

# Solutions for SLPs: Aligning Our Work with Research and Regulations

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## SLI Eligibility in U.S. Schools

- Each state education agency and some local education agencies have distinct eligibility criteria
- The criteria and data required in schools differs from medical and clinical identification
- Overidentification of SLI under IDEA has been well documented and can result in:
  - Civil rights violations for students
  - Higher caseloads for school SLPs
  - Less services for students who really require therapy

***SLPs in schools must implement rules regarding students' eligibility for services.  
Implementation of rules can result in tensions within teams.***

## Theoretical Framework Cultural–Historical Activity Theory (CHAT)

- CHAT provides a framework for considering all the interacting elements of an activity system
- Based on Vygotsky's model of mediated action, CHAT was expanded to include all aspects of an activity system by Engeström (1987, 2015)
- CHAT includes six elements used to study
  - The systemic whole
  - The connections between separate elements
  - Identification of Tensions Between CHAT Elements
- Tensions may inform solutions for either individuals or the system as a whole
- Participants reviewed major themes (member checking) to ensure the process was transparent and robust

## Prominence of Rules in Solutions

Solutions that are most connected to Rules are:

- Overuse of SLI for student who do not qualify (100%)
- Administrators adherence to the Rules (84%)
- Complexities of students learning English as an additional language (84%)
- Documentation of educational impact (77%)
- Concerns about evaluation data for decision making (75%)

### Nine Major Tensions

Tensions Related to SLPs

- Need for greater SLP empowerment and advocacy

Tensions Related to Data and Evaluation Practices

- Documentation of educational impact
- Complexities of students learning English as an additional language
- Concerns about evaluation data for decision making

Tensions Related to Decision-Making Teams

- SLPs' concerns regarding outcomes of eligibility decision-making
- Overuse of SLI for students who do not qualify
- Parents' involvement in decision making
- Disagreement between team members
- Administrations' adherence to the rules

## The Rules

### Educational Identification

- Is significantly different from clinical identification
- Must be determined by a team
- Must address all requirements in federal and state regulations and any local policies
- Requires data and documentation to support eligibility determinations
- Over and mis-identification and student civil rights must be carefully considered

 Ireland, M. & Conrad, B. J. (2016). [Evaluation and Eligibility for Speech-Language Services in Schools](#).

### Eligibility for Special Education

#### Federal Definition of Eligibility for Special Education:

1. The student has an impairment
2. There is an adverse educational impact
3. There is a need for specially designed instruction

### Suspicion of a Disability

- There must be a suspicion of a disability
- All requirements and regulations apply for SLI only referrals
- This is NOT diet special education

### Federal Regulations 34 CFR §300.304

- “Not use any single measure or assessment is used as the sole criterion for determining whether a child is a child with a disability”
- “Use technically sound instruments...”
- “Assessment and other evaluation tools...are selected and administered as not to be discriminatory on a racial or cultural basis”

SPP/APR Indicator Data	Why Is This Important?
<ul style="list-style-type: none"><li>• State Performance Plan (SPP)</li><li>• Annual Performance Report (APR)</li><li>• Reporting LEA and State data</li><li>• CCEIS 15% set aside for LEAs (Districts)</li></ul>	<p>Federal Data collection for <b>Disproportionate Representation</b> that is a result of inappropriate identification.</p> <ol style="list-style-type: none"><li>1. Autism</li><li>2. Emotional Disabilities</li><li>3. Learning Disabilities</li><li>4. Other Health Impairment</li><li>5. <b>Speech Language Impairment</b></li></ol>

**Civil Rights and Discrimination:**  
**Identification as a child with a disability**  
**who does not meet IDEA and state criteria**  
**is a violation of their civil rights.**

### Federal Regulations 34 CFR §300.304

- “Not use any single measure or assessment is used as the sole criterion for determining whether a child is a child with a disability”

- “Use technically sound instruments...”
- “Assessment and other evaluation materials” must be “provided and administered in the language and form most likely to yield accurate information... unless it is not feasible to so, provide or administer...”

#### Federal Regulations 34 CFR § 300.306

A child must not be determined to be a child with a disability under this part—

B (1) If the determinant factor for that determination is—

- (i) Lack of appropriate instruction in reading, including the essential components of reading instruction (as defined in section 1208(3) of the ESEA as such section was in effect on the day before the date of enactment of the Every Student Succeeds Act (December 9, 2015));
- (ii) Lack of appropriate instruction in math; or
- (iii) Limited English proficiency; and

(2) If the child does not otherwise meet the eligibility criteria under §300.8(a).

#### **Consensus is Not a Vote**

It is not appropriate to make IEP decisions based on a majority “vote.” If the team cannot reach agreement, the public agency must determine the appropriate services and provide the parents with prior written notice of the agency’s determinations regarding the child’s educational program and of the parents’ right to seek resolution of any disagreements by initiating an impartial due process hearing or filing a State complaint. (Policy Letter to Richards 2010)

#### 34 CFR § 300.306 C.1. ...each public agency must

- (i) Draw upon information from a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the child’s physical condition, social or cultural background, and adaptive behavior; and
- (ii) Ensure that information obtained from all of these sources is documented and carefully considered.

#### 34 CFR § 300.324(a)(1)(v)

- If the IEP team is unable to reach consensus and the decision does not reflect the conclusions of a particular member, that member has the right to submit a written statement that presents their conclusions.
- This provision ensures that even if there isn't agreement among all team members, the views of those who disagree are formally recorded and considered.

- This helps in maintaining transparency and ensures that all perspectives are acknowledged in the decision-making process for the student's education.

## **Tensions Related to SLPs: Need for greater SLP empowerment and advocacy**

Develop Non-preferred Styles and Skills - Intentional practice grows new skills

- Action Learning: The 3 steps
- Developing skills
  - 10% learning
  - 20% interaction
  - 70 % experiences

### **CRAFT Clear Communication**

- Clarity
  - Is your message actually clear?
    - What will be done? By when and to what level?
  - Strategies to increase clarity of communication
    - Writing – use novice perspective – add explicit details
    - Reflective listening and Feedback
- Responsibility (Who?)
- Accountability (By when and to what degree?)
- Feedback (How will we know?)
- Timeliness (Follow up in advance of deadline, at due date and after)

## **Inform and Educate**

### **Before Meetings**

- Educate teacher, administration and families
- Provide professional development and resources

### **In Meetings**

- Share specific requirements for eligibility  
Share examples of data to support decision making

## **Celebrating Diversity**

Encourage a comprehensive frame

- Examples of diverse communicators
  - President Biden, Barbara Walters, etc.
- Discrimination and Civil Rights
- What is missed during treatment?
- How does this effect the child's view of self?

**Advocate For yourself, for students, and for our profession**

<p><b>Avoiding Conflict and Conflict Debt</b></p> <ul style="list-style-type: none"> <li>• Conflict is healthy and necessary for teams</li> <li>• The cost of avoiding conflict is:             <ol style="list-style-type: none"> <li>1. Inattention to results</li> <li>2. Avoidance of accountability</li> <li>3. Lack of commitment</li> <li>4. Fear of conflict</li> <li>5. Absence of trust</li> </ol> </li> </ul>
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#### Understanding Conflict

- Know your style of dealing with conflict
- <https://facultyombuds.ncsu.edu/files/2015/11/Conflict-management-styles-quiz.pdf>
- Special education has built in and enduring conflict

#### Resources to deal with conflict

- <https://buffer.com/resources/artificial-harmony/amp/>
- <https://www.lianedavey.com/reducing-conflict-fatigue/>
- <https://www.mtdtraining.com/blog/a-conflict-management-exercise.htm>
- <https://hbr.org/2019/03/an-exercise-to-help-your-team-feel-more-comfortable-with-conflict>

<p><b>Limit use of sorry – Reword these statements</b></p> <ol style="list-style-type: none"> <li>1. I'm sorry I didn't call you back sooner</li> <li>2. I'm sorry you are having a hard time with the report</li> <li>3. I'm sorry you didn't get the homework done</li> <li>4. I'm sorry I can't be at that meeting</li> </ol>	<p><b>Cost of Unnecessary Apologies</b></p> <ul style="list-style-type: none"> <li>• Speaker appears less confident</li> <li>• Impact of the speaker's statement is diminished</li> <li>• Less respect for the speaker</li> <li>• Invites challenges</li> <li>• Reduction in workplace influence</li> </ul> <p><a href="#">Forbes articles on Apologies</a></p>
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### Common Targets

- Increase strategy use by classroom teachers
- Wait time prior to referral for language development in L2 or acculturation
- Pressure to find students eligible for additional support
- Unfair comparison to other students level of functioning
- Disagreement with decisions in meetings
- Other ideas?

### Tensions Related to Data and Evaluation Practices

#### Educational Impact and Need for Specially Designed Instruction

- Based on data
- Documented using a comprehensive approach
- SLP test scores do NOT equal educational impact
- Dynamic assessment and student responsiveness informs specially designed instruction

#### Issues with Standardized Test Data

- Teams cannot address difference vs. disorder
- There is a high chance of over/under identification
- Documentation of educational impact and need for specialized instruction is missing
- Eligibility decisions are not in compliance and less defensible

📖 Spaulding, T., Plante, E., Farinella, K. (2006) [Eligibility Criteria for Language Impairment -Is the Low End of Normal Always Appropriate?](#)

- *"The practice of applying an arbitrary low cut-off score for diagnosing language impairments is frequently unsupported by the evidence that is available ...in test manuals."*
- *"Perhaps the most discouraging finding of this study was the lack of correlation between frequency of test use and test accuracy...assuming the ideal goal for diagnosis is 100% correct classification of children, accuracy levels should correlate with frequency of test use."*

Expectations in the Literature

**Sensitivity  $\geq$  80% Correct identification as impaired**

**Specificity  $\geq$  80% Correct identification as typical**

📖 Betz, Eickhoff, & Sullivan (2013) [Factors Influencing the Selection of Standardized Tests for the Diagnosis of Specific Language Impairment](#)

- *"The disproportionate use of vocabulary measures compared to morphosyntactic measures suggests that the content of the most frequently used standardized tests is not necessarily supported by the existing research literature."*
- *"research to date does not show vocabulary to be more impaired than other language domains."*

What About Newer Tests

- Some publishers do not provide sensitivity and specificity data – keep asking for it!
- Examine administration manual and ask critical questions about what is in included

[Comprehensive Assessment Reference](#)

- Provides information and references
- Specific data for 13 tests
- Information from publisher and research may conflict
- Designed to assist SLPs in discussing need for additional data sources

OWLS-2 There is no explicit mention of sensitivity and specificity. Students with a receptive language impairment obtained a mean standard score of 86.9 on listening comprehension composite and those with an expressive language impairment scored a mean standard score or 83.4 on the oral expression composite. What does this say about the tests sensitivity?

What Score Should Raise Concern ?

- Adopt evidence-based cutoff scores derived for each particular test
- [At least 1.5 SD below the mean\\*](#)
- Consider all factors
  - Culture and language
  - Testing Conditions / Context
  - Scoring parameters
- Test form graphics can be misleading

Test Protocols - Guidance

- Each test has arbitrary categories
- Some cutoffs are at -1 SD
- Calculate Standard Scores (the most robust)
- ✗ Don't report age equivalents.
- ✗ Don't allow test to make determinations

<p>Confidence Intervals</p> <ul style="list-style-type: none"> <li>Most confidence intervals are set at 95%, meaning that a student's true score is likely to fall between the upper and lower limits of the confidence interval 95 out of 100 times (or 95% of the time).</li> <li>"Reporting confidence intervals around a student's score is particularly important in cases where the score may be used to make classification or placement decisions" (CELF-5 manual p. 147)</li> </ul>	<p>Sample Language</p> <p>There is a 95% chance that the student's true performance on the [test name] falls somewhere between [# ] and [ # ].</p>
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## More Research

### Articulation and Speech Sound Disorders

- [That one time a journal article on speech sounds broke the SLP internet](#) (2018) Informed SLP blog post about the McLeod and Crowe article
- [Children's English consonant acquisition in the United States: A review](#) (Crowe and McLeod, 2020)
  - Re-analysis of studies of consonant acquisition using 15 with a combined total of 18,907 children
- [Evaluating Children in U.S. Public Schools With Speech Sound Disorders: Considering Federal and State Laws, Guidance, and Research](#) (Ireland, McLeod, Farquharson, & Crowe, 2020)

This article describes evaluation and eligibility requirements for children with speech sound disorders in the United States focusing on four sources of information: (1) federal requirements, specifically the Individuals with Disabilities Education Act (IDEA), (2) state and local requirements and guidance, (3) other sources of guidance (e.g., from professional associations), and (4) research.

### Language

- [Sampling Utterances and Grammatical Analysis Revised \(SUGAR\): Quantitative Values for Language Sample Analysis Measures in 7- to 11-Year-Old Children](#) (Owens & Pavelko, 2020)
- [Forum: Serving African American English Speakers in Schools Through Interprofessional Education & Practice](#) (Mills, 2021)
- [Narrative Writing in Children and Adolescents: Examining the Literate Lexicon](#) (Sun & Nippold, 2012)

### Impact of the COVID-19 Pandemic on Early Child Cognitive Development: Initial Findings in a Longitudinal Observational Study of Child Health

Deoni, S. C., Beauchemin, J., Volpe, A., D'Sa, V., & Consortium, t. R. (2021). Impact of the COVID-19 Pandemic on Early Child Cognitive Development <https://doi.org/10.1101/2021.08.10.21261846>

#### On-going longitudinal study of child neurodevelopment

- examined general childhood cognitive scores in 2020 and 2021 vs. 2011-2019
- children born during the pandemic have significantly reduced verbal, motor, and overall cognitive performance compared to children born pre-pandemic
- males and children in lower socioeconomic families have been most affected
- the environmental changes associated COVID-19 pandemic is significantly and negatively affecting infant and child development

<p>Speech development between 30 and 119 months in typical children I: Intelligibility growth curves for single-word and multiword productions</p> <p><a href="#">Hustad, K.C., Mahr, T.J., Natzke, P., &amp; Rathouz, P.J. (2021). Journal of Speech, Language, and Hearing Research. h</a></p>	<p><b>New Intelligibility Data</b></p> <p>Over 500 typically developing children who spoke American English. A standardized sample of single words and sentences orthographically transcribe recordings of these samples and used mathematical modeling to calculate rates.</p> <p><b>Children should be</b></p> <ul style="list-style-type: none"> <li>• <b>50% intelligible by 4 years</b></li> <li>• <b>75% intelligible by 5 years</b></li> <li>• <b>90% intelligible a little past 7 years</b></li> </ul>
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[Empowering Speech-Language Pathologists: Strategies for Effective Individualized Education Program Navigation and Inclusive Practice in Schools](#) (Ireland & Hall Mills, 2024) Forum with 10 article about IEPs and schools

Resources: VDOE Website for Evaluation and Eligibility and SLP Page

- <https://www.doe.virginia.gov/programs-services/special-education/evaluation-and-eligibility>
- [Evaluation and Eligibility For Special Education and Related Services: Guidance Document](#) (Word)
- [Supplemental Guidance for Evaluation and Eligibility in Special Education](#) (PDF) - Includes sample forms
- [Required School Screenings Guidance Document for Special Educators](#) (Word)
- <https://www.doe.virginia.gov/programs-services/special-education/specific-disabilities/speech-language-impairment>
- [SLP Services in the Schools: Guidelines for Best Practice](#) (2018)
- [SLP Services in Schools 2020 Revisions](#)

## Documenting Educational Impact

<p><b>Adverse Educational Impact</b></p> <ul style="list-style-type: none"> <li>• Impact is on student – not family or teacher</li> <li>• Academic <ul style="list-style-type: none"> <li>• Grades</li> <li>• Difficulty with school work</li> </ul> </li> <li>• Functional/ Social/ Emotional/ Behavioral <ul style="list-style-type: none"> <li>• Ability to interact in school setting is impacted</li> <li>• Emotional state impacts ability to participate</li> <li>• Behaviors impact ability to participate</li> </ul> </li> </ul>	<p><b>Assessing for Educational Impact</b></p> <ul style="list-style-type: none"> <li>• Use data from multiple sources</li> <li>• Select tools carefully and consider: <ul style="list-style-type: none"> <li>• Bias due to language variation, culture, and the impact of poverty</li> <li>• Diagnostic accuracy of tools</li> </ul> </li> <li>• “...likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally...(34 CFR 300.304 and 34 CFR 300.310)</li> </ul>
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## Critical Questions for Teachers

- You should be able to ask teachers
  - Why does \_(name)\_ need/receive services?
  - What impacts \_(name)\_ in the classroom?
- If teachers can't provide answers and data, there is little evidence of educational impact or need for specially designed instruction



## Observation

- Obtain parental consent (as required)
- Should be summarized in an evaluation report
- Areas to consider:
  - Setting
  - Physical Environment
  - Auditory Environment / Sensory environment
  - Social context
  - Language demands of activity\*
  - Motor skills and response demands of activity\*
  - Provision of and Response to Instructional Strategies\*

## Academic Activities / Observations

- Homework, journals, work samples, classroom tests, etc.
- Artic errors reflected in spelling? Poor intelligibility?
- Language impacting performance?
- Data from strategies used by teacher? (MTSS, RtI and IDEA pre-referral intervention)
- Are strategies being implemented? Is the student responsive?
- Is there respect for language differences and teaching using explicit instruction

## Observe and Assess Skills Including

- Plan and how to start a task
- Organize an approach
- Develop a goal
- Establish a schedule
- Choose a strategy (what's next)
- Monitor and problem solve
- interruptions/issues
- Sustained effort on task
- Evaluate outcomes

## Documenting Educational Impact and Need for Specially Designed Instruction

- Data from staff, student, family
- Educationally relevant data
- Observation Data and Rating Scales

## Specially Designed Instruction

Instruction that is distinctly different from general education in:

- Content
- Methodology
  - Delivery
  - Intensity
- Setting

Not just "accommodations"

Not just extra practice

## Assessing Need for Specially Designed Instruction

- Use data from multiple sources
- Select tools carefully and consider:
  - Bias due to language variation, culture, and the impact of poverty
  - Diagnostic accuracy of tools
- "...likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally...(34 CFR 300.304 and 34 CFR 300.310)

## Dynamic Assessment Data

- What strategies were effective?
- Can these be implemented by others?
- What recommendations may be made?

## [Intelligibility in Context \(ICS\)](#)

- 7-item questionnaire using a 5 pt scale
- Rates the degree to which children's speech is understood by different communication partners

[Virginia's Sample Forms](#)

## Complexities of students learning English as an additional language

### Hofstede's Cultural Dimensions

1. Power Distance Index (high versus low)
2. Individualism Versus Collectivism
3. Masculinity Versus Femininity.
4. Uncertainty Avoidance Index (high versus low)
5. Long- Versus Short-Term Orientation
6. Indulgence Versus Restraint

### Resources

- [The Changing Face of the United States The Influence of Culture on Early Child Development](#)
- [Bridging Cultures in Our Schools: New Approaches That Work](#)
- <https://geerthofstede.com/culture-geert-hofstede-gert-jan-hofstede/6d-model-of-national-culture/>
- <https://www.hofstede-insights.com/product/compare-countries/>

### Registers

- Martin Joos (1972) documented the 5 registers of language across the world
- Montana-Harmon (1991) found generations of poverty linked to less formal registers

### Non Standard English Systems

- Viewed as English speakers
- Share many common rules with Standard American English (SAE)
- Differences in subsystems of the language
  - Phonology – inventory of sounds may differ
  - Semantics – meanings of words and vocabulary may differ
  - Syntax – rules may differ (negation, pronoun use, etc.)
  - Pragmatics – rules may differ (turn taking, eye contact, etc.)
  - Morphology – rules may differ (plurals, tense markers, etc.)

## Types of Poverty

### Generational

- 2 generations or longer
- Usually involves welfare
- Belief on stuck
- Short term & survival not planning for future

### Situational

- Common for immigrants
- Shorter time
- Result of circumstances
- Pride and belief of overcoming
- May refuse "charity"

### Tier 2 Words

- Words that are used in text and during classroom discussions.
- Instruction in general education should address these needs
- Search "Tier 2 Vocabulary"
  - <https://www.flocabulary.com/wordlists/>
  - <http://www.hpcsd.org/district.cfm?subpage=29208>

### A Language Test that Stigmatizes Black Children

[A New York Times article by John McWhorter](#)

20 of 30 items on a CELF-5 subtest are different in AAE. What about items affected by Southern English?

Dr. Cate Crowley of Columbia Teachers College

### Call to action to end systemic racism

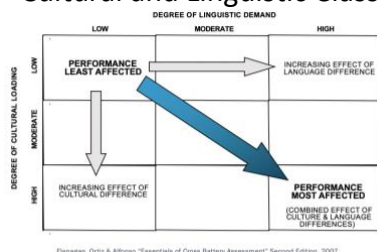
Impact of New York Times Article of 10/7/2022 by Dr. John McWhorter

<https://www.youtube.com/watch?v=ijq5dDlcTzE>

## Early Language Experiences Quantitative Differences

	Words heard per hour	Words heard in a 100-hour week	Words heard in a 5,200-hour year	Words heard in 4 years
Professional Family Child	2,153	215,000	11 million	45 million
Working Class Family Child	1,251	125,000	6 million	26 million
Welfare Family Child	616	62,000	3 million	13 million

## Cultural and Linguistic Classification of Tests



Research Shows . . . Culture and Language can impact a score by up to 35 SS pts  
Rhodes, R., Ochoa, S., and Ortiz, S., (2005) Assessing Culturally and Linguistically Diverse Students: A Practical Guide, Guilford Press

### Culture and Language Load

- Will you get a true measure of ability and achievement?
- Consider and address in reports as appropriate the impact of:

#### Cultural Load

- Prior knowledge
- Temporal concepts
- Common customs
- Pragmatic norms

#### Language Load

- Unfamiliar vocabulary
- Register differences
- Passive or complex constructions

## Concerns about evaluation data for decision making

### Feedback

#### How to Give Feedback

- Struggling students need more and different feedback
- Basic feedback
  - Right or wrong answer
  - For advanced learners
- Instructional feedback
  - Corrects faulty understanding
  - Goes beyond current task to future tasks
- Coaching Feedback
  - Helps students learn to evaluate their own work
  - Focus on student insights
- e-book <http://www.evidencebasedteaching.org.au/how-to-give-feedback-to-students/>

#### Levels of Feedback

- Task
- Process
- Self Regulation
- Self

#### Type of Learner

- Novice
- Intermediate
- Proficient

## Comprehensive Assessment

### Academic Activities:

Artifact analysis  
Curriculum-based assessment  
Observations in school (natural) settings  
Educational records

### Speech-Language Probes:

Case history & Interviews  
Language/Narrative samples  
Stimulability  
Dynamic assessment

	Play-based assessment
<b><u>Contextualized Tests:</u></b> Norm-referenced measures of academic achievement Curriculum benchmarks	<b><u>Decontextualized Tests:</u></b> Norm-referenced speech-language tests (parsed skills: articulation, semantics, syntax, morphology, fluency, etc.)

### SLP Probes

Case history and Interviews

- [Student \(VDOE Appendix F\)](#)  
Language/Narrative samples
- Stimulability
- Dynamic assessment
- Play-based assessment
- [Staff \(VDOE Appendix F\)](#)
- Parent
  - [Leadersproject Critical Questions](#)
  - [Parent Interview forms \(VDOE Appendix F\)](#)

### RIOT and ICEL MATRIX

- A framework that increases schools' confidence both in the quality of the data that they collect and the findings that emerge from the data (Hosp, 2006, May).
- Schools should attempt to collect information from a range of sources to control for potential bias from any one source.
- [RIOT/ICEL Matrix](#) provides examples of data that may be considered (Wright, 2010).
- [RIOT/ICEL Matrix Worksheet](#) also documents strategies attempted and results (LAUSD, ND)

### Potential Sources of Information

**Review** of historical records and products

**Interview** of key stakeholders

**Observe** performance in real time functional settings

**Test** through careful use of appropriately matched tools and strategies

Educators may draw from too few sources when pulling together information about the presenting problem(s)—e.g., relying primarily on

### Key Domains of Learning

**Instruction** How the curriculum is taught including level of instruction, rate or instruction and presentation

**Curriculum** What is taught including scope, sequencing, pacing, materials, rigor, format and relevance

**Environment** Where instruction takes place including classroom expectations, attitudes, peers, school culture, facilities, class size, attendance, classroom management

**Learner** Who is being taught including motivation, pre-requisite skills, organization and study habits, ability, impairment, educational history

interviews with one classroom teacher -- which can bias the findings. Educators may not consider the full range of possible explanations for the student's academic or behavioral problems—such as instructional factors or skill-deficits—and thus fail to collect information that would confirm or rule out those competing hypotheses.

A common mistake that schools often make is to assume that student learning problems exist primarily in the learner and to underestimate the degree to which teacher instructional strategies, curriculum demands, and environmental influences impact the learner's academic performance. The ICEL elements ensure that a full range of relevant explanations for student problems are examined.

## Dynamic Assessment

Methods Include:

1. Graduated Prompting
2. Testing Limits
3. Test-Teach-Retest

Use with any type of task to examine potential for learning / growth (Gutiérrez-Clellen & Peña, 2001)

## Testing Limits

- Simple vs elaborated feedback
- Elaboration on why the answer is correct
- Explanation of principles involved in the task

## Graduated Prompting

**Number of prompts required**

**Type of prompts required**

(Model, Question, Cue, Hand over hand)

## Graduated Prompting

**Transfer of skills to near and far targets**

- Near targets – same item same context
- Farther target – same item in different setting
- Farthest targets – use the concepts in other tasks

## Test-Teach-Retest

- Uses existing “test” data
- Provide mediated learning experiences
- Compare changes test–retest (Pre-Post)
- Consider Student and SLP effort
- Informs effectiveness of prompts and response to prompts

## Test-Teach-Retest

- May be done using a variety of materials or target any type of skill
- When using norm referenced tests scores, use similar items for the retest data – do not use the test again.

## Data from Dynamic Assessment

### Mediated Learning

Strategies used

**Examiner and client effort**

**Modifiability, Stimulability or**

**Responsiveness**

Prompts

Errors

### Mediated Learning Strategies

**Assist student in meeting target and building competence**

**Examples include:**

- Provide a model
- Additional time
- Paraphrasing or shortening of directions
- Visual prompts or cues

Confidence  
Rate

- Encourage elaboration with questions

<b>Consider Home Culture</b> <b>Examine experiences with</b> Locus of control for behavior Structure and use of routines Use of rigid time limits Temporal concepts (first, next, then) Language and story use	<b>Consider Responsiveness</b> <b>How well does the child respond?</b> Does the child maintain attention to task? Does the child utilize the learning strategies provided?	<b>Consider Transfer &amp; Effort</b> <b>Transfer</b> How well does child apply new skills? Does child needs prompts to apply strategies? <b>Examiner Effort</b> How much support did you provide? How intense in the support?
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### SLP's Clinical Judgment

- Practice improves performance
- Inter rater reliability is stronger at the ends of the spectrum
- This is NOT the only piece of data used in decision making

### Sample Tasks for Dynamic Assessment

- Task Imitation, Non Word Repetition, Fast Mapping, Inferential Word Learning
- DYMOND The direct link to [subscribe to the DYMOND email list](#) and get the DYMOND sent to the user's inbox, receive ongoing updates and get questions answered if needed

## Documentation and Report Writing

### Report Sections

1. Assessment Data
  - Standardized/norm referenced
  - LSA
  - Dynamic Assessment
2. Analysis/Interpretations
3. Recommendations

### Cross Validating Information

- Compare tests and other measurements/observations
- Are there any outliers?
- If yes, are there any factors that might explain this?
- Compare teacher, parent, and SLP data:
- Do multiple data sources suggest the same thing?
- Do the results lead to additional questions?
- Did my evaluation process and assessment selections reduce bias and false positives/negatives?
- Did I use diagnostically accurate tools and techniques?
- Do multiple data sources (interviews, observations, decontextualized and contextualized tests and measures) suggest the same thing?

- Do they suggest that additional data may need to be collected?
- Do the results make sense?
- Is my evaluation compliant with regulation?
- Did I use a variety of methods (informants, modes, contexts) to collect data?
- Do the results lead to additional questions and/or suggest that additional data may need to be collected?
- Did my data support team decision making?
- Does my data link specifically to IEP development? Educational relevance?

### Additional Considerations

Are the results significant from a clinical or statistical standpoint?

Normative weakness ( $\geq -1.5$  sd)

Relative weakness (English vs Math)

Are they meaningful in a practical way?

### Develop Conclusions

Step back to consider what the results mean and to assess their implications.

Make Recommendations

Instructional strategies & techniques

Prompts and supports

- ★ Reporting scores is NEVER enough. IDEA requires recommendations to IEP or school team.

Quote the Manual *“Following guidance in the test manual, Tom’s scores were not calculated for 3 reasons:*

- 1) *subjects with mental disabilities were excluded from the norming sample,*
- 2) *Tom is 16 years old and the test is normed for students ages 5-12,*
- 3) *the administration was non-standard and used additional prompts “*

Cite Research for Support

*“Individuals with cognitive function below the low-average range cannot be reliably compared with same age peers (Loftus West, K & Guenette, L.A. (2007).”*

*“The evidence based systematic review by Fey et al. (2011) failed to support the premise that targeting auditory perceptual skills leads to improvement in language ability.”*

### Tensions Related to Decision-Making Teams

- SLPs’ concerns regarding outcomes of eligibility decision-making
- Overuse of SLI for students who do not qualify
- Parents’ involvement in decision making
- Disagreement between team members
- Administrations’ adherence to the rules

### What is the cost of inappropriate identification?

Students who are identified as disabled under IDEA may experience:

- lower expectations from teachers
- decreased graduation rates
- decreased post graduation employment rates

Special education caseloads are already challenging and every additional student takes away time from those who truly are disabled and require services under IDEA

The next step is to

- Educate others on the rules
- Explain current research
- Explain your data
- Address each eligibility criteria question clearly
- State your position and document in a member statement if you do not agree with the team

<b>Data Sources</b> Which data sources does the team consider? General education data before and during the evaluation Standardized tools Probes and dynamic assessment data How do others contribute data for eligibility? How does the team document: Impairment Educational impact Need for specially designed instruction	<b>Eligibility for Special Education</b> <b>Requires that</b> <ol style="list-style-type: none"><li>1. The student has an impairment</li><li>2. There is an adverse educational impact</li><li>3. There is a need for specially designed instruction</li></ol>
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Expanding Awareness for Decision Making

- How is the requirement for observation met?
- What conversations are needed to increase understanding for:
  - Staff
  - Parents
  - Others (e.g., MDs, Private SLPs, Early Intervention)

**Does Your Data and Evaluation Report**

- 
- Tell others about the student?
- Inform decisions and intervention?
  - What academic language skill difficulties are impacting access to curriculum?
  - What are instructional recommendations?
  - Will the interventions selected increase the student's educational outcomes?

**Solutions for Tensions**

Top Solutions to Address Tensions

The most prominent solutions used and suggested by participants across all 9 tensions included:

- Providing explanations of rules and evaluation data
- Using specific criteria for eligibility
- Using data to document
- MTSS supports

Other commonly referred to solutions include:

- Advocate and stay strong (e.g., increase skills to deal with conflict and disagreement)
- Strengthening relationships with parents and decision-making teams



## Solutions for Individual Tensions

<b>Need for greater SLP empowerment and advocacy</b>	<ul style="list-style-type: none"> <li>• Provide explanations</li> <li>• Advocate and stay strong</li> <li>• Use data and materials</li> </ul>
<b>Documentation of educational impact</b>	<ul style="list-style-type: none"> <li>• Ask specific questions</li> <li>• Use data to document</li> <li>• Wait time prior to referral</li> </ul>
<b>Complexities of students learning English as an additional language</b>	<ul style="list-style-type: none"> <li>• MTSS supports</li> <li>• Professional development</li> <li>• Strengthen evaluation practices</li> </ul>
<b>Concerns about evaluation data for decision making</b>	<ul style="list-style-type: none"> <li>• Use specific criteria</li> <li>• Data from MTSS</li> <li>• Document academic impact and observation in class</li> </ul>
<b>SLPs' concerns regarding outcomes of eligibility decision-making</b>	<ul style="list-style-type: none"> <li>• Provide explanations</li> <li>• Use specific criteria</li> <li>• Build relationships with parents and team members</li> </ul>
<b>Overuse of SLI for students who do not qualify</b>	<ul style="list-style-type: none"> <li>• Do not support SLI as a way into special education</li> <li>• Use Specific criteria</li> <li>• Use data to document</li> </ul>
<b>Parents' involvement in decision making</b>	<ul style="list-style-type: none"> <li>• Provide explanations</li> <li>• Teach parents to talk with children</li> <li>• Use civil rights terminology</li> </ul>
<b>Disagreement between team members</b>	<ul style="list-style-type: none"> <li>• Provide explanations</li> <li>• Celebrate progress</li> <li>• Build relationships with parents and team members</li> </ul>
<b>Administrations' adherence to the rules</b>	<ul style="list-style-type: none"> <li>• Advocate and stay strong</li> <li>• Consistency of staff</li> <li>• MTSS supports</li> </ul>

## Conclusions

- The nine tensions which may impact decision-making and implementation of evidence-based practice in schools may be addressed by implementing solutions.
- SLPs advocacy skills and understanding and use of Rules, including the ability to explain and discuss evaluation data and eligibility processes, may lessen tensions in the activity system.
- The CHAT framework may be used for systems and individual analysis to:
  - Examine complex systems
  - Identify tensions at the local or school level
  - Propose solutions at different levels

## Resources and Research for Review

- VDOE SLP page <https://www.doe.virginia.gov/programs-services/special-education/specific-disabilities/speech-language-impairment>
- VDOE SLP PD page <https://www.doe.virginia.gov/programs-services/special-education/technical-assistance-professional-development/speech-language-pathologists-professional-development>
- Leadersproject <https://www.leadersproject.org/>
- Kimochis <https://www.kimochisway.com/resources-access/>
- [Sampling Utterances and Grammatical Analysis Revised \(SUGAR\): Quantitative Values for Language Sample Analysis Measures in 7- to 11-Year-Old Children](#) (Owens & Pavelko, 2020)
- [Forum: Serving African American English Speakers in Schools Through Interprofessional Education & Practice](#) (Mills, 2021)
- [Narrative Writing in Children and Adolescents: Examining the Literate Lexicon](#) (Sun & Nippold, 2012)
- [That one time a journal article on speech sounds broke the SLP internet](#) (2018) Informed SLP blog post about the McLeod and Crowe article
- [Children's English consonant acquisition in the United States: A review](#) (Crowe and McLeod, 2020) a re-analysis of studies of consonant acquisition with a combined total of 18,907 children
- [Evaluating Children in U.S. Public Schools With Speech Sound Disorders: Considering Federal and State Laws, Guidance, and Research](#) (Ireland, McLeod, Farquharson, & Crowe, 2020)

### Eligibility Example

6 year old with Standard score on Arizona-4 = 73 SS (> 1.5 S.D. below the mean).

Interdental lisp on /s, z, ʃ, ʒ, tʃ, dʒ / and all s-clusters in all word positions.

Teacher reports ICS = 4 (usually intelligible) and typical decoding and spelling

1. Is there an impairment?
2. Is there an adverse educational impact?
3. Is there a need for specially designed instruction?

### Eligibility Example

1st grade student with scores >-2 s.d. below the mean on the CELF 5 (SS 68) an omnibus language measure and on the EOWPVT vocabulary assessment (SS 65). Difficulties were noted with following directions and receptive and expressive vocabulary.

After testing, student was able to correctly follow directions 9 out of 10 times (90%) after a short practice session focusing on listening to the whole direction before starting and visualizing the steps. He was able to learn new words and use them correctly after a single presentation. These results reveal a significant improvement and demonstrate Roland's responsiveness to instruction. He enjoys shared reading but has had limited experience with books outside of school. Classroom observation revealed teacher is on medical leave and substitute teachers do not provide expansions or teach unfamiliar vocabulary.

1. Is there an impairment?
2. Is there an adverse educational impact?
3. Is there a need for specially designed instruction?

## RIOT ICEL MATRIX

	<b>Review</b>	<b>Interview</b>	<b>Observe</b>	<b>Test</b>
<b>Instruction</b>	What factors contribute to how the student has performed in school, home and community?	When is the student able to work independently and successfully?	What strategies are used to support success in participation?	What would the student do to demonstrate his/her knowledge or skills?
<b>Curriculum</b>	What expectations are there of the students in the class?	Where does the student do well academically?	What accommodations and modifications are used to support participation?	What hypotheses have emerged from the data that explains the student's challenges?
<b>Environment</b>	What supports and barriers (physical, sensory, instructional, social) exist?	What obstacles has the student overcome and what remains challenging?	What resources best support the student's engagement and achievement?	What kinds of things help to improve the student's access and participation?
<b>Learner</b>	In what activities, roles, routines does the student engage?	What is your favorite part of the school day? What do you enjoy doing at school/home?	What environments does the student function at his/her best?	What helps you be the best that you can be? What do you need to be able to be your best?