

Georgia Speech-Language-Hearing Association  
Annual Convention 2019

# “Evaluating the Whole School Age Student: Putting the Pieces Together Through Collaboration”

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# Disclosures

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- I have **relevant financial relationship(s)** with South Carolina Speech and Hearing Association
- I have received financial compensation for this presentation.
  
- I have **no relevant nonfinancial relationship(s)** to disclose.

# Learning Objectives

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- Review and apply the South Carolina Department 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 the South Carolina Department of Education & USDoE

## Definition by SCDoE

“Speech-Language Impairment means a communication disorder, such as stuttering, impaired articulation, language impairment, or a voice impairment, that adversely affects a child’s educational performance.”

## USDoE

“Individuals may demonstrate one or any combination of speech or language impairments. 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

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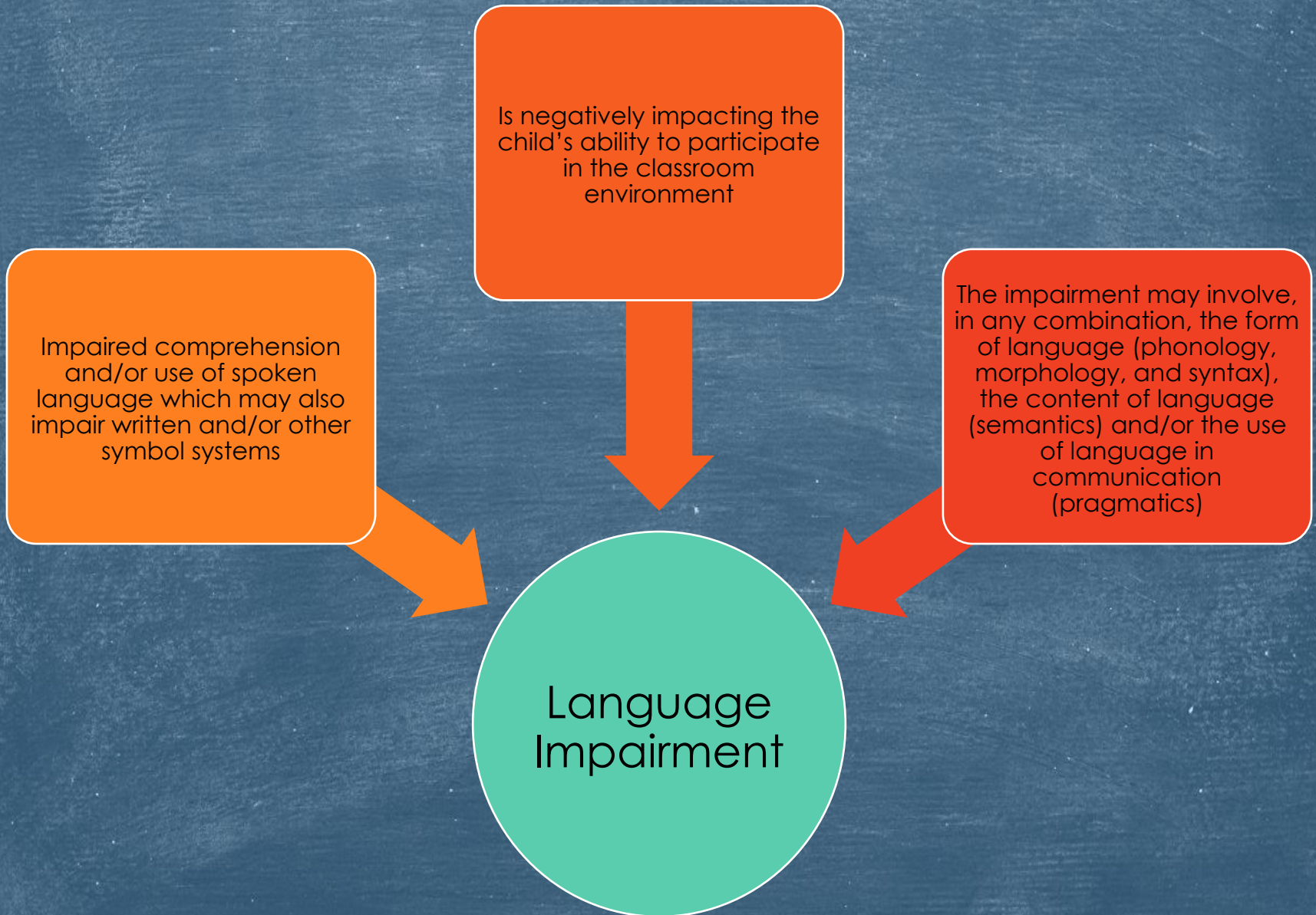
1. Tests and other evaluation materials used to assess a student suspected of having a disability are selected and administered so as not to be discriminatory on a racial or cultural basis and are provided and administered in the student's native language or other mode of communication unless it is clearly unfeasible to use that language or any 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 by trained and knowledgeable personnel in accordance with any instructions provided by the producer of the tests. If an assessment is not conducted under standard conditions, a description of the extent to which it varied from standard conditions, such as the qualifications of the person administering the test or the method of test administration, must be included in the evaluation report.

# Minimum Requirements for Evaluation Procedures

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5. Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.
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 reflecting the student's impaired sensory, manual, or speaking skills (unless those skills 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, his or her health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, 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-services 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 assists persons in determining the educational needs of the student.

# United States Department of Education



Children who are in the normal stages of second language acquisition/learning and whose communication problems result from English being a secondary language

Children who have anxiety disorders (e.g. selective mutism) unless it is also determined that they have a speech language impairment.

Children who have regional, dialectic, and/or cultural differences.



**Language Disorder**

Children who have auditory processing disorders not accompanied by language impairment.

# Evaluation, Eligibility and Placement

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

## Evaluation

- Documentation of the child's response to prior evidenced-based interventions prior to referral for a comprehensive evaluation.
- A comprehensive evaluation shall be performed by a certified or licensed Speech Language Pathologist (SLP) for consideration of speech-language eligibility.
- This evaluation consists of an initial screening of the child's 5 areas of S & L development followed by an in-depth evaluation of each area suspected of being impaired, using no less than 2 measurement with at least one formal test and/or procedure.

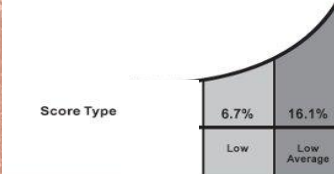
## Eligibility

- 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 that negatively impacts the child's ability to participate in the classroom environment.
- The present adverse effect of the speech-language impairment on the child's progress in the curriculum, including social and/or emotional growth, must be documented in writing and used to assist in determining eligibility.
- Children shall not be excluded from a speech-language program based solely on the severity of the disability and is not permissible as the only criteria for determining eligibility for speech-language impaired services.

# What Students Are Considered Difficult to Test????



Score Type	6.7%	16.1%
	Low	Low Average
Standard	≤ 70	80
Scaled	1 - 3	4 - 5
Percentile Rank	1 - 2	3 - 8



# Low Incidence Eligibilities



## Who Might Fall Into This Category

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

## What Makes These Student So Difficult

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

# Pragmatic Deficits



Who Might Fall Into This Category?

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

What Makes These Student So Difficult

- ▶ Is there really anything that doesn't make these student difficult?

# Litigation Cases

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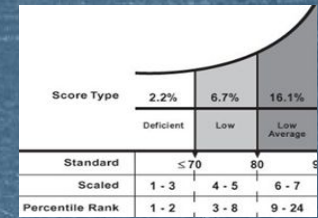
Who Might Fall Into This Category?

- WHO DOESN'T FALL INTO THIS CATEGORY????

What Makes These Student So Difficult

- ▶ Lack of documentation for subjective information!!
- ▶ Lack of overall data collection.
- ▶ Inappropriate tests utilized.
- ▶ Lack of proper scoring of evaluation instruments.

# The Below Average Student



Score Type	2.2%	6.7%	16.1%
	Deficient	Low	Low Average
Standard	≤ 70	80	90
Scaled	1 - 3	4 - 5	6 - 7
Percentile Rank	1 - 2	3 - 8	9 - 24

85% of population with a reading and writing levels between 3<sup>rd</sup> - 6<sup>th</sup> 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.

# Your Challenge!

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

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

1. Think about WHEN are students attend therapy sessions?
  - ▶ What are they missing instead?
  - ▶ Usually 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 a consultation session?
2. Am I the BEST/ MOST APPROPRIATE professional to help the student?
  - ▶ If not ME then who?
    - ▶ Stay in SST process with your support
    - ▶ Interrelated special education teacher
    - ▶ Councilor
    - ▶ Deaf/Hard of Hearing teacher
3. Caseload management

# Meet Larry, Darryl, & Darryl



Who Will Qualify

&

Who Will NOT?

# LARRY



Referral  
source

- SST Referral

SLI Results

Receptive One Word Picture Vocabulary Test: SS	74
Expressive One Word Picture Vocabulary Test: SS	75
Oral and Written Language Scale-II (OWLS)	
Listening Comprehension: SS	85
Oral Expressive: SS	82
Total Language: SS	82
Test of Language Development – I:4: SS	77

# LARRY

Referral source

- SST Referral

SLI Results

ROWVT: SS	74	
EOWVT: SS	75	
OWLS-II		
Listening Comprehension	85	
Oral Expressive	82	Total
Language SS	82	
ToLD – I:4: SS	77	

Intellectual Results

Stanford-Binet Intelligence Scales, Fifth Edition (SB5) Full Scale IQ (FSIQ)		
		69
	Nonverbal IQ (NVIQ)	74
	Verbal IQ (VIQ)	67
	Fluid Reasoning	65
	Knowledge	69
	Quantitative Reasoning	83
	Visual Spatial	79
	Working Memory	71

Academic 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
	Reading Composite	69
	Sound-Symbol Composite	63
	Decoding Composite	67
	Math Composite	67

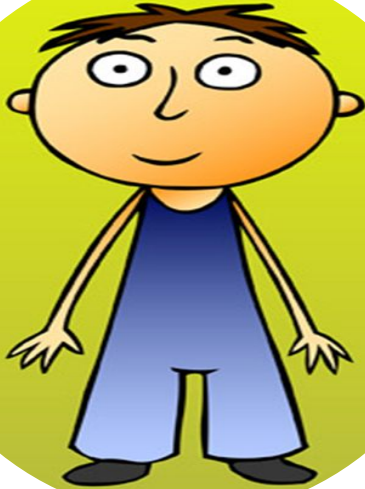


# DARRYL

Referral  
source

Parent Referral

SLI Results



Receptive One Word Picture Vocabulary Test SS:	73
Expressive One Word Picture Vocabulary Test SS:	69
Oral and Written Language Scales-II (OWLS-2)	
Listening Comprehension SS:	82
Oral Expression SS:	77
Total Language Score SS:	78
Test of Auditory Processing Skills-3 (TAPS-3)	
Phonologic SS:	99
Memory SS:	129
Cohesion SS:	88
Overall Score SS:	109

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Referral  
source

Parent Referral

SLI  
Results

ROWPVT SS:	73
EOWPVT SS:	69
OWLS-2	
Listening Comprehension SS:	82
Oral Expression SS:	77
Total Language Score SS:	78
TAPS-3	
Phonologic SS:	99
Memory SS:	129
Cohesion SS:	88
Overall Score SS:	109

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

Academic  
Results

## WOODCOCK-JOHNSON III - TESTS OF ACHIEVEMENT (WJ-III ACH)

• Letter-Word Identification-	91
• Reading Fluency-	86
• Calculation-	89
• Applied Problems-	94
• Writing Samples-	96



# DARRYL



Referral  
source

SST Referral

SLI Results

Receptive One Word Picture Vocabulary Test: SS	72
Expressive One Word Picture Vocabulary Test: SS	66
The Oral and Written Language Scales-II (OWLS)	
Listening Comprehension SS	74
Oral Expressive SS:	64
Total Language SS:	67
Test of Early Language Development- 3rd Edition:	
Receptive Language: SS	85
Expressive Language: SS	65
Spoken Language Quotient: SS	70

# DARRYL



Referral  
source

SST Referral

SLI  
Results

ROWPVT: SS	72	
EOWPVT: SS	66	
OWLS-II: Listening Comprehension SS		74
Oral Expressive SS:	64	
Total Language SS:	67	
TELD- 3rd Edition:		
Receptive Language: SS	85	
Expressive Language: SS	65	
Spoken Language Quotient: SS	70	

Intellectual  
Results

Stanford-Binet Intelligence Scales, Fifth Edition (SB5)		
Full Scale IQ (FSIQ)		64
Nonverbal IQ (NVIQ)		70
Verbal IQ (VIQ)	62	
Fluid Reasoning	56	
Knowledge	86	
Reasoning		72
Visual Spatial	68	
Working Memory		65

Academic  
Results

Kaufman Assessment Battery for Children, Second Edition (KABC-II) FCI:	63
Kaufman Test of Educational Achievement, Second Edition (KTEA-II)	
Letter & Word Recognition	85
Math Concepts and Applications	71

# Wrapping Up

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# References

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