Introduction

- Host Site: ESC Region 11, [www.esc11.net](http://www.esc11.net)
- Moderator: Jenny Katz, Educational Consultant, Speech-Language Pathology
- Handouts Available for Download
  - SI Eligibility Manual
  - FAQs
  - This power point

FAQs

- Listen for answers to your questions during the training session
- Refer to the FAQ ~ SI Eligibility handout for additional information
- Email unanswered questions to TSHA
  - [staff@txsha.org](mailto:staff@txsha.org)

Earning CEUs

- 2.0 hours TSHA continuing education credit available for this training module

After you have completed this module, please go to [www.txsha.org](http://www.txsha.org) and click on the Continuing Education tab and then TSHA CE Registry. Choose the appropriate button to report your hours. Instructions are provided for member and non-member self reporting. You will need the course verification code/ID to report your hours.

School-Based SLP Core Roles and Responsibilities

- Prevention
- Identification
- Assessment
- Evaluation
- Eligibility Determination (w/ ARDC)
- IEP Development
- Caseload Management
- Intervention
  - IEP
  - Non-IEP
- Counseling
- Reevaluation
- Transition
- Dismissal Determination
- Supervision

TSHA Eligibility Guidelines for SI

- **Purpose**
  - Consistency in Eligibility Recommendations
  - Lead to educationally relevant SLP services
  - Best Practices and Research-Based Model
  - Ripple Effect: Help with SLP Shortages
  - Help with Dismissal from Speech
- **Template Guidelines**
  - Articulation & CLD Companion
  - Voice
  - Fluency
  - Language & Language with Other Disabilities Companion
Roles and Responsibilities
New ASHA Guidance…

• Critical Roles in Education
  – Across All Levels
  – Range of Disorders
  – Language/Literacy Focus
  – Cultural and Linguistic Diversity

• Range of Roles & Responsibilities
  – Educational Relevance
  – Prevention
  – Assessment
  – Intervention
  – Program Design
  – Accountability

Roles and Responsibilities
New ASHA Guidance…

• Collaboration
  – Schoolwide Services
  – Unique Contributions
  – Colleague
  – Partnerships with Universities
  – Partnerships with Families
  – Partnerships with Students

• Leadership
  – Advocacy
  – Communication
  – Supervision and Mentorship
  – Professional Development
  – Lifelong Learning
  – Research

Important IDEAs

• Speech or Language Impairment
  – “means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child’s educational performance” [emphasis added] CFR300.8 (c) (11)

Important IDEAs

• Speech-language pathology services includes identification…, diagnosis…, referral…, provision of speech and language services for…habilitation or prevention…, and counseling CFR300.34 (c) (15)

Important IDEAs

• In conducting the evaluation…
  – “the public agency must (1) use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent,… [emphasis added] CFR300.304 (b)

Important IDEAs

• The public agency must ensure that…
  – The child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities [emphasis added] CFR 300.304 (c) (4)
### Important IDEAs

<table>
<thead>
<tr>
<th>The public agency must ensure that</th>
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<tr>
<td>The evaluation is sufficiently comprehensive to identify all of the child’s special education and related services needs, <strong>whether or not commonly linked</strong> to the disability category in which the child has been classified [emphasis added]</td>
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<td>CFR 300.304 (c) (6)</td>
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### Important IDEAs

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<th>The IEP must include a statement of the special education and related services and supplementary aids and services, based on <strong>peer-reviewed research to the extent practicable</strong>, to be provided to the child, or <strong>on behalf of the child</strong> [emphasis added]</th>
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<td>CFR 300.304 (a) (4)</td>
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### Concern about speech language or communication

- Concerns expressed
- Student Support Team meets
- Gather information
  - Vision/hearing
  - Parent & Teacher information
  - Data from pre-referral interventions or RTI
- SST may recommend interventions
  - Successful? No referral
  - Not Successful? Referral for FIE
  - Obvious disability condition? Referral for FIE

### Data Sources When Reviewing Concerns

- Health Information
- Parent/Teacher Information
- Student Support Team Deliberations
- Results of Classroom Interventions

### Data Source: Health Information

- Vision and Hearing Screening Results
- Health information from Parent
- Health information from school nurse
- History of ear infections
Data Source: Parent/Teacher Information

- General information from district forms
- Specific information from Parent/Teacher Information Forms

Data Source: Student Support Team Deliberations

Refer to district process and forms documenting Student Support Team Deliberations

Data Source: Results of Classroom Interventions

- Type of intervention provided
- Duration of intervention
- Documented results
- Student Support Team Decision
  - Continue interventions
  - Referral for speech-language evaluation

Assessment Plan
SI Eligibility Flowchart

• Referral
• Evaluation Plan
• Assessment Data Gathered & Analyzed
• Answer 3 Questions
  – Is there a disability condition (communication disorder)?
  – If so, is there an adverse effect on academic achievement or functional performance resulting from the communication disorder?
  – Are specially designed instruction or related services needed from the SLP to make progress in the curriculum?

1. Establish Disability Condition

• Communication disorder
  – impairment in the ability to send, receive, process, and comprehend verbal, nonverbal, and graphic symbol systems
  – may be evident in the process of hearing, language, or speech; may be developmental or acquired; and may range in severity from mild to profound

1. Establish Disability Condition

• A child may exhibit a communication disorder characterized by impairment in articulation, phonology, voice, stuttering, swallowing/feeding, language, or communicative competence in social interactions
• Document that the communication disorder is NOT the result of cultural or linguistic differences or lack of instruction

2. Adverse Effect

Academic Achievement

• Adverse effect on academic achievement – generally refers to a child’s performance in academic areas such as reading or language arts, math, science, and history. The determination regarding whether there is an adverse effect resulting from the communication disorder on academic achievement requires an understanding of the general education curriculum and the language, speech, and communication demands on the student to make progress in academic activities

2. Adverse Effect

Functional Performance

• generally refers to skills or activities that are used in the context of routine activities of everyday living
• determination of whether there is an adverse effect resulting from the communication disorder on functional performance requires analysis of how “functional” the student’s communication is outside of the classroom learning environment
• when the communication disorder limits participation in interpersonal activities or extracurricular and nonacademic activities, an adverse effect on functional performance is present
3. Need for Services to Support Progress in the Curriculum

- Determine current level of functioning in communication skills
- Determine where services should be provided
  - Independent
  - Minimal Support
  - Maximum Support
- Determine who can provide the services
  - Strong need for SI code when SLP is the only person with specialized skills to provide the service

SI Eligibility Guidelines

Disability Condition

- Parent Data
- Teacher Data
- Observation Data
- Speech or Language Sample Analysis
- Standardized – <7th percentile
- <T7 - 85 standardized test
- For XBA-
  - Below average
  - Gc lower than other areas

Disability Condition

Articulation Disorder

- Present ~ All in Agreement
- Parent Data
- Teacher Data
- SLP Opinion (from listening to speech sample)
- Results on Standardized Test at the 7th percentile or below

Articulation Disorder ~ Need Additional Information

Informal Measures:
- Point to Point Comparison
- Percentage of Consonants Correct
- Articulation Consistency Index
- Intelligibility Measure for Preschoolers

Disability Condition

Voice Disorder

- Present ~ All in Agreement
- Teacher Report
- Parent Report
- Student Report
- Otolaryngologist Report
- Observation in Academic and Nonacademic settings
- Voice Sampling Procedure

- Results of Voice Evaluation Protocol indicate impairment (rating of 11 or more) in at least one area:
  - Phonation/Vocal Quality
  - Pitch
  - Resonance
Disability Condition

Fluency

Fluency Disorder Present
- All in Agreement
  - Teacher Report
  - Parent Report
  - Observation in Academic and Nonacademic settings
  - Norm referenced
  - Criterion referenced
tests agree with Teacher, Parent, SLP Judgment
- Clear evidence of fluency disorder
- Atypical disfluencies present
- Significant covert stuttering tendencies

Disability Condition

Language

- Informal Procedures indicate a Language Disorder
  - Parent Report
  - Teacher Report
  - Observation in academic and nonacademic settings
  - Language Sample
  - Standardized Tests
    - <77 (1.5 sd)
- Language Areas
  - Syntax
  - Semantics
  - Phonology
  - Pragmatics
  - Metalinguistics
- Language Modalities
  - Speaking
  - Listening
  - Reading
  - Writing
SI Eligibility Guidelines
Disability Condition

- All Data indicate communication disorder present
- All Data indicate communication disorder not present
- Conflicting data – administer additional informal measures
Communication Disorder Documented: Consider Adverse Effect FAQs

- Academic Achievement or Functional Performance
- Document evidence of adverse effect
- Recommend ~ Rubric or Checklist for consistency in decision making process
- Adverse Effect determination is an individual decision

Need for Services

- Speech as only disability condition
  - Need for specially designed instruction to help student make progress in the general education curriculum
- Speech plus other disability condition/s
  - Need for SLP support services to help student benefit from special education services to make progress in the curriculum

Dismissal Considerations

1. Does the student continue to exhibit a communication disorder?
2. If so, is there still an adverse effect on academic achievement or functional performance?
3. If so, does the student continue to require specialized intervention services from the SLP to mitigate the adverse effect of the impairment on educational performance?
Types of Evaluation Described in IDEA 2004

- Eligibility §300.533 (a) (2) (i)
- Present Level of Academic Achievement and Functional Performance §300.533 (a) (2) (ii) and §300.547 (a) (1)
- Measuring Progress §300.547 (a)(2)

Dismissal Considerations

Data-Driven Decisions to Determine

- What to do when there is no progress in therapy
- What to do when the student is not motivated in speech
- What to do when students exhibit medical, oral, or facial structural limitations that limit their potential to achieve goals or benefit from continued therapy
- What to do when data shows students’ primary disability limits their ability to benefit from the specialized services of the SLP?

Implementation Process

- Training
  - What
    - Generic guidelines
    - Disorder specific guidelines
  - How
    - Bring trainer into your district
    - Work through ESC for training and technical assistance
- Manuals
  - Generic
  - Language
  - Language with Other Disabilities (Companion)
  - Articulation
  - CLD – Articulation (Companion)
  - Voice
  - Fluency

- Institutional Knowledge/Consistent Use
  - Consider putting generic/overview SI guidelines in Operating Procedures
  - Expect consistent use of guidelines from all SLPs at all schools in district/SSA
  - Provide overview information to principals, ARD administrators & diagnosticians
  - Provide opportunity for frequent case studies for team/PLC discussion of the hard ones
Implementation Process

• Provide the Tools
  – Teacher and Parent Interview Protocols
  – Variety of Observation Forms
  – Checklists and Criterion-Referenced Measures
  – Most recent version of Standardized Tests
  – Language Sample Analysis Software
  – Referral Forms/Packet that includes RTI data
  – Language tests that work for Cross Battery

• Monitor & Evaluate SI Eligibility Guidelines
  – Used with fidelity? (i.e. as written)
  – Are the Guidelines working to get the right students coded SI...with meaningful IEPs?
  – Patterns and Trends
    • Problem with over identification? Have the guidelines helped?
    • What does the data tell you?
  – Are the Guidelines efficient?
    • How are you doing with SI timelines for initial evaluations?
  – Loops back to Training for SLPs

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