AVAILABLE RESOURCES FOR SPEECH AND LANGUAGE THERAPY SERVICES IN THE PUBLIC SCHOOLS

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TCASE INTERACTIVE CONVENTION
JULY 20, 2016
FOCUS/RESPONSIBILITIES OF PSAJC

• Focus
  – To address the shortage of SLPs in the schools by restructuring SLP services utilizing best practices and quality indicators in a cost efficient manner so as to assure effective outcomes with limited resources.
• Responsibilities
  – Collaborating
  – Communicating
  – Identifying Issues/Concerns and Collecting Data
  – Developing Key Initiatives in Response to Issues/Concerns
  – Advocating Through Legislation
  – Planning for the Future
KEY INITIATIVES

• Developed in collaboration with
  – TSHA Committees
  – Education Service Centers
  – ESC SLP Network
  – TCASE Directors of Special Education

• Funding provided by
  – ASHA grants
  – TSHA
  – Region 13 ESC
ELIGIBILITY GUIDELINES

• Purposes
  – To provide guidance in determining eligibility and
  – To address concerns with over-identification, lack of dismissals, and the impact on the shortage of SLPs, by:
    • Providing a structure within which the multidisciplinary team and the SLP can complete a comprehensive evaluation of a student’s communication skills and make recommendation to the ARD Committee
• Assisting SLPs in adhering to the requirements in federal and state statutes regarding the identification of students as eligible for special education services
• Providing consistency in eligibility recommendations within and across districts
• Incorporating a research-based model and best practices in decision-making
• Leading to educationally relevant SLP services
• Assisting with dismissal from services
• Components
  – General Eligibility Manual
  – Articulation
  – Articulation for Culturally and Linguistically Diverse Students
  – Voice
  – Fluency
  – Language
  – Language and Learning Disabilities
  – Language and Autism and Intellectual Disability
• **Availability**
  – TSHA Website
  – 20 ESC Websites
  – No registration fee – Free of charge
  – Two hours CE for each training – Fee is waived for TSHA members/$20 for non-members

• **Access**
  – TSHA website (txsha.org)
    • Homepage – Continuing Education
    • TSHA eLearning
    • SI Eligibility Guidelines Courses
SLP-ASSISTANTS’ GUIDE

• Purpose
  – The guide was developed to address the fact that districts are having to hire/contract with SLP-Assistants because of the shortage of licensed SLPs, and
  – because there is concern that Assistants are not adequately trained to fulfill job responsibilities specified by the licensure law.
Objectives focus on

- Improving the understanding of the role of SLP-Assistants and Supervisors
- Developing the knowledge, skills and competencies of licensed SLP-Assistants working in the schools
- Improving the quality of services delivered by SLP-Assistants
• Components/Modules
  – Roles/Responsibilities/Requirements of SLP-Assistants
  – Roles/Responsibilities/Requirements of Supervisors
  – Clinical Considerations
  – Therapy Planning
  – Speech Sound Disorders
  – Language Disorders
  – Pending
    • Disorders Related to Cultural Linguistic Diversity
    • Fluency Disorders
• Availability
  – Six Modules are currently on the TSHA website (2 pending)
  – No registration fee – Offered free of charge
  – Total of 10 CEUs available – Fee is waived for TSHA members, $20 per module fee for non-members

• Access Directions

• txsha.org
  – Homepage – Continuing Education
  – TSHA eLearning
  – SLP-Assistants Guide
SPECIAL EDUCATION DIRECTORS’ SERIES

• Purpose
  – To develop awareness of Directors of research-based best practices
  – To provide guidance for implementation within a school district

• Design
  – Basic information via webinars provided in one hour or less with references provided
  – Opportunity for viewing during ESC meetings of Directors or online at Director’s convenience
### Usage:

<table>
<thead>
<tr>
<th>Service</th>
<th>Total</th>
<th>At 100%</th>
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<tbody>
<tr>
<td>SLP &amp; CLD Pop</td>
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<td>0</td>
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<tr>
<td>Retention/Mentoring</td>
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<td>5</td>
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<td>Service Del. Models</td>
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<td>5</td>
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<tr>
<td>RtI &amp; SLP</td>
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<td>3</td>
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<tr>
<td>Partnering w/Univ.</td>
<td>27</td>
<td>3</td>
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<tr>
<td>RtI to Dismissal</td>
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<td>6</td>
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<tr>
<td>Contracting Services</td>
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<td>4</td>
</tr>
<tr>
<td>Supervision of SLP-As</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SLP/Literacy</td>
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</tr>
</tbody>
</table>
Components/Accessibility

- Speech-Language Pathology & Cultural and Linguistic Diversity
  - http://bcove.me/15tecwap
- Process of Second Language Acquisition
  - Receptive and Expressive
  - BICS – Basic Interpersonal Skills vs. CALPS – Cognitive Academic and Language Proficiency Skills
  - Simultaneous vs. sequential
• Information Needed Prior to Referral
  – Case History (Family – Time in US, language use, language development process)
    (Education – bilingual vs. ESL, status of BICS vs. CALPS, etc.)
• Language Difference vs. Communication Disorder
  – Characteristics of normal acquisition of second language (language loss, transfer, silent periods, code switching)
  – Other behaviors (unable to stay on task, disorganization, confusion, poor self-concept – timid/shy, etc.)
• Assessment
  – Skills of SLP (ASHA Guidelines)
  – Importance of assessment in both languages (IDEA)
  – Cautions (translation of tests)
• Service Delivery
  – English or native language
  – Language environment (dominate language, family language use, etc.)
• Intervention Model – Based on student’s needs
  – Bilingual support
  – Coordinated services
  – Integrated bilingual
  – Combination of bilingual support and coordinated model
– Retaining and Mentoring SLPs
  
  • [http://bcove.me/15tecwap](http://bcove.me/15tecwap)
  
  • Greatest Challenges to Public Schools - Then and Now (paperwork, pay better in other work settings, etc.)
  
  • Retention Ideas with Budget Implications
    – Stipends (CCCs, Supervisors, Bilingual, etc.)
    – Additional pay – Daily rate for summer
    – Sign on bonuses
    – State of the art equipment, assessments and therapy materials
• Other Suggestions
  – Workload approach to service delivery
  – Involvement on Committees
  – Support Meetings
  – Focus on teamwork – Opportunities to network, collaborate and problem solve
  – Questionnaires – Opportunities to provide input (satisfaction, suggestions for program improvements, etc.)
  – Involvement in professional associations
• Quality Traits of Supervisors/Mentors
• Characteristics of Quality Supervision
• Training of Supervisors/Mentors
• Characteristics of Effective Mentoring Program
– Speech/Language Service Delivery Models
  • [http://bcove.me/reiywwp2](http://bcove.me/reiywwp2)
  • Guidance from IDEA and ASHA re: Speech Therapy Services
  • Workload Approach
    – Direct Services (pull out, push in, classroom based, parallel teaching, pull aside, stations, etc.)
    – Indirect Activities
      » Support students in LRE and general ed. curriculum
      » Support with engineering of classroom
      » Other (SHARS billing, evaluations, progress reports, etc.)
• TEA Guidance on Schedule of Services
  – Including frequency, duration, location, clarity, individual recommendations vs. patterns of services
  – Focus on weekly reference
• Key District Points to Ponder – Why They are Important
  – Pattern of services
  – Duplication of services
  – Scheduling based on administrative convenience
• What Services” Should” and “Should Not” Look Like
• Importance of Clarity in ARD Documentation
• Examples of Schedules
— Response to Intervention (RtI) and the SLP
  • [http://bcove.me/gjqllytb](http://bcove.me/gjqllytb)
  • Answers to Questions
    — Why should SLPs be involved?
    — What is RtI for speech services?
    — How should SLPs be involved?
  • IDEA and NCLB Regulations
  • Explanation of Tier 3 Model with examples of interventions
  • Funding Sources
  • Time for Involvement – Workload Approach
• Keys to Success
  – District-wide process
  – Data collection and progress monitoring
  – Tracking students in process
  – Referral to Special Education
Partnering with Universities

• [http://bcove.me/tywkt0ei](http://bcove.me/tywkt0ei)

• Key Components
  – Communication
  – Support
  – Resources

• How to Leverage Community Resources
  – Universities (Lamar, TSU, TTUHSC, TWU, U of H, UNT, UT Pan American, WTA&MU)
  – Schools (Ft Worth and TCU, Dallas ISD Institute with UTD)
  – ESCs (Region 13 Student Symposium with UT Austin and TSU)
– From RtI to Dismissal
  • [http://bcove.me/olx8te78](http://bcove.me/olx8te78)
  • Role of SLP
    – Design of program
    – Collaboration
    – Assessment
    – Intervention
  • Importance of Quality Referrals for Special Education Referrals
• Eligibility Determination
  – Definition (IDEA)
  – Purpose
  – Questions to ask and steps involved
  – Adverse effect on academic achievement and functional performance
  – Review of Eligibility Guidelines
• Dismissal Considerations
  – Address same questions as when determining eligibility
  – Discuss at Initial ARD and at Annual Reviews
  – Time limited services
  – Progress evaluation data
  – Tips for consideration
– Contracting for Speech Services

• [http://bcove.me/t518lvjc](http://bcove.me/t518lvjc)

• Barriers – Difficulties in contracting for services (Disparities in pricing, quality services, items charged but not related to duties, completed compliance paperwork, service unavailable at time of need, no service in rural areas, etc.)

• Solution – Establishment of Reg. 20 ESC Related Service Cooperative
• Process
  – Survey of districts to determine number of contact hours needed
  – Development of RFP with input of districts
  – Reviewing and awarding process
  – Commitments from districts – Contractor Service Agreement Template or district contract
  – Reg. 20 – Issues with vendors

• Outcomes
  – Satisfied with services and price range
  – Barriers reduced
• Considerations/Lessons Learned
  – Treat as an independent contractor, not an employ
  – Read company contract thoroughly
– Supervision of SLP-Assistants

  • [https://region13wistia.com/medias/sr49cntvxc](https://region13wistia.com/medias/sr49cntvxc)
  • Educational Requirements of SLPs and SLP-Assistants (Licensure law, rules, regs.)
  • Respective Roles and Responsibilities
  • Qualities of a Good Supervisor
  • Characteristics of a Quality Supervisor Program
Role of SLPs in Literacy (Reading & Writing)

- https://region13.wistia.com/medias/i1bb8embry

- Importance of Collaboration Between SLPs and ELA Teachers/Literacy Specialists

- Definitions of Literacy, Reading, and Writing

- Reciprocal Relationship Between Language and Literacy

- Five Stages of Reading Development
• Role of the SLP Based on:
  – Spoken language is foundation for development of reading and writing
  – Receptive relationship between language and literacy
  – Problems with spoken language lead to problems with reading and writing
  – Language skills “cause” and/or are a “result” of reading difficulties
• SLP Skills – Examples provided
  – Prevention
  – Assessment
  – Identification
  – Intervention

• Skills Needed by SLPs – Need to collaborate with ELA Teachers
  – Understanding of educational terms
  – Scope and Sequence
  – Curriculum Framework
  – Use of Genres in Instruction
• Availability
  – 9 webinars located at the address designated for each, and on the ESC Region 13 SELN – “Speech Language Pathology Directors’ Series”
    • http://www4.esc13.net/spedsteercom/resources-seln
  – Speech Language Pathology page under menu on left side as Special Ed. Directors’ Series
    • http://www4.esc13.net/speechlang
  – Offered free of charge – CEUS are not available
TELEPRACTICE PROTOCOL AND MODULES

• Purpose
  – To provide districts with information related to the provision of therapy services via telepractice

• Components/Modules
  – Protocol for Determining Candidacy for Telepractice
    • Student characteristics (physical, behavioral, cognitive)
    • Services to be provided (therapy, evaluation, consultation)
• Method of delivery (real-time, store and forward, self-monitoring)
• Location (student, facilitator, provider)
• Provider credentials (licensure, experience with telepractice and technology)
• Facilitator credentials (who, experience with telepractice and technology)
• Schedule of service (time, frequency, location, and type)
• Ethics and compliance issues (cultural, language, FERPA, HIPPA, etc.)
• Technology specifics
• Software capabilities
• Equipment
• Consent to provide service
• Method of outcomes measurement to determine effectiveness
• Environment (room, noise, light, etc.)
• Client communication and contact (face-to-face, e-mail, phone)
• Materials distribution – How and who
• Trouble shooting – How and who
• Assurances – Compliance with regulations
– Modules
  • Rules, Laws, Policies and Ethics of Telepractice
  • Telepractice Defined
  • Telepractice in the School Setting
  • Candidacy for Telepractice and Servicing Special Populations via Telepractice
  • Multicultural, Multilingual, and International Telepractice
  • Platforms, Software and Tools for Telepractice
• Availability
  – Protocol and modules will be posted on TSHA website (txsha.org)
  – Charge – TBD
  – CEUs will be available
OTHER RESOURCES

• Ideas for Recruiting and Retaining SLPs in the Schools
• SLP Licensure Frequently Asked Questions
• Supervision of SLP-Assistants in the Public Schools
• Service Delivery Models
• Response to Intervention: Role of the SLP
• SLP Settings for Children and Adults with Communication Disorders
• Guidance re: Missed Therapy Sessions in the Schools
• Workload Approach to Caseload Standards for SLPs: Talking Points for Special Education Directors

• SHARS: Documentation and Supervision Requirements (Pending approval)

• Access Directions
  – txsha.org
    • Homepage – Practice Resources
    • Work Setting Resources
    • Public School Setting
NEXT STEPS

• We Want to Hear From You
  – Issues
  – Concerns
  – Suggestions
  – Resources needed
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Other 2015-2016 Initiatives

• Non-Traditional University Programs (TWU)
  – Priority admission for SLP-As currently working in schools
  – Reduce weight of GRE for SLP-As working in the schools who have been out of university for several years
  – Applicant provide statement from district committing to sponsorship demonstrating that he/she has secured a district sponsor prior to applying
– Increase number of professors able to serve the program
– Work with ESCs to increase space availability when limited space is a deterrent to accepting a greater number of candidates
– Send a letter to ASHA outlining barriers and proposed alternatives to increasing the number of candidates
– Pursue working with districts to target more SLP-As, especially in rural areas
– Develop a certification for bilingual SLPs
– Consider support of university in legislative efforts to increase state budget for loan repayment
• Cycle 9
  – Commit to maintaining or increasing the number of SLP-As currently working in the schools in the program (Oct. 15 deadline)
  – Offer a bilingual certificate simultaneously with the master’s SLP program
  – Continue dialogue about drafting a letter to ASHA and supporting loan repayment legislation
– Cannot increase number of professors without additional funding

– Will not change GRE weighting as it is one indicator of candidate skills (in writing) that is his/her own work and is the same for all across the board

– Not feasible to ask for a signed document from a district to sponsor prior to candidate application (questions as to positions available and availability of supervisor)
• Loan Repayment
  – 2009 - Legislation failed to pass
  – 2013 - Legislation passed without funding
  – TSHA contributed $300,000 for Year 1 (54 graduates and 2 doctoral candidates)
  – TSHF has a fund designated for Loan Repayment to which anyone can contribute
  – 2017 - Not yet determined if will seek funding
• Licensure
  – Transition to TDLR - October
  • Renewals - Will occur as scheduled, 100% electronic
  • Rule change
    – Ability to distribute supervision of assistants across the month, instead of weekly requirement
  • Makeup the following week
  • Wording in new rule (one must have a license to practice in any setting) does not supersede law which grants exceptions to TEA certified SLPs working in the schools
Shortage Data

• Dec. 2013 (381 surveys sent/160 responses (42%)

• SLP Data
  – Districts filled 26% of positions with less than licensed SLPs (2003-25%, 2010 – 32%)
  – Districts had only 1% unfilled vacancies (2003 – 4.5%, 2010 – 2%) Approx. 83 positions

• District Data
  – 7% of districts had unfilled vacancies (2010 – 16%)
  – 32% contracted with licensed SLPs
  – 60% employed SLP-As
  – 9% contracted with SLP-As
What We Have Seen

• Decrease in number of unfilled vacancies
• Increase in number of employed SLPs
• Number of contracted SLPs has remained the same
• Increase in number of employed SLP-As
• Decrease in number of contracted SLP-As
• Improvement in quality of services
  – Eligibility Guidelines
    • District Training/Usage (Survey 2013 – 129 responses)
      – Articulation – 98%
      – Language – 94%
      – Fluency – 77%
      – Language with Other Disabilities – 66%
      – Voice – 64%
    • Effectiveness
      – 55.3% indicated using criteria makes a difference
– Implementation of RtI
  • 73.2% of districts had implemented
  • 57.5% indicated that implementation had made a difference

– Implementation of a Variety of Service Delivery Models
  • 90.6% of districts had implemented
  • 84% indicated that implementation had made a difference