Guidelines for Speech-Language Pathologists in Educational Settings

2019
September 24 – Dickinson
September 25 – Mandan
September 26 - Fargo
Watch a recording of the Guidelines training here, it is in two parts:

SLP Training Part 1
SLP Training Part 2
Special Thanks to the SLP Guidelines Workgroup

- Jessie Regner
- Donna Johnson
- Teresa Kyllo
- Melissa Gietzen
- Linda Hoag
- Kim Myers
- Arliss Koski

- Darlene Nething
- Jennifer White
- Sarah Robinson
- Robyn Zeltinger
- Jami Frize
- Michelle Woodcock
- Leisa Harmon

Facilitators: Shauna Crane and Mary McCarvel-O’Connor
Ages 6-21 SLI Rates in ND

- 2006: 27.01%
- 2007: 26.26%
- 2008: 24.01%
- 2009: 22.83%
- 2010: 21.98%
- 2011: 21.20%
- 2012: 19.80%
- 2013: 18.60%
- 2014: 17.60%
- 2015: 17.00%
- 2016: 16.50%
- 2017: 15.30%
- 2018: 14.70%
Purpose

- Update previous guidance on serving students with speech-language impairments;
- Promote consistency in evaluation procedures across the State that are culturally sensitive, non-biased, and yield results that assist with determining eligibility, and support the development of effective educational programming for students with SLI;
- Provide guidance to teams on the development of the Individualized Education Program (IEP) that addresses all student needs to be identified through the evaluation process through services and supports in the Least Restrictive Environment (LRE);
- Provide resources for school-based practitioners on evidence-based practices and strategies to improve academic and behavioral outcomes for students with SLI;
- Identify state and national resources for educators in support of school-based programming as well as family and community support that will contribute to improved outcomes for students with SLI.
NDDPI requirements

- North Dakota Board of Examiners on Speech-Language Pathology and Audiology Licensure
- Education Standards and Practices Board Licensure
Consent to Bill Medicaid

- The School District is required to obtain consent before it can bill Medicaid.
- Consent is only required one time.
- In future years, notifications/reminders of this process and rights for the parent/guardian needs to happen.
- Skilled nursing services require a written order from a physician, nurse practitioner, or physician assistant.
- Other health-related services must be authorized by a licensed practitioner of the healing arts operating within their scope of practice.
All Individuals who hold the CCC-SLP

- Out of 30 required professional development hours for certification maintenance, at least 1 hour must be in the area of ethics.
<table>
<thead>
<tr>
<th>Current Cycle</th>
<th>1st Ethics cycle after 1/2020</th>
<th>Deadline for Credits</th>
</tr>
</thead>
</table>
Do you supervise students?
Are you a CF Mentor?

- New supervision requirements go into effect January 1, 2020
- If you plan to supervise students for purposes of ASHA certification, you must attest to having completed two hours of professional development (post-certification) in the area of clinical instruction or supervision.
Speech-Language Pathology Paraprofessional

- NDDPI requirements for certification
- IEP Documentation
- Supervising SLP
- NDDPI Reporting
Medicaid

• Definition of Medical Necessity
• Qualifications
• Resources
Questions
## MTSS Tiers

<table>
<thead>
<tr>
<th>Tier 1 -</th>
<th>Tier 2 -</th>
<th>Tier 3 -</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scientifically based speech and language core classroom instruction</strong></td>
<td><strong>Targeted intervention and small group instruction</strong></td>
<td><strong>Intensive individual intervention</strong></td>
</tr>
</tbody>
</table>

### Multi-Tiered Model Example

#### Role of SLP

**Tier 1**
- Conducts speech/language screening.
- Consults with teachers/parents regarding screening results.
- Provides a framework for in-class and home speech/language intervention to be implemented by teacher and parents.
- Monitors student progress periodically.

**Tier 2**
- Identify students who exhibit maturational articulation errors and/or mild language delays.
- Provide intervention in small groups in a general education setting.
- Collaborate with parents, teachers and other professionals to monitor speech-language skills and provide additional targeted intervention.

**Tier 3**
- Collaborate with others to determine the need for intensive intervention.
- Provide intensive intervention with continuous data analysis to determine the next steps.
Multidisciplinary Team

- Parents
- Representative of the Local Education Agency
- Individual who can interpret the instructional implications of the evaluation results
- Special Education Teacher
- General Education Teacher
Additional requirements for evaluations and reevaluations.

(a) Review of existing evaluation data. As part of an initial evaluation (if appropriate) and as part of any reevaluation under this part, the IEP Team and other qualified professionals.....
Student Profile

- Student Profile:
  - Provides a comprehensive picture of the student;
  - Identifies patterns of current functioning; and
  - Indicates areas where further information is required.
The assessment plan includes names of specific tests the speech-language pathologist will administer if known at the time of writing the assessment plan. However, if the team has not identified the exact tests, it is allowable to identify a general area of assessments i.e. in the area of language or in the area of reading.
### Components of Comprehensive Assessment

#### Educational Activities
- Artifact Analysis
- Curriculum-Based Assessment
- Observations in school (natural) settings
- Educational records MTSS data

#### Speech-Language Probes
- Case history
- Interviews
- Language/Narrative samples
- Stimulability
- Dynamic assessment
- Play-based assessment

#### District-Wide Assessments
- Norm-referenced measures of academic achievement
- Curriculum benchmarks

#### Standardized Speech-Language Assessments
- Norm-referenced speech-language tests (parsed skills: articulation, semantics, syntax, morphology, fluency, etc.)
Rating Scale

Purpose

Organizational tools

Document assessment findings according to the intensity of the findings and to make a determination of eligibility for a Speech or Language Impairment (SLI) based on the assessment results, in collaboration with the IEP team.

Not a diagnostic instrument but a way to organize evaluation findings.

The scales must be used with a body of evidence

Since the rating scales are only an organizational tool, it should not be included in the evaluation documentation and point numbers should not be referred to in the SLPs report.
Changes to the rating scales

All Severity Rating Scales
- Levels change from No Disability, Mild, Moderate, and Severe to No apparent impact, Minimal impact, Moderate impact, and Significant impact

Language Severity Rating Scale
- Factors
- Formal was changed to Standardized Comprehensive Language Assessment in Oral &/or Written Language (Lowest Composite score may be used)
- Second Formal Measure changed to Second Standardized Measure

Fluency
- One Severity Rating Scale instead of two
## School-Aged Language Severity Rating Scale

<table>
<thead>
<tr>
<th>Factors</th>
<th>No Apparent Impact</th>
<th>Minimal Impact</th>
<th>Moderate Impact</th>
<th>Significant Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standardized Comprehensive Language Assessment in Oral &amp; Written</strong></td>
<td>Score = 0 Mean to -1 SD $SS$ 100-85** ≥ 17th % ile</td>
<td>Score = 2 Mean to -1.5 SD $SS$ 84 to 77** 16th-7th % ile</td>
<td>Score = 3 Mean to -2 SD $SS$ 76-70** 6th-3rd % ile</td>
<td>Score = 4 Mean to -2 SD $SS$ &lt; 69** Below 3rd % ile</td>
</tr>
<tr>
<td><strong>Lowest Composite score may be used</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Second Standardized Measure</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Score = 0 Mean to -1 SD $SS$ 100-85** ≥ 17th % ile</td>
<td>Score = 2 -1 to -1.5 SD $SS$ 84-77** 16th-7th % ile</td>
<td>Score = 3 -1.5 to -2 SD $SS$ 76-70** 6th-3rd % ile</td>
<td>Score = 4 -2 or greater SD $SS$ &lt; 69** Below 3rd % ile</td>
<td></td>
</tr>
<tr>
<td><strong>Informal/Non-standardized Assessment</strong></td>
<td>Score = 0 Language skills are developmentally all</td>
<td>Score = 2 Language skills consistent with some errors, and do not interfere with communication; demonstrates improvements during dynamic assessment</td>
<td>Score = 3 Language skills are significantly below average range; errors are noticeable and interfere with communication; demonstrates limited improvement during dynamic assessment</td>
<td>Score = 4 Language skills are significantly below average; errors are prevalent and greatly interfere with communication; demonstrates very limited improvement during dynamic assessment</td>
</tr>
<tr>
<td><strong>Educational Impact</strong></td>
<td>Score = 0 Language skills are adequate for the student's participation in educational settings.</td>
<td>Score = 4 Language skills are developing and can be addressed in the educational setting</td>
<td>Score = 5 Language skills affect the student's ability to participate in educational settings</td>
<td>Score = 6 Language skills significantly impact the student's ability to participate in educational settings</td>
</tr>
</tbody>
</table>

**Rating Scale**
## Components of Comprehensive Assessments

<table>
<thead>
<tr>
<th>Educational Activities</th>
<th>Speech-Language Probes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Artifact Analysis</td>
<td>Case history</td>
</tr>
<tr>
<td>• Curriculum-Based Assessment</td>
<td>Interviews</td>
</tr>
<tr>
<td>• Observations in school (natural) settings</td>
<td>Language/Narrative samples</td>
</tr>
<tr>
<td>• Educational records MTSS data</td>
<td>Stimulability</td>
</tr>
<tr>
<td></td>
<td>Dynamic assessment</td>
</tr>
<tr>
<td></td>
<td>Play-based assessment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>District-Wide Assessments</th>
<th>Standardized Speech-Language Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Norm-referenced measures of academic achievement</td>
<td>• Norm-referenced speech-language tests (parsed skills: articulation, semantics, syntax, morphology, fluency, etc.)</td>
</tr>
<tr>
<td>• Curriculum benchmarks</td>
<td></td>
</tr>
</tbody>
</table>
### Rating Scale Sample

<table>
<thead>
<tr>
<th>Factors</th>
<th>No Apparent Impact</th>
<th>Minimal Impact</th>
<th>Moderate Impact</th>
<th>Significant Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standardized Comprehensive Language Assessment in Oral &amp;/or Written Language (Lowest Composite score may be used)</td>
<td>Score = 0 Composite scores* at or above: Mean to -1 SD SS 100-85 ** (\geq 17^{th} \text{ %ile})</td>
<td>Score = 2 Composite scores * documenting: -1 to -1.5 SD SS 84 to 77 ** (16^{th}-7^{th} \text{ %ile})</td>
<td>Score = 3 Composite scores * documenting: -1.5 to -2 SD SS 76-70 ** (6^{th}-3^{rd} \text{ %ile})</td>
<td>Score = 4 Composite scores * documenting: -2 or greater SD SS &lt; 63 ** (\text{Below 3}^{rd} \text{ %ile})</td>
</tr>
<tr>
<td>Second Standardized Measure</td>
<td>Score = 0 Mean to -1 SD SS 100-85 ** (\geq 17^{th} \text{ %ile})</td>
<td>Score = 2 -1 to -1.5 SD SS 84-77 ** (16^{th}-7^{th} \text{ %ile})</td>
<td>Score = 3 -1.5 to -2 SD SS 76-70 ** (6^{th}-3^{rd} \text{ %ile})</td>
<td>Score = 4 -2 or greater SD SS &lt; 63 ** (\text{Below 3}^{rd} \text{ %ile})</td>
</tr>
</tbody>
</table>
General Issues with Standardized Tests

- Does not address difference vs. disorder
- There is a high chance of over/under identification
- Documentation of educational impact and need for specialized instruction is missing
- Skills are measured out of context
- Diagnostic accuracy may be unknown
- Eligibility decisions are not in compliance or defensible when based only on test results
Issues Related to Standardized Test Bias

- Cultural Loading
- Language Loading

Tests vary on both dimensions
Standardized Test Bias

- Cultural Loading
- Language Loading
- Tests vary on both dimensions

Cultural Loading and Linguistic Demand

Low  Moderate  High

Sam Ortiz “Comprehensive Assessment of Culturally and Linguistically Diverse Students: A Systematic, Practical Approach for Nondiscriminatory Assessment” 2004
Cultural and Linguistic Classification of Tests

Pattern of Expected Performance of Culturally and Linguistically Diverse Children

- **Performance Least Affected**
  - Low Degree of Cultural Loading
  - Low Degree of Linguistic Demand

- **Increasing Effect of Cultural Difference**
  - Low to Moderate Degree of Cultural Loading
  - Low to Moderate Degree of Linguistic Demand

- **Increasing Effect of Language Difference**
  - Moderate to High Degree of Cultural Loading
  - Moderate to High Degree of Linguistic Demand

- **Performance Most Affected**
  - High Degree of Cultural Loading
  - High Degree of Linguistic Demand

## General Guidelines for Expected Patterns of Test Performance for Diverse Individuals

### DEGREE OF CULTURAL LOADING

<table>
<thead>
<tr>
<th>DEGREE OF CULTURAL LOADING</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
</tr>
</thead>
</table>
| Low                         | Slightly Different: 3-5 points  
  Moderately Different: 5-7 points  
  Markedly Different: 7-10 points  

| MOD  | Slightly Different: 5-7 points  
  Moderately Different: 7-10 points  
  Markedly Different: 10-15 points  

| HIG  | Slightly Different: 7-10 points  
  Moderately Different: 15-20 points  
  Markedly Different: 20-25 points  

### DEGREE OF LINGUISTIC DEMAND

- Slightly Different: 3-5 points
- Moderately Different: 5-7 points
- Markedly Different: 7-10 points
- Slightly Different: 5-7 points
- Moderately Different: 7-10 points
- Markedly Different: 10-15 points
- Slightly Different: 7-10 points
- Moderately Different: 10-15 points
- Markedly Different: 15-20 points
- Slightly Different: 7-10 points
- Moderately Different: 10-15 points
- Markedly Different: 15-20 points
- Slightly Different: 7-10 points
- Moderately Different: 10-15 points
- Markedly Different: 20-25 points
- Slightly Different: 7-10 points
- Moderately Different: 15-20 points
- Markedly Different: 20-25 points
- Slightly Different: 7-10 points
- Moderately Different: 15-20 points
- Markedly Different: 25-35 points
Current research on performance of African American children on norm-referenced standardized vocabulary tests shows SES difference depending on caregiver’s level of education.

PPVT-III (receptive vocabulary test) shows SES difference depending on caregiver’s level of education.

EVT (expressive vocabulary test) scores of African American and White preschoolers were significantly influenced by variables related to SES such as mother’s education, income, marital status, and number of children in the family.
### Educational Activities

- Artifact Analysis
- Curriculum-Based Assessment
- Observations in school (natural) settings
- Educational records MTSS data

### Speech-Language Probes

- Case history
- Interviews
- Language/Narrative samples
- Stimulability
- Dynamic assessment
- Play-based assessment

### District-Wide Assessments

- Norm-referenced measures of academic achievement
- Curriculum benchmarks

### Standardized Speech-Language Assessments

- Norm-referenced speech-language tests (parsed skills: articulation, semantics, syntax, morphology, fluency, etc.)
Reviewing student work as part of the evaluation

May be done by others or by SLP

May be part of an existing process (Building Level Team Process, RTI, MTSS, etc.)

Should examine areas of concern, patterns, and needed actions

Should be documented as part of the evaluation
Observation

- Should be summarized in an evaluation report
- Areas to consider
  - Setting
  - Physical Environment
  - Auditory Environment/Sensory Environment
  - Social Context
  - Language Demands of Activity
  - Motor Skills and Response Demands of Activity
  - Provision of and Response to Instructional Strategies
# Functional Communication Assessment Summary

This form may be used to document functional communication skills in the education setting and may be helpful when evaluating students when a valid comparison to a normative sample cannot be made or a student has significant impairments. Data collected from a variety of communication partners in a variety of settings should be used to complete this form.

<table>
<thead>
<tr>
<th>Communicative Interaction:</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Evoked by initiation, topic maintenance, opening/closing conversations</td>
<td>□ Successful</td>
<td>□ Usually Successful</td>
<td>□ Frequently Unsuccessful</td>
<td>□ Not Successful</td>
</tr>
<tr>
<td>Data Sources:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe Performance:</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communicative Intention:</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Evoked by requesting objects/actions, commenting on objects/actions, etc.</td>
<td>□ Successful</td>
<td>□ Usually Successful</td>
<td>□ Frequently Unsuccessful</td>
<td>□ Not Successful</td>
</tr>
<tr>
<td>Data Sources:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe Performance:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communicative Methods:</th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Evidenced by use of one or more modes of communication (e.g., verbal, manual sign, ASL, AAC system, gestures, prints)</td>
<td>□ Successful</td>
<td>□ Usually Successful</td>
<td>□ Frequently Unsuccessful</td>
<td>□ Not Successful</td>
</tr>
<tr>
<td>Data Sources:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe Performance:</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comprehension of Language:</th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Evoked by appropriate actions or communicative responses indicating comprehension of what others say, sign, or show</td>
<td>□ Successful</td>
<td>□ Usually Successful</td>
<td>□ Frequently Unsuccessful</td>
<td>□ Not Successful</td>
</tr>
<tr>
<td>Data Sources:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe Performance:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effect on Educational Performance:</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student demonstrates communication skills adequate for participation in current educational setting</td>
<td>□ Successful</td>
<td>□ Usually Successful</td>
<td>□ Frequently Unsuccessful</td>
<td>□ Not Successful</td>
</tr>
<tr>
<td>Data Sources:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe Performance:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# District-Wide Assessments

## Educational Activities
- Artifact Analysis
- Curriculum-Based Assessment
- Observations in school (natural) settings
- Educational records MTSS data

## Speech-Language Probes
- Case history
- Interviews
- Language/Narrative samples
- Stimulability
- Dynamic assessment
- Play-based assessment

## District-Wide Assessments
- Norm-referenced measures of academic achievement
- Curriculum benchmarks

## Standardized Speech-Language Assessments
- Norm-referenced speech-language tests (parsed skills: articulation, semantics, syntax, morphology, fluency, etc.)
<table>
<thead>
<tr>
<th>Rating Scale Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Informal/Non-standardized Assessment</strong></td>
</tr>
<tr>
<td><strong>Educational Impact</strong></td>
</tr>
<tr>
<td>Score = 0</td>
</tr>
<tr>
<td>Score = 4</td>
</tr>
<tr>
<td>Score = 2</td>
</tr>
<tr>
<td>Score = 6</td>
</tr>
<tr>
<td>Score = 3</td>
</tr>
<tr>
<td>Score = 8</td>
</tr>
</tbody>
</table>
### Speech-Language Probes

#### Educational Activities
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#### Standardized Speech-Language Assessments
- Norm-referenced speech-language tests (parsed skills: articulation, semantics, syntax, morphology, fluency, etc.)
<table>
<thead>
<tr>
<th>Informal/Non-standardized Assessment</th>
<th>Educational Impact</th>
</tr>
</thead>
</table>
| Score = 0  
Language skills are developmentally appropriate and do not interfere with communication; demonstrates improvements during dynamic assessment | Score = 0  
Language skills are adequate for the student’s participation in educational settings |
| Score = 2  
Language skills consistent with some errors, and do not interfere with communication; demonstrates improvements during dynamic assessments | Score = 4  
Language skills are developing and can be addressed in the educational setting |
| Score = 3  
Language skills are below the average range; errors are noticeable and interfere with communication; demonstrates limited improvement during dynamic assessment | Score = 6  
Language skills affect the student’s ability to participate in educational settings |
| Score = 4  
Language skills are significantly below average; errors are prevalent and greatly interfere with communication; demonstrates very limited improvement during dynamic assessment | Score = 8  
Language skills significantly impact the student’s ability to participate in educational settings |
Case History

Parent Questionnaire

Date: __/__/__

We are preparing to evaluate/screen your child. Since information from parents is an essential part of the process, we would like you to fill out this form as completely as possible and return it.

We understand that it takes time to answer these questions and that you may have provided some of the information before. However, complete and up-to-date information is very important to help us understand your child’s situation and plan for each student.

We also know that some of the information asked for is personal and of a private nature. Please be assured that the information you give will be treated confidentially, used in the best interest of your child, and made available only to appropriate school personnel. If you have questions about any item, or concerns about responding to a particular question, or would like to go over the questions with a member of the Diagnostic Team, please do not hesitate to call the school. Thank you.

STUDENT and FAMILY INFORMATION

Child’s name ________________________________ Birth date __/__/__ Age ________________________________
Address ___________________________________ Zip ____________ Phone __________________________
School ____________________________________ Grade __________ Work Phone ________________________
Email ________________________________ Alternate number: ________________________________

Mother’s name _______________________________ Address ________________________________
Father’s name _______________________________ Address ________________________________

Parents’ marital status (circle one): Married Separated Divorced Widowed Single Parent ________________________________

Who has legal authority to sign papers for this child? ________________________________

If your child does not live with both biological parents, what visitation arrangements are made? ________________________________

Language spoken at home ________________________________ Who does the child live with? ________________________________

Brothers and Sisters

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Grade</th>
<th>School</th>
<th>Child Care</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

Other people also living in the household

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Relationship to student</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

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Case History
# Student Speech-Language Checklist Kindergarten through 5th Grade (page 1)

**Student**

**Grade:**

**Teacher:**

**Date:**

**Directions:** Please read and check the box that is the best answer to each question. (If student needs items read to them, please assist.)

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Sometimes</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you like to talk with your family and friends?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you like to answer questions in class?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you like to talk in class?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do others tease you about the way you talk?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do people have trouble understanding what you say?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does your speech sound different from the other students?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is it hard for you to make some of your sounds?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is it hard to hear the sound the letter makes?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can you follow the teacher’s directions?</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Can you follow directions from your family?</td>
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<tr>
<td>Can you tell what happened in a story you read or had read to you?</td>
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</tr>
<tr>
<td>Is it hard to think of the words you want to say?</td>
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</tr>
<tr>
<td>Is it hard to answer questions?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is it hard to remember information you have learned?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is it hard to learn new words?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is it hard to make complete sentences?</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Do you like the way your voice sounds?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you speak in a loud voice or shout?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you speak in a soft voice?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you ever lose your voice?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you repeat some of your words or sounds?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is it sometimes hard to get your words out?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is it hard for you to look at people when you talk?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Language Dynamic Groups
- The Predictive Early Assessment of Reading and Language (PEARL)
- CUBED (Free to download)
- Story Champs

www.Leadersproject.org
- SLAM cards

www.sugarlanguage.org
- Sampling Utterances Grammatical Analysis Revisited (SUGAR) (Free)

Pro-Ed
- Dynamic Assessment and Intervention Kit
- The Test of Narrative Language 2
Dynamic Assessment is a method of assessment to identify the skills that an individual child possesses as well as their learning potential.

Dynamic Assessment emphasizes the learning process and examiner and student effort.

Dynamic Assessment diagnostic accuracy is documented in the scientific literature.
Dynamic Assessment Methods

- Main methods for the Dynamic Assessment
  - Testing the limits
  - Graduated prompting
  - Test-teach-retest
Mediated Learning

The “Teach” part of test-teach-retest for dynamic assessment

Length and frequency of sessions (varies)

Focuses on specific weakness/errors during assessment
<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Purpose</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intentionality</td>
<td>What’s the goal?</td>
<td>“We’re going to work on following directions that have three steps.”</td>
</tr>
<tr>
<td></td>
<td>State the purpose of the teaching.</td>
<td></td>
</tr>
<tr>
<td>Meaning</td>
<td>Why are we working on this?</td>
<td>“When someone gives you directions, it’s important to do each step so that you finish the task.”</td>
</tr>
<tr>
<td></td>
<td>Tell why it’s important and relevant.</td>
<td></td>
</tr>
<tr>
<td>Transcendence</td>
<td>What happens if we don’t have this skill?</td>
<td>“What if your teacher tells you to color, cut and glue, but you only follow two of the directions? Then your project wouldn’t be finished.”</td>
</tr>
<tr>
<td></td>
<td>Develop awareness of the relevance of the skill to real life through critical thinking.</td>
<td></td>
</tr>
<tr>
<td>Application</td>
<td>Here’s what I expect you to do. Let’s try it together.</td>
<td>“This time when I give you a direction that has three steps, I want you to do all three steps in the order that I say them. I’ll do it first and then it will be your turn.”</td>
</tr>
<tr>
<td></td>
<td>Clarify expectations and give explicit instructions. Provide a model and allow opportunities for practice.</td>
<td></td>
</tr>
<tr>
<td>Competence</td>
<td>What did you learn? Why is it important? When will you use this skill?</td>
<td>Remember, it’s important to listen to all the steps in a direction and follow each one. Now you tell me what we practiced and why it’s important. Think about when you might need to follow directions correctly in the classroom. Then we’ll try it five more times.”</td>
</tr>
<tr>
<td></td>
<td>Check for understanding of the skill and its importance for the current context and future classroom activities.</td>
<td></td>
</tr>
</tbody>
</table>
Modifiability

Examiner effort (0-3)

Responsivity (0-3)

Transfer (0-2)
## Dynamic Assessment Protocol

### Mediated Assessment

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Purpose</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intentionality</td>
<td>What’s the goal? State the purpose of the teaching.</td>
<td>We’re going to work on ________________________________</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meaning</td>
<td>Why are we working on this? Tell why it’s important and relevant.</td>
<td>When someone ________________________________, it’s important to ____________________________</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transcendence</td>
<td>What happens if we don’t have this skill? Develop awareness of the relevance of the skill to real life through critical thinking.</td>
<td>What if your teacher ________________________________, but you __________________________? Then ________________________________</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Application    | Here’s what I expect you to do. Let’s try it together. Clarify expectations and give explicit instructions. Provide a model and allow opportunities for practice. | This time when I _________________________________, I want you to ____________________________
|                |                                                                         | I’ll do it first and then it will be your turn.        |
| Competence     | What did you learn? Why is it important? When will you use this skill? Check for understanding of the skill and its importance for the current context and future classroom activities. | Remember, it’s important to ____________________________
|                |                                                                         | Now you tell me what we practiced and why it’s important. Think about when you might need to ____________________________
|                |                                                                         | Then we’ll try it five more times.                     |
This can be done as part of the evaluation

Data can inform interpretation and decision making

Should be documented as part of the report
Research has demonstrated the usefulness of several dynamic assessment procedures, including fast mapping and non-word repetition tests with less of the bias and validity issues that are common to static assessment.

“...processing-dependent language measures hold considerable promise for distinguishing between children with language disorders, whose poor language performance reflects fundamental psycholinguistic deficits, and children with language differences attributable to differing experiential backgrounds (Campbell & Dollaghan, 1997).”
Nonword repetition tasks assess whether a child can hear, retain briefly, and then repeat nonsense syllables of varying lengths.

Nonword repetition tasks give us insight into why a child may have a weak vocabulary.
Fast Mapping

• Measures the ability to learn novel words from exposure rather than vocabulary tests
After norms have been established, an individual’s raw score can be converted to “derived scores” which communicate that individual’s performance to the standardization sample. This chart shows the relationship of derived scores in a normal distribution.
Factors to Consider When Determining Eligibility

- Linguistic and Cultural Diversity
- Cognitive Referencing
- Educational and Academic Impact
- The Rating Scales
- Other Eligibility Considerations
<table>
<thead>
<tr>
<th>Questions to ask yourself before determining eligibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did it permit adequate opportunity to show true ability?</td>
</tr>
<tr>
<td>Were the tasks appropriate for the student’s background?</td>
</tr>
<tr>
<td>Was prior knowledge a factor?</td>
</tr>
<tr>
<td>What about the culture of poverty?</td>
</tr>
</tbody>
</table>
## Comparison of Children who are English Learners with and without Disabilities

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Children who are English Learners</th>
<th>Children who are English Learners with a disability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Skills</td>
<td>Typical language learning potential. Communicative use of English is reduced and easily noticed by native English speakers. English phonological errors common to culture. No fluency or voice impairment. Can be communicatively proficient to function in society. *</td>
<td>May exhibit speech and language disorders in the areas of articulation (atypical phonology or prosody), voice, fluency, or receptive and expressive language. May not always achieve communicative competence in either first or second language. May exhibit communication behaviors that call attention to himself/herself in first language.</td>
</tr>
<tr>
<td>Language Skills</td>
<td>First language skills are appropriate for age level prior to exposure to second language. The nonverbal communication skills are culturally appropriate for age level (e.g., eye contact, response to the speaker, clarification of response, turn-taking). Vocabulary deficit and word-finding difficulties in the second language only. Student may go through a silent period. Code switching common. *</td>
<td>May have deficits in vocabulary and word-finding, following directions, sentence formulation, and pragmatics in first and second languages. Atypical syntactic and morphological errors. Persistent errors in second language. Low mean length of utterance (MLU) and difficulties in first language and English cannot be attributed to the length of time in English speaking schools. Stronger performance on tests assessing single word vocabulary than on tests assessing understanding of sentences or paragraphs.</td>
</tr>
<tr>
<td>Academic Functioning</td>
<td>Typical language learning potential. Apparent problems due to culturally determined learning style, different perceptual strategies, or lack of schooling in home country. *</td>
<td>May observe limited progress in second language acquisition, difficulty retaining academic information, difficulty in schoolwork of home country, or difficulty in acquiring the first language.</td>
</tr>
<tr>
<td>Progress</td>
<td>Progress in home language contingent upon adequacy and continuation of first language instruction. Academic progress in English should be steady but will depend on the quality and quantity of English instruction. *</td>
<td>May show less than expected progress in English acquisition and development of academic skills. May show a marked discrepancy between different areas (e.g., oral skills and writing skills) that cannot be attributed to a lack of sufficient time or appropriate interventions.</td>
</tr>
<tr>
<td>Social Abilities</td>
<td>No social problems in the first language. May have some social problems due to the lack of familiarity with American customs, language, expected behaviors, etc. Student may experience social isolation and may be likely to be a follower rather than a leader in a group of English speakers. *</td>
<td>May exhibit persistent social and behavioral problems that are in the first language and his/her native culture and not attributable to adjustment and acculturation.</td>
</tr>
</tbody>
</table>

* dependent on the quality and quantity of the EL programming
Cognitive referencing refers to the practice of finding students not eligible for special education or for related services when their language skills are deemed to be commensurate with their cognitive or intellectual abilities. IDEA does not require a significant discrepancy between intellectual ability and achievement for a student to be found eligible for speech-language services.
Consideration should be given to academic, vocational, and social-emotional aspects.

Educational impact may be determined using information from school-based data including district-wide assessments and systematic observations.

It is also possible to assess the educational impact of a speech-language impairment through the use of teacher/parent/student interview checklists.

These would enable a comparison of the student’s speech-language skills and needs in his/her two most natural environments: home and school.
<table>
<thead>
<tr>
<th>Disability</th>
<th>Related Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Determine eligibility and the need for specially designed instruction</td>
<td>• Speech and language intervention is needed by the child to benefit from special education</td>
</tr>
<tr>
<td>• Determined by the MDT through the evaluation process</td>
<td>• Determined by the IEP Team</td>
</tr>
</tbody>
</table>
Don’t forget

• If a child is not eligible to receive services due to a speech and language impairment, the team needs to consider other disability categories where the student may be eligible such as non-categorical delay (NCD).
• Speech-language impairments are unique in that IDEA views speech-language services as both special education and as a related service.
IEP Process Using Evaluation
Any Other Questions
The regulations suggest—at the discretion of the parents and the school district—that individuals who have “special expertise regarding the child, including related service personnel as appropriate,” be included on the team. Parents are welcome to invite other individuals with specific expertise or who may have pertinent information about their child.

34 CFR §300.321
The PLAAFP is the foundation on which the rest of the IEP is developed.

Answers the question, “What do we know about this student?”
PLAAFP Includes

- Parent input
- Strengths and concerns
- How the disability impacts involvement and progress in the general education curriculum
- Description of fine motor, gross motor, and sensory interventions that have been implemented previously and their outcomes
Consideration of Special Factors

- For children who are deaf and hard of hearing teams must consider:
  - language and communication needs;
  - opportunities for direct communications with peers and professional personnel in the child’s language and communication mode;
  - academic level; and
  - full range of needs, including opportunities for direct instruction in the child’s language and communication mode §300.324(2)(iv).
Regardless of disability, IEP teams must consider a child’s communication needs.

What communicative demands and opportunities does the child have?

Does the child have the skills and strategies necessary to meet those communicative demands and take advantage of communicative opportunities?

Can the child fulfill his or her need to communicate in different settings?

Does the child communicate appropriately and effectively, and if not, why not? How would the deficit in communication be described?
For each special factor checked “yes”, supports should be delivered in the form of one or more of the following:

- Annual goals and specialized instruction to develop communication skills; and/or
- Related services that support annual goals and develop new skills; and/or
- Supplementary aids and services that are provided in the general education setting or extracurricular and nonacademic settings, which may include such things as, but are not limited to:
  - Direct supports to the student;
  - Support and training for staff who work with the student;
  - Classroom accommodations and modifications to the curriculum;
  - Functional behavior assessments and behavior intervention plans; and
  - Assistive technology services and supports.
IEP Goals Should Be...

- written for needs that require specialized instruction
- specific and not applicable to every student in the class
- not be repeated year after year
IEP Process not during an evaluation year.
Stand Alone Assessment

- SIGNED PARENTAL CONSENT
- PRIOR WRITTEN NOTICE (PWN) THAT INCLUDES INFORMATION ABOUT THE ASSESSMENT PLAN
- COMPLETE AN INDIVIDUAL DIAGNOSTIC REPORT (IDR) IN TIENET
Remember!

SLP are related services that should contribute to collaborative team goals for student-centered progress across educational environments. Services are determined by the IEP team after student-centered goals are written.
**Determining Need**

Are speech-language pathology services required to assist the child to benefit from special education?

<table>
<thead>
<tr>
<th>Determining Need</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

**Is the proposed related service educationally relevant? (Circle Yes or No)**
- If NO, the service should not be considered as a related service
- If YES, continue...

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

**What purpose does it serve for the student? Check all that apply.**
- _select or maintain equipment, specify:_
- _make adaptations or design support programs, specify:_
- _transfer information or skills to other school staff, specify:_
- _be a resource or support to the family, specify:_
- _provide services or therapies to the student, specify:_
- _other, specify:_

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

**Is the service educationally necessary? Circle YES or NO for each question. If the team answers, “yes” to the following question, it is an indication that the service under consideration probably IS educationally necessary:**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

- Will the absence of the service interfere with the student’s access to, or participation in, his or her educational program this year?

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

**If the team answers “yes” to any of the following questions, the service under consideration probably IS NOT educationally necessary:**

- Could the proposed service be addressed appropriately by the special educator or classroom teacher?

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

- Could the proposed service be addressed appropriately through core school faculty or staff (e.g., school nurse, guidance counselor, librarian, teachers, administrator, bus drivers, cafeteria staff, or custodians)?

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

- Has the student been benefiting from his or her educational program without the service?

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

- Could the student continue to benefit from his or her educational program without the service?

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

- Could the service be appropriately provided during non-school hours?

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

- Does the proposed service present any undesirable or unnecessary gaps, overlaps, or contradictions with other proposed services?

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>
Periodic Review of Services

- Includes a description of the student’s progress towards each IEP goal;
- Utilizes the same measurement criteria specified in the goal;
- Clearly specifies how the student’s performance at the time of the review differs from the performance observed at the time the IEP was written; and
- Addresses any lack of expected progress toward an annual goal.
Related services are added to a student's IEP to support specific goals. Therefore, it is the responsibility of the related service provider to report progress towards these goals as frequently as progress is reported for their peers (typically each quarter or trimester). 34 CFR §300.320(a)(3).
Adaptations of services include supplementary aids and services that are critical to the participation of the student with speech-language impairments in the general education classroom as well as other extracurricular and nonacademic activities.
The IEP team determines the amount, frequency, duration and location of the services the student will receive in order to attain the annual goal.
Considerations for Service Determination and Methods

- The amount of therapy must be stated in the IEP so that the level of the agency’s commitment of resources is clear to parents and all who are involved in the IEP development and implementation.
- The amount of time per day/week/month must be appropriate to the service.
- The amount of therapy should be based upon the student’s needs, not the availability of staff.
- The duration of service is considered the length of the IEP unless otherwise stated. When the duration is different than the rest of the IEP, the IEP should show the starting date and duration.
- Effective service delivery is dynamic and changes with the needs of the students.
- Regardless of the service delivery model used, it is essential that time be scheduled for regular collaboration with parents, general educators, special educators, and other service providers.
Service Methods

Direct Services

• Direct services may be offered in a variety of settings (the classroom, the cafeteria, the intervention room or other school settings)

Indirect Services

• Indirect services, or consultative services, are provided when a student’s IEP specifies support for school personnel as a part of the accommodations, modifications, or supplemental support services provided to a teacher on behalf of the student. These services include providing information and demonstrating effective instructional and facilitation procedures.
Types of Direct Services

- Integrated or Push-In Therapy
- Pull-Out Therapy
Benefits of Integrated therapy:

- Less stigma, less being singled out
- Less disruption/lost instruction time
- Increased collaboration and consultation with teachers
- Benefits to other students
- More opportunities to practice skills in a natural setting (generalization)
- More effective problem-solving
- Peer modeling. Peers are invaluable assets - demo, modeling, motivation
- Goals and interventions are directly tied to classroom functioning
Other Service Delivery Methods

- Combined Direct and Indirect Services Using a 3:1 Model
- Community-Based Instruction
- Intervention for the Metas
- Services in the Middle and High Schools
- Communication Skills Secondary Course
- Telepractice
### Possible Delivery Options for 60 Minutes of Services per Week

<table>
<thead>
<tr>
<th>Delivery Options</th>
<th>Representative Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes, 6 times/week</td>
<td>Students with articulation, fluency or voice goals, who are generalizing skills, or</td>
</tr>
<tr>
<td>or 15 minutes, 4 times/week</td>
<td>Students who benefit from short, intense therapy sessions on a frequent basis (e.g., students with apraxia), or</td>
</tr>
<tr>
<td>or 20 minutes, 3 times/week</td>
<td>Students needing frequent review of specific strategies or devices (e.g. alternative/augmentative communication) out of the classroom setting.</td>
</tr>
<tr>
<td>30 minutes, 2 times/week</td>
<td>Students who are learning skills such as articulator placement and fluency strategies in a therapy room.</td>
</tr>
<tr>
<td>60 minutes, once a week or 45 minutes + 15 minutes once a week</td>
<td>Students with language or pragmatic needs who receive therapy in a classroom setting</td>
</tr>
<tr>
<td></td>
<td>(Note: some students will benefit from an additional 15 minutes for pull-out sessions to reinforce a particular skill or strategy)</td>
</tr>
</tbody>
</table>
Service Types

Direct – Service provider provides services individually or in groups to students.

Indirect – Indirect or consultative services provided through accommodations, modifications, or supplemental support services provided to a teacher, school staff, or parent on a student’s behalf.
In Letter to Balkman, 23 IDELR 646 (OSEP 1995) and reaffirmed in Letter to Copenhaver, 108 LRP 33574 (OSEP 03/11/08) the court decided the only reason missed minutes for a student would not be provided is if a student is absent or school is closed (i.e., due to weather).

- If a student needs these services in order to receive FAPE, they need to be offered or made up if missed.
Public Agencies are encouraged to consider the impact of a provider’s or child’s absence on the child’s progress and performance and determine how to ensure the continued provision of FAPE in order for the child to continue to progress and meet the annual goals in his or her IEP. (Letter to Clarke, OSEP 2007)
Regardless of the approach employed to determine the type and level of related services, IDEA 2004 requires that special education services be provided in an environment that is the least restrictive environment appropriate for the child in order to achieve the collaborative goal.
**Extended School Year (ESY)**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXTENDED SCHOOL YEAR SERVICE(S)</strong></td>
<td>The provision of special education and/or related services beyond the normal school year.</td>
</tr>
<tr>
<td><strong>REGRESSION</strong></td>
<td>A decline to a lower level of functioning demonstrated by a decrease of previously attained skills that occurs as a result of an interruption in educational programming.</td>
</tr>
<tr>
<td><strong>RECOUPMENT</strong></td>
<td>The ability to recover or regain skills at the level demonstrated prior to the interruption of education programming.</td>
</tr>
<tr>
<td><strong>CRITICAL POINT OF INSTRUCTION OR EMERGING SKILL</strong></td>
<td>The point at which a student has almost mastered the skills in an instructional sequence. As the need for ESY service(s) is made, the IEP team must determine that a break in instructional programming would result in the loss of significant progress made toward the acquisition of a critical or emerging skill.</td>
</tr>
</tbody>
</table>
Will the learning that occurred during the regular school year be significantly jeopardized in ESY services are not provided?

- Consider losses in the following areas: social, behavior, academic, communication, and self-sufficiency skills

What data supports the need for ESY services?

- Lack of progress in current IEP goals and objectives (progress monitoring)
- Observation and input from the IEP team in the following areas: performance in the classroom, community based activities, family circumstances, and recent behavioral and/or medical problems
What does the research say about SLPs using EBP?

- Findings from this survey of 2,762 SLPs revealed that the vast majority of school-based SLPs do not have dedicated EBP time in their schedules and do not read enough peer-reviewed journal research articles to adequately support evidence-based practices. However, SLPs reported high degrees of interest in learning more about EBP, especially if resources directly related to school-based services are available. Specific suggestions for how to improve the EBP culture and practices in schools are provided.

This tutorial is exceptionally **informative about the nuts and bolts of EBP** for clinicians in schools, and upgrading information literacy skills. The authors clearly summarize how to efficiently find information online, select evidence, and use information legally and ethically. **The sections on “How to evaluate a website” and “How to be a practitioner who gathers evidence” are particularly valuable.**

Evidence Based Intervention and Strategies

- Should be:
  - Curriculum-based,
  - Outcome-oriented,
  - Integrated with educational activities,
  - Diagnostic in nature,
  - Dynamic, changing as the child’s needs change,
  - Based on research-proven strategies, and
  - Designed to ensure access to the general curriculum so the child can be successful in mastering the Standards of Learning.
EBP Tools and Resources on ASHA

- Evidence Maps
- Evidence-Based Systematic Reviews
- Practice Portal
This project is funded in part by a grant from VDOE. Subscribe to a free, digital newsletter that provides updates to SLPs twice each year. Information that is relevant to evidence based practices (EBP) in schools is summarized in a quick and easy to read format. The newsletter addresses practice issues related to serving students in public schools from 2 to 21 years of age. Issues include relevant research that focuses on EBP highlights for a variety of communication deficits.
Criteria for a child to remain eligible:

- Does the child have a speech-language impairment?
- Is there an adverse educational impact?
- As a result, does the child need specially designed instruction?
The team may determine the student is no longer eligible for speech-language services in the following situations:

- The student no longer has a speech-language impairment;
- The student continues to have a speech-language impairment, but it no longer affects educational performance;
- The student continues to have a speech-language impairment that affects educational performance, but the eligibility team determines the child does not need specially designed instruction;
- The IEP team determines the child no longer needs speech-language related services to benefit from special education (for example, the student’s communication needs can be met through the communication goals worked on in the regular or special education classroom); or
- The intervention no longer results in measurable benefits, regardless of multiple documented intervention variables.
The IEP team should consider discontinuing related services if:

- The student has accomplished the IEP goals for which the therapy was necessary, and therapy will no longer have an impact on the child’s functioning in special education, i.e., services are no longer necessary to meet the remaining IEP goals.
- The student performs at a standard expected of his or her typical peers.
- The intervention no longer results in measurable benefits, regardless of multiple documented interventions.
- The student continues to make gains, however there is no evidence that the related services interventions are related to the gains.
- The identified priority skills are no longer a concern within the student’s educational context.
- The student is no longer eligible for special education, and therefore, no longer eligible for a related service under IDEA 2004.
Steps for dismissing a related service

- Do not have to conduct a reevaluation
- Document in the IEP the date of dismissal, justification supported by data and plan for recommendations.
- PWN needs to be completed noting the dismissal of the related service and given to the parents.
Case Scenarios

Disability/Related Service/Neither

What are the pros and cons of the assessment?

What tests would you add?

What tests would you delete?
# Components of Comprehensive Assessment, Continued

<table>
<thead>
<tr>
<th>Educational Activities</th>
<th>Speech-Language Probes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Artifact Analysis</td>
<td>Case history</td>
</tr>
<tr>
<td>• Curriculum-Based Assessment</td>
<td>Interviews</td>
</tr>
<tr>
<td>• Observations in school (natural) settings</td>
<td>Language/Narrative samples</td>
</tr>
<tr>
<td>• Educational records MTSS data</td>
<td>Stimulability</td>
</tr>
<tr>
<td></td>
<td>Dynamic assessment</td>
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<tr>
<td></td>
<td>Play-based assessment</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>District-Wide Assessments</th>
<th>Standardized Speech-Language Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Norm-referenced measures of academic achievement</td>
<td>• Norm-referenced speech-language tests (parsed skills: articulation, semantics, syntax, morphology, fluency, etc.)</td>
</tr>
<tr>
<td>• Curriculum benchmarks</td>
<td></td>
</tr>
</tbody>
</table>
Special Topics Covered In Guidelines

- Deaf and Hard of Hearing
- Literacy
- Assistive Technology
- (Central) Auditory Processing Disorder
- Cleft Palate
- Dysphagia
- Childhood Apraxia
- Selective Mutism
September 2018, National Association of State Directors of Special Education published “Optimizing Outcomes for Students who are Deaf or Hard of Hearing - Educational Service Guidelines”

Crosswalk between the Expanded Core Curriculum - Deaf and Hard of Hearing (Skill and Subskill Areas) and the North Dakota Standards

Deaf and Hard of Hearing Task Force is currently working on updating the policy paper “Deaf and Hard of Hearing Students in ND Schools”
### Overlap Between Auditory Processing Disorders, Attention Deficit Disorders, and Speech-Language Impairments

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Auditory Processing Disorder</th>
<th>ADD/ADHD</th>
<th>Speech-Language Impairment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attention Concerns</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distractions</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Difficulty listening</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Difficulty understanding verbal information</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Poor attention to auditory detail</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Poor attention to visual detail</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Forgetfulness of routines</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Short attention span</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Need for repetition of information</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Appears to “daydream”</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Appears to lack motivation</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>Delayed response to verbal requests</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Frequently says, “Huh?” or “What?”</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Often misunderstands what is said</td>
<td></td>
<td></td>
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<tr>
<td>Poor short-term memory</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td><strong>Hyperactivity, Impulsivity, and Emotional concerns</strong></td>
<td></td>
<td></td>
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<tr>
<td>Fidgety—active hands and feet</td>
<td></td>
<td></td>
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<tr>
<td>Often leaves seat</td>
<td>X</td>
<td></td>
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<tr>
<td>Excessive movement</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Difficulty playing quietly</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talks excessively</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Butts out answers</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Restlessness</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Irritability</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Poor social interactions</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Difficulty switching turn</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Interrupts or intrudes with others</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td><strong>Academic Achievement</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Difficulty following verbal instructions</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Difficulty identifying, blending, and manipulating sounds</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor receptive and expressive language skills</td>
<td>X</td>
<td></td>
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</tr>
<tr>
<td>Deficits in reading, writing, or comprehension</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Decreased performance in noisy environments</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Difficulty completing work</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Worry about academic performance</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Frequently loses or misplaces items</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Poor organizational skills</td>
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<td></td>
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</tbody>
</table>
Team Members Supporting Unique Mealtime Needs

- Student
- Parent
- Student’s Physician or Medical Authority
- School Administrator
- Teacher/Paraprofessional
- School Nurse
- School Nutrition Director, Manager and Staff
- Special Education Director
- 504 Coordinator
- SLP
- OT
- Other School Staff (e.g., school secretary, school counselor, afterschool staff, coaches).
What conditions often result in unique mealtime needs?

- Diabetes: type 1 and type 2
- Neuromuscular diagnoses:
  - Cerebral Palsy
  - Muscular Dystrophy
  - Neural Tube Defects
  - Traumatic Brain Injury
  - Seizure Disorders
- Cognitive diagnoses:
  - Autism
  - Intellectual disabilities
  - ADD/ADHD
- Acquired allergies and intolerances:
  - Nut allergies
  - Celiac Disease
- Genetic diagnoses:
  - PKU
  - Trisomy 21
  - Cystic Fibrosis
  - Metabolic Disorders
- Altered growth patterns:
  - Obesity
  - Failure to Thrive
  - Eating Disorders
- Multisystem impact diagnoses:
  - Cancer
  - Short Gut Syndrome
  - Cardiac Disorder
Core support

**All** students require:
- Safe food handling procedures
- Nutritious and appealing meals, snacks, and beverages
- Clean, welcoming, unhurried meal/snack environment (adequate seat time)
- Supportive cafeteria logistics
- Opportunities to socialize
- Opportunities to learn mealtime routines/manners
- Taught, enforced, and reinforced behavioral expectations
Some groups of students may need mealtime adjustments:

- Meal patterns to accommodate common conditions (e.g., diabetes, lactose intolerance, nut allergies)
- Quieter areas to accommodate sensory differences/overstimulation
- Adult-led tables to model/teach/monitor social-emotional-behavioral skills and routines
- Adjusted table/seat heights for early grades
A few students may need intensive mealtime interventions:

- Embedded, explicit social-emotional-behavioral instruction
- Separate, low-stimulation setting
- Extended time/adjusted routine for eating
- Adapted/modified physical set-up (e.g., seating, utensils)
- Adapted/modified food (e.g., ingredients, texture)
- Adult or peer helper
Voluntary Guidelines for Managing Food Allergies In Schools and Early Care and Education Programs

NDDPI State Guidelines
https://www.nd.gov/dpi/education-programs/special-education

- Guidelines for Serving Students with Autism Spectrum Disorders in Educational Settings
- Guidelines for the Provision of Assistive Technology to Students with Disabilities under IDEA Part B
- Guidelines for Serving Students with Emotional Disturbance in Educational Settings
- Guidelines: Educational Surrogate Parent
- Guidelines: Extended School Year (ESY) Services
- Extended School Year (ESY) Services - An Educator’s Guide Brochure
- Extended School Year (ESY) Services - A Parent’s Guide Brochure
- Evaluation Process
- Individualized Education Program Planning Process
- Guidelines: Intellectual Disabilities in Educational Settings
- Guidelines for Serving Students with Specific Learning Disabilities in Educational Settings
- NCD Guidelines
- Parent Guide to Special Education
- Parental Rights for Public School Students Receiving Special Education Services Notice of Procedural Safeguards
- Parental Rights for Public School Students Receiving Special Education Services Notice of Procedural Safeguards - Spanish Version
- Procedural Safeguards - Prior Written Notice & Parental Consent Procedures
- Guidelines for Gifted Programming
  1. Volume 1: Program Handbook

ND Policy Papers in Education
- Adapted Physical Education - Question and Answer - January 2019
- Discipline Regulations Policy Paper - June 2019
- Grades, Transcripts, Diplomas, and Graduation for Students with Disabilities - January 2019
- IDEA 2004 Students with Disabilities who Attend Private Schools - April 2010
- Informational Paper - Applied Behavior Analysis Services
- Informational Paper - Deaf & Hard of Hearing Students in ND School - February 2010
- Informational Paper - Dyslexia - November 2010
- Informational Paper - Students with Visual Impairments in North Dakota Schools - February 2010
- Informational Paper - Retention and Destruction of Educational Records for Students with Disabilities - April 2019
- HNAS Policy Paper
- Related Services Guidance - August 2019
- Transportation as a Related Service in the IEP Informational Paper
Follow Up Questions
For all you do!
North Dakota Department of Public Instruction
Office of Special Education
701-328-2277