

Utilizing our Expertise in Addressing the Special Education Task Force Responsibilities

“Help US, Help YOU”

April 5, 2016

Arkansas Speech-Language-Hearing Association

What is a Speech-Language Pathologist?

- The professional who engages in
 - clinical services
 - prevention
 - advocacy
 - education
 - administration
 - and research
- in areas of communication and swallowing across the life span from infancy through geriatrics.

Scope of Practice in Speech-Language Pathology

- Show areas of professional practice
- Inform others about professional roles and responsibilities of qualified providers
- Support SLPs in the provision of highly-quality, evidence of research-based services to individuals with communication, feeding, and/or swallowing concerns

Scope of Practice in Speech-Language Pathology

- Support SLPs in the conduct of dissemination of research
- Guide the educational preparation and professional development of SLPs to provide safe and effective clinical services

Clinical Practice Target Areas

- Collaboration
- Counseling
- Prevention and wellness
- Screening
- Assessment
- Treatment
- Modalities, technology, and instrumentation
- Population and systems

Professional Practice Target Areas

- Advocacy and outreach
- Supervision
- Education
- Research

Types of Settings for SLPs

- Educational Settings
 - Early Intervention Programs
 - Preschool and school-based services
 - Elementary, Middle, and High School
- Medical work settings (~35%)

National Report

- Students with speech-language Impairments made up 17.9% and was the 2nd most prevalent disability category in 2013 for students ages 6-21
- Specific Learning Disability was 1st at 39.5%
- For age 3-5, Speech Language Impaired made up 44.2%
- When examining the trend across different racial/ethnic groups SLI was either 2nd or 3rd

National Report (cont.)

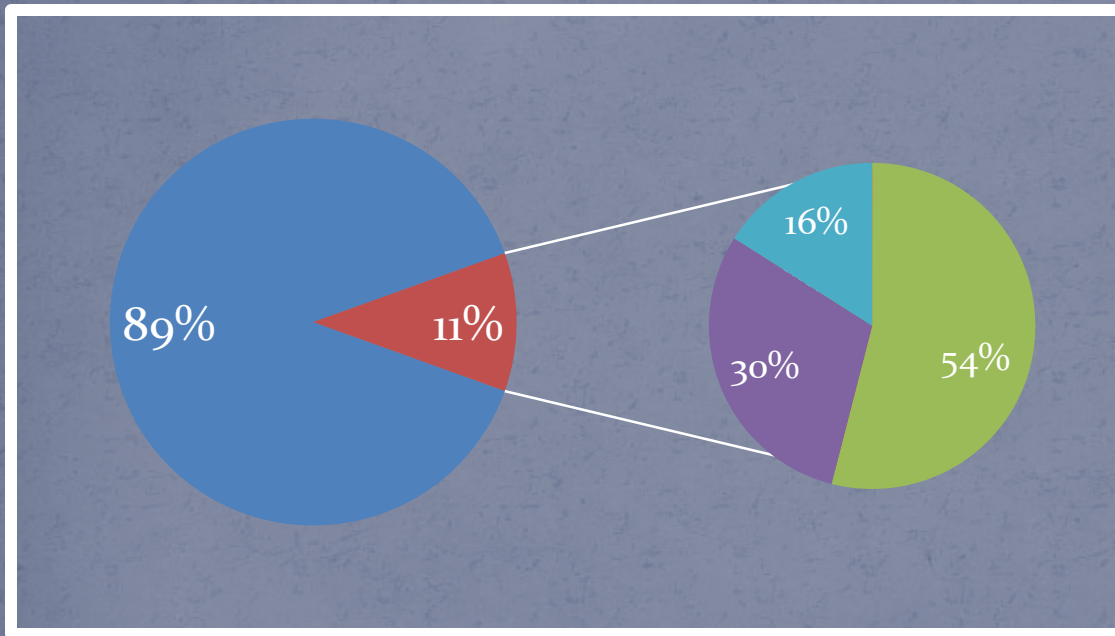
- 8 out of 10 (87.1%) students that were reported to have a speech/language impairment were educated inside the regular education classrooms

Department of Education: 37th Annual Report to Congress on the Implementation of IDEA

Local Report

- In the 2016 report from LRSD, 11% (2,730) of the student population receive special education services
- 54% of the SPED population have speech language impairment as a primary or secondary disability
- 30% of the SPED population have speech language impairment as a primary disability

Little Rock School District Total Student Population



- Total Number of Non SPED Students
- Total Number of SPED Students
- Total Number of SPED Students with SLI
- Total Number of SPED Students with SLI only
- Total Number of SPED Students with other PHC

Interprofessional Collaborative Practice

- Interprofessional collaborative practice refers to members of two or more professions engaged in learning with, from, and about each other
- Interprofessional education provides an ability to share skills and knowledge between professions and allows for a better understanding, shared values, and respect for the roles of other school professionals

Roles and Responsibilities
of Speech-Language
Pathologists in Schools

Critical Roles

- Working across all levels
- Serving a range of disorders
- Ensuring educational relevance
- Providing unique contributions to curriculum
- Highlighting language/literacy
- Providing culturally competent services

Working Across All Levels

- SLPs provide appropriate speech-language services in Pre-K, elementary, middle, junior high, and high schools with no school level underserved (in some states, infants and toddlers would be included in school services)

Serving a Range of Disorders

- SLPs work with students exhibiting the full range of communication disorders, including those involving language, articulation (speech sound disorders), fluency, voice/resonance, and swallowing where a myriad of etiologies may be involved

SLP Areas-The Big 9

- Articulation
- Fluency
- Language
- Voice and Resonance
- Social Aspects of Communication
- ▣ Cognitive Communication
- ▣ Hearing
- ▣ Feeding and Swallowing
- ▣ Alternative/
Augmentative
Communication

More specifically

- **Speech Production:** can't say sounds correctly
- **Fluency:** stuttering
- **Language:** expressive, receptive and written language (reading & writing)
- **Voice & Resonance:** ability to produce voice; breathing
- **Social Aspects:** Autism Spectrum Disorders; difficulties with social skills

More specifically

- **Cognitive Communication:** Intellectual Developmental Disorders; memory; unspecified Neurodevelopmental Disorders; dementia
- **Hearing:** Auditory Habilitation and Rehabilitation
- **Feeding and Swallowing:** coordinating suck, swallow, breathe; speaking & breathing; Aerodigestive Function
- **Augmentative Alternative Communication:** those that need communication devices

Ensuring Educational Relevance

- The litmus test for roles assumed by SLPs with students with disabilities is whether the disorder has an impact on the education of students.
- Therefore, SLPs address personal, social/emotional, academic, and vocational needs that have an impact on attainment of educational goals

Providing Unique Contributions to Curriculum

- SLPs provide a distinct set of roles based on their focused expertise in language.
- They offer assistance in addressing the linguistic and metalinguistic foundations of curriculum learning for students with disabilities, as well as other learners who are at risk for school failure, or those who struggle in school settings.

Providing Culturally Competent Services

- SLPs make important contributions to ensure that all students receive quality, culturally competent services.
- SLPs have the expertise to distinguish a language disorder from “something else.”
 - cultural and linguistic differences,
 - socioeconomic factors,
 - lack of adequate education,
 - the process of acquiring the dialect of English used in the schools

Highlighting Language/Literacy

- Current research supports the interrelationships across the language processes of listening, speaking, reading, and writing.
- SLPs contribute significantly to the literacy achievement of students with communication disorders, as well as other learners who are at risk for school failure, or those who struggle in school settings.

Language & Literacy

- Positive, significant correlations between oral language development and reading comprehension have been well documented in the literature.
- These correlation demonstrated that language development is key to reading and writing development.

Language & Literacy

- SLPs have extensive training and knowledge in the sound system of English
- SLPs are trained to recognize deficits in the sound system that affect language development
- SLPs are trained to address these deficits utilizing a therapeutic approach in order to meet students where they are and teach skills to mastery

Language & Literacy

- SLPs are the 1st line of defense. Children will not develop adequate literacy skills if they do not develop adequate language skills.

Range of Responsibilities

- Prevention
- Assessment
- Intervention
- Program design
- Data collection and analysis
- Compliance

Prevention

- SLPs are integrally involved in the efforts of schools to prevent academic failure in whatever form those initiative may take.
- For example, in Response to Intervention (RTI), SLPs use evidence-based practice (EBP) in prevention approaches.

Assessment

- SLPs conduct assessments that help to identify students with communication disorders as well as to inform instruction and intervention, consistent with EBP.

Intervention

- SLPs provide intervention that is appropriate to the age and learning needs of each individual student and is selected through an evidence-based decision-making process.
- Although service delivery models are typically more diverse in the school setting than in other settings, the therapy techniques are clinical in nature when dealing with students with disabilities.

Program Design

- It is essential that SLPs configure schoolwide programs that employ a continuum of service delivery models in the least restrictive environment for students with disabilities, and that they provide services to other students as appropriate.

Data Collection and Analysis

- SLPs, like all educators, are accountable for student outcomes.
- Therefore, data-based decision making, including gathering and interpreting data with individual students, as well as overall program evaluation are essential responsibilities.

Compliance

- SLPs are responsible for meeting federal and state mandates as well as local policies in performance of their duties.
- Activities may include Individualized Education Program (IEP) development, Medicaid billing, report writing, and treatment plan/therapy log development.

Collaboration

- With other school professionals
- With universities
- Within the community
- With families
- With students

With Other School Professionals

- SLPs provide services to support the instructional program at a school. Therefore, SLPs' unique contributions complement and augment those made by other professionals who also have unique perspectives and skills.
- Working collegially with general education teachers who are primarily responsible for curriculum and instruction is essential.

With Other School Professionals

- SLPs also work closely with reading specialists, literacy coaches, special education teachers, occupational therapists, physical therapists, school psychologists, audiologists, guidance counselors, and social workers, in addition to others.
- Working with school and district administrators in designing and implementing programs is crucial.

With Universities

- SLPs form important relationships with universities in which both the SLPs and the universities can benefit from shared knowledge and perspectives.
- Additionally, SLPs can serve as resources for university personnel and the university students whom they teach.

Within the Community

- SLPs work with a variety of individuals and agencies (e.g., physicians, private therapy practitioners, social service agencies, private schools, and vocational rehabilitation) who may be involved in teaching or providing services to children and youth.

With Families

- For students of all ages it is essential that SLPs engage families in planning, decision making, and program implementation.

With Students

- Student involvement in the intervention process is essential to promoting personal responsibility and ownership of communication improvement goals.
- SLPs actively engage students in goal planning, intervention implementation, monitoring of progress, and self-advocacy appropriate to age and ability level.

Leadership

- Advocacy
- Supervision and mentorship
- Professional development
- Parent training
- Research

New Professional Issues Statement for the Role and Responsibilities of SLPs in the Schools

- Three arenas providing this new rationale:
 - educational reform
 - legal mandates
 - evolving professional practices
- Each arena is addressed with implications for services in schools, organized around the four categories of roles and responsibilities:
 - critical roles in education
 - range of roles and responsibilities
 - collaboration
 - leadership

Educational Reform

- **Critical Roles in Education:** SLPs need to contribute to the goals of educational reform, be contributors at all educational levels, and address a range of disorders with considerable attention to language and literacy goals
- **Range of Roles and Responsibilities:** SLPs work in prevention, assessment, intervention, and program design efforts, however, a new era of accountability has required a significant focus on data collection, analysis, and compliance for SLPs

Educational Reform

- **Collaboration:** SLPs must work effectively and collegially with a number of different constituents such as administrators, teachers, support services personnel, and parents and students with specific requirements driven by law
- **Leadership:** SLPs must define and articulate their roles and responsibilities and ensure delivery of appropriate services to students, keep abreast of changes, and also design and conduct professional development and parent training when appropriate

Legal Mandates

- **Critical Roles in Education:** SLPs are faced with serving students with severe disabilities as well as preventing school failure through work for at-risk students. SLPs also must identify and implement assessments and approaches regardless of students' cultural, linguistic, or socioeconomic backgrounds
- **Range of Roles and Responsibilities:** SLPs must ensure students they work with meet performance standards and become productive citizens of society. They must also determine how academic strengths and weaknesses relate to communication disorders while working with the students within their least restrictive environment

Legal Mandates

- **Collaboration:** Federal statutes and regulations specify requirements for group processing and decision making when developing IEP's such that the team includes parent, general education teacher, and SLP when appropriate as collaboration is KEY
- **Leadership:** SLPs must know and understand how legal mandates affect practice and thus communicate effectively with colleagues about the congruence of their practices with legal mandates

Evolving Professional Practices

- **Critical Implications in Education:** SLPs roles in the schools have expanded in the past decade causing them to strategize on how to provide services to the many students who need their help to succeed in the classroom
- **Range of Roles and Responsibilities:** SLPs biggest changes have come through an emphasis on curriculum and literacy acquisition and prevention activities expanding needs to students that were not traditionally on SLPs caseloads

Evolving Professional Practices

- **Collaboration:** SLPs must collaborate closely with educators on literacy, curriculum , and RTI. SLPs must continue to develop and strengthen strong partnerships with classroom teachers, parents, and other support personnel. New roads of collaboration with medical professionals may also be necessary in working with medically fragile students
- **Leadership:** Evolving practices require SLPs to advocate for appropriate roles and responsibilities to their expanded arenas and others and continue professional development in areas where they may not have preparation

Evolving Professional Practices

- **Redefinition of Work in the Schools by SLPs:**
 - Medically Fragile Students
 - Dysphagia-Feeding and Swallowing
 - Reading, Writing, and Curriculum
 - Evidence-Based Practice
 - Response to Intervention (RTI)
 - Telepractice

Medically Fragile Students

- With the increase of babies being born premature, not only do they present with medical problems, but also heightened risk of enduring disabilities, such as cognitive impairments, learning and behavioral problems, and vision and hearing loss
- SLPs must take on roles and responsibilities in the schools that used to be considered those of medically based SLPs

Dysphagia-Feeding and Swallowing

- Feeding and swallowing is the school's responsibility under IDEA when it assures safety of eating and addresses the risk of choking and aspiration, provides adequate nutrition for students accessing the curriculum, decreases illnesses due to malnutrition and hydration, and also promotes students to learn skills to enable them to eventually participate with peers in meal and snack time safely

Reading, Writing, and Curriculum

- With only 29% of 8th graders meeting reading proficiency for their grade level, 8 million students reading below grade level in 4th through 12th grade, and for the past 35 years graduates showing no improvement, it is crucial to point out that language problems are a major component of almost all cases of reading disabilities, sometimes the cause, and other times the consequence.

Evidence-Based Practice

- The goal of evidence-based practice in schools is the integration of clinical expertise, best current evidence, and client values to provide high-quality services reflecting the interests, values, needs, and choices of the students that we serve
- Requirements of EBP in the schools includes accountability for student outcomes and use of scientifically based practices, as well as data-based decision making processes

Response to Intervention (RTI)

- A framework for addressing the diverse learning needs of all students at a school to prevent failure and provide an alternative method for identifying students with learning disabilities through high quality instruction matched to students needs, and using learning rate over time and level of performance to make important educational decisions

Telepractice

- An appropriate model of service delivery for the practice of speech-language pathology and audiology and may be used to overcome barriers of access to services caused by distance, unavailability of specialists and/or subspecialists, and impaired mobility

Recommendations for the SPED Task Force

- Elicit the expertise of a Speech-Language Pathologist when making decisions regarding Special Education
- Utilize our professional knowledge to help you revise the Special Education Responsibilities
- Expand the offerings of Special Education Services
- Strengthen the RtI process by employing interventionists and/or partnering with university programs that require student teaching and/or practicum to provide instruction

Recommendations

- Explore different service delivery models
- Put incentives in place that increase parental support
- Restructure professional development to include collaboration between general education and special education staff
- Consider the cost of illiterate adults versus the cost of making sure all students read proficiently

Recommendations

- Invest in people first then programs
- Train all special education teachers in explicit, systematic reading instruction that follow a scope and sequence
- Consider a transdisciplinary approach to special education services

A Few Final Thoughts

- The best thing we can do for ourselves is help the students live up to their full potential
- Save the next generation in order to save our own
- Special Education is not a place. It is a methodology or a catalyst that fosters learning in a way that is effective for a particular student with diverse learning styles.

Help US, Help YOU
Work Smarter, and Not Harder,
as a Voice for the SLPs on the
Legislative Task Force on the
Best Practices for Special
Education

Supplemental Information

Eight Domains of Clinical Practice

- Collaboration
- Counseling
- Prevention and wellness
- Screening
- Assessment
- Treatment
- Modalities, technology, and instrumentation
- Population and systems

Collaboration

- Educate
- Partner with other professionals/organizations to enhance the value of speech-language pathology services
- Share responsibilities to achieve functional outcomes
- Consult with other professionals to meet the needs of individuals with communication disorders
- Serve as case managers, service delivery coordinators, and members of collaborative teams

Counseling

- Empower the individual and family to make decisions related to communication issues
- Educate the individual, family, and related community members about communication disorders
- Provide support and/or peer-to-peer groups
- Provide individuals and families with skills to become self-advocates
- Discuss, evaluate, and treat negative emotions related to communication disorders
- Refer individuals and families to other professionals when counseling needs fall outside of scope of practice

Prevention and Wellness

- SLPs are involved in prevention and wellness activities that are geared toward reducing the incidence of a new disorders or disease, identifying disorders at an early age, and decreasing the severity or impact of a disability associated with an existing disorder or disease
- Some areas include: fluency, early childhood, genetic counseling, vocal hygiene, hearing conservation, prenatal care, concussion awareness/traumatic brain injury, and business communication

Screening

- Develop screening procedures and tools based on existing evidence
- Select and use appropriate screening instrumentation
- Coordinate and conduct screening programs in a wide variety of educational, community, and health care settings
- Participate in public school response-to-intervention meetings to review data and recommend interventions to satisfy requirements of Section 504 of the Rehabilitation Act of 1973
- Revise, analyze, and make appropriate referrals based on results of screenings
- Consult with others about the results of screenings conducted by other professionals
- Utilize data to inform decisions about the health of populations

Assessment

- Engage in behavioral observation to determine the individual's skills in a naturalistic setting
- Administer standard and/or criterion referenced tools to compare with their peers
- Review medical records and social history's provided by individuals or family members
- Document results of assessment, develop a plan of treatment, recommendations, and plan of discharge
- Participate in public school meetings related to IDEA eligibility and implementation of IEPs

Treatment

- Design, implement, and document provision of service in accordance with accepted procedures appropriate to the practice setting
- Integrate high-quality research evidence with practitioner expertise and individual preferences and values in establishing treatment goals
- Utilize treatment data to guide clinical decisions and determine effectiveness of services
- Engage in treatment activities that are within the scope of the professional's competence
- Collaborate with other professionals in the provision of services

Modalities, Technology, and Instrumentation

- Augmentative Alternative Communication devices to allow individuals to communicate verbally on a consistent basis
- Endoscopy-refer to health related professionals
- Telepractice to provide access to services or to provide access to a specialist
- Ultrasound and other biofeedback systems for individuals with speech sound production, voice, or swallowing disorders
- Other modalities such as ASL

Population and Systems

- Improve teaching methods used by other professionals when communicating with individuals with communication disorders
- Analyze and improve communication environments
- Reduce cost of care by designing and implementing case management strategies that focus on function and help individuals reach their goals through direct intervention, supervision and collaboration with other professionals, and engage the individual and family in self-management strategies

Four Domains of Professional Practice

- Advocacy and outreach
- Supervision
- Education
- Research
- Administration

Advocacy and Outreach

- Advise regulatory and legislative agencies about the continuum of care for individuals with communication disorders
- Engage decision makers at the local, state, and national levels for improved administrative and governmental policies affecting access to services for communication issues
- Advocate for funding for services, education, and research
- Promote and market professional services
- Collaborate on advocacy objectives with other professionals/colleagues regarding mutual goals

Supervision and Education

- Possess necessary clinical skills to guide the supervisee
- Support supervisees as they learn to handle any of their emotional reactions that may affect the therapeutic process
- Establish a supervisory relationship that promotes growth and independence, while providing support and guidance
- Serve on faculty at institutions of higher education
- Mentor students completing academic programs at all levels
- Provide professional development to SLPs and professionals in related disciplines

Research and Administration

- May be undertaken at the university setting or coordinated across multiple settings
- Administer programs in higher education, schools, healthcare, private practice and other settings that:
 - Responsible for administrative decisions
 - Related to fiscal and personnel management
 - Program growth
 - Compliance with laws and regulations

Leadership

- Advocacy
- Supervision and mentorship
- Professional development
- Parent training
- Research

Advocacy

- To assume productive roles, SLPs must advocate for appropriate programs and services for children and adolescents, including reasonable workloads, professional development opportunities and other program supports
- Because some of the roles SLPs assume may be new or evolving and may not be clearly understood by others, SLPs have a responsibility to articulate their roles and responsibilities to teachers, other school professionals, administrators, support personnel, families, and the community
- They also work to influence the development and interpretation of laws, regulations, and policies to promote best practice

Supervision and Mentorship

- SLPs play a vital role in inducting new professionals. They are involved with supervising student SLPs and clinical fellows, as well as in mentoring new SLPs. They also may supervise paraprofessionals

Professional Development

- SLPs are valuable resources in designing and conducting professional development. Given their expertise in communication and language, SLPs have much to offer other educators, including administrators, teachers, other educational specialists, and paraprofessionals in the collaborative effort to enhance the performance of students in schools

Parent Training

- SLPs are in a position to provide training to parents of students of all ages with regard to communication development and disorders. They may be especially helpful to families in creating a language- and literacy-rich environment

Research

- Federal law requires the use of scientific, research-based practices. It is important for SLPs in the schools to participate in research to generate and support the use of evidence-based assessment and intervention practices