2016 SLP PLC Recap

A request was made…

2015 SE Director Meeting
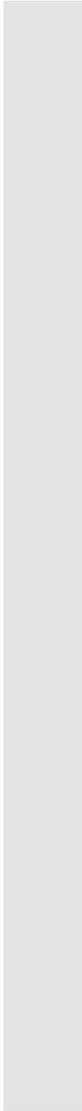
Compass Points

North
Just get it done

East
Look at the big picture

South
Consider everyone's feelings

West
Pay attention to details

North

- Just get it done
- Like to act, try things out, plunge in

East

- Look at the big picture
- Like to speculate, consider possibilities before acting

South

- Consider everyone's feelings
- Like to hear and honor all voices before acting

West

- Pay attention to the details
- Like to know who, what, where, how before acting

Go to your respective direction!

- List four strengths of your style preference
- List four limitations of your style preference
- List some examples of what others need to know about people with your style preference to make your work together more productive and successful.
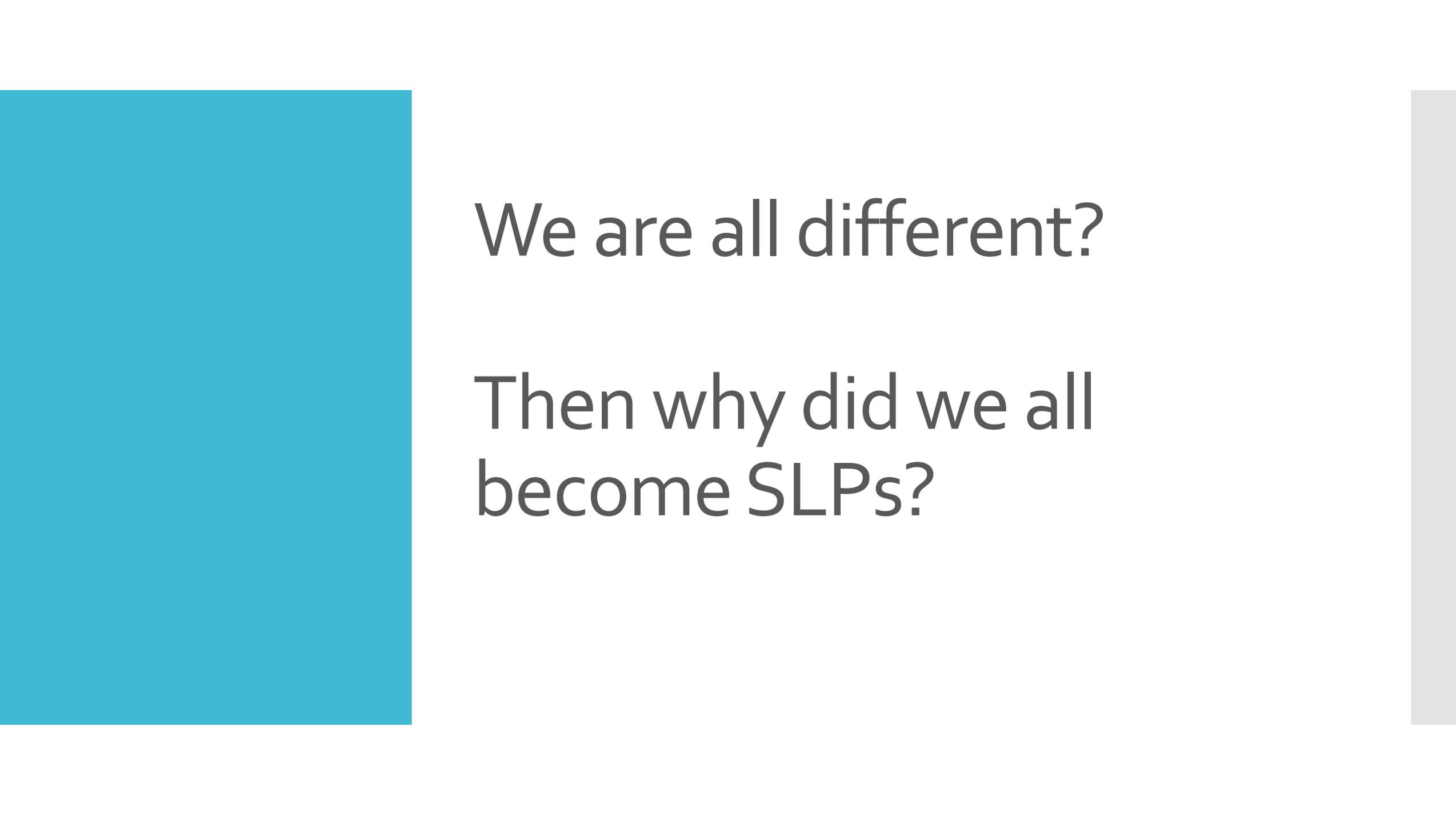
We are all different?

Then why did we all become SLPs?

What are you passionate about in your work?
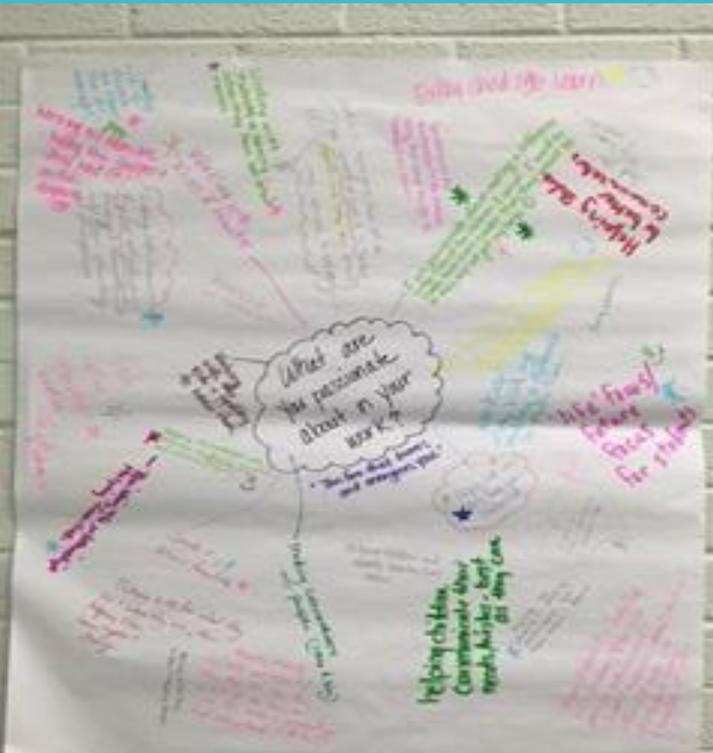
- I am passionate about making a different in the lives of the children I serve. **I want to make their lives easier** than they would be if they did not get my help.

- **That the kids know that I love them**

- Every child can learn

- Connecting with the students and helping them feel successful

- Working with families, **being the support they need** at initial diagnosis etc.

- **Helping kids know they are not alone**, forming a connection to help them when they are struggling

- **Kids feeling accepted and worthy, of great value**

- Forming relationships with children to develop trust and increase progress

- **Building the relationships** and helping families

- Taking kids for what they are and where they are, then helping them learn and grow and change

- Being with the kids and **helping them**

What do schools value about you?
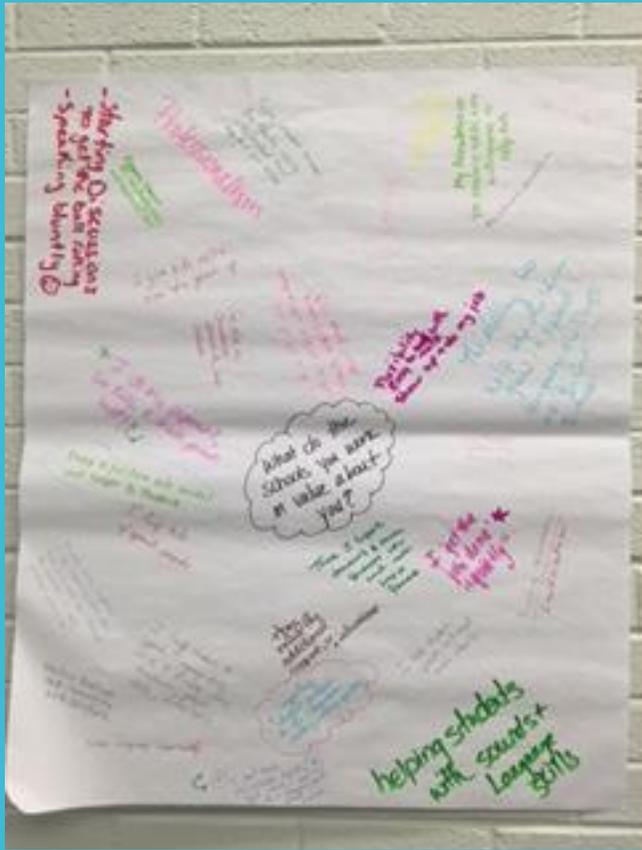
- Organization
- Helping with academics/flexibility
- My different perspective
- Working with students that may not get tested.
- Professionalism
- Commitment to students, roles, and responsibilities
- Staring discussions to get the ball rolling, speaking bluntly.
- **I give kids extra time with a grown up**
- See kids on consistent schedule, help students
- I do a lot of work with our children with autism
- Flexibility, easy to talk with, **show up and do my job**
- The ability to help the children grow in speech and language abilities to succeed in school
- **I do my paperwork, see kids and make parents happy**

What do schools value about you?

- Being a positive role model and helper to students
- I help kids with speech sounds
- **That I support teachers and those students who need extra help to succeed**
- That I can help impact literacy skills
- **I get the job done quietly**
- Providing accommodations
- I help students speak and read more clearly
- Helping students with sounds and language skills
- They value the additional support, re-evaluations
- Supporting student success in the classroom
- I don't think my schools totally get what I can do and therefore don't value it enough
- **Meeting deadlines and having my work complete**
- Teachers value anything I do extra to save them time or to help their students be successful in their classrooms

How do you spend most of your time at work?

- With students, in REED, IEP, staff **meetings**, parent **meetings**, therapy, testing, **meetings**, **paperwork**, working in class.
- With kids, driving, **paperwork**
- **Trying to get stuff off my to do list** and still seeing kids
- Direct treatment with students
- Students, **paperwork**, planning, meeting with teachers, parent meeting
- Interacting with students, staff and families
- With students, **paperwork**, planning, talking with teachers
- Most of my time at work is spent helping others. In some way! Even Medicaid billing is helping others and I completely understand that!
- Working with students directly
- With students or doing **paperwork**
- Direct with student and **lots of paperwork**, also researching ideas online
- With students or on the **computer doing paperwork**

How do you spend most of your time at work?

- With students in therapy or doing **paperwork** and Medicaid
- Meetings and students, all **paperwork** is at home
- Working on **paperwork** and seeing students
- **Working with students, but not as much as I need to or I used to**
- 60/40 direct/indirect time, all benefiting the families & children I work with
- With students, **paperwork, IEPs**
- Working/Playing with students...**close second is paperwork**
- **Meetings first, students second**
- **Meetings and then students**
- **Meetings, paperwork** and scheduling time to work with students
- **Roaming the halls**
- Working with kids, little time for paperwork
- **My body is with kids, but my brain is on deadlines**, phone calls, paperwork, medicaid etc.

What is the purpose of your work?

- Be successful learners and communicators
- Helping students feel valued, helping them realize their strengths, helping them make connections to the curriculum, the ah-ha moments.
- Helping the students communicate in their world
- Improved social interactions
- It is so powerful, personally, to have a moment when you can clearly articulate an idea you have, supporting another persons ability to have the same opportunity is powerful.
- Build relationships, help children
- Encouraging and uplifting kids. They can accomplish anything!
- Helping kids get a better start that can impact them for life
- Facilitate communication skills or increase confidence in communication skills
- Support developmental growth of young student to encourage success with early childhood curriculum
- Helping children and families be successful

Why else SHOULD we do what we do?

IDEA

- Statute 2004:

A typical statute may establish an obligation or a mandate on behalf of a Federal agency.

- Regulations 2006:

In order to comply with that mandate, the agency will promulgate a regulation as to how the agency will enforce compliance with the statutory requirements.

Regs

- The Office of Special Education and Rehabilitative Services in the United States Department of Education is the agency that promulgates the federal regulations needed to implement the IDEA. There have been two sets of regulations issued thus far to implement IDEA 2004. The bulk of the regulatory changes were included in the first set that was released on August 14, 2006. The second set contained a provision for the written revocation of parent consent for special education, and was issued on December 1, 2008.

Comments

- The Analysis of Comments and Changes for the IDEA 2004 was published on August 14, 2006 in Volume 71 of the Federal Register, No. 156, pages 46540- 46845 (U.S. Department of Education, 2006). When the U.S. Department of Education issued the IDEA Federal Regulations (2004) (U.S. Department of Education, 2006), it also publishes within the same document a summary of comments that had been submitted by the public in response to the proposed rules, the Department's reaction to the comments (called "discussion"), and whether or not the final regulation in question was changed from the proposed regulation. **While the Department's discussion in response to public comment is not binding (i.e., it is not part of the regulations), it does provide further insight into the Department's thinking and intentions in the resulting regulations.**

Purpose

- The initial emphasis in implementing the IDEA was to **open school doors to students with disabilities** and to build an infrastructure that would provide special education supports and services. Within the course of the 35 years of special education legislation, however**, a few unfortunate outcomes occurred. One of these outcomes was that special education services often became the "go-to" source of support for students who were at-risk, but not necessarily disabled**; simply put, underachievement often translated into referrals, lengthy evaluations, and disability status. An additional outcome was that special education came to be perceived as a place where services were provided, rather than a foundation of specially designed instruction aimed at supporting the student with an IEP to find success within the scope of the general education curriculum.

Passions

- Helping children and making families lives easier
- Helping children communicate their needs/wishes, best as they can
- Helping the students and building relationships with their teachers and families
- Helping students increase communication/language and academics/other IEP goals to move forward and improve to meet post high school goals
- Helping kids who may have been overlooked
- Helping children become confident in communicating (friendships)
- I am passionate about making a different in the lives of the children I serve. I want to make their lives easier than they would be if they did not get my help.
- Helping students be better communicators
- That the kids know that I love them
- Developing positive relationships with the students, helping them realize they can be successful in school
- Working with students and seeing when they have an ah-ha moment.
- Helping kids know they are not alone, forming a connection to help them when they are struggling

Child with a disability…

- Child with a disability means a child evaluated in accordance with Sec. Sec. 300.304 through 300.311 as having mental retardation, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in this part as "emotional disturbance"), an orthopedic impairment, autism, traumatic brain injury, an other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and **who, by reason thereof, needs special education and related services.**

Purpose: Specially Designed Instruction

- I do my paperwork, see kids and make parents happy
- Being a positive role model and helper to students
- I help kids with speech sounds
- That I support teachers and those students who need extra help to succeed
- That I can help impact literacy skills
- I get the job done quietly
- Providing accommodations
- I help students speak and read more clearly
- Helping students with sounds and language skills
- They value the additional support, re-evaluations
- Supporting student success in the classroom
- I don't think my schools totally get what I can do and therefore don't value it enough
- I help students increase speech and language skills which increase reading, lang, academics, people skills, team skills etc.
- Extra language support
- Meeting deadlines and having my work complete

Specially Designed Instruction

- SDI is what a teacher does to present information to the student that is different than what other students received. It may be instruction that is additional to what other student received and/or different methods or techniques to present the instruction not used with other students.

- SDI is what makes special education "special". SDI is what is done by the teacher, not the student, to help close the academic performance gap between students with disabilities and their general education peers.

- SDI is to be based upon the specific skills that student does not have which are necessary for them to improve their academic performance required for their measurable goals.

MARSE

- Rule 340.1710 (1) A "speech and language impairment" means a communication disorder that adversely affects educational performance, such as a language impairment, articulation impairment, fluency impairment, or voice impairment. (2) A communication disorder shall be determined through the manifestation of 1 or more of the following speech and language impairments that adversely affects educational performance: (a) A language impairment which interferes with the student's ability to understand and use language effectively and which includes 1 or more of the following: (i.) Phonology. (iv.) Semantics. (ii.) Morphology. (v.) Pragmatics (iii.) Syntax. (b) Articulation impairment, including omissions, substitutions, or distortions of sound, persisting beyond the age at which maturation alone might be expected to correct the deviation. (c) Fluency impairment, including an abnormal rate of speaking, speech interruptions, and repetition of sounds, words, phrases, or sentences, that interferes with effective communication. (d) Voice impairment, including inappropriate pitch, loudness, or voice quality. (3) Any impairment under subrule (2) (a) of this rule shall be evidenced by both of the following: (a) A spontaneous language sample demonstrating inadequate language functioning. (b) Test results on not less than 2 standardized assessment instruments or 2 subtests designed to determine language functioning which Indicate inappropriate language functioning for the student's age. (4) A student who has a communication disorder, but whose primary disability is other than speech and language may be eligible for speech and language services under R 340.1745 (a). (5) A determination of impairment shall be based upon a comprehensive evaluation by a multidisciplinary evaluation team, which shall include a teacher of students with speech and language impairment under R 340.1796 or a speech and language pathologist qualified under R 340.1792.

Ingham ISD Plan

Case Law

case law

noun

the law as established by the outcome of former cases.

Examples

- IDEA: 60 calendar days for initial evaluation timeline

- MARSE: 30 school days for initial evaluation timeline

- District practice: 25 days, just to be safe

Examples

- IDEA: Notify parent of an IEP with reasonable time to participate
- Case Law: Reasonable time was determined to be 10 days prior to an IEP

MISHA
IDEA

- §300.8 Child with a disability. (a) General. (1) Child with a disability means a child evaluated in accordance with §§300.304 through 300.311 as having mental retardation, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in this part as "emotional disturbance"), an orthopedic impairment, autism, traumatic brain injury, an other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services. ...(c) Definitions of disability terms. The terms used in this definition of a child with a disability are defined as follows: ... (11) Speech or language impairment means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance. (Authority: 20 U.S.C. 1401(3); 1401(30))

MISHA MARSE

Rule 340.1710 (1) A "speech and language impairment" means a communication disorder that adversely affects educational performance, such as a language impairment, articulation impairment, fluency impairment, or voice impairment. (2) A communication disorder shall be determined through the manifestation of 1 or more of the following speech and language impairments that adversely affects educational performance: (a) A language impairment which interferes with the student's ability to understand and use language effectively and which includes 1 or more of the following: (i.) Phonology. (iv.) Semantics. (ii.) Morphology. (v.) Pragmatics (iii.) Syntax. (b) Articulation impairment, including omissions, substitutions, or distortions of sound, persisting beyond the age at which maturation alone might be expected to correct the deviation. (c) Fluency impairment, including an abnormal rate of speaking, speech interruptions, and repetition of sounds, words, phrases, or sentences, that interferes with effective communication. (d) Voice impairment, including inappropriate pitch, loudness, or voice quality. (3) Any impairment under subrule (2) (a) of this rule shall be evidenced by both of the following: (a) A spontaneous language sample demonstrating inadequate language functioning. (b) Test results on not less than 2 standardized assessment instruments or 2 subtests designed to determine language functioning which Indicate inappropriate language functioning for the student's age. (4) A student who has a communication disorder, but whose primary disability is other than speech and language may be eligible for speech and language services under R 340.1745 (a). (5) A determination of impairment shall be based upon a comprehensive evaluation by a multidisciplinary evaluation team, which shall include a teacher of students with speech and language impairment under R 340.1796 or a speech and language pathologist qualified under R 340.1792.

MISHA NCLB Adverse Impact

- Determining Adverse Educational Effect, NCLB, and IDEA 2004 Since the publication of the last version of this document, there has been a significant shift of emphasis on the student's ability to progress educationally and the impact on their communication deficits on educational performance. This is actually not a new aspect of Michigan rule as the first part of rule 340.1710 has always pertained to educational effect: "A 'speech and language impairment' means a communication disorder that **adversely affects educational performance**, such as a language impairment, articulation impairment, fluency impairment, or voice impairment."

MISHA NCLB Adverse Impact

- However, with the passage of the 1997 Reauthorization of IDEA, there was a greater emphasis on students' progress in the general curriculum, and this is significantly reinforced in IDEA 2004, with multiple references to NCLB. NCLB has had such a great impact on education it that "it has become impossible to discuss IDEA or special education without having a fundamental understanding of NCLB, its intent, and its general provisions" (Moore-Brown and Montgomery, 2005, p. 3). **SLPs must show the relevance of their services as schools struggle to help all students to make adequate yearly progress (AYP).**

Document Review- Attempts to implement the rules consistently!

- Break into five groups.
- Each group will review one document:
  - ASHA
  - MSHA
  - NCRESA
  - KENT
  - Char-Em
- Looking for:
  - 1. Early Intervening Services
  - 2. Evaluations. Requirements. Cut-off scores
  - 3. Eligibility
  - 4. Adverse Impact
  - 5. Dismissal Criteria

The 4 C's

- CONNECTIONS: What connections can you draw between the thinking in these documents or your own practice?

- CHALLENGE: What ideas, positions, or assumptions do you want to challenge or argue with these documents?

- CONCEPTS: What key concepts or ideas do you think are important and worth holding on to for our own guidelines?

- CHANGES: What changes from this thinking would we need to consider? Also, does this change our current practice?

Key Ideas Visual

Key Ideas--

Concepts

Adverse Impact

- Consider examples of 'impact statements' adverse impact + common core (Char-Em)

- Consider rating scales (char-Em)

- Present level form → intervention (char-Em)

- Consider adverse impact (prek → el. → M.S. → H.S.) + how that changes by grade level (and articulation)

- Adverse impact + need may be addressed in the IEP in a variety of ways (appropriate service delivery model)

Develop Guiding Questions:
How do you balance curriculum, specially designed instruction, etc.

Link ?s to:
Socialization, employment

Challenges Visual

Adverse Impact

Challenges

- Rating Scale may not have research basis / they are subjective

- Scheduling + service delivery for M.S./H.S.

- Pressure to discontinue students as early as 4th gd /M.S./H.S.

Customer Value Structure

Customer Value Structure

Process: Providing Speech and Language Service

Customer: Districts : on behalf of students

Customer Need Important areas of Practice	Value (:/) Rank order by need for consistent practice.	Performance How consistent are we?	Score	Gap
Identification Practices	40%	.5	20	20
Caseload/Workload MTSS	40%	.6	24	16
Data to Dismiss	20%	.5	10	10
TOTALS	100%		54	46

What to do next time?

SLP ROLE- What are the challenges underneath this?	Votes
Don't make us the focus group person	7
FTE needs to incorporate MTSS responsibilities, screenings, evals, case management etc.	12
Consistent MTSS practice for language and articulation	1
Tier II MTSS Students not counted on our caseload though we are still serving them	1
How can we provide service for MTSS students and our caseload SLI students	0
How tiered MTSS intervention is organized, if you have it at preschool and MS levels	0
Leave room in these guidelines for professional judgment if there is data to support a need or no need	7
Holt uses skyward and others use illuminate ed, we need consistency	6
FTE allocation doesn't match current student needs, caseload vs workload (state guidelines)	26
Resources, amount of SLP time dictate what roles we have	0
SLP FTE per building and building assignments	2
How many buildings an SLP serves	1
Case management duties	7
MARSE requirements	0
Keep in mind we don't get subs	0
Consider time spent, recess duty interventions	0
Building population (special programs, ASD class, CI program)	1
Teacher understanding of communication deficits and the defined role of the SLP in the building	1
Number of other special ed staff in your building	0
Buildings are making more decisions about our time, materials that leads to lack of consistency	2
SLPs shouldn't be assigned to recess duty!	0
SLP collaboration, increased time together to initiate and tackle needs	11
Building practices that conflict with best practices for supporting students, there is not discussion or flexibility it is "just the way it is"	2

What to do next time?

SERVICE DELIVERY (Rationale, Documentation & Model) - What are the challenges underneath this?	Votes
Secondary vs. Elementary	3
What does this look like at Pre-K and Middle School	0
SLPs have limited access to technology, wifi, smartboards, all other teachers have these	8
Service delivery is a bigger issue than SLP choice, it is about district systems	0
How do we account for severe delivery for kids with more severe disabilities	1
5 min articulation- Director questioning it, maybe they don't understand it	0
Lack of time to implement MTSS when caseload comes first	0
Building rapport with teachers allows for push in	3
Schedule	3
Student availability	0

Results: Top 3 Gap Areas or Priority Focus Areas

SLP Role
- Workload/Caseload
- MTSS
- Need for Collaboration time

Entrance/Exit Eligibility
- Inconsistency in cut scores
- Limited tools for evaluation
- Too much weight on Standard Scores

Service Delivery Models
- Schedules
- Push in, pull out, etc.
- Lack of resources needed
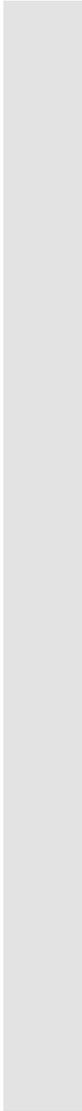
Ingham ISD SE Eligibility

County Eligibility
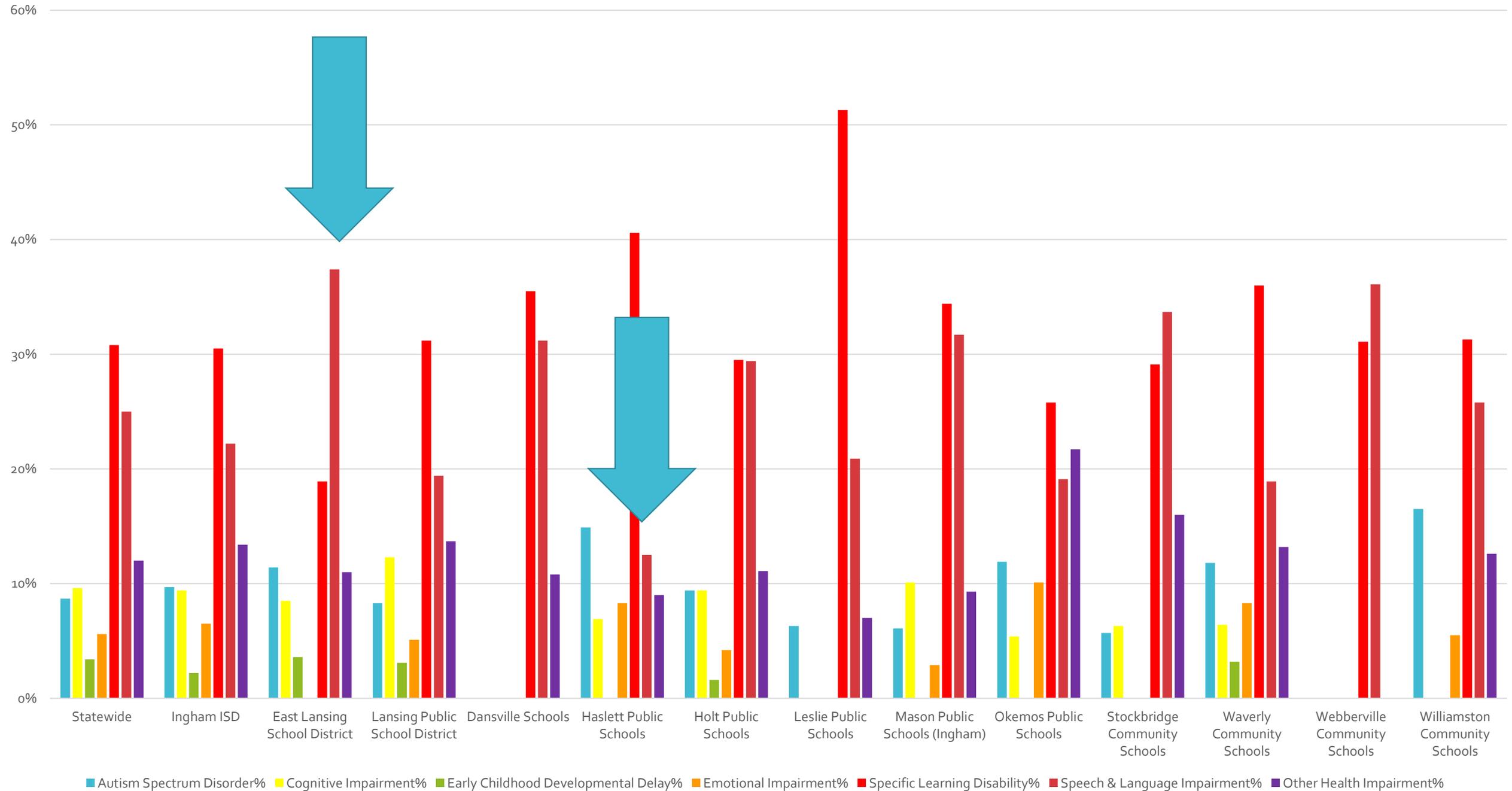
Potential over reliance on standard scores.

Cut scores differ across districts.
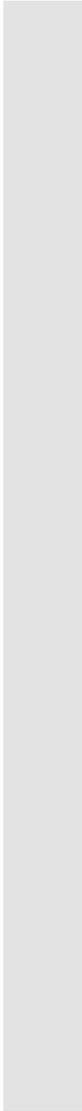
What about Kent and Char-Em now that they have procedures?

An attempt at consensus!

Inadequate Functioning Tool

Student Sample #1

Inadequate Functioning Tool

Student Sample #2
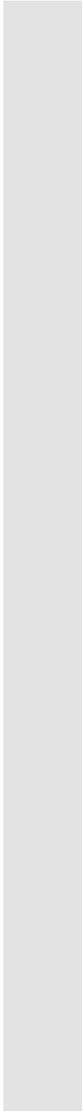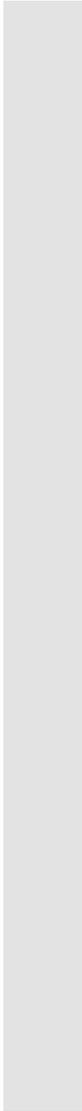
Are you stuck?
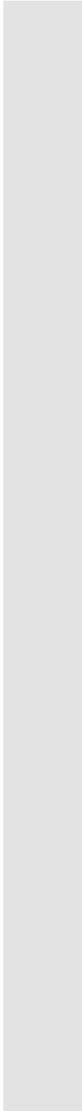
Word-Sentence-Phrase

Evaluation Procedures- Chapter 2- page 2.8 and 2.19

RIOT/ICEL Tool

Student #2

https://www.youtube.com/watch?v=r6oiVSiF1AA