and accommodations. Students with modifications would already be identified within the special education spectrum.*

# Examples of *Accommodations*

- Child uses a calculator/manipulatives or has test read (level of difficulty)
- Child types answers or responds orally rather than writing answers (output)
- Child is given shortened assignment (size)
- Child has extended time to complete assignment (time)
- Child uses visual aids, such as graphic organizer, to understand material (input)
- Child has support of peer or paraprofessional to learn (level of support)

# Examples of *Interventions*

- Delivered by teacher, paraprofessional, parent, volunteer, peer, or computer
- Activation of prior knowledge to make meaningful connections
- Paired Reading or Repeated Readings to increase reading fluency
- Effective “whole-group” teaching and management strategies

**Where does it begin and end for  
the SLP?**

# Questions to ask:

- **Is it a speech/language issue?**
- **If yes, does it impact the student's education?**
- **How do we provide interventions with a huge caseload?**
- **How do you help the older student who has begun to read?**
- **How do we keep data for the intervention?**
- **How do we help transition teachers to provide the intervention?**
- **How is RTI any different from IAT interventions?**

**Types of diagnostic- formal/informal  
to determine interventions.**

# **Interventions/Techniques in the different areas of Speech and Language**

- Auditory Processing/Listening Comprehension**
- Syntax**
- Semantics**
- Organization of Thought/Expressive Language**
- Pragmatics/Social**

# Questions/Answers