

1. Teacher completes the Barton R&S Student Recommendation Form (See Ms. Denzel)
 2. If Student is Recommended for Barton R&S Screener, the Teacher takes completed Barton Recommendation Form to Mrs. Rice - Mrs. Rice gives Barton Screener to Student.

Student does NOT meet Criteria listed on the Barton R&S Screener

Barton R&S in not an appropriate Intervention

Student passes all parts (A, B, & C) of the screener. Tutor implements Barton R&S only.

Student meets Criteria listed on the Barton R&S Screener.
 Student name is given to Mrs. Walter for tutor placement in the Barton R&S System.

Student Passed Barton screener Part C, but not A. Tutor will meet with Mrs. Rice for PASP training and curriculum.

Barton Tutor assigned will start using the Barton R&S Program but for the first 3 to 4 weeks, stop the session about 15 minutes early, and will spend those last 15 minutes teaching the student's missing skill using the PASP program, **Part A.**

After 4 weeks, Mrs. Rice will reassess student with Barton R&S Screener for Part A and/or B progress.

Student Passed Barton screener Part C, but not B. Tutor will meet with Mrs. Rice for PASP training and curriculum.

Barton Tutor assigned will start using the Barton R&S Program but for the first 3 to 4 weeks, stop the session about 15 minutes early, and will spend those last 15 minutes teaching the student's missing skill using the PASP program, **Part B.**

After 4 weeks, Mrs. Rice will reassess student with Barton R&S Screener for Part A and/or B progress.

Student Passed Barton Screener Part C, but not A or B. Tutor will meet with Mrs. Rice for PASP training and curriculum.

Barton Tutor assigned will start using the Barton R&S Program but for the first 3 to 4 weeks, stop the session about 15 minutes early, and will spend those last 15 minutes teaching the student's missing skill using the PASP program, **Part A & B.**

After 4 weeks, Mrs. Rice will reassess student with Barton R&S Screener for Part A and/or B progress.

Student Failed Part C of the Barton Screener.

This means that your student is NOT ready for the Barton System. Student is having significant difficulty with either Auditory Discrimination or Auditory Memory. Those are both critical skills that must be improved **FIRST.**

Student is referred fo Mrs. Walther for placement with a LIPS tutor.

Student exhibiting several of the following concerns:
 Poor spelling,
 Letter/number reversal,
 Slow/choppy reading,
 Word guesses based on shape of word,
 Word retrieval problems,
 Difficulty with telling time,
 Difficulty with sight words,
 Problems with memorizing math rote facts or multi-step sequences.

-Barton R&S Flowchart
-Lindamood Phoneme Sequencing® Program for Reading, Spelling and Speech (LiPS®) Flowchart
-Phonological Awareness Skills Program (PASP) Flowchart