

# 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 review speech-language caseloads.

# 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 graduate 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.

# License & Certification

Does the School-Based Speech-Language Pathologists need a different credential to provide services via telepractice?

# License & Certification

No. Georgia Professional Standards Commission (GAPSC) and Georgia Board of Speech-Language Pathology & Audiology (State Licensure) are two different licensing agencies. For that reason, speech-language pathologists practicing under GaPSC are exempted from certain licensure requirements listed by the Georgia Board of Examiners.

See the link below and go to the paragraph titled ***Exemptions***

<https://www.asha.org/advocacy/state/info/GA/licensure/>

# License & Certification

Can Local Education Agencies use Speech-Language Pathology Aides, Speech-Language Pathology Assistants and Communication Paraprofessionals?



# License & Certification

Yes. The use of these individuals is allowable, and you should adhere to the guidance and rules provided by the licensure and certification boards listed.

[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: Paraprofessional](#)

# TELEPRACTICE

# Telepractice

Is it permissible to provide group speech-language services via telepractice?

# Telepractice

Yes. It is permissible to provide group speech-language services via telepractice. The IEP Team should consider the appropriateness of this service and any necessary supports to make the service accessible.

# Telepractice Resources

[ASHA-Telepractice-Checklist-for-School-Based-Professionals.pdf](#)

[ASHA Telepractice Overview](#)

Georgia Medicaid: <https://medicaid.georgia>

[Georgia Department of Community Health](#)

# GENERAL SUPERVISION

# General Supervision Questions to Consider

***1. Are you including the appropriate individuals to monitor the process?***

***2. When is the process monitored?***

***3. How is the process monitored?***

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

# General Supervision Questions to Consider (1)

**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
<b>Team Members</b>	
<ul style="list-style-type: none"> <li>• Special Education Director</li> <li>• Speech-Language Pathologist Lead or Coordinator</li> <li>• Other Special Education Coordinators</li> <li>• Speech-Language Pathologists</li> </ul>	Specific personnel involved (e.g., occupational therapists, behavior specialists)



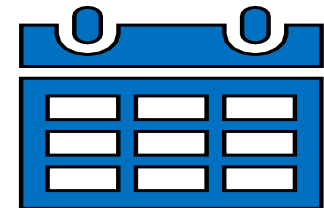
# General Supervision Questions to Consider (2)

## 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) Coordinator or Lead

- Discuss monthly caseload report
  - Number of students
  - Amount of services
  - Length of time student has been receiving speech-language services
  - Leveling for speech-language pathologists
- Discuss the plan for vacancies
  - Compensatory services Plan
  - Tracking Services Plan
  - Parent Communication regarding vacancies



# General Supervision Questions to Consider (3)

## 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	
<ul style="list-style-type: none"><li>• Valid, reliable tool</li><li>• Graph (s) of data</li><li>• Collected at regular intervals</li></ul>	<ul style="list-style-type: none"><li>• Choice of tool</li></ul>

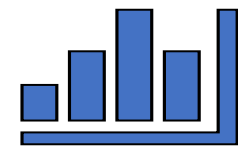
# General Supervision Questions to Consider (4)

## **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



# 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



# Caseload Scenario One

The speech-language 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 times per week for 30 minutes. The remaining 10 students receives speech services 1 time 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 time per month), 20 students receive speech services (2 times 30 minutes per week) and the remaining 15 receives speech services (1 time 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		
	<b><i>Consultative Hours must equal 60 minutes per month</i></b> <ul style="list-style-type: none"><li>• 1 hour, one time per month</li><li>• 30 minutes, two times per month OR</li><li>• 15 minutes, four times per month</li></ul>	<b><i>Collaborative Hours</i></b> <ul style="list-style-type: none"><li>• 1 hour, one time per week OR</li><li>• 30 minutes, two times per week</li></ul>	<b><i>Small Group Hours</i></b> <ul style="list-style-type: none"><li>• 1 hour, one time per week OR</li><li>• 30 minutes, two times per week</li></ul>

# 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 requires additional information for SLI to determine continued eligibility status.
- Obtain written informed parental consent before conducting any additional formal assessments as part of the comprehensive reevaluation. The IEP team members can review existing data (benchmark, interviews, observation etc.) to determine other areas that may require formal assessments.
- Speech-Language Pathologist will complete formal assessments in the area suspected and informal assessments in other areas under speech-language impairment. Other areas can be formally assessed if concerns are noted.
- 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 all existing data for all other areas can be entered into the eligibility report, as well as the formal and informal data from the speech-language assessments.
- If the results of the assessments indicate the child no longer meets the eligibility criteria for SLI, speech-language services will be dismissed but the child continue to be eligible for special education services under the EBD eligibility category.

# 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 **data collected informally** for academic and all other areas **do not indicate other concern(s)**. However, additional information is required for SLI to determine continued eligibility status.
- Obtain written informed parental consent before conducting any additional formal assessments as part of the comprehensive reevaluation. The IEP team members can review existing data (benchmark, interviews, observation etc.) to determine other areas that may require formal assessments.
- Speech-Language Pathologist will complete formal assessments in the area suspected and informal assessments in other areas under SLI. Other areas can be formally assessed if concerns are noted. ***A referral to psychological services is not warranted if the team determines no other concerns.***
- 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.
- If the results of the assessments indicate the child no longer meets the eligibility criteria for SLI, the student is no longer eligible for special education services under the SLI category.

# Dismissal Consideration: Primary Speech-Language Impairment

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

- During the reevaluation meeting, the IEP Team reviews and decides that data collected informally for academic or other areas **indicate additional concern(s)**. Additional information is needed to determine continued eligibility status and/or additional areas of need.

*Note: Services and supports may be provided via the IEP before the reevaluation process.*

- Obtain written informed parental consent before conducting any additional formal assessments as part of the comprehensive 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 and all other pertinent staff will complete formal and informal assessments for academics as well as other areas of suspected concern.*
- After the assessments are completed, the Team reviews those assessments and determines the child's continued eligibility status and additional educational needs. ***This is an eligibility meeting.***
- If the results of the assessments indicate the child no longer meets the eligibility criteria for SLI, speech-language services will be dismissed. However, the child could be eligible for another eligibility category.

# Related Services Definition

**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 as a Related Service

Can speech-language services be provided as a related service?

# Speech as a Related Service

Yes. When a student is eligible for special education in another disability category, the IEP team could make decisions regarding the need for related services.

# Speech as a Related Service

A student with Autism eligibility may not meet the Georgia eligibility criteria for Speech-Language Impairment due to the communication difficulties being an inherent component of the primary disability. However, this same student may still require speech-language services as a related service to address documented needs to benefit from their special education program.

- IEP Teams should have data to document their decisions.
- Depends on the need of the student because some students may require specific services to be written into their IEP
- Make sure the SLP has input via contributing information in writing or consulting with parents or staff.

# FULL-TIME EQUIVALENT (FTE)

# FTE Resources

## (Data Presentation, Recordings and Documents)

[Data Presentations, Recordings, and Documents](#)  
[\(gadoe.org\)](#) under PowerPoints click *FTE Questions:*  
*The Pandemic Edition*

# *GaDOE Contact*

## *Data Reporting*

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# Questions

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