

Making the Caseload List & Checking it Twice: Evaluation & Eligibility Decision Making in Schools

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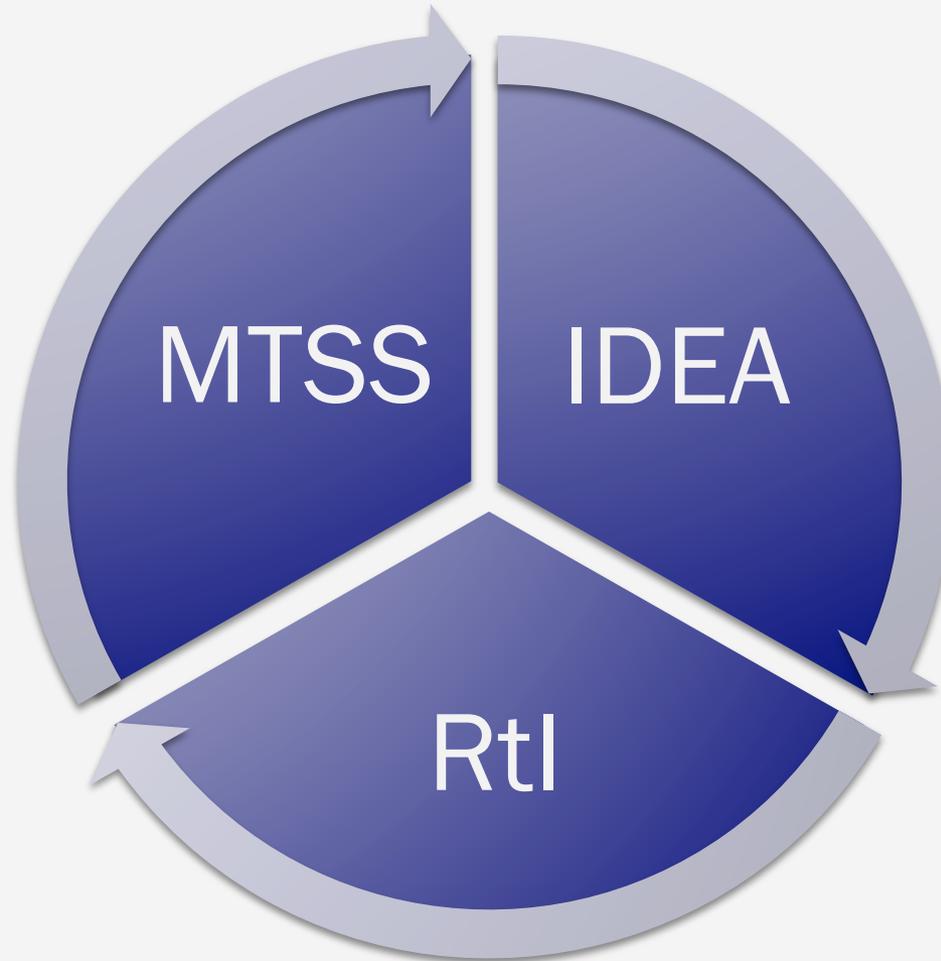
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Disclosure Statement

Marie Ireland and Barbara Conrad:

- Have no financial relationships to disclose
- Have a non-financial relationship as authors of a SIG 16 publication and membership in the SEACDC

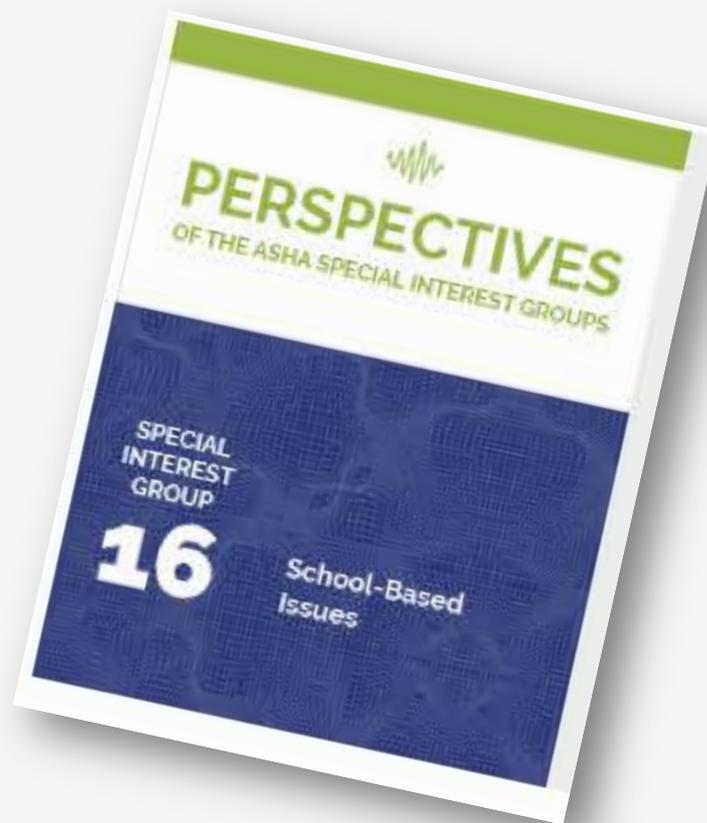
School SLPs May Provide Services Through Many Different Programs



Evaluation and Eligibility for Speech-Language Services in Schools

- Reviews federal requirements for evaluation and eligibility in schools
- Provides examples of state differences
- Provides best practice information and resources

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Regulation and Guidance on Evaluation: Check for:

- State evaluation requirements: _____
 - ✓ Review of existing data
 - ✓ Information from a variety of sources
 - ✓ State timelines
 - ✓ Types of evaluation data required (e.g., LSA, narrative analysis, dynamic assessment)
 - ✓ No sole/single assessment measurement
- Local evaluation requirements _____
- State, local or professional association guidance on evaluation components: _____
 - ✓ Diagnostic accuracy of assessment instruments
 - ✓ Comprehensive assessment
 - ✓ Case history and interviews
 - ✓ Review of student work
 - ✓ Cultural bias
 - ✓ Dialect and non-standard varieties of English
 - ✓ Impact of poverty on language and learning
 - ✓ Narrative analysis and LSA
 - ✓ Dynamic assessment

Other Topics: Check for:

- Guidance on Educational vs medical/clinical diagnosis: _____
- State or local processes for Multi-Tiered System of Supports (MTSS): _____
- Guidance on cognitive referencing: _____
- Other topics covered in state or local guidance: _____

Additional information on many of these topics and links to state specific resources and contacts are provided on the State Education Agencies Communication Disabilities Council website www.seacdc.org/resources.

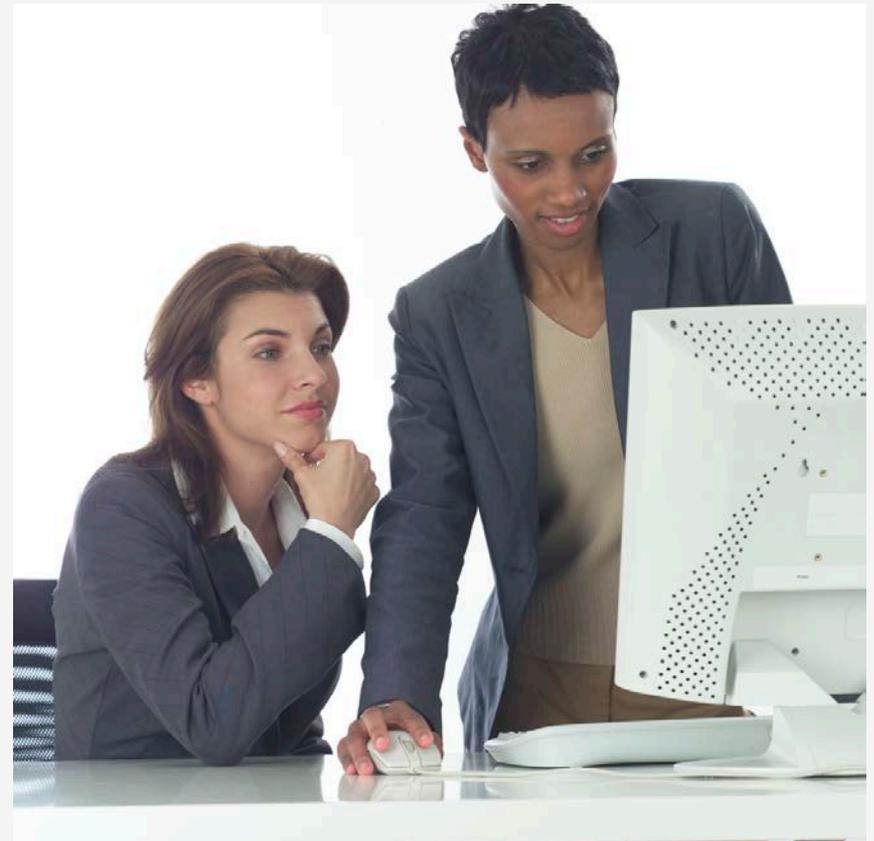
Jurisdiction for Services

- Services through general education programs are not regulated by IDEA
- Check state and local requirements for eligibility for services under:
 - RtI
 - MTSS
 - Any other programs

Consistent Attention to IDEA

Can reduce

- Decisions of “eligible” in one place and not another
- Students missing general education time when they do not meet IDEA criteria
- Violations of student’s civil rights from over identification



Eligibility for Services Under IDEA

- SLP Services in schools are provided to students who are eligible under IDEA
 - Disability identification (SLI)
 - Related services
- IDEA provides federal funds (17%) with remaining costs coming from state and local funding.

Federal Definition of Special Education

In order to be identified as a student with a disability, the student must:

1. Have an impairment,
2. That results in an educational impact,
3. That requires specially designed instruction (34 CFR § 300.8).

Service in Schools

- Different from clinical determination
- MUST follow
 - IDEA
 - State Regulations (also known as Rules, Rules and Regulations, State Code)
 - Local requirements (policy)

Criteria for SLI Eligibility

Meet federal and state criteria

1. Impairment
2. Educational Impact
3. Need for Specially designed instruction
4. Other criteria (if added by state or local education agency)

Related Services

- Another way to access SLP supports in schools for students with disabilities
- Students who do not meet state eligibility criteria for speech-language impairment may still receive speech and language services as a **related service**.

Related Service Eligibility

In order to receive related services, a child must:

1. Be eligible under at least one disability category and
2. The child's Individual Education Program (IEP) team must determine that speech and language services are required (300.304)

Role of the State Education Agency

- Promulgate state regulations
- Develop guidance
- Data collection used for funding and federal reporting
- Monitor compliance



While regulations establish the framework of what is required, guidance generally provides additional information about how tasks should be done.

Roles and Responsibilities of Speech-Language Pathologists in Schools (2010)

ASHA's policy document highlights assuring compliance with IDEA and SEA regulations in addition to local policies and procedures as a key responsibility of school based SLPs.

State consultants

Regional consultants

Local consultants



Regulations

Guidance documents



Assessment Practices

Evaluation

IDEA provides explicit regulations on evaluation that pertain to all disability categories, including SLI.

IDEA Evaluation Process



***If additional data was needed, gather and use both existing and new data.**

Review of Existing Data

- Includes data from teachers, parents, and the community
- Includes records such as:
 - Data from previous intervention
 - Private or past evaluations
 - Home practice and experiences
 - Work samples
 - Medical information
 - Test scores
- If existing data is not sufficient, then the team determines what additional data is required

(34 CFR §300.305 a)

SLPs should view themselves as part of a team that will “*draw upon information from a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the child’s physical condition, social or cultural background, and adaptive behavior*”

(U.S. Department of Education, 2006, CFR 300.306 c i).

IDEA §300.304

- Provides additional regulations on evaluation procedures
- Some requirements for all evaluations:
 - Not use any single measure or assessment
 - Not to be discriminatory or racial or cultural basis
 - Directly assist in determining educational needs of the child

IDEA §300.304

- Requires the use of technically sound instruments ... in the form most likely to yield accurate information on what the child knows and can do academically

State Specific Regulations

- States may add additional requirements for evaluation
- Examples include requirements for:
 - **Data on socio-cultural dialect (VA)**
 - **Data from intervention (FL, OH)**
 - **Curriculum-based dynamic assessment tools (NC)**

Comprehensive Assessment

Best Practice Guidance

Comprehensive Assessment

Academic Activities:

- Observations in school settings
- Artifact analysis / Work samples
- Curriculum-based assessment
- Educational records

Speech-Language Probes:

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

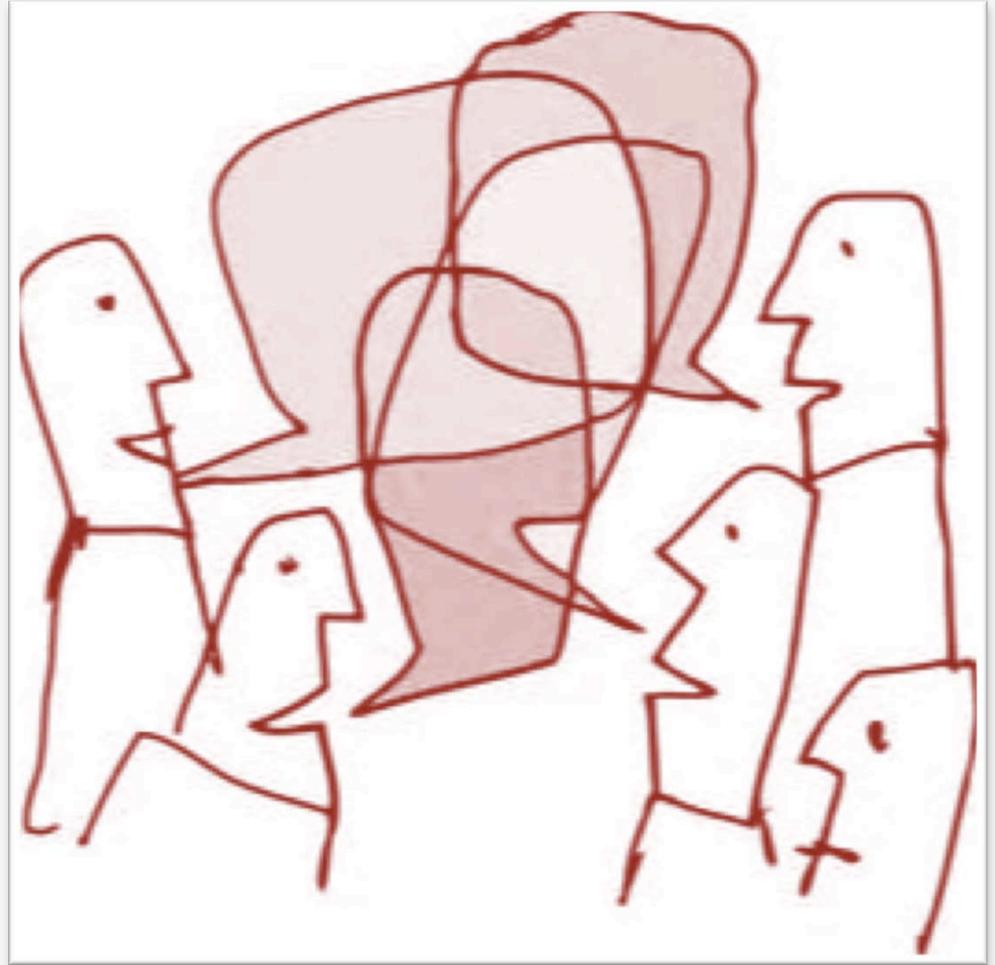
Contextualized Tests:

- State and local tests
- Norm-referenced measures of academic achievement
- Curriculum benchmarks

Decontextualized Tests:

- Norm-referenced speech-language tests (parsed skills: articulation, semantics, syntax, morphology, narration, etc.)

**How many
standardized or
norm
referenced tests
do you use?**



Decontextualized Tests

One Area of Comprehensive Assessment

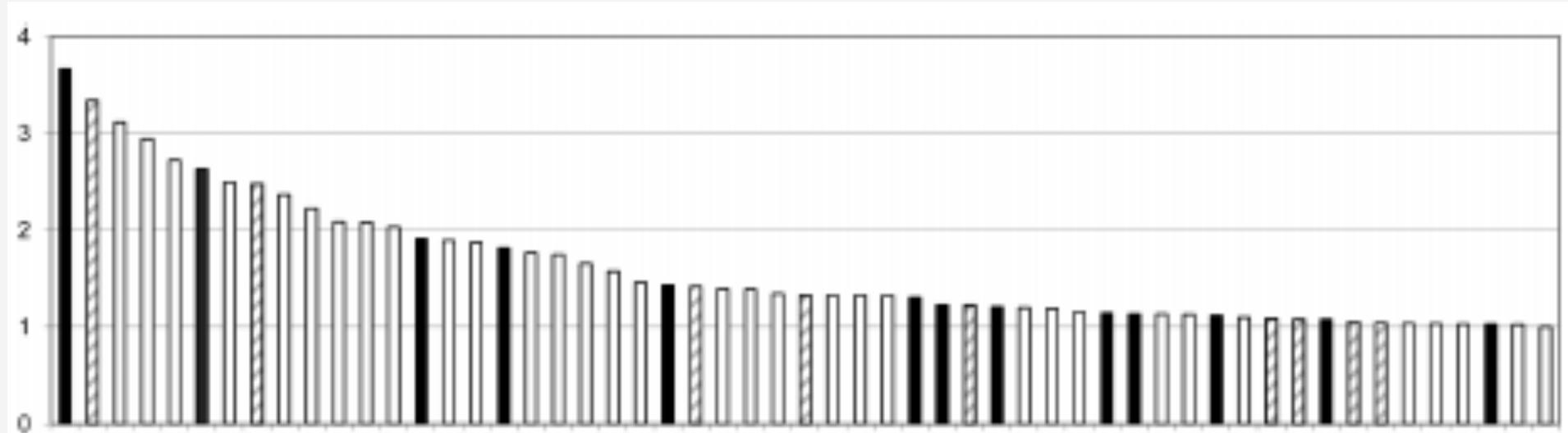
Decontextualized Tests

- Compares students to the norming population
- Prone to cultural and linguistic bias and diagnostic accuracy issues
- ★ Contrast with data from other areas of assessment

“Perhaps the most discouraging finding of this study was the lack of correlation between frequency of test use and test accuracy... assuming the ideal goal for diagnosis is 100% correct classification of children, accuracy levels should correlate with frequency of test use.”

Betz, Eickhoff, & Sullivan, 2013

Betz, S.K., Eickhoff, J.R., & Sullivan, S.F. (2013). Factors Influencing the Selection of Standardized Tests for the Diagnosis of Specific Language Impairment. Language Speech and Hearing Services in Schools, 44. 133-146



Black bars: >80% sensitivity & specificity

Hashed bars: <80% sensitivity & specificity

White bars: unknown sensitivity & specificity

“The disproportionate use of vocabulary measures compared to morphosyntactic measures suggests that the content of the most frequently used standardized tests is not necessarily supported by the existing research literature.”

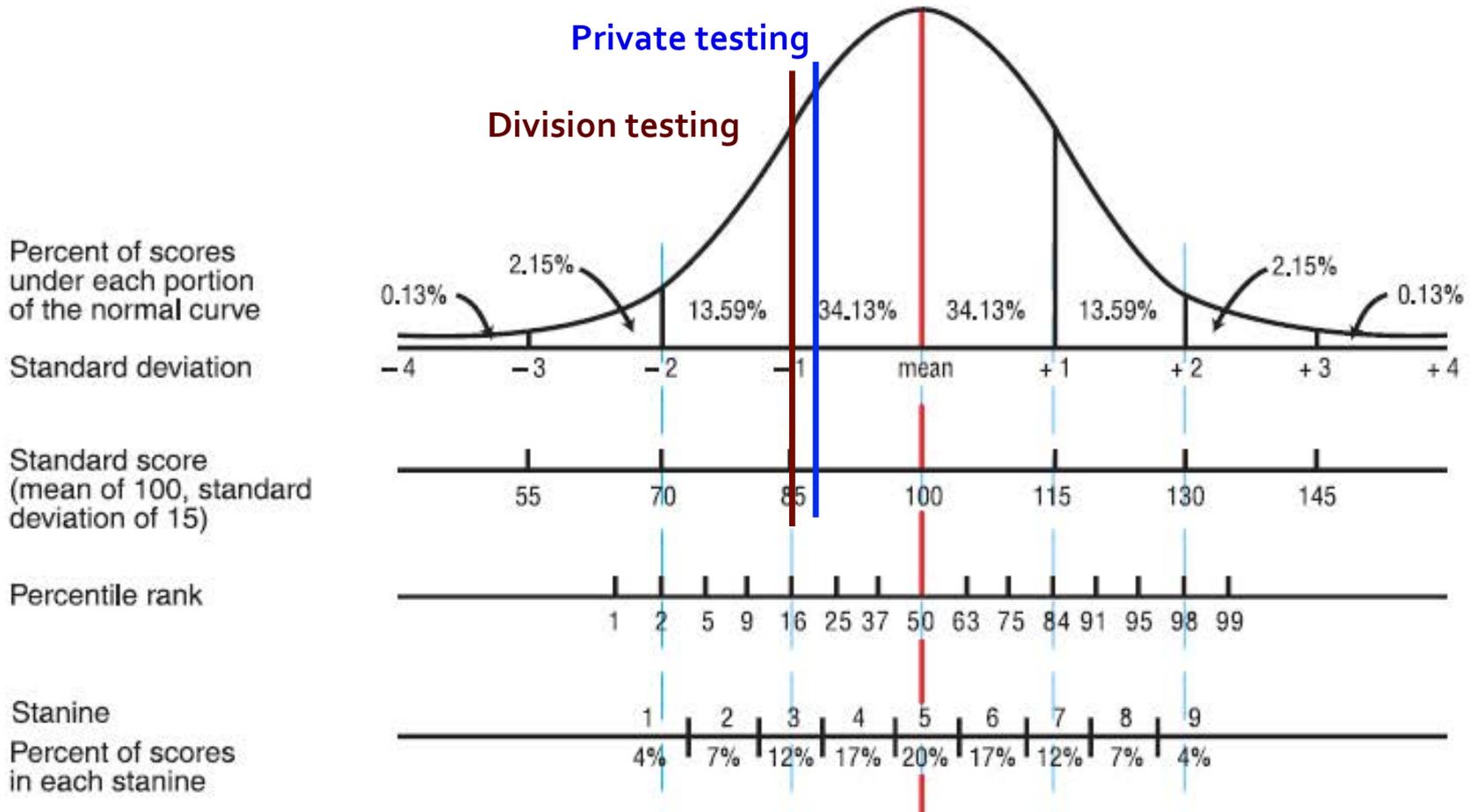
Betz, Eickhoff, & Sullivan, 2013

Case Study

School division testing yields a SS of 85.
Private testing reports percentile rank of 20.
Parents say school scores are not valid and
private testing is more accurate. They
demand special education for their child.

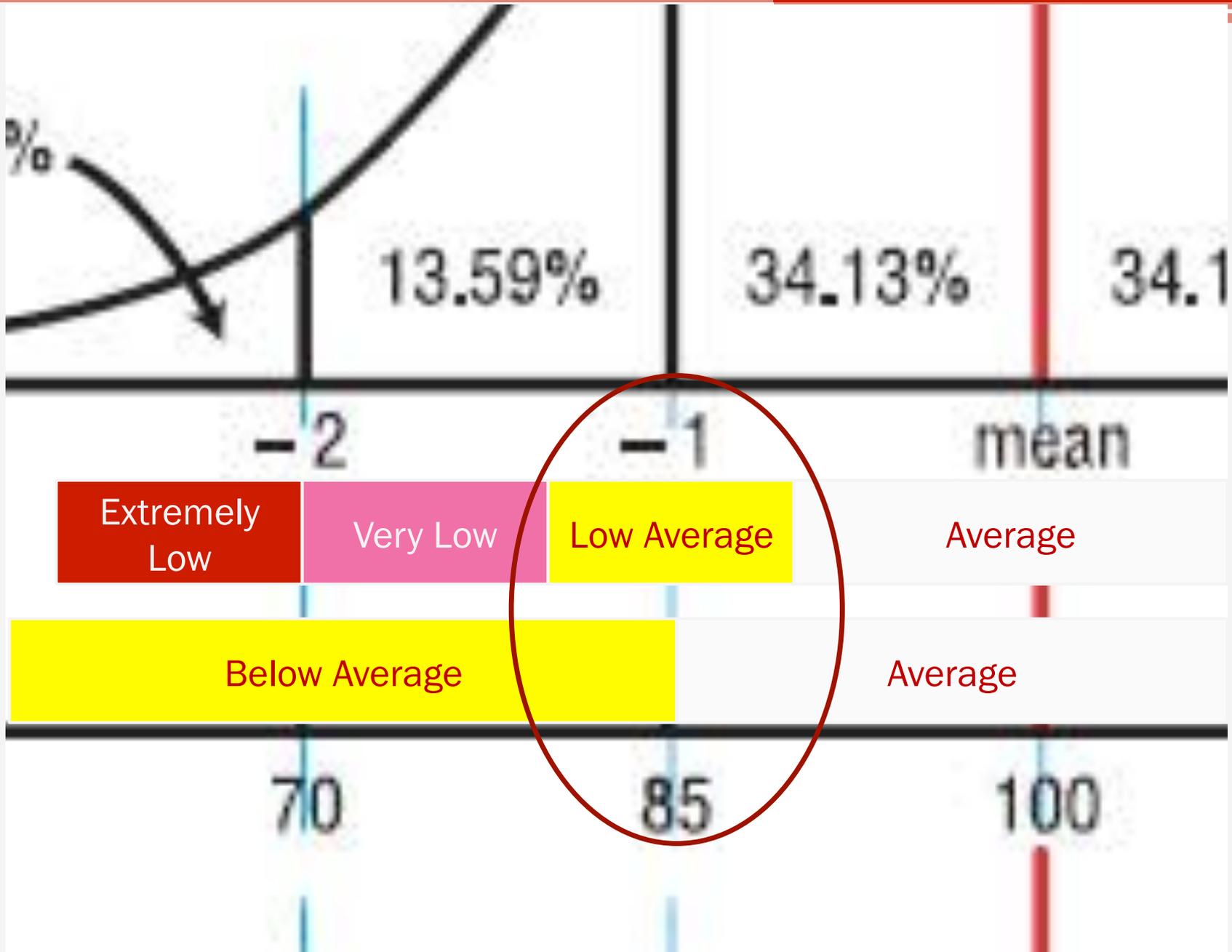
How does your team respond?

The Normal Curve and Its Relationship to Various Derived Scores



Test Protocols - Guidance

- Each test has arbitrary categories
- Some cutoffs are at -1 SD
- Calculate Standard Scores (the most robust)
 - ✗ Don't report age equivalents.
 - ✗ Don't allow test to make determinations



Non-standard Administration

- Any variation from the test directions not allowed in the manual is considered non-standardized administration
- The evaluation report must clearly state how administration varied from procedures specified in the manual (CFR 300.304 c.1.v.)
- ★ Standardized scores should not be used to describe the child's performance.

www.doe.virginia.gov (search SLP)

- Comprehensive Assessment Resource
- SLP Guidelines
 - Reviews literature
 - Provides information for all 4 assessment areas



SLP Probes

Another Area of Comprehensive Assessment

SLP Probes

- Language Sample Analysis
 - Narrative Analysis
 - Dynamic Assessment
 - History / Interviews
 - Stimulability
 - Modifiability
- ★ Provides information for team discussion of:
- ★ Impairment
 - ★ Need for specially designed instruction

Diagnostic Accuracy

The diagnostic accuracy of distinguishing a language difference from language impairment is substantially increased when LSA is used in conjunction with standardized testing (Horton-Ikard, 2010).

www.leadersproject.org/disability-evaluation/

The screenshot shows a web browser window with the URL www.leadersproject.org/disability-evaluation/. The browser tabs include "Disability Evaluations Dir...", "ASHAWire Perspectives", and "Current Issue | ASHA Per...". The website header features the LEADERSPROJECT logo (TEACHERS COLLEGE - COLUMBIA UNIVERSITY) and a navigation menu with items: "Disability Evaluations", "Law & Policy", "Intervention", "Cleft Palate", "Int'l Projects", and "CEUs". A search icon is also present.

School-age Language Assessment Measures (SLAM)

- Difference Disorder or Gap: A School-Age Disability Evaluation (DDoG Playlist)
- SLAM Bunny Goes to School Cards - Jamaica
- SLAM Bunny Goes to School Cards - Ghana
- SLAM Understanding Spoken Stories
- SLAM Following Directions Bus Stop Picture
- Academic Language in Receptive and Expressive Language (DDPE Playlist: Module 4)
- Understanding Assessment: The Critical Questions
- SLAM Subway Picture
- SLAM Lost Cellphone Cards
- SLAM Baseball Troubles Cards
- SLAM Dog Comes Home Cards
- SLAM Bunny Goes to School Cards

Model Evaluations

- Early Intervention Evaluations- Module 1- Law, Regulations and Policies
- Model Eval: 13;6- Spanish/English, AAE- Typically Developing
- Model Eval: 12;1- English/ Spanish Typically Developing
- Model Eval: Psych Evaluation 2;9- Autism Spectrum Disorder
- Model Eval: 2;10- English/Spanish- Verbal Apraxia IEP goals
- Model Eval: 2;10- English/ Spanish- Verbal Apraxia
- Model Eval: 3;4- Cantonese/English- Typically Developing
- Model Eval: 5;1- Spanish/English- Typically Developing
- Model Eval: 4;7- Spanish/English- Typically Developing
- Model Eval: 8;1- Tagalog/English Typically Developing
- Model Eval:12;11- Mandarin/English Typically Developing

Preschool Disability Video Modules

Differential Diagnosis in Preschool Evaluations: A Case Study

- Differential Diagnosis in Preschool Evaluations: A Case Study (DDPE Playlist)
- Why an Accurate Differential Diagnosis Matters (DDPE Playlist: Module 1)
- Critical Questions for the Parent Interview Part 1 (DDPE Playlist: Module 2)
- Critical Questions for the Parent Interview Part 2 (DDPE Playlist: Module 3)
- Academic Language in Receptive and Expressive Language (DDPE Playlist: Module 4)
- Receptive Language Comprehension and Following Directions (DDPE Playlist: Module 5)
- Eliciting Quality Narratives in Expressive Language (DDPE Playlist: Module 6)
- Motor Speech, Articulation, and Speech Sound Inventory (DDPE Playlist: Module 7)
- Dynamic Assessment: Nonword Repetition, Syllable and Sentence Repetition (DDPE Playlist: Module 8)
- Putting It All Together in the Written Evaluation Report (DDPE Playlist: Module 9)
- Developing Appropriate Goals for the IEP (DDPE Playlist: Module 10)

Preschool Disability Evaluations

- ASHA 2015 Presentation- Addressing Disproportionate Referral of Diverse Students
- Preschool Disability Evaluations (PDE Playlist)
- Introduction to Preschool Evaluations (PDE: Module 01)
- Problems with Traditional Assessment Procedures (PDE: Module 02)
- NYCDOE and NYSED Policy Regarding Preschool Disability Evaluations (PDE: Module 03)
- Test Scores and Disproportionate Referrals (PDE: Module 04)
- Introduction to Psychometric Data (PDE: Module 05)
- Validity Part 1- Construct Validity (PDE: Module 06)
- Validity Part 2- Validity, SES, and the WISC-IV Spanish (PDE: Module 07)

www.doe.virginia.gov (search SLP)

Narrative Analysis

Overview Of Narrative Analysis

-  [Play Video: Overview Of Narrative Analysis](#)
- [Handouts for Overview Of Narrative Analysis \(PDF\)](#)
- [Overview of Narrative Assessment Knowledge Check](#)

Macrostructure: Analyzing Episodes

-  [Play Video: Macrostructure: Analyzing Episodes](#)
- [Handouts for Macrostructure: Analyzing Episodes \(PDF\)](#)
- [Macrostructure: Analyzing Episodes Knowledge Check](#)

Microstructure Analysis

-  [Play Video: Microstructure Analysis](#)
- [Handouts for Microstructure Analysis \(PDF\)](#)
- [Microstructure Analysis Knowledge Check](#)

Sampling Utterances & Grammatical Analysis Revisited (SUGAR)

Module 1: Background and Rationale

-  [Play Video: SUGAR Part 1 of 5 \(MP4\)](#)
- [Handout for SUGAR Part 1 of 5 \(PDF\)](#)
- *Complete Knowledge Check after viewing Module 2*

Module 2: Getting a More Robust Sample

-  [Play Video: SUGAR Part 2 of 5 \(MP4\)](#)

www.omnie.ocali.org

www.omnie.ocali.org



THE SPEECH AND LANGUAGE GUIDELINES

CYCLING

What is old is new...WITH A TWIST!

 **OMNIE**
RECRUIT RETOOL RETAIN

up·cy·cle

(verb)

reuse (discarded objects or material) in such a way as to create a product of a higher quality or value than the original.



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Role of the SLP in Schools	Lisa Williamson
Service Delivery	Chuck Carlin
Stuttering	Rod Gabel Diane Games
Supervision	Janice Wright
Workload	Chuck Carlin

WHAT'S NEW

- A free 'for credit' option has been added to each module.
- Each module now contains a 'parent-friendly' section.
- New modules on Ethics and Telepractice are coming soon.

These resources are valuable to the educational team including parents, general and special education teachers, administrators, SLPs and other related service providers. Spread the word and the link to “just in time” virtual resources: The SLP OMNIE Guidelines, Ohio’s topic-specific resources to support students with communication challenges.

Academic Activities

Another Area of Comprehensive Assessment

Academic Activities

- Observation
 - Classwork samples
 - Homework samples
 - Teacher data
-
- ★ Provides information for team discussion of:
 - ★ Educational impact
 - ★ Need for Specially designed instruction

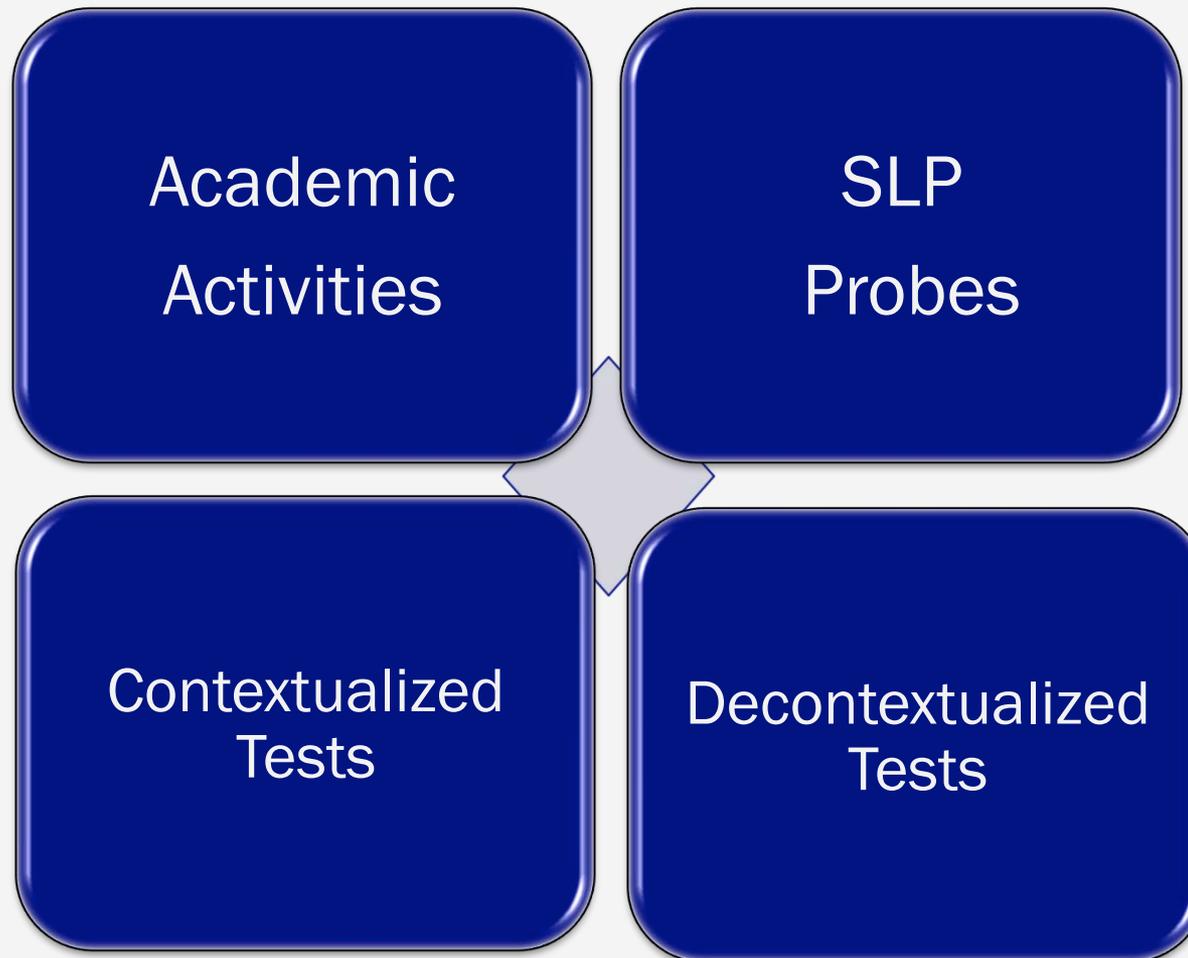
Contextualized Tests

Another Area of Comprehensive Assessment

State or LEA (Local) testing

- Common Core, AIR, SOL, etc.
 - Reading (DIBELS, PALS, STAR)
 - Math (Brigance)
- ★ Informs the team's discussion of educational impact

Comprehensive Assessment



Cultural Considerations

Guidance on Reducing Bias in Assessment

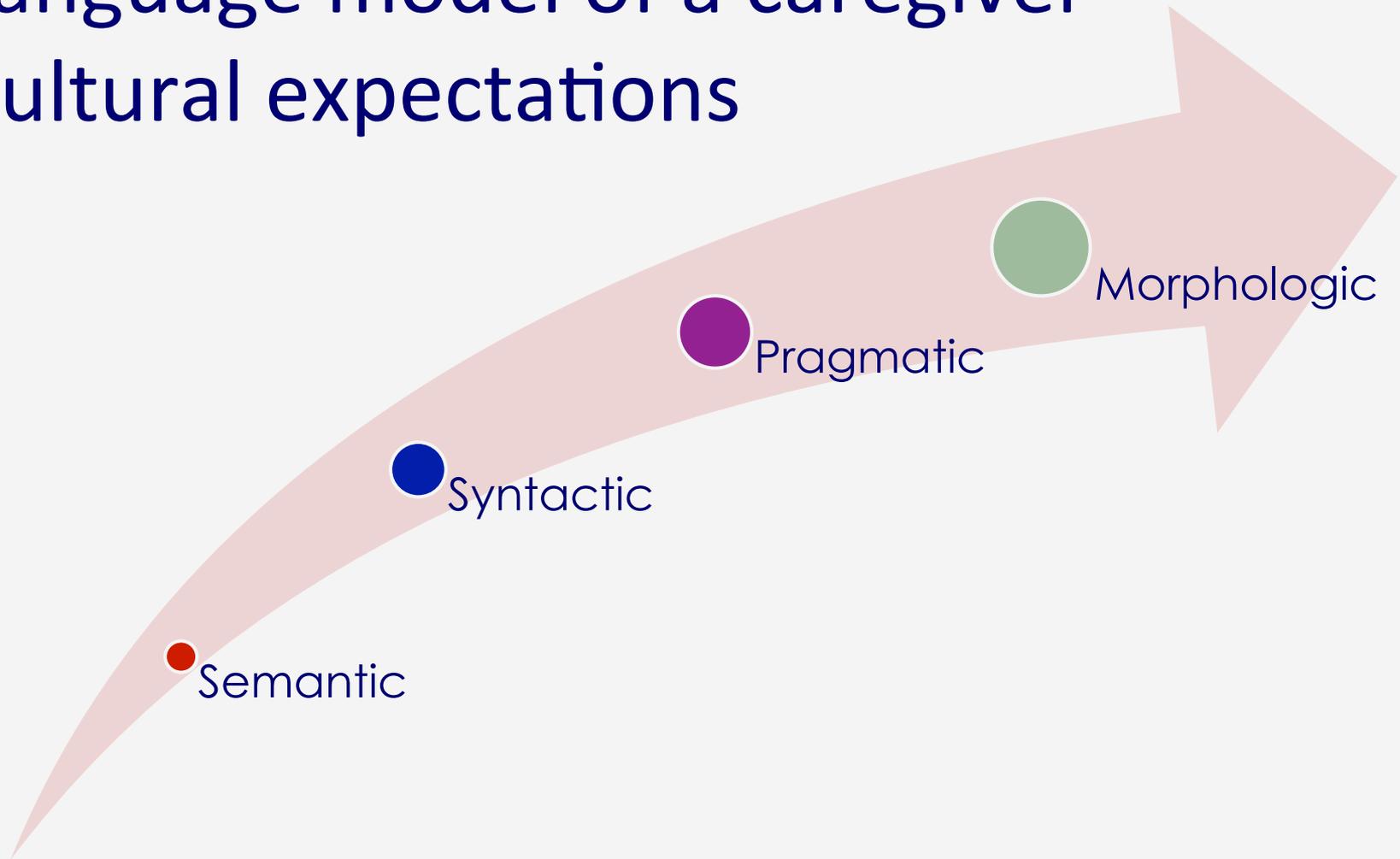
Cultural Considerations

- SLPs should be knowledgeable about:
 - Dialect
 - Non standard varieties of English
 - Impact of poverty

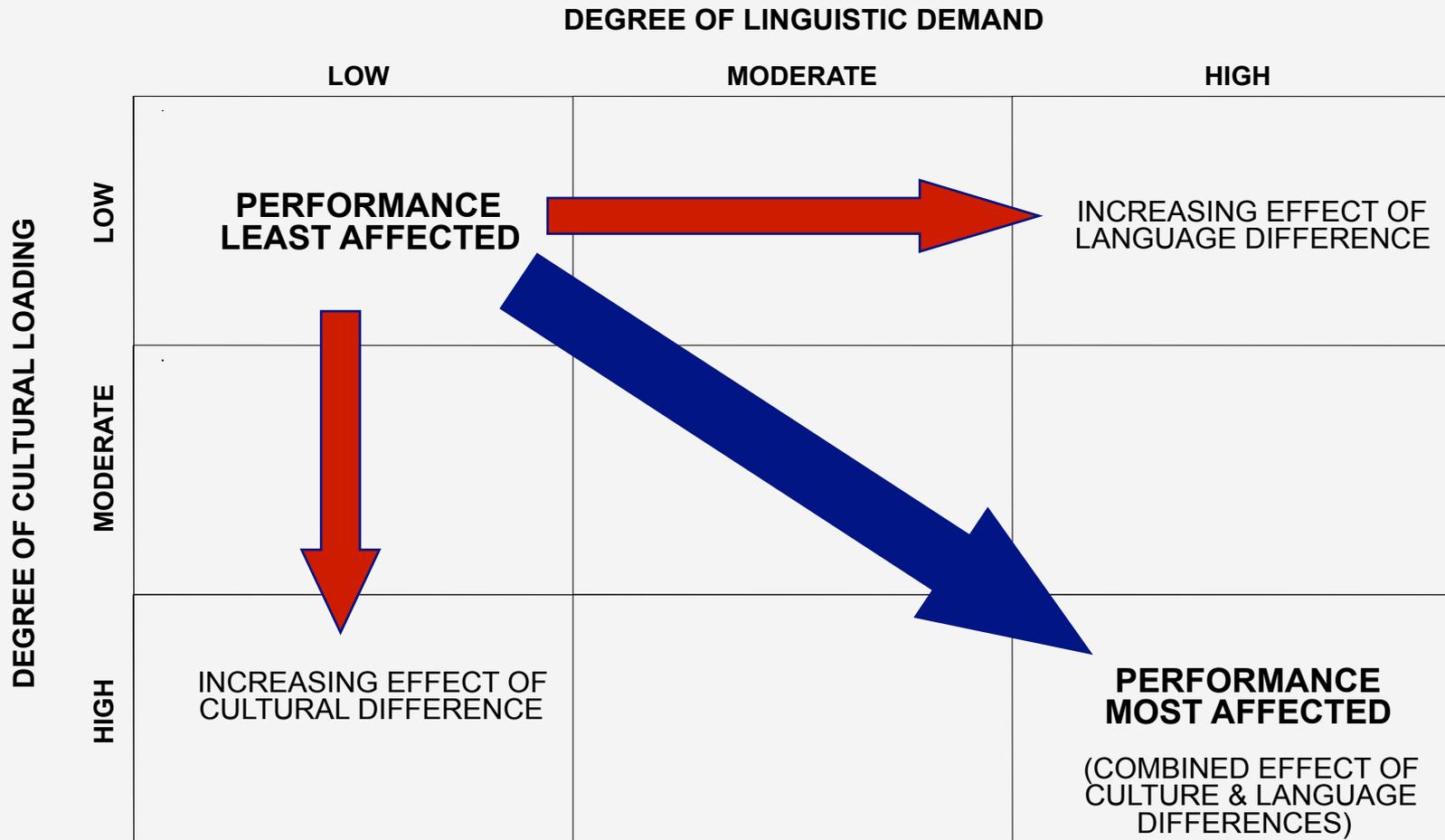
Consider:

Language model of a caregiver

Cultural expectations



Cultural & Linguistic Classification of Tests



General Guidelines for Expected Patterns of Test Performance for Diverse Individuals

DEGREE OF LINGUISTIC DEMAND

		Low	Moderate	High
DEGREE OF CULTURAL LOADING	LOW	<p>Slightly Different: 3-5 points</p> <p>Moderately Different: 5-7 points</p> <p>Markedly Different: 7-10 points</p>	<p>Slightly Different: 5-7 points</p> <p>Moderately Different: 7-10 points</p> <p>Markedly Different: 10-15 points</p>	<p>Slightly Different: 7-10 points</p> <p>Moderately Different: 10-15 points</p> <p>Markedly Different: 15-20 points</p>
	MOD	<p>Slightly Different: 5-7 points</p> <p>Moderately Different: 7-10 points</p> <p>Markedly Different: 10-15 points</p>	<p>Slightly Different: 7-10 points</p> <p>Moderately Different: 10-15 points</p> <p>Markedly Different: 15-20 points</p>	<p>Slightly Different: 10-15 points</p> <p>Moderately Different: 15-20 points</p> <p>Markedly Different: 20-25 points</p>
	HIGH	<p>Slightly Different: 7-10 points</p> <p>Moderately Different: 15-20 points</p> <p>Markedly Different: 20-25 points</p>	<p>Slightly Different: 10-15 points</p> <p>Moderately Different: 15-20 points</p> <p>Markedly Different: 20-25 points</p>	<p>Slightly Different: 15-20 points</p> <p>Moderately Different: 20-30 points</p> <p>Markedly Different: 25-35 points</p>

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

Culture of Poverty

- Situational vs. generational poverty
- May impact a student's:
 - Neurological development
 - Language
 - Attention
 - Behavior
 - Emotional state

Poverty Resources

- Eric Jensen
 - [Teaching with Poverty in Mind \(ASCD FREE Book\)](#)
 - [Engaging with Poverty in Mind \(ASCD Book\)](#)
- Celeste Roseberry-McKibbin
 - Increasing Oral and Literate Language Skills of Children in Poverty (ASHA DVD)

Documenting Dialect

- Listener Judgment Method
 - Subjective but reliable
 - No density measure
- Type Based Method
 - List specific features/patterns
 - Provides data for discussion

Methods for Characterizing Participants' Nonmainstream
Dialect Use in Child Language Research
Oetting, 2002

Interpretative Authority

What to do with conflicting information?

Interpretive Authority of LEA

- When states utilize terms such as “significant discrepancy” and no specific definition is provided, each LEA may further define criteria for services under IDEA by interpreting state and federal regulations.
- These interpretations may be provided in either local policy or offered as guidance.

SLP's Interpretation

- Individual SLPs do not have the interpretive authority, the right to interpret or clarify regulations, and must adhere to local interpretations and work as part of the team.
- Clinical SLPs may be permitted to make determinations without a team.

SEA and LEA Interpretations

- It is vital that SLPs be aware of and understand state regulations and any applicable SEA or LEA guidance.
- Guidance from “others” must be considered with respect to SEA and LEA regulations and guidance.

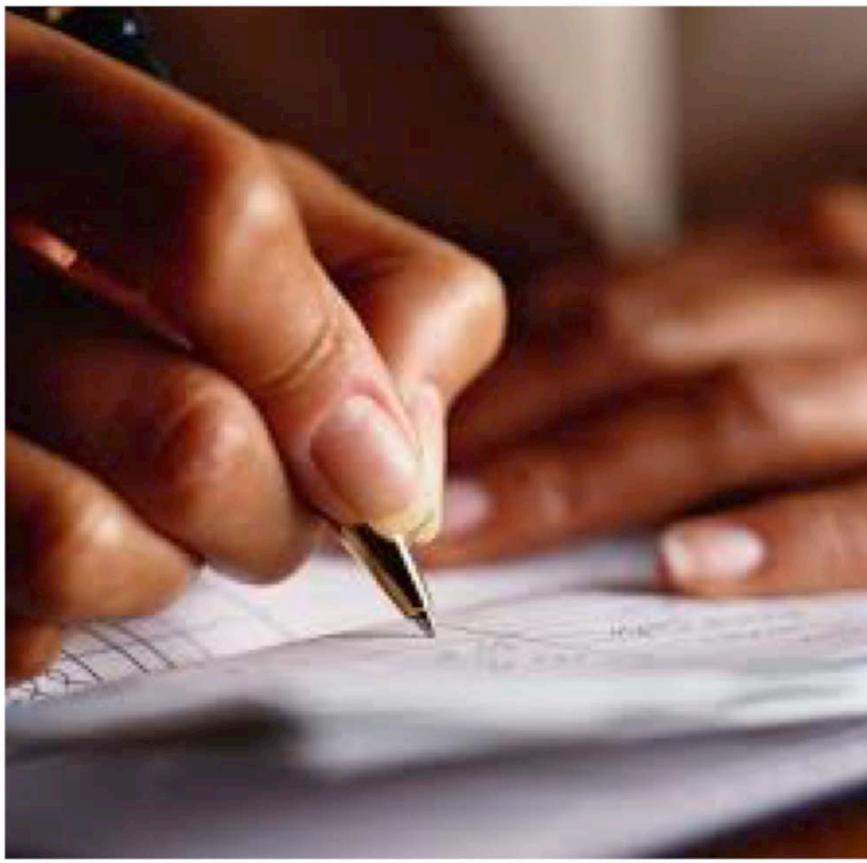
Conflicting Information

- Research or ASHA guidance may set forth a suggested process
- Prior to implementing:
 - ✓ Identify who has jurisdiction
 - ✓ Follow federal and state regulations and local policies and procedures
 - ✓ Discuss concerns and conflicts

Guidance from state and local education agencies, ASHA, and other professional associations does not supersede regulations.

Making Caseload/Eligibility Decisions

It is a team process!



- Must educate parents, teachers and others
- Share research and data
- Discuss criteria including educational impact and need for specially designed instruction

When medical or clinical provider prescribes or recommends treatment

- ✓ Explain IDEA, state, and local requirements
- ✓ Remind parents and others that private providers are not bound by eligibility criteria
- ✓ Avoid civil rights violations caused by over identification and inappropriate eligibility decisions

Eligibility

- In order to be identified as a student with a disability, the student must:
 1. Have an impairment,
 2. That results in an educational impact,
 3. That requires specially designed instruction (34 CFR § 300.8).

Eligibility

- Data from multiple sources is critical
- Comply with all evaluation requirements
 - No single measure or assessment
 - Technically sound instruments
 - Not racially or culturally discriminatory
- ★ Review all state criteria and document student data to support findings and decisions

What does your state require?

Mirror Federal Regulations

Use the federal definitions and/or regulations as written.

- LA
- OH
- HI
- TN
- AZ
- SC
- ND

Have Additional Regulations

Additional criteria or clarification, including exclusions

- CO
- FL
- OR
- VA

States may not limit or reduce federal requirements under IDEA.

Dismissal for SLI Identification

- A team determines if a child *is eligible as or continues to be a child with a disability.*
- *Each state regulates the type of team, attendees, and documentation required.*

No Longer Eligible with SLI Identification

- There is no separate federal criteria to end services.
- All requirements for evaluation and documentation apply when considering a child who may no longer be eligible under the category of SLI.

Triennial Review

- 3 year evaluation required by IDEA
- More frequent evaluations may be done if requested and agreed to by LEA
- Follows same evaluation process:



Related Services

- When speech-language services are added as a related service, the criteria for related services is used, not the federal and state regulations for SLI identification.
- States may:
 - Have specific criteria
 - Utilize the definition of related services from IDEA “services as are required to assist a child with a disability to benefit from special education” as the criteria

Related Services

- IEP teams, including school based SLPs, should have data to document their decision that related services are required.

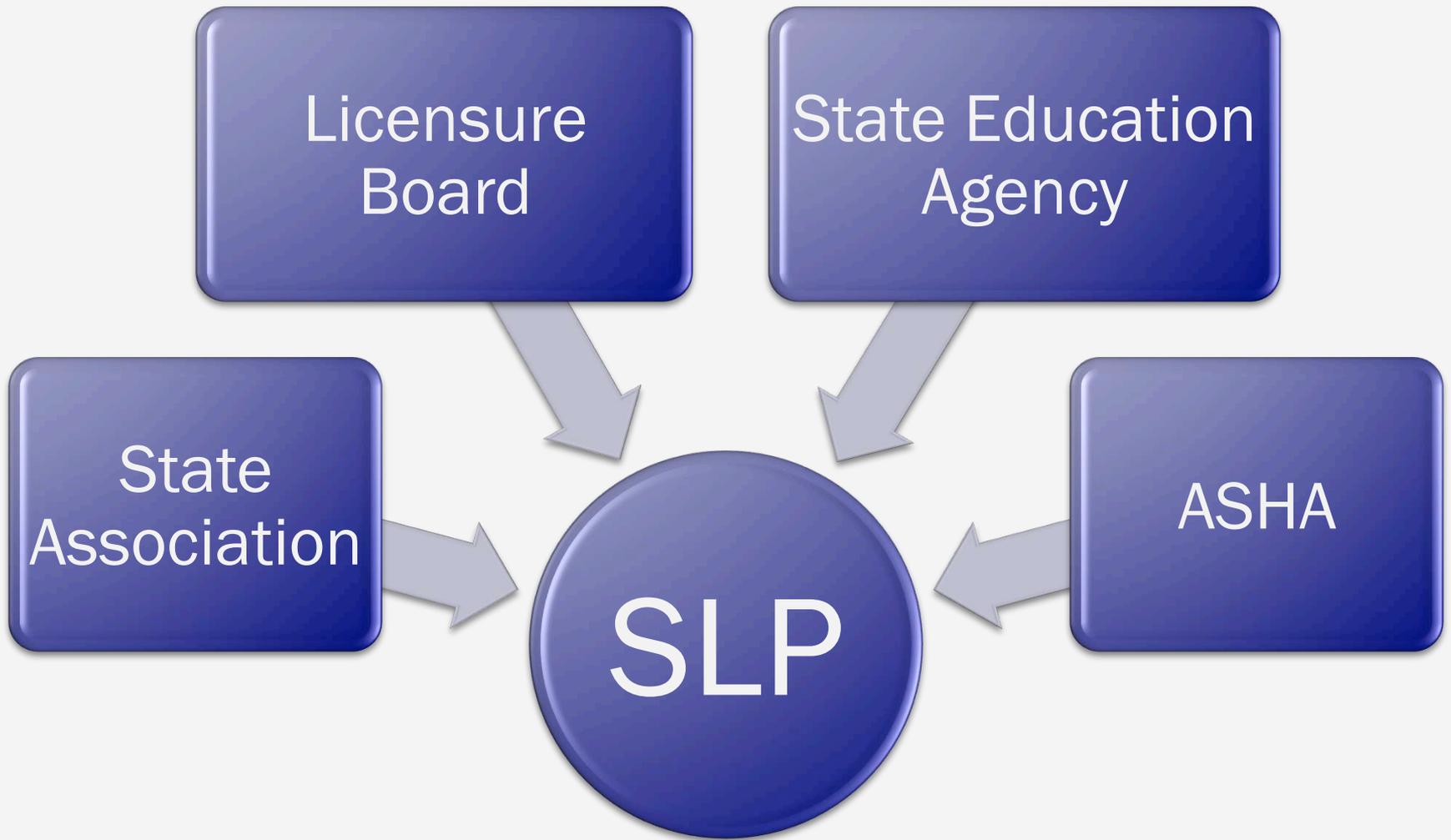
Discontinuing Related Services

- IEP team decision
- Documentation and process vary by state/LEA
- Generally follows a process
 - Review of therapy data
 - Discuss need for additional data
 - Determine if services are still required

**As you Make Your Caseload List &
Check It Twice**

Remember to

- Follow federal & state regulations and local policy
- Be aware of existing guidance
- Understand jurisdiction and local interpretations
- Strive for best practice for assessment
- Verify and validate suggestions
- Advocate for change when appropriate



State Education Agencies Communication Disabilities Council

HOME

ABOUT US

CONTACT US

RESOURCES

PROFESSIONAL DEVELOPMENT

The following professional development offerings and links are provided by SEACDC members to assist school based SLPs in attaining high quality professional development.

SEACDC Presentations

- [Checklist of Requirements for Determination of SLP Services In Schools](#)
- [SEACDC ASHA 2015 Presentation](#)

Links

- [Talking EBP Newsletter \(Virginia\)](#)
- [OMNIE Online Modules \(Ohio\)](#) Must create account to view free modules
- [Narrative and Language Sampling Modules \(Virginia\)](#) Free modules with certificates available

Leadership in School Settings: Addressing the Top Issues Facing School SLPs

- Session 1813
- Saturday 4-5 pm
- Marriott Salon F



Questions ?

Comments?

Thank you for coming