## Speech Sound Disorders: Integrating Research and Virginia Regulations

This handout accompanies the VDOE video on Speech Sound Disorders:

Integrating Research and Virginia Regulations available from the V[DOE SLP Professional Development](http://www.doe.virginia.gov/special_ed/disabilities/speech_language_impairment/professional-development/index.shtml) page.

### Newest Research

[Children’s English consonant acquisition in the United States: A review](https://pubs.asha.org/doi/10.1044/2020_AJSLP-19-00168). (Crowe and McLeod, 2020)

* Re-analysis of studies of consonant acquisition and tests with a combined total of 18,187 children
* Does not separate norms for boys and girls
* Most sounds acquired by age 6

Evaluating Children in U.S. Public Schools with Speech Sound Disorders: Considering Federal and State Laws, Guidance, and Research (Ireland, McLeod, Farquharson, Crowe, 2020 in press)

* Examines use of new norms with IDEA and state requirements
* Tests are not the sole indicator of a SSD under IDEA

Session Highlights

* Educational vs Medical
* Civil Rights
* Virginia Regulations
* Research Based Tools

### Educational vs Medical

* Clinical impairment is NOT sufficient for IDEA educational identification
* Clinical services are available for a fee
* Schools do not fill prescriptions for services

### Civil Rights

* Identification of a child as disabled, who does not meet the federal definition of special education
	+ may have negative educational consequences and
	+ is a violation of the child’s civil rights (U.S. Department of Education, 2016)
* To address overidentification, IDEA requires states to submit data on every new eligibility in five disability categories. SLI is one of the five categories.

### Eligibility Under IDEA

To qualify as a child with a disability, a team must determine that:

1. the student has an impairment
2. the impairment results in an educational impact
3. the child requires specially designed instruction to make progress

School-based SLPs must work as part of an interdisciplinary team
that uses a variety of assessment tools and strategies to gather developmental, functional, and academic information (U.S. Department of Education, 2006; CFR 300.304)

### Eligibility in Virginia

* Virginia regulations (include federal requirements)
	+ Impairment
	+ Not a result of socio-cultural dialect or LEP
	+ Educational impact
	+ Need for specially designed instruction
	+ Observation
	+ Hearing screening (initial only)
	+ IDEA Reminders
* IDEA prohibits the use of “any single measure or assessment as the sole criterion for determining whether a child is a child with a disability…” (U.S. Department of Education, 2006, CFR 300.304 b. 2)

Evaluations for SSD under IDEA should document

* + SSD using current research (normative data)
	+ Educational impact
	+ Need for specially designed instruction

Evidence-Based Eligibility

To make evidence based decisions that comply with federal and state regulations, school SLPs must have awareness of:

* + Federal regulations (IDEA)
	+ Virginia regulations
	+ Virginia guidance and resources
	+ Evidence in our professional literature
* Virginia regulations have specific criteria!
* Use Virginia guidance to stay in compliance.

Impairment

* Document using
	+ Standardized test
	+ Sound inventory
* Percent Consonants Correct

Educational Impact

* Academic
	+ Reading or spelling issues
* Behavioral/Social Emotional
	+ Intelligibility or social emotional issues

Data from Classroom

* Writing samples to show sound errors in spelling
* Teacher data to show comprehension issues
* Intelligibility data from teachers and peers
* Student and teacher interviews documenting social-emotional issues
* Observation data

Intelligibility in Context Scale

* [Intelligibility in Context Scale](https://www.csu.edu.au/research/multilingual-speech/ics) (ICS)
	+ Free parent-report tool
	+ Available in over 60 languages
	+ Documents children’s intelligibility with different communicative partners
* McLeod, S., Harrison, L. J., & McCormack, J. (2012). [Intelligibility in Context Scale: Validity and reliability of a subjective rating measure](https://doi.org/10.1044/1092-4388%282011/10-0130%29). *Journal of Speech, Language, and Hearing Research, 55*, 648-656.

Need for Specially Designed Instruction

* Examine if a child requires specially designed instruction to correct a SSD
* Examine stimulability or modifiability
* PCC Imitative Measure (Johnson, Weston and Bain, 2004)
	+ VDOE New Form

Stimulability

* + As part of a standardized articulation test
	+ VDOE New form for Miccio Probe (VDOE, 2020; Miccio, 2002)
	+ Dynamic assessment to collect information on children’s stimulability or modifiability

### Research Based Tools

* PCC Imitative Task
* MICCIO Probe
* Parent Teacher Information Sheet

When Students are Not Eligible

* Parents may seek clinical services outside of the school setting (e.g., private practice, outpatient clinic, university clinic, or community)
* SLP services may be offered in general education for children with SSD
	+ MTSS or RtI services may be appropriate for students
		- Who are stimulable
		- Who do not demonstrate an educational impact
	+ Pre-referral intervention by SLPs may include
		- Home practice programs for families
		- Before or after school programs
		- Time limited intervention groups (e.g., Speech Busters, Sound Breakers)
* Check with your local school districts for guidance on general education SLP services

### Clinical Implications for SLPs

* School SLPs must
	+ consider multiple sources of data
	+ document all three prongs of the definition of special education
	+ not prioritize one source of data (e.g., standardized test scores or norms) over others
* Strict adherence to these federal and state requirements may help to address the caseload challenges
* Professionals outside of the school setting should also be aware of the differences required for services under IDEA in the public school setting to not pressure schools for inappropriate services

ASHA Admission and Discharge Criteria

Factors appropriate for use under IDEA include:

* Unable to communicate functionally or optimally across environments and communication partners
* Communication skills negatively affect educational, social, emotional, or vocational performance

Factors not appropriate for use under IDEA:

* Failure to pass a screening assessment for communication
	+ Relies on a single source of data
* The individual, family, and/or guardian seeks services to enhance communication skills
	+ not sufficient to identify a child as “disabled” under IDEA

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Considerations

* Educational identification vs. Medical/clinical diagnosis
* Civil rights issues when documentation for all criteria is lacking
* Overidentification and federal monitoring

### Free Resources

* [Eligibility, Educational Impact & Caseloads: State Agency Supports for School SLPs](http://seacdc.org/uploads/3/5/3/6/35363928/2019-asha-orlando-__3_.pdf) (ASHA Poster)
* [Professional Learning Resources for School Based Professionals](http://seacdc.org/uploads/3/5/3/6/35363928/poster-2019-seacdc.pdf) (ASHA Poster)
* [Understanding Advocacy for School Funding](http://seacdc.org/uploads/3/5/3/6/35363928/2019_funding_and_advocacy.pptx) (PPT)
* [And the Award Goes To... School](http://seacdc.org/uploads/3/5/3/6/35363928/2017_and_the_award_goes_to_.pptx) [SLPs for Their Work on Assessing Educational Impact](http://seacdc.org/uploads/3/5/3/6/35363928/2017_and_the_award_goes_to_.pptx) (ASHA 2017)
* [Consider the Big Picture: Using Classroom Expectations to Guide Assessments and Develop Educationally Relevant Interventions](http://seacdc.org/uploads/3/5/3/6/35363928/2017_ireland_chinen.pptx) (ASHA 2017)
* [Dynamic Assessment: Examining Learning Potential and Reducing Bias in Assessment](http://seacdc.org/uploads/3/5/3/6/35363928/asha_2017_dynamic_assessment_no_video.pptx) (ASHA PPT)
* ​[Evaluation and Eligibility for Speech-Language Services in Schools (SIG 16 Article)](http://perspectives.pubs.asha.org/article.aspx?articleid=2595559&resultClick=1)
* [Checklist of Requirements for Determination of SLP Services In Schools](http://seacdc.org/uploads/3/5/3/6/35363928/regulation-guidance-decision-making-2016.pdf) (PDF)
* [Making the Caseload List and Checking it Twice: Evaluation and Eligibility Decision Making in Schools](http://seacdc.org/uploads/3/5/3/6/35363928/2016_asha_educational_vs_medical.pdf)

### Additional SSD Resources

Articles

* [Standardized Tests and the Diagnosis of Speech Sound Disorders](https://doi.org/10.1044/2018_PERS-SIG1-2018-0018)
* [Using Developmental Norms for Speech Sounds as a Means of Determining Treatment Eligibility in Schools](https://doi.org/10.1044/2018_PERS-SIG1-2018-0014)
* [It Might Not Be “Just Artic”: The Case for the Single Sound Error](https://doi.org/10.1044/2018_PERS-SIG1-2018-0019)
* [Eligibility and Speech Sound Disorders: Assessment of Social Impact](https://doi.org/10.1044/2018_PERS-SIG1-2018-0016)

Podcasts

* [Speech norms, eligibility for speech treatment, and advocacy](https://itunes.apple.com/us/podcast/seehearspeak-podcast/id1440635512?mt=2)

### References

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* Farquharson, K., & Tambyraja, S. R. (2019, March). [Describing how school-based SLPs determine eligibility for children with speech sound disorders.](file:///C%3A%5CUsers%5Ctep38543%5CDesktop%5C%E2%80%A2%09https%3A%5Cdoi.org%5C10.1055%5Cs-0039-1677761) *Seminars in Speech and Language*, *40*(2), 105-112.
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