Arkansas Speech-Language-Hearing Association
Annual Convention 2019

"Evaluating the Whole School Age Student: Putting the Pieces Together Through Collaboration"

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Disclosures

I have NO relevant financial relationship(s) with the Arkansas Speech and Hearing Association.

I have relevant non-financial relationship(s) to disclose.

► Serve as a member of ASHA SIG 11 Coordinating Committee

Learning Objectives

- Review and apply the USDoE of Education’s guidelines defining school-based SLP clinician Scope of Practice regarding eligibility and evaluation of Special Education services.

- Compare and contrast 3 case studies, first based on SI only evaluation information then with the addition of psycho-educational evaluation information.

- Confer vital information regarding key elements needed for a successful outcome of a collaborative Special Education team.

Criteria for eligibility as defined by USDoE

“Individuals may demonstrate one or any combination of speech or language impairment. A speech or language impairment may be a primary disability or it may be secondary to other disabilities. A speech or language impairment may be congenital or acquired.”

Minimum Requirements for Evaluation Procedures

1. Tests and other evaluation materials used to assess a student suspected of having a disability must be selected and administered in such a way as to provide information directly related to meeting the educational needs of the child in the least restrictive environment (LRE). The use of equivalent tests in the student’s native language or other mode of communication, if it is clearly unfeasible to use such language or mode of communication.

2. Materials and procedures used to assess a student with limited English proficiency are selected and administered to ensure that they measure the extent to which the student has a disability and needs special education, rather than measuring the student’s English language skills.

3. A variety of assessment tools and strategies are used to gather relevant functional and developmental information about the student, including information provided by the parent and information related to enabling the student to be involved in and progress in the general curriculum (or for a preschool child to participate in appropriate activities) that may assist in determining whether the student is one with a disability and what the content of the student’s IEP should be.

4. Any standardized tests that are given to a student have been validated for the specific purpose for which they are used and are administered under conditions that provide the student with as much information as possible. If an assessment is not conducted under standard conditions, such as the qualifications of the person administering the test or the number of test administrations that are included in the evaluation report.

5. Tests and other evaluation materials include those that provide valid and reliable measures of specific areas of aptitude or achievement and that provide information on the student’s strengths and weaknesses in language and other areas of development.

6. Tests are selected and administered so as best to ensure that if a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student’s aptitude or achievement level, or whatever other factors the test purports to measure, rather than the student’s impaired sensory, manual, or speaking skills (unless those are the factors that the test purports to measure).

7. No single procedure is used as the sole criterion for determining whether a student has a disability and for determining an appropriate educational program for the student.

8. The student is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, speech, social and emotional status, general intelligence, academic performance, language, and motor abilities.

9. In the assessment of each student with a disability, the methods of evaluation are sufficiently comprehensive to identify all of the student’s special education and related-service needs, whether or not they are commonly linked to the category in which the student is suspected of having a disability.

10. Each school district/agency uses technically sound instruments that may assess the relative contribution of cognitive and behavioral factors in addition to physical or developmental factors.

11. Each school district/agency uses assessment tools and strategies that provide relevant information that directly assist persons in determining the student’s educational needs for the student’s IEP.
Language Impairment

Impaired comprehension and/or use of spoken language which may also impair written and/or other symbol systems

The impairment negatively impacts the child's ability to participate in the classroom environment

The impairment may involve, in any combination, the form of language (phonology, morphology, and syntax), the content of language (semantics) and/or the use of language in communication (pragmatics)

United States Department of Education

Evaluation, Eligibility and Placement

Evaluation

All of the special education rules and regulations related to evaluation, eligibility and placement must be followed including:

- Documentation of the child's response to prior evidenced-based interventions prior to referral for a comprehensive evaluation
- Assessment and evaluation shall be conducted by a certified or licensed Speech Language Pathologist (SLP) for consideration of speech-language impairment

Eligibility

- The Speech Language Pathologist determines the presence or absence of speech-language impairment based on Georgia rules and regulations for special education
- Documentation of an adverse effect of the impairment on the child's educational performance
- The team determines that the child is a child with a disability and is eligible for special education and appropriate specialized instruction needed to access the student's curriculum

Placement

Following a comprehensive evaluation, the child demonstrates impairment in one or more of the 5 areas of S & L development which negatively impacts the child's ability to participate in the classroom environment.

What Students Are Considered Difficult to Test????

- Age appropriate commercial standardized testing materials
- Time constraints
- Proper training
- Experience testing in this situation
- Lack of support

Low Incidence Eligibilities

Who Might Fall Into This Category

- Severe to Profound Functioning
- Emotional Behavioral Disturbed
- Other Health Impaired

What Makes These Students So Difficult

- Autism Spectrum Disorders
- Intellectual Disability
- Downs Syndrome
- ADD (All Types)

Pragmatic Deficits

Who Might Fall Into This Category

- Is there really anything that doesn't make these student difficult?
Lack of documentation for subjective information!

Lack of overall data collection.

Inappropriate tests utilized.

Lack of proper scoring of evaluation instruments.

What Makes These Student So Difficult

Who Doesn’t Fall Into This Category???

Below Average Student

85% of population with a reading and writing levels between 3rd - 6th grade level and may have working and living independence.

10% of population and may be able to learn some basic reading and writing. Functional skills such as safety and self help and requires some type of oversight.

Who Doesn’t Fall Into This Category???

Litigation Cases

Who Might Fall Into This Category?

Who Doesn’t Fall Into This Category???

Who Will Qualify

&

Who Will NOT?

Your Challenge!

To RETHINK what questions you have to ask yourself when evaluating a student:

Is this student’s speech and language skills an ASSET or a HINDERENCE to accessing the school curriculum?

Think about WHEN are students attend therapy sessions?

• What are they missing now?

• Study a special class such as PE, music, art, choir?

• Is it worth this student missing a class they might “feel normal” attending to learn a skill that can be taught through in consultation sessions?

Am I the BEST/ MOST APPROPRIATE professional to help the student?

• Final list them now?

• Stay in SST process with your support

• Interrelated special education teacher

• Counselor

• Speech/ Hearing Teacher

Caseload management

Caseload management

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Who Might Fall Into This Category?

Who Doesn’t Fall Into This Category???
Referral source

**LARRY**

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**SLI Results**

**Academic Results**

- Reading Comprehension: 69
- Math Concepts and Applications: 70
- Math Computation: 72
- Reading Composite: 69
- Sound-Symbol Composite: 63
- Decoding Composite: 67
- Math Composite: 67

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**Intellectual Results**

- Kaufman Test of Educational Achievement, Second Edition (KTEA-II)
  - Letter & Word Recognition: 71
  - Reading Comprehension: 69
  - Nonsense Word Decoding: 67
  - Phonological Awareness: 66
  - Math Concepts and Applications: 70
  - Math Computation: 72

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**Parent Referral**

**SLI Results**

**Academic Results**

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- Sound-Symbol Composite: 63
- Decoding Composite: 67
- Math Composite: 67

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**Intellectual Results**

- Stanford-Binet Intelligence Scales, Fifth Edition (SB5)
  - Full Scale IQ (FSIQ): 73
  - Nonverbal IQ (NVIQ): 74
  - Verbal IQ (VIQ): 64
  - Fluid Reasoning: 69
  - Knowledge: 80
  - Quantitative Reasoning: 69
  - Visual Spatial: 79
  - Working Memory: 71

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**Intellectual Results**

- Wechsler Intelligence Scale for Children—Fourth Edition (WISC-IV)
  - Verbal Comprehension: 73
  - Perceptual Reasoning: 73
  - Working Memory: 88
  - Processing Speed: 88
  - Full Scale IQ (FSIQ): 74

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- Woodcock-Johnson III: Tests of Achievement (WJ-III ACH)
  - Letter-Word Identification: 91
  - Reading Fluency: 86
  - Calculation: 88
  - Applied Problems: 94
  - Writing Comprehension: 96

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**SST Referral**

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**Academic Results**

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- Sound-Symbol Composite: 63
- Decoding Composite: 67
- Math Composite: 67

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**Intellectual Results**

- Kaufman Assessment Battery for Children, Second Edition (KABC-II)
  - FCI: 63
  - Letter & Word Recognition: 85
  - Math Concepts and Applications: 85

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**Q & A**

**Wrapping Up**
References

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http://archives.gadoe.org/DMGetDocument.aspx?c=Rules_and_Regulation&ct=pdf&f=CC%3A%3FPFFBC1.37%F1%F8%CD%70%F3%1F%F8%BF%C3%BD%AD%86%7D%00%F7%07%CE%03%37%00%F3%02&A=pID=0

www.langleyresidential.org


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