Managing
the
Speech-Language Impairment (SLI) Program

Presented by:

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Learning Targets

- Participants will be able to list two ways to implement General Supervision for their LEA's Speech-Language Impairment program

- Participants will be able to list at least two reevaluation options for students receiving speech-language services

- Participants will be able to list two ways to code for FTE for speech-language services.

LICENSE & CERTIFICATION

Speech-Language Pathology Licenses and Certificates

Education Requirement:
- Master's or Doctoral Degree

Certificate of Clinical Competence from the American–Speech-Language-Hearing Association ([ASHA](#))
- Completion of ASHA approved Master's program
- Supervised post gradate fellowship
- National competitive examination

[Georgia Board of Speech-Language Pathology & Audiology](#)
- Optional for School-Based Speech-Language Pathologists (SLPs)
  - ASHA Certificate of Clinical Competence
  - Paid Clinical Experience
    - ASHA approved Master's program
    - Passed score on national competitive examination
  - Endorsement

Speech-Language Pathology Licenses and Certificates

Georgia Professional Standards Commission
- Required for direct-hired School-Based SLPs
    - Complete a state-approved certification preparation program in Speech and Language Pathology at the master's degree level – level five (5) – or higher; Complete a master's degree level or higher program approved by the American Speech, Language and Hearing Association (ASHA); Hold a valid ASHA Certificate of Clinical Competence in Speech and Language Pathology; or

    - Hold a valid State of Georgia Speech and Language Pathologist license issued by the Professional Licensing Boards Division of the Office of the Secretary of State, O.C.G.A. Title 43; and meet the Special Georgia Requirements (See GaPSC Rule 505-2-.24 SPECIAL GEORGIA REQUIREMENTS) applicable to the field of Speech and Language Pathology.

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Speech-Language Pathology Aide, Assistant & Paraprofessional

Georgia Board of Speech-Language Pathology & Audiology

- Speech-Language Pathology Aide

American Speech-Language-Hearing Association (Speech-Language Pathology Assistant)

- Speech-Language Pathology Assistant Scope of Practice
- Frequently Asked Questions: Speech-Language Pathology Assistants (SLPAs)
- ASHA Assistants

Georgia Professional Standards Commission

- Communication Paraprofessional

GENERAL SUPERVISION

General Supervision Questions to Consider

Are you including the appropriate individuals to monitor the process?

- *Always put your plan in writing*
- Outline who is monitoring and at what level
- Clearly define each person's roles and responsibilities as it relates to the process
- Clearly articulate the goals that should be accomplished
- Allow those individuals to be involved in establishing the plan for monitoring

| Non-negotiables	Negotiables
Team Members	
• Special Education Director • Speech-Language Pathologist Lead or Coordinator • Other Special Education Coordinators • Speech-Language Pathologists	Specific personnel involved (e.g. occupational therapists, behavior specialists)

General Supervision Questions to Consider

When is the process monitored?

- *Plan should include a process for fidelity checks*

- Clearly establish specific ***timelines*** (e.g. start date and first report date)

- Schedule follow up meetings (e.g. create a calendar with future quarterly team meetings)

Meet with Speech-Language Pathologist (SLP) Lead or Coordinator

- Discuss monthly caseload report
    - o Number of students
    - o Amount of services
    - o Length of time student has been receiving speech-language services
    - o Leveling for speech-language pathologists

- Discuss the plan for vacancies
    - o Compensatory services Plan
    - o Tracking Services Plan
    - o Parent Communication regarding vacancies
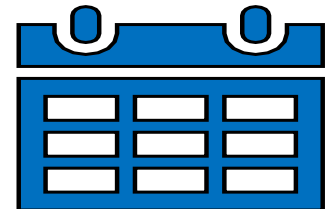
General Supervision Questions to Consider

How is the process monitored?

- Identify a specific tool (s) to collect data
- Identify what data is being collected
- Identify format the data should be submitted and provide a template
- Decide who submits the data
- Determine how the data should be entered and how multiple users will access the data

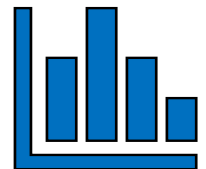| Non-negotiables	Negotiables
Monitoring the Process	
• Valid, reliable tool • Graph (s) of data • Collected at regular intervals	• Choice of tool

General Supervision Questions to Consider

Are you using data for information and/or to support program decisions?

- Identify and adjust your program's needs

- Adjust support for students

- Determine professional development for speech-language pathologist and staff

- Assist with reviewing and revising established monitoring plan and/or policies, practices and procedures

Conduct an End of the Year (EOY) Checkout with SLP Coordinator or Lead

- Review the total number of students requiring speech-language service

- Review the total number of SLPs required

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CASELOAD

Caseload

Primary focus is always ensuring Free Appropriate Public Education (FAPE)

- Definition of Caseload
  - Determining whether this number includes students that are only eligible for Speech-Language Impairment or all students receiving speech-language services.
  - Data Reporting purposes
  - Review of Georgia's Special Education Rules

- Caseload Makeup
  - Number of Students
  - Amount of services per week
  - Length of time receiving speech-language services

55

Caseload
Scenario One

Speech pathologist has a caseload of 40 students. Based on the review of the caseload makeup, 30 out of the 40 students receive speech services 3 x per week for 30 minutes. The remaining 10 students receives speech services 1 x per week for 30 minutes.

Discuss with elbow your partner next steps for this speech-language pathologist.

Caseload Scenario Two

Speech Pathologist has a caseload of 65 students. Based on the review of caseload makeup, 30 out of the 65 students receives consultative services (1 x per month), 20 students receives speech services 2 x 30 minutes per week and the remaining 15 receives speech services 1 x 30 minutes per week.

Discuss with elbow your partner next steps for this speech-language pathologist.

Projections & Scheduling

Projections

Why are projections important?

- Provides a forecast for next school year but is not a predetermination
- Determines the number of staff required to meet the students' needs
- Ensures timely and accurately implementation of services and supports

Speech-Language Impairment Services Framework

Speech-Language Services	Based upon individual communication needs of the student		
	Consultative Hours must equal 60 minutes per month • 1 hour, one time per month • 30 minutes, two times per month OR • 15 minutes, one time per month	*Collaborative Hours* • 1 hour, one time per week OR • 30 minutes, two times per week	*Small Group Hours* • 1 hour, one time per week OR • 30 minutes, two times per week

Scheduling

Factors to Consider
- Allocate time for screenings and evaluations
- Allocate time for eligibility and IEP meetings
- Tuesday and Thursday schedule
- Continuous monitoring of SLP schedules

Projections Worksheet
- Assist with creating a schedule for next school year
- Worksheet should include the following information
  - School Name and Case Manager
  - Legend
  - Student's ID, Student's Name, Current School Year, Projected School, Projected Grade, Eligibility (Primary & Secondary), and Amount of Services

DISMISSAL CONSIDERATIONS

Dismissal Considerations

ALL Georgia Special Education Rules and IDEA regulations for evaluation, reevaluation and eligibility apply to the _Speech-Language Impairment_ eligibility category.

Speech-Language Impairment (SLI)

Dismissal Consideration:
Secondary Speech-Language Impairment

Primary: Emotional and Behavioral Disorder (EBD)
Secondary: Speech-Language Impairment (SLI)

- During the reevaluation meeting, the IEP Team decides that the **existing data** for EBD is enough to determine continued eligibility for this area but require additional information for SLI to determine whether the child continues to have a disability under the speech-language impairment eligibility.

- Obtain written informed parental consent before conducting any additional assessments as part of the reevaluation

- Speech-Language Pathologist will complete formal assessments in the area suspected and informal assessments in other areas under speech-language impairment.

- After the assessments are completed, the Team reviews those assessments and determines the child's continued eligibility and educational needs *(This is an eligibility meeting).*

- During the review (eligibility meeting), if the speech-language assessments determine that the student no longer meets the eligibility criteria for the speech-language impairment eligibility, the student is exited from SLI services but continues to remain eligible for EBD.

Dismissal Consideration:
Primary Speech-Language Impairment

Primary: Speech-Language Impairment (SLI)
(No Other Concerns)

- During the reevaluation meeting, the IEP Team reviews and decides that **informal collected data** for academic and all other areas **do not indicate other concern(s)**, but additional information is required for SLI to determine whether the child continues to have a disability under the speech-language impairment eligibility.

- Obtain written informed parental consent before conducting any additional assessments as part of the reevaluation

- Speech-Language Pathologist will complete formal assessments in the area suspected and informal assessments in other areas under speech-language impairment. *A referral to psychological services is not warranted.*

- After the assessments are completed, the Team reviews those assessments and determines the child's continued eligibility and educational needs. This is an eligibility meeting and informal collected data for academics and all other areas can be entered into the eligibility report, as well as, the formal and informal data from the speech-language assessments.

- During the review (eligibility meeting), if the speech-language assessments determine that the student no longer meets the eligibility criteria for the speech-language impairment eligibility, the student is exited special education and related services.

Dismissal Consideration:
Primary Speech-Language Impairment

Primary: Speech-Language Impairment (SLI)
(Additional Concerns)

- During the reevaluation meeting, the IEP Team reviews and decides that informal collected data for academic or any other areas **indicate additional concern(s)**. Additional information is needed to determine whether the child continues to have a disability or additional areas of need due to a disability.

- Obtain written informed parental consent before conducting any additional assessments as part of the reevaluation

- Speech-Language Pathologist will complete formal assessments in the area suspected and informal assessments in other areas under speech-language impairment. *The School Psychologist will complete formal and informal assessments for academics, as well as, other local assessment data that may inform academic performance.*

- After the assessments are completed, the Team reviews those assessments and determines the child's continued eligibility and educational needs *(This is an eligibility meeting)*.

- During the review (eligibility meeting), if the speech-language assessments determine that the student no longer meets the eligibility criteria for the speech-language impairment eligibility, the student is exited from SLI **but** could be eligible for another eligibility category.

Dismissal Consideration: Speech-Language as a Related Service

Related Services means transportation and such developmental, corrective, and other supportive services ***as are required to assist a child with a disability to benefit from special education***, and includes ***speech-language pathology*** and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes. Related services also include school health services and school nurse services, social work services in schools, and parent counseling and training. C.F.R. §300.34

Speech-Language services as a Related Services

- Students can be dismissed or exited from services via the IEP.

FULL-TIME EQUIVALENT (FTE)

FTE

Speech-Language Impairment (SLI) Primary indicates the student's primary area of exceptionality is reported as Speech-Language Impairment

Speech-Language Impairment (SLI): For federal reporting, all disabilities for which a student is eligible are reported. This is reported under the SPECIAL ED SERVICES field and speech should be reported as **Yes** for all students who have been identified with a Speech-Language Impairment, regardless of primary or secondary.

Additionally, for federal reporting there is also a field called SPECIAL ED RELATED SERVICES. A student should never be reported with YES for speech as a related service if they have a DISABILITY of Speech-Language Impairment regardless of who provides those speech services.

If a student does NOT have a DISABILITY of Speech, but the IEP committee has determined that the student needs speech services, those services can be reported as either a SPECIAL ED SERVICE or a SPECIAL ED RELATED SERVICE.

FTE

Speech-Language Impairment (SLI) Supplemental: indicates the student is reported for *four* or more segments on the day of the count in a single area of disability and receives speech during one of those segments.

Supplemental Speech Example:

4 program codes in a single area:	Q	Q	Q	Q	H	H
Supplemental Speech segments:	Y	Y				

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FTE

Pre-K: any grade less than kindergarten. Pre-K students are not funded based on the FTE report but are reported only for *informational purposes* during the FTE1 and FTE3 counts. Pre-K students are also reported in Student Records. Pre-K students should be reported for all <u>three</u> reports regardless of the location served (school, community or home).

Note: If your district has speech pathologists (SLP) serving only pre-k students, you may want to consider this option since this SLP never earns any FTE funding. Consider the impact on your students, if the SLP at the students' primary schools served the PreK students in their school zones. This also would assist with the amount paid for travel.

FTE
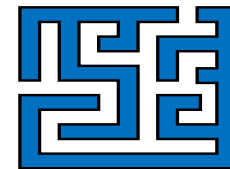
Tips for SLP Scheduling

Ensure that students are receiving the services as outlined in their Individualized Education Program (IEP)

Create a schedule that will include the maximum FTE state level funding for that day.
Note: The FTE guidance below also applies to services provided by speech pathologist via Telepractice.

- Ensure that FAPE can be provided
- Serve the greatest number of students possible within each of the six segments
- State maximum is seven students, but local waiver may allow the district to exceed the state maximum

APPENDIX A – CLASS SIZES AND CASELOADS

FTE

Tips for SLP Scheduling

Tuesday and Thursday Schedule:
NOTE: the hierarchy below also applies to GNETS students if the SLP is not a GNETS employee

Recommended Hierarchy for Tuesday and Thursday schedule
- SLI Primary but not PreK
- SLI Secondary but not supplemental or PreK
- Supplemental SLI but not PreK
- PreK students receiving speech-language services
- GNETS

FTE

An **ITINERANT TEACHER** is a special education teacher who accumulates travel time equal to or greater than the major portion of one segment of an instructional day on the day of the FTE count, and accumulates travel time of 90 minutes or more during instructional time in a week.

Note: Travel time is counted when travelling from one school to another, not home to/from school

MULTISYSTEM INSTRUCTOR OR SYSTEM CONTRACT: Each school system will report for FTE credit, services received by students on Monday or Friday only when those services are provided by a part-time instructor who cannot schedule these students on a regular count day. The FTE coordinator in the school system must have on file, a signed statement from the instructor that indicates that these services can only be provided on a *Monday or Friday*.

*For example, a private speech-language pathologist is only available on Mondays for the afternoon. Students served by this therapist on **Monday may be counted on Tuesday of the Fall count**.*

FTE

Students who are served only on Monday before the Fall count by a multisystem instructor on an itinerant basis or by a part-time individual with a system contract may have those segments reported on the day of the count (Cycle 1). Students who are served only on **Friday after the Spring count** by a multisystem instructor on an itinerant basis or by a part time individual with a system contract may have those segments reported on the day of the count (Cycle 3).

The FTE rules above also apply to services provided by speech pathologist via Telepractice. The example below is for speech-language services provided by speech-language pathologist via Telepractice.

Example: A paraprofessional or aide that escorts the student to the designated location for speech-language services and/or supervises the student during the session will not receive FTE funding. Although this may be written in the IEP as a service and both services can be provided in the same segment, both can't be reported for FTE.

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TELEPRACTICE

Telepractice

Requirements:
- License requirements are equivalent to a face-to-face therapist
- License by the Georgia Board of Speech-Language Pathology & Audiology

Factors to Consider:
- Collaborate with contracting agencies
  - Implement procedures to verify license
  - Clear understanding of duties and responsibilities of SLP
- Collaborate with your Technology
  - HIPAA/FERPA compliance
  - Appropriate Equipment
  - Access to Student Information System
- Location for speech-language services
  - Stimuli in the room
  - Decrease distractors
- Paraprofessional or other support staff
  - Escort to therapy sessions and supervise during therapy
  - Session setup

ASHA Telepractice Overview

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