


Texas Speech-Language-Hearing Association

SI Eligibility in Texas
 Judy Rudebusch, EdD, CCC-SLP
 Host: ESC XI

Introduction


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



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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




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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 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.



T S H A E l i g i b i l i t y G u i d e l i n e s f o r S I

- **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



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School-Based SLP
Core Roles and Responsibilities

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

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
 - Collegiality
 - 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

- **The public agency must ensure that**
 - The evaluation is sufficiently comprehensive to identify all of the child’s special education and related services needs, *whether or not commonly linked* to the disability category in which the child has been classified [emphasis added]
- CFR 300.304 (c) (6)



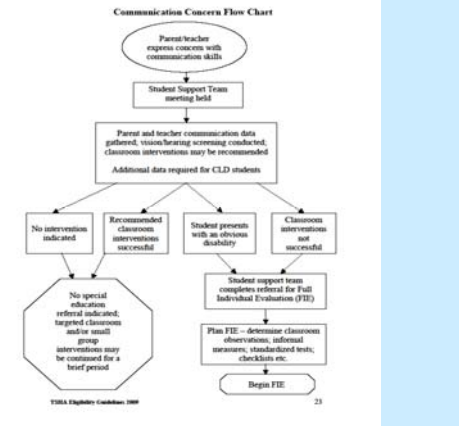
Important IDEAs

- The IEP must include a statement of the special education and related services and supplementary aids and services, based on *peer-reviewed research to the extent practicable*, to be provided to the child, or *on behalf of the child* [emphasis added]
- CFR 300.304 (a) (4)



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



Revised 1/14

Individual Evaluation Planning Form

Student: Robert Grade/age: 10 years, 2 months School: Burlington Elementary
 SLP Members: Jennifer, diagnostic; Mary, SLP; Donk, classroom teacher; Beth, reading specialist

Date of Referral: 10/1/09 Date of Initial Team Meeting: 10/15/09

Referral Information/Concerns: Difficulty following multi-step directions, poor reading skills, difficulty with math, spelling, writing, poor organization, always late arriving, being teased, hurt, and nervous.

Learning Profile: Lives at single mother and has siblings, 4.0 at Burlington Elementary, returned to 1st grade, currently 4th grade. Inappropriate behavior, used of verbal aggression, attention-seeking.

Evaluation Questions: Is Robert learning disabled? Does Robert need specialized instruction in order to make adequate academic progress? Does Robert have short term memory difficulties that impact learning and information? Does Robert have a language disorder that contributes to his low academic performance?

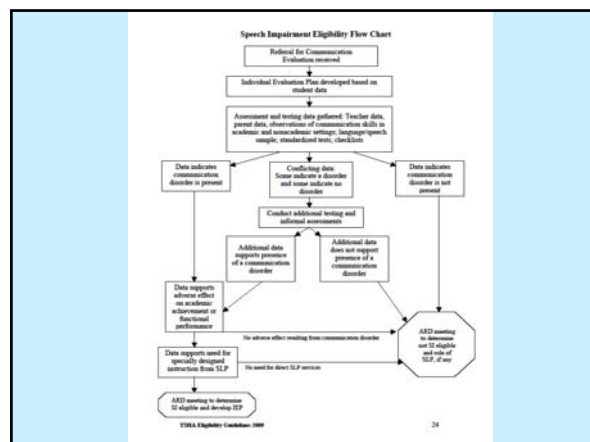
Area	Address	Assess	SLP Member	Tools/Instruments	Target Completion
Developmental	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	History of parent information form	10/20/09
Physical/Motor/Behavioral	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Health/medical history, vision & hearing screen	11/09
Cognitive/Intellectual	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SLP writing, Teacher Observation	11/10/09
Academic/Behavior	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Parent interview	11/10/09
Language/Communication/Performance/Behavioral	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	ELL, Communication, TOWSE, Teacher Observation, CBM	11/10/09
Emotional/Behavioral	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Parent, Classroom, Parent Interview, Observation	11/10/09
Academic/Technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Review of teacher files, parent information, teacher observation	11/10/09

Revised 1/14

Area	Address	Assess	SLP Member	Tools/Instruments	Target Completion
Speech Language Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	SLP	
Observation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Observation	
SLM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Observation	
Classics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Observation	
Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CALL, SCAMPY, ESWP, TOWSE, CELF-4	
Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Language Sample, Interview, Observation, Parent information, Teacher information	

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?



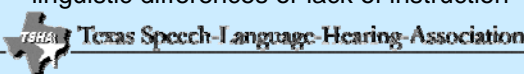
1. Establish Disability Condition

- 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



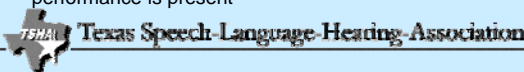
2. Adverse Effect Academic Achievement

- 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

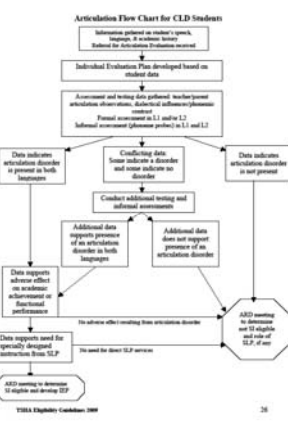


SI Eligibility Guidelines Disability Condition

- Parent Data
- Teacher Data
- Observation Data
- Speech or Language Sample Analysis
- Standardized –
 - <7th percentile
 - <77 - 85 standardized test
- For XBA-
 - Below average
 - Gc lower than other areas
- Formal and informal measures show same pattern of errors
- All indicate a communication disorder

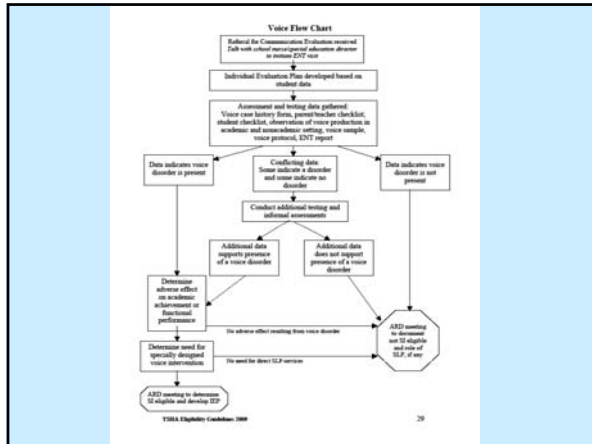
Disability Condition Articulation

- | | |
|---|---|
| Articulation Disorder Present ~ All in Agreement | Articulation Disorder ~ Need Additional Information |
| <ul style="list-style-type: none"> • Parent Data • Teacher Data • SLP Opinion (from listening to speech sample) • Results on Standardized Test at the 7th percentile or below | Informal Measures: Point to Point Comparison Percentage of Consonants Correct Articulation Consistency Index Intelligibility Measure for Preschoolers |



Disability Condition Voice

- | | |
|--|---|
| Voice Disorder Present All in Agreement | Results of Voice Evaluation Protocol indicate impairment (rating of 11 or more) in at least one area: |
| <ul style="list-style-type: none"> • Teacher Report • Parent Report • Student Report • Otolaryngologist Report • Observation in Academic and Nonacademic settings • Voice Sampling Procedure | <ul style="list-style-type: none"> – Phonation/Vocal Quality – Pitch – Resonance |

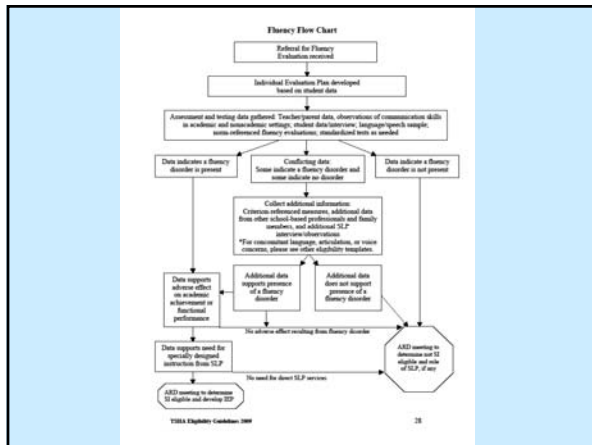


Disability Condition Fluency

Fluency Disorder Present ~ All in Agreement

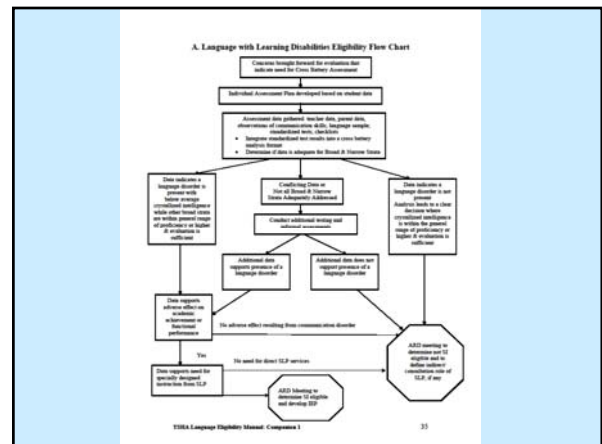
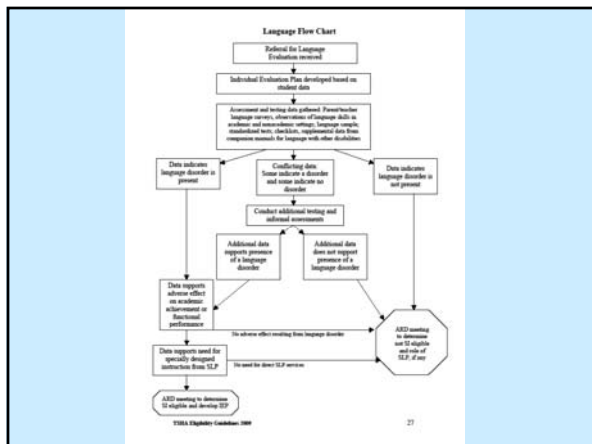
- Teacher Report
- Parent Report
- Observation in Academic and Nonacademic settings
- Norm referenced
- Criterion referenced

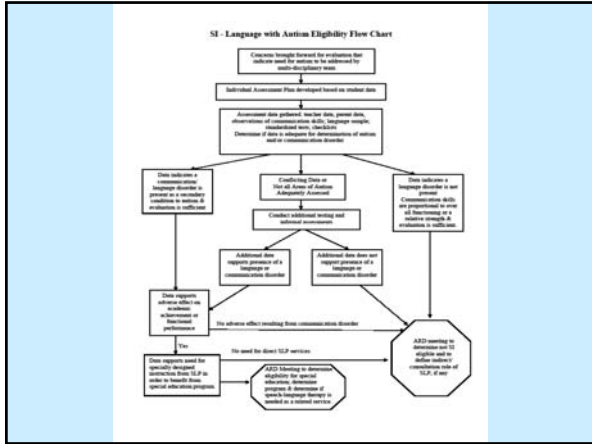
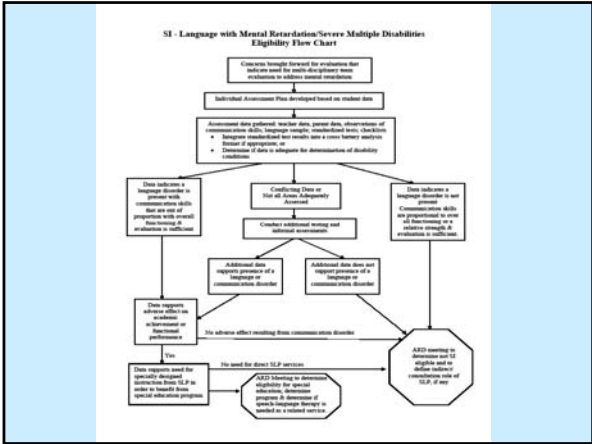
- Norm Referenced & Criterion Referenced tests agree with Teacher, Parent, SLP Judgment
 - Clear evidence of fluency disorder
 - Atypical disfluencies present
 - Significant covert stuttering tendencies



Disability Condition Language

- Informal Procedures indicate a Language Disorder
 - Parent Report
 - Teacher Report
 - Observation in academic and nonacademic settings
 - Language Sample AND
- 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

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Parameters Assessed	Disorder Guidelines
Informal Evaluations Parent's evaluation Teacher's evaluation Observation in academic setting Observation in non-academic settings Speech/language sample Other	Parent data Teacher data Observation data Speech/language sample Results on standardized test at the 75 percentile or below or a standard score of 77 or below
Standardized Tests Test name Test name	Results of Cross-Battery Assessment show relative weakness in Cc

*If the above are not in agreement, select from informal measures listed on included form for additional data.
(List results of informal measures, indicating level of concern on each)*

TSLHA Eligibility Guidelines 2008 11

Parameters Assessed	Disorder Guidelines
Informal Evaluations Parent's observation Teacher's observation Parent-In-Point Comprehension Observation in academic setting Percentage of Consistent Correct Consistency Index* Percentage of intelligibility on 100 word sample (PK)	Parent data Teacher data SLP opinion Results on standardized test at the 75 percentile or below
Standardized Tests Composite Pretest 2 Level of Articulation Articulation Articulation Proficiency Scale 2006	Percent-to-Point Comparison differs by significant amount

*Currently no information is available for determining a concern for Consistency Index.

TSLHA Eligibility Guidelines 2008 12

Parameters Assessed	Disorder Guidelines
Informal Evaluations Parent's observation Teacher's observation Dictated sentence Phoneme rotation Percentage of Consistent Correct (minimum) Percentage of Consistent Correct	Parent data Teacher data Dictated informants/phoneme contrast SLP opinion
Standardized Tests in English IQTEA-2 Articulation	Results on English standardized test
Formal Tests in Spanish Spanish Pre-School Articulation Test (SPAT) Spanish Articulation Measures Formed (DAG) (non-standardized) Consistent Portion of Articulation Composite - Spanish Pre-School Language Scale - 4 (PSL-4) Articulation System Spanish Language Assessment (SLA)	Results on informal assessment (phoneme prior to language other than English) 50% or more in error

*If the above are not in agreement, select from the following informal measures for additional data.
Percentage of Consistent Correct yields a difference of 13 points or greater for single words than for spontaneous speech.*

Consistency Index = or -13 point difference from single words to conversational speech.

TSLHA Eligibility Guidelines 2008 13

Guidelines for Determining a Language Disorder	
Measure	Guidelines
Informal Data <ul style="list-style-type: none"> Parent Language Survey Teacher Language Survey Observation in academic setting Observation in non-academic setting 	Parent data Teacher data Observation data SLP opinion
Standardized Tests <ul style="list-style-type: none"> Test of Language Development 2-4 Comprehensive Assessment of Spoken Language Skills Clinical Evaluation of Language Fundamentals - 2 Oral and Written Language Scales Revised Language Scale - 4 Clinical Evaluation of Language Fundamentals-PreSchool - 2 	Results on global standardized test scaled scores of 77 or less (75 percentile or below) or Cross Battery Assessment shows 60 below average and lower than other processing areas and If the above are not in agreement, identify informal measures used for additional data.
Screening <ul style="list-style-type: none"> Type-Token Ratio SES-V Repetition of New Words Test of Word Reading 	More than 1 SD below the mean More than 1 SD below the mean More than 1 SD below the mean More than 1 SD below the mean
Spoken <ul style="list-style-type: none"> MLU-1M Analysis of Grammatical Errors Analysis of Inflectional Morphology and Certain Free Morphemes Substratum Analysis Analysis of Meter 	More than 1 SD below the mean More than 1 SD below the mean More than 1 SD below the mean NPCC - less than 8/100 utterances Adverbials - less than 8/100 utterances EC - less than 1/100 utterances More than 1 SD below the mean
Pragmatic <ul style="list-style-type: none"> Conversation Narrative Free-narratives 	Qualitative impairment documented Standard score of 77 or less on the Test of Narrative Language Qualitative impairment documented
Morphosyntax <ul style="list-style-type: none"> Counting 	Qualitative impairment documented

TSHA Eligibility Guidelines 2009 34

Guidelines for Determining a Fluency Disorder	
Parameters Assessed	Disorder Guidelines
Informal Evaluations <ul style="list-style-type: none"> Parent observations Teacher observations Observation in academic setting Observation in non-academic setting 	Results on norm-referenced tests and informal evaluations indicate the presence of a fluency disorder.
Norm-Referenced Tests <ul style="list-style-type: none"> Assessment of the Child's Experience of Language (Cohen, Gilliam, & Queen, 2003) Communication Anecdote Test (Shuster, 1984) Communication Anecdote Test for Preschool and Kindergarten Children Who Struggle (Charney, M., & Shuster, J.J., 2007) Language Production Inventory (Klein, 1981) Language Inventory Instrument, 3rd Edition (Glady, 1994) 	Norm-referenced tests and Parent data Teacher data SLP judgment in agreement
Criterion-Referenced Measures <ul style="list-style-type: none"> Fluency Evaluation Procedure (Fluency Test Form, 2002-03) Open Speed Tests (Lindsay & Fawcett, 2001) Discontinuous Fluency Control Theory, 3rd Edition (Ginger & Cooper, 2002) Language Fluency Inventory (Lindsay, 2002) Fluency Changing Inventory (Daly, 2005) Scale of Fluency Inventory (Williams, Dwyer, & Rosenbluth, 1979) Reading Profile for Primary and Language Disorder & Gifted, (1997) 	The student exhibits any of the following indicators, such as prolongations, blocks, pitch or loudness changes during moments of disfluency, struggle, or secondary behaviors and Parent data Teacher data SLP judgment in agreement or The student exhibits significant correct spelling/reading that are adversely affecting academic and extracurricular performance and Parent data SLP judgment in agreement
Other: _____	Parent data SLP judgment in agreement


TSHA Eligibility Guidelines 2009 35

Guidelines for Determining a Voice Disorder	
Parameters Assessed	Disorder Guidelines
Informal Evaluations <ul style="list-style-type: none"> Parent report Teacher report Student report Otolaryngologist report Observation in academic and non-academic settings Voice sampling procedure None available 	Parent data Teacher data Data from student report Observation data Otolaryngologist report data and Results of Voice Evaluation Protocol indicate impairment (rating of 11 or more) in at least one area assessed in the following voice areas:
Standardized Tests <ul style="list-style-type: none"> None available 	Phonation/Vocal Quality Hoarseness Harsh/raspy attack Aphonia Pitch Habitual speaking pitch F-pitch range Pitch breaks Resonance Hypernasality Nasal air emission Abnormal voice *When the results on the Voice Evaluation Protocol indicate impairment only in the following voice areas, informal data is required but the student does not exhibit a disorder: Hoarseness F-pitch range F-pitch breaks Calf air emission Associated factors Unrelated respiratory infection and/or allergy

TSHA Eligibility Guidelines 2009 36

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

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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

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Dismissal Considerations

- Does the student continue to exhibit a communication disorder?
- If so, is there still an adverse effect on academic achievement or functional performance?
- 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?

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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)



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Dismissal Considerations


- Use PLAAFP and Progress Evaluation Data as evidence to document dismissal recommendation
- Talk about continuing or discontinuing eligibility at every annual review
- Talk about the three questions with data at every annual review
- Talk about dismissal at the time of admission



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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?



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Dismissal Considerations


- Set dismissal criteria in your district
 - e.g. mastery of articulation at 70% level instead of 100% level
- Provide more non-IEP services after dismissal
 - e.g. Have an Artic Lab available for prevention of placement in speech? Offer dismissed students the opportunity to attend Artic Lab once/week to maintain skills



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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



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Implementation Process


- **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



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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



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Implementation Process


- **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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TSHA Eligibility Guidelines for SI

- **Purpose**
 - Consistency in Eligibility Recommendations
 - Best Practices and Research-Based Model
 - Ripple Effect: Help with SLP Shortages
 - Lead to educationally relevant SLP services
 - Help with Dismissal from Speech
- **Template Guidelines**
 - Articulation & CLD Companion
 - Voice
 - Fluency
 - Language & Language with Other Disabilities Companion (LD and MR/AU)




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Earning CEUs

Get Ready to Record the Course Name and Course Number...Provided on Next Slide

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

After you have completed this module, please go to 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.



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