The Dream:

Eligibility guidelines for speech-language pathology services in Texas public schools developed by TSHA volunteers
- Consistency in eligibility recommendations
- Leading to educationally relevant SLP services
- Consistency in dismissal considerations
- Provide real-time data relative to shortage of SLPs in school setting
- Contribute to increased quality of service in schools

Note: Texas Education Agency required each school district to have eligibility guidelines. Nothing consistent provided from the state

Best Practices and Research-Based Model:

Speech or Language Impairment
- “means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child’s educational performance” [emphasis added]
CFR300.8 (c) (11)

Evidence-based practice refers to an approach in which current, high-quality research evidence is integrated with practitioner expertise and client preferences and values into the process of making clinical decisions (ASHA 2005)

The Effort:

- Task Force writing group for each area (with budget support from TSHA)
- Started with articulation – quickly followed with voice and fluency
- Language guidelines took a very long time!
- Peer review process for each manual
- Expert model for development and training
Volunteer burn-out factor
Positive: volunteers engaged in important TSHA work!

The Outcome:

Eligibility Guidelines in a manual and voice-over power point training available for:

Generic/Overview Manual; Articulation; Articulation with CLD Companion; Voice; Fluency; Language; Language with Learning Disabilities (Using Cross Battery Assessment) Companion; Language with Intellectual Disability Companion; Language with Autism Companion; Language with CLD Companion (Peer Review completed; in editing; training module scheduled for completion August 2013)

Sustaining Quality with Volunteer Effort:

Oversight Committee: Continuation of Guidelines (COG)
- Usually managed by 2 Co-Chairs
- Representatives from each of the guideline areas
- Handle updates/manual revisions
- First line of peer review for manual

Budget Support
- COG Committee
- Task Forces for Manual Updates/Revisions
- Ongoing information dissemination
  - Rotation of short courses at TSHA convention
  - Web based courses

Leadership Interface
- Across TSHA VPs
- Peer Review for Each Manual
- TCASE/TSHA Joint Committee
- Education Service Centers (20 Regions in Texas)
<table>
<thead>
<tr>
<th>Parameters Assessed</th>
<th>Disorder Guidelines</th>
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<tbody>
<tr>
<td>Informal Evaluations</td>
<td>Parent Data</td>
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<tr>
<td>□ Parents’ Evaluation</td>
<td>Teacher Data</td>
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<tr>
<td>□ Teacher’s Evaluation</td>
<td>Observation Data</td>
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<tr>
<td>□ Observation in Academic Setting</td>
<td>Speech/Language/Communication Sample</td>
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<td>□ Observation in Nonacademic Settings</td>
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<tr>
<td>□ Speech/Language Sample</td>
<td>and</td>
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<tr>
<td>□ Other:</td>
<td>If the above are not in agreement, select from informal measures listed in technical manuals for additional data:</td>
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<tr>
<td></td>
<td>(List results of informal measures indicating level of concern on each)</td>
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<tr>
<td>Standardized Tests</td>
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Speech Impairment Eligibility Flow Chart

Referral for Communication Evaluation Received

Individual Evaluation Plan developed based on student data

Assessment and Testing Data gathered: teacher data, parent data, observations of communication skills in academic and non-academic settings; language/speech sample; standardized tests; checklists

Data indicates communication disorder is present

Conflicting Data: Some indicate a disorder and some indicate no disorder

Conduct additional testing and informal assessments

Additional data supports presence of a communication disorder

Data supports adverse effect on academic achievement or functional performance

Data supports need for specially designed instruction from SLP

No adverse effect resulting from communication disorder

No need for Direct SLP Services

Additional data does not support presence of a communication disorder

ARD meeting to determine not SI eligible and role of SLP, if any

ARD Meeting to determine SI eligible and develop IEP