Evaluation of Speech: New Considerations

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Wisconsin Statewide Parent-Educator Initiative

Mission: Develop Strong Relationships - Build Effective Partnerships

Visit our website at:
wspei.org

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Land Acknowledgement

We acknowledge Indigenous Land the culture and heritage that thrive long before colonization.

We recognize this land has been stolen from the original stewards.

In Wisconsin, we recognize 11 federally-recognized nations and the Brothertown nation.
https://wisconsinfirstnations.org/map/
https://native-land.ca/

MAP KEY
Treaty Lands (1800)
Tribal Lands (present day)
* Brothertown is not state or federally recognized.

EBP in Evaluation of Speech

- Research update
- Application of research in the schools
  - IDEA
  - State Law
- Relevant and useful tools in determining impairment beyond norm-referenced tests

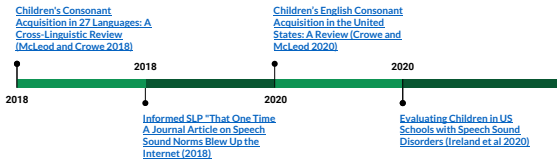
Marie Ireland Video*

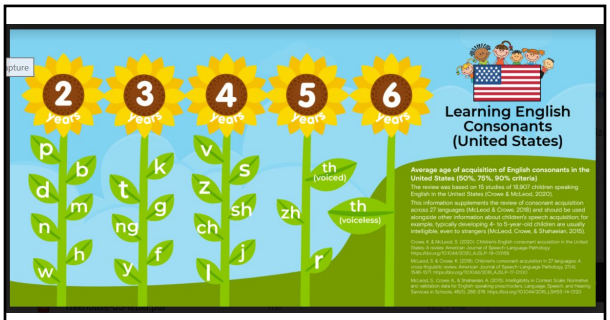
*Note: WI SLPs are not permitted to do direct service with students via equitable MLSS or RTI outside of special education.

SLPs **may**:

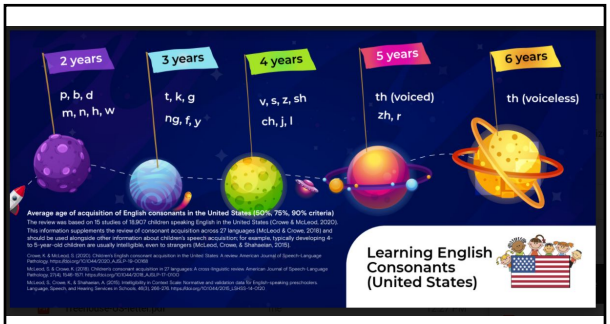
- work directly with teachers
- send home packets

Recent Research Articles re: Speech Norms





https://cdn.csu.edu.au/__data/assets/pdf_file/0010/3491767/united-states-flowers-chart.pdf



https://cdn.csu.edu.au/__data/assets/pdf_file/0011/3491768/united-states-space-chart.pdf

Norms Activity

Map the Crowe and McLeod (2020) data onto the Iowa Nebraska Norms handout

- What questions do you have?
- What changes are most pronounced?
- How will this affect SLPs in your LEA?

Medical v. Educational Eligibility

Impairment for Speech or Language means both:

- documented delay not due to lack of exposure or cultural or linguistic differences
- educational impact

and, "by reason thereof, needs special education and related services." 34 CFR §300.8

Considerations for Students Who are Culturally or Linguistically Different

Want to ensure consider speech production differences consistent with a child's L1 or dialect are not labeled "disordered"

ASHA Practice Portal Phonemic Inventories and Cultural and Linguistic Information Across Languages

WI Administrative Code: Documented Delay

"One of the following must be checked:

- Scores at or below 1.75 SD on test of articulation or phonology. (or)
- Has consistent speech sound errors when 90% of typically developing children produce sound correctly. (or)
- Presence of one of more disordered phonological processes occurring at least 40%. (or)
- Scoring in the moderate to profound range on a test of phonological process use." (Section PI 11.36(5))

Eligibility in WI

II. SPEECH OR SOUND PRODUCTION (*All three must be checked Yes.*)

☐ Yes ☐ No There is documentation of delayed speech or sound production. ***One** of the following must be checked:*

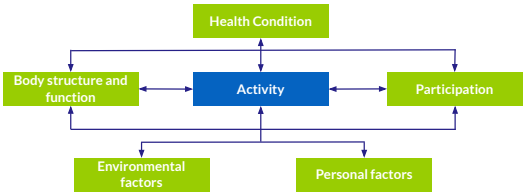
- ☐ Scores at or below 1.75 SD on test of articulation or phonology. (or)
- ☐ Has consistent speech sound errors when 90% or typically developing children produce sound correctly. (or)
- ☐ Presence of one of more disordered phonological processes occurring at least 40%. (or)
- ☐ Scoring in the moderate to profound range on a test of phonological process use.

☐ Yes ☐ No The delay in speech or sound production significantly affects the intelligibility of the child's speech. *Document methods:*

☐ Yes ☐ No The delayed speech or sound production significantly affects the child's educational performance or social, emotional or vocational development.

WI Administrative Code Section PI 11.36(5)

World Health Organization: ICF Model



https://www.asha.org/siteassets/uploadedFiles/ICF-Speech-Sound-Disorder.pdf

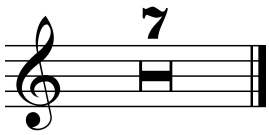
Planning Assessment

"No single measure or assessment is used as the sole criterion."

IDEA 34 CFR §300.304 (b)(2)

Need for Multiple Measures

- Norms were not designed to be used to diagnose disorder
- Use as developmental marker in conjunction with other assessment



What Can SLPs Do?

Academic Activities	Speech-Language Probes

• observation(s)
• review writing samples
• review reading running records
	• case history/interviews
	• language sample-intelligibility
	• Percentage of Consonants Correct (PCC)
	• intelligibility ratings
	  ○ parents
	  ○ teachers
	  ○ student?
	• Stimulability

Contextualized Tests	**Decontextualized Tests**
• review district-wide assessments • review statewide assessments	

Adopted from
https://www.doe.virginia.gov/special_ed/disabilities/speech_language_impairment/slp-guidelines-2018.pdf

Considering Eligibility

Eligibility Considerations for Speech or Language Impairment

	Evidence of a Delay in Speech or Language Skills	Educational Impact	Within the expected range for age and grade
Academic Activities			
Contextualized Measurement			
SLP Probes			
Decontextualized Measurement			

Students must demonstrate the presence of an impairment **and** educational impact in order to be found eligible for speech or language impairment in VA.

Adapted from Ireland, Marie. "The Real Requirements Behind Eligibility Decision Making in Schools." Lecture. ASHA Connect, Chicago, IL. July 19, 2019.

Intelligibility Sample

Calculating Percent Speech Intelligibility

$$\% \text{ of Intelligible Words} = \frac{\text{\# of Intelligible Words} \times 100}{\text{Total \# of Words}}$$

From TA guide
https://dpi.wi.gov/sites/default/files/imce/sped/pdf/slguide.pdf p. 17

Percentage of Consonants Correct

The PCC is calculated by using the following formula:

Number of Correct Consonants divided by the number of Correct *Plus* Incorrect Consonants
x 100
= PCC

Example: 50 consonants produced correctly divided by 200 total consonants attempted
x 100
= 25% (PCC score)

TA Guide
https://dpi.wi.gov/sites/default/files/imce/sped/pdf/slguide.pdf p.64-65

Percentage of Consonants Correct

An Objective and Time-Efficient Method for Determining Severity of Childhood Speech Delay

- "imitative sentence procedure provided PCC scores that compared favorably to those derived from spontaneous speech"
- "the imitative sampling procedure was significantly more efficient than spontaneous speech sampling"

Intelligibility in Context Scale (ICS)

Use to document intelligibility with a variety of listeners

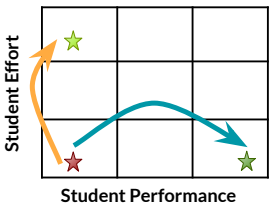
- Gather from multiple individuals
- Scores of 4 or 5 are not impacted

Download in many language for free at
https://www.csu.edu.au/research/multilingual-speech/ics

Educational Impact

Academic	Social/Emotional
running records, writing samples, districtwide assessments spelling reading-decoding skills, phonological awareness skills	withdrawing from social situations, being teased, withdrawal from large and small group conversations observations interviews (including the student) questionnaires

A Word About Dynamic Assessment



Test-Teach-Retest

- dynamic assessment focuses on the ability of the student to respond to learning experiences.
- with direct teaching and student effort, does student performance increase?

Ireland, Marie. "The Evolution of School-Based Practice: Top Practices of 2018 That Revolutionize Our Work", ASHA Convention, Boston, November 17, 2018.

Stimulability

- Standardized test may have this as a component
- Miccio probe
  - in isolation
  - in three vowel contexts
  - initial medial final

If stimulable with a model 30% of time, no need for specially designed instruction.

Practice Discussing SSD and New Norms

20-30 min Breakout Rooms

Share information

- verbally
- in the chat
- padlet

1. Consider Kendall, Jaiden, Riley examples in article (table 2 p. 336)
   a. What comes up for you?
2. Discuss 2-3 of the situations on the padlet
   a. How could you respond to each situation?
   b. What needs to be considered?
3. Be ready to share!

SSD and Services in WI

- Be sure teams are using data from multiple sources
  - Norms
  - Intelligibility
  - Stimulability
- Carefully document academic or social/emotional impact
- Having an error does not mean you are eligible

When Students Are Not Eligible

- private services
- handout for teachers
- resources for parents/teachers
  - Padlet

Reflections and To Dos

What are next steps?

Who else will you involve in this work?

What benefits do you see?

What challenges do you anticipate?

Resources Worth Checking Out

Additional Articles

Evaluation and Eligibility for Speech-Language Services in Schools
Eligibility and Speech Sound Disorders: Assessment of Social Impact

It Might Not Be "Just Artic": The Case for the Single Sound Error

Speech Sound Disorders in Schools: Who Qualifies?

Standardized Tests and the Diagnosis of Speech Sound Disorders

Using Developmental Norms for Speech Sounds as a Means of Determining Treatment Eligibility in Schools

Podcasts

We've been interpreting the articulation norms all wrong

Speech norms, eligibility for speech treatment, and advocacy

Clinical Research for SLPs Facebook Group

thank you
danke
謝謝
ngiyabonga
teşekkür ederim
gracias
спасибо
dank je
mochchakkaram
go raibh maith agat
dziękuję
obrigado
sukriya
kop khun krap
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