SLP Involvement in MTSS Questionnaire

Section One (Background Information)
1- Are you a school-based speech-language pathologist? Yes/No (If No Kicked Out of Survey)
2- Do you work for a school district that implements Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)? (Yes/No (If No, Kicked Out of Survey)
3- What grade levels do you serve? (open ended)
4- How many years of experience as an SLP do you have? (open ended)
5- What is your highest level of education? Bachelors, Masters, Doctorate
6- What state do you practice in? (open ended)

Overview
This instrument is designed to measure the extent to which speech-language pathologists (SLPs) are involved in a Multi-Tiered System of Supports (MTSS) framework at their school site(s). MTSS evolved from Response to Intervention (RtI) and Positive Behavior and Intervention Supports (PBIS) frameworks and promotes data-based problem solving to differentiate instruction and provide supports to students across multiple Tiers in the areas of academics, behavior, and social-emotional skills. SLPs have a specialized set of skills that may allow them to make significant contributions within a collaborative problem-solving process.

The Tiers referred to in this survey are defined as:

Tier 1: Universal/Core Supports & evidence-based, high quality instruction; the general classroom curriculum and assessments administered to all students

Tier 2: Targeted, Supplemental instruction or supports indicating students need more than the core curriculum; biweekly or monthly progress monitoring assessments are administered

Tier 3: Intensive, Individualized instruction or supports indicating students need more than Tier 2; weekly progress monitoring assessments administered

Instructions
This instrument is designed for speech-language pathologists (SLPs) who work within a school setting. It contains a total of 31 items organized within six domains: (a) Scope of Practice, (b) Professional Development, (c) Leadership, (d) Consulting and Collaborating, (e) Assessment and Analysis, and (f) Intervention. SLPs who complete this survey are encouraged to indicate how frequently they engage in each area addressed. All of the items will be rated on a scale from 0-4 using the following definitions:

0 - Never - I have *never* participated in this type of activity.
1 - Rarely – I participate in this type of activity a *few times per year*.
2 - Sometimes - I participate in this type of activity on a *monthly basis*.

3 - Often - I participate in this type of activity on a *weekly basis.*⌐SEP⌐
4 - Always - I participate in this type of activity *nearly everyday* at my school site.

Section Two (Likert-type Items)

SCOPE OF PRACTICE

1- I explain to the faculty and support staff at my school the role of the following on children's performance on assessments commonly used to identify children needing Tiered supports:
   a. Speech
   b. Language
   c. Literacy
2- I explain to the faculty and support staff at my school the role of language and literacy development on children's mastery of academic standards (i.e., common core) and their need for Tiered curricular support.
3- I explain to families how language is connected to literacy and academic learning.
4- I provide families with information to promote the language development of their children at home.
5- I communicate the value of SLPs specialized knowledge related to language and literacy to administrators.
6- I inform administrators of the ways SLPs can contribute to the MTSS process.

PROFESSIONAL DEVELOPMENT (PD)

7- I participate in professional development activities that focus on MTSS.
8- I assist with planning topics for school and/or district professional development related to MTSS (e.g., response to intervention, teamwork, positive behavior support, curriculum design, parental action, etc.).
9- I deliver professional development to school and/or district staff focusing on the role of language and literacy in student mastery of academic standards.
10- I deliver professional development on best practices teachers can use when implementing response to intervention to:
   a. enhance Tier 1
   b. intervene at Tier 2 and Tier 3

LEADERSHIP

11- I search for evidence-based resources across all Tiers of MTSS with the faculty and support staff at my school related to:
   a. assessment
   b. intervention
12- I assist administrators with decision-making related to MTSS design and implementation.
13- I assist with scheduling so that Tier 2 and Tier 3 interventions are provided at times that do not interrupt core instructional time.

14- I serve as an MTSS liaison (i.e., supporting one or more grade levels with implementation of MTSS).
15- I assist in selecting assessment measures (e.g., for screening, progress monitoring) to make decisions about levels of academic support.
16- I assist with developing procedures to ensure that instruction and intervention are being executed with fidelity.
17- I provide input into evaluating whether the school is meeting the needs of its students within an MTSS framework.

CONSULTING AND COLLABORATING
18- I attend school-based intervention team meetings that are outside of special education processes where problem solving occurs for grade levels and/or specific students.
19- I collaborate with other professionals (e.g., school psychologists, social workers, occupational therapists, etc.) and parents in the implementation of MTSS.
20- I model data collection methods during interventions and progress monitoring for members of the problem solving team (e.g., classroom teachers, school psychologists, reading specialists, etc.) outside of the special education process.
21- I provide teachers with strategies and resources to enhance their Tier 1 instruction and model them as needed.
22- I collaborate with teachers providing Tier 2 and Tier 3 language-based academic interventions as they implement MTSS in their classroom for students who do not receive special education services.
23- I collaborate with teachers to help them support students with speech and language disorders in their classrooms who receive therapy services.
24- I support teachers in providing Tiered interventions to students who do not receive special education services with:
    a. academic needs
    b. behavioral needs
25- I work with the problem solving team to determine when movement amongst the Tiers is most appropriate for students.

ASSESSMENT AND ANALYSIS
26- I assist general education classroom teachers with universal screening in the areas of speech, language, and pragmatics.
27- I help interpret student performance on assessments (i.e., school, district, and state-wide).
28- I analyze outcomes of students' performance through interpretation of progress monitoring data to determine intervention effectiveness.

INTERVENTION
29- I design or plan interventions for general education students receiving:
    a. Tier 2 levels of support
    b. Tier 3 levels of support

30- I provide Tier 2 and/or Tier 3 evidence-based interventions for general education students in the area of:
- a. language
- b. literacy

31- I model delivery of evidence-based interventions for classroom teachers in general education settings in the area of:
- a. language
- b. literacy

Section Three (Open-Ended Questions)

1- Please list or provide examples of additional ways in which you contribute to MTSS at your school site or within your school district that were not included on this survey:

2- Please list or describe barriers to your involvement of MTSS at your school site:

3- Is there more than one SLP at your school site and/or do you work with a speech language pathology assistant? If yes, how do they fit into the MTSS environment? How is their support utilized?

4- If your caseload was lowered and time was allocated for MTSS in your schedule would you be interested or willing to use this time for supporting MTSS implementation at your school site?

Section Four (Perceptions of Usefulness Questions)

1- How long did it take you to complete this survey?

2- How feasible was it for you to complete the survey?

Very Easy --- Easy --- Moderate --- Somewhat Difficult --- Difficult --- Very Difficult

3- How useful was completing the survey for informing your decisions about your level of involvement in an MTSS framework?

Very Useful --- Useful --- Moderately Useful --- Slightly Useful --- Not Useful