

State Department Updates

2018 SHAA Convention

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DISCLAIMER

- The following presentation is current as of 2/22/18. Changes at the ALSDE SES may affect its future accuracy.
- Information presented is based on the minimum requirements of the IDEA, AAC, and ALSDE SES. Should your LEA have additional requirements/policies, please adhere to those and the direction of your Special Education Coordinator.

In the News for SLPs

- **2015-2017** – over 1,500 new PECS users in Alabama
- **March, 2017** – *Andrew F.* case decided by U.S. Supreme Court*
- **May, 2017** – Alabama legislation requiring insurance to pay for medically necessary treatments for autism
- **August, 2018** – new Master’s SLP program begins at Faulkner Univ. in Montgomery

***Endrew F. & the FAPE Standard**

“To meet its substantive obligation under IDEA, a school must offer an IEP reasonably calculated to enable a child to make progress in light of the child’s circumstances.”

Endrew F. v. Douglas Co. Sch. Dist., 66 IDELR 31, 798 F.3d 1329 (10th Cir. 2015)

What does this mean?

- Must be able to demonstrate progress
- Progress is assessed in light of the child’s individual circumstances (nature/severity of the disability, mental health issues, etc.)

Implications of *Endrew F.*

- Assess progress, educational benefit, & FAPE based on the student’s circumstances.
- **Must** base PLAAFPs and annual goals on current and comprehensive evaluation and other data, so that progress can be measured and demonstrated appropriately.
- Ensure goals are ambitious/challenging, but also reasonable in light of student’s circumstances.
- Develop measurable IEP goals with a specific plan for measuring progress and collecting data in mind.
- Document all mastery of goals, or lack thereof, and revise the IEP as needed.

Implications of *Endrew F.*

- Progress reports
 - Data should be available to support the 1, 2, etc.
 - Include comments – data should support the number given
- Don’t re-use present levels or goals – lack of progress is a sign that the IEP needs to be revised.
 - *Damarcus v. District of Columbia*, 67 IDELR 239, 190 F.Supp.3d 35 (D. D.C. 2016)
- Document all reasonable efforts to provide FAPE, especially when student is not making satisfactory progress.

How the clarified FAPE standard will be interpreted remains to be seen...

Changes to SETS

Referral for Eval.:

- (NA for preschool only removed in questions 3-6)
- See exemptions to Prong II statement in top paragraph

FOR IEP TEAM USE ONLY			
<small>Details on the Eligibility Report to contain data-based documentation (RTI and PST interventions) for questions 1 – 7 (prong 1) and questions 4 – 7 (prong 2). (Question 4 – 7) may be waived for a child who has severe problems that require immediate attention, a preschool child, a child with articulation, voice, or fluency problems only, a child with a medical diagnosis of traumatic brain injury, and a parent referral.) See A.S.C. 200-8-9.01(1)(d)(4)</small>			
<input type="checkbox"/> Yes	<input type="checkbox"/> No		1. Does data-based documentation support that the child was provided appropriate instruction in regular education settings by qualified personnel, or for a preschool child, participation in age-appropriate activities?
<input type="checkbox"/> Yes	<input type="checkbox"/> No		2. Does the reason(s) for the referral have a direct impact on the child's educational performance, or for a preschool child, participation in age-appropriate activities?
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	3. Does the child make insufficient progress in meeting age or state approved grade level standards in areas of suspected disability? NA for preschool only
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	4. Does data-based documentation of progress monitoring demonstrate valid implementation of intervention(s)? NA for preschool only
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	5. Does data-based documentation demonstrate repeated assessment of achievement at reasonable intervals from multiple sources for the referral concern(s)? NA for preschool only
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	6. Does data-based documentation demonstrate the ineffectiveness of the intervention(s) for the referral concern(s)? NA for preschool only
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	7. Does documentation demonstrate that progress monitoring data was provided to the child's parent(s)?
<input type="checkbox"/> Yes	<input type="checkbox"/> No		8. Does the documented data overall support the referral concern(s)?

ALSDE Monitoring Updates

All LEAs will be monitored on a 5 year cycle.

When it's your LEA's turn:

- Special Education Coordinators enter info. into ASSIST, submit answers to Probing Questions, etc.
- Indicator Review – LEAs are asked to upload selected students' information for Indicators 7 (Preschool Skills), 11 (60-day timeline), and 13 (Transition)
- 25 records are randomly selected for desk audit
 - 6 of those are chosen for on-site Student Services Review (SSR)

ALSDE Monitoring Updates

Student Services Review

- SSR Team interviews teachers, parents, related service providers, other personnel involved with selected students
- SSR Team interviews or observes selected students
- SSR Team prepares a summary report and holds an Exit Conference

LEAs' determinations (Meets Requirements, Needs Assistance, Needs Intervention, Needs Substantial Intervention) based on several factors, including but not limited to: compliance on Indicators; timely data submission and audit findings; fiscal data; etc.

Meetings – Best Practices
 Adapted from LEArn and LEAd

Meetings – Best Practices

Two Documents for Every Meeting:

1. Agenda

- Keeps meeting student-centered, solution-oriented, and on-topic
- List topics that address purpose and goals of the meeting, consistent with the invitation
- Include any parent concerns for discussion
- May include suggested time for each topic
- Review agenda with Team, answer any questions, and get consensus on the agenda before proceeding with the meeting

*You may also wish to post ground rules for meetings. Present and get agreement on these at the beginning of the meeting

Meetings – Best Practices

Two Documents for Every Meeting:

2. Conference Notes/minutes – are a must!

- Just the facts!
- Record all key points
- Can serve as a legal record
- Ideally, the LEA Rep. should be the process leader, while case manager takes the lead on content

Meetings – Best Practices

- **Introductions**
 - Introduce all Team members and role(s) in which they are serving
 - One member should serve no more than 2 positions on the IEP Team/Eligibility Committee
- **Proceed with items on agenda in a structured manner**
 - Follow the agenda
 - Allow each Team member to have input
 - Listen carefully to each Team member
 - Respectfully redirect any off-topic discussions back to the agenda

Eligibility

Notice and Consent for Initial Evaluation

Articulation – checking “Speech” gives permission for all 5 evaluative components in the *Code*

Fluency/Voice – SDE suggests checking “Other,” and writing “fluency assessment,” “voice assessment,” or similar

***ALWAYS** fully inform the entire IEP Team about each component of the assessment!

Documentation of Appropriate Instruction

Exceptions to intervention strategies implemented in the general education program (i.e., Prong 2):

- A student who has severe problems that require immediate attention
- 3, 4, and 5-year-olds who have not been in kindergarten
- Articulation, Voice, and Fluency referrals
- Traumatic Brain Injury referrals
- Parent referrals (data should be collected during the evaluation process)

*SES encourages IEP Teams to include a waiver statement on the eligibility report (i.e., "NA for preschool" or "NA – articulation", or similar)

Documentation of Appropriate Instruction: Language

Language: Initial referral must include both prongs 1 & 2.

Prong 2:

Required Elements:

1. Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction.
2. Documentation of above was provided to the parent. (AAC, p.497)

Articulation Eligibility (AAC, p. 520)

- **ALL** articulation errors apparent during the articulation evaluation should be listed specifically on the *Notice and Eligibility Decision Regarding Special Education Services*
- **Documentation of standard scores alone is not sufficient**
- Assessment Apps – generally based on norms, but are not normed/standardized

Fluency Eligibility (AAC, p. 520)

- A description of the type(s) and frequency of dysfluencies, as well as any secondary behaviors apparent during the evaluation should be listed specifically on the *Notice and Eligibility Decision Regarding Special Education Services*
- **Documentation of standard scores alone is not sufficient**

Voice Eligibility (AAC, p. 520)

- Pitch, loudness, quality, inflection and resonance observed during the evaluation should be described specifically on the *Notice and Eligibility Decision Regarding Special Education Services*
- **Documentation of standard scores alone is not sufficient**

Language Eligibility (AAC, p. 521)

Test must measure both receptive and expressive language skills

- If total standard score is ≤70:
 - Student meets eligibility criteria for SLI.
- If only one area (receptive or expressive) is ≤70:
 - An additional assessment in the same area as the deficit must be used.
 - If the standard score on the 2nd measure is also ≤70, then student meets eligibility criteria for SLI.

Eligibility FAQs

Does checking "Speech" on *Notice and Consent...* give the LEA permission to assess in each of the min. evaluative components for articulation prescribed in the AAC?

Yes, the 5 evaluative components prescribed in the AAC and listed below are inherent in the assessment in the area of articulation. **However, the entire IEP Team should be informed about and understand each component of the assessment.**

1. Articulation/Phonological Disorder.
 - (i) A minimum of one standardized or formal measure that assesses the child's articulation/phonological skills.
 - (ii) Written documentation of a stimulability assessment as part of the standardized or formal measure or as a separate assessment.
 - (iii) Written documentation of the impact of intelligibility on connected speech.
 - (iv) Written documentation of an examination of oral structures and functioning.
 - (v) The eligibility team must obtain written documentation from the child's teacher and/or caregiver that the child's articulation skills adversely affect his or her involvement and/or progress in the general education curriculum and/or environment.

AAC 290-9-9.03(1)(c)1-i-v

For a fluency or voice evaluation, should "Speech" be checked on the *Notice and Consent...*?

No, the SDE suggests checking "Other" and writing "fluency assessment," "voice assessment," or similar.

Can a student who is not SLI get speech-language services?

- **ABSOLUTELY!!!!**
- **IS NOT** based on AAC eligibility criteria
 - i.e., a student does not have to be “eligible” for speech-language services
- student does **NOT** need standard scores below 70
 - ✓ IS an IEP team decision
 - ✓ IS based on student’s needs

WHY do they not need to meet criteria for speech-language as a related service?

- ✓ Neither the Federal Regulations nor the AAC have criteria for any related service.
- ✓ The IEP Team determines if a student needs any related service to benefit from special education.
- ✓ Once determined eligible for special education services for any disability area, the student may receive any service that the IEP Team deems appropriate after appropriate evaluations have been completed and the need for services is documented.

****Speech/language services may be either a primary or a related service**

Can a student who is SLI have academic goals and/or services?

- **ABSOLUTELY!!!!**
- **IS NOT** based on AAC eligibility criteria
 - i.e., a student does not have to be “eligible” for academic services
 - ✓ IS an IEP team decision
 - ✓ IS based on student’s needs
- A student who is SLI may receive any service that the IEP Team decides is required
- **Why?** See previous slide

IEPs

Profile Page

Results of Most Recent Evaluation

- any current data from evaluation/assessment/test results helpful to develop IEP
- not necessarily eligibility data
- should be written in meaningful terms that all Team members understand

Special Instructional Factors

- if checked, should be addressed somewhere in the IEP (goal, service, etc.)
- if child receives speech-language services, "communication needs" should always be checked
- be sure to fully consider whether the child needs Assistive Technology

Documenting Adverse Affect in the IEP

How the disability affects student's involvement/progress in the general education curriculum, or participation in age-appropriate activities (for preK).

Some examples (remember to individualize):

- **Articulation:** how the errors/error patterns affect phonological development, spelling, reading, intelligibility during oral activities in class and/or social situations
- **Language:** how the delay impacts academics, class participation, and/or communication with teachers and peers
- **Fluency:** how the stuttering impacts participation in class and/or peer communication (social interaction)
- **Voice:** how the disorder impacts participation in the classroom and/or peer interaction

**Annual Goals Page:
Measurable Annual Goals**

Include:

- Who
- Behavior
- Condition
- Criteria
- Time frame
- Standard

* If you intend to use an assessment to measure progress in attaining goals and/or benchmarks, you **MUST** include it in the *Type(s) of Evaluation for Annual Goal* on the goals page (do not list a specific test).

Measureable Annual Goals – Don’t:

- Don’t copy & paste goals from other students’ IEPs
- Don’t write goals that cannot be reasonably attained during the IEP period and/or measured
 - Don’t “stack” goals with multiple objectives that must all be reached to master the goal
- Don’t simply restate the standard in the goal
 - Goals should be individualized
 - Students should be working towards the standards

Progress Monitoring

- Keeping some form of progress notes or data from therapy sessions is **imperative!**
- As you’re writing a goal, you should have in mind **EXACTLY** how you will collect data to determine mastery
- WHEN the student masters a goal, enter the date on the IEP Annual Goal(s) Page in SETS
 - Not necessary to re-open the form
 - Consider convening the IEP Team for new goals

Special Education & Related Services Page

*This page describes what the staff is doing for the student.

Special Education:

- Adapting the content, methodology, or delivery of instruction to address the unique needs of the student that result from his/her disability.
- Instruction provided to attain student's goals, so all areas with academic goals must be addressed separately.
- Instruction that differs from what non-disabled students receive
- Instruction beyond accommodations and modifications

What are you doing for the child that cannot be done by a general ed. teacher?

Special Education & Related Services Page

Related services: developmental, corrective, and other supportive services required to assist a child with a disability to benefit from special education.

- If there is no goal page (e.g., OT, PT, school nurse, etc.), there must be a detailed service description of services to be provided.

Supplementary Aids & Services: aids, services, & other supports provided in regular education classes

Program Modifications: Extended Stds. should NOT be listed

Accommodations Needed for Assessments: classroom, district-, or state-wide assessments; should correlate to State Assessment Forms

SLI on the Services Page

- If **SLI IS** the disability area
 - Enter services in Special Education field
- If **SLI is NOT** the disability area, and the student receives SLI services, then SLI is a Related Service
 - For Articulation, Fluency, or Voice:
 - SES encourages separate goal pages (not embedded in academic area)
 - Special Education Services field should contain special education services related to other goal(s)

SLI on the Services Page

Location of Services:

- If services are provided in more than one location, enter description or explanation for each place separately in Special Education Services and/or Related Services field.
- For example, if services are provided in the resource room one time per week and in the classroom one time per week, enter them separately in services field.

SLI on the Services Page - Examples

- **Articulation:** The SLP will provide small group articulation therapy in the resource room to address correction of /dʒ, ʒ, tʃ, ʃ/ in structured sentences. (Remember to explain any phonetic symbols used.)
- **Language:** The SLP will provide language services in a small group setting in the general education classroom to address increasing receptive language skills, focusing on the comprehension and answering questions based on environment and print. The SLP and classroom teacher will collaborate on the use of curriculum-based resources as stimuli.
- **Fluency:** The SLP will provide services in a small group setting in the general education classroom in order to improve fluency skills in short phrases and sentences when providing oral responses.

*Collaboration can't be the only service provided.

Signature Page

Does this student receive all special education services with nondisabled peers? [] Yes [] No
 If no, explain (explanation may not be solely because of needed modifications in the general curriculum):

If "No" is checked, an explanation must be included stating **why** the student is being removed from classes with their nondisabled peers.

- Should not be based on the disability area of the student.
- Continuum of services questions:
 1. Can this student complete all course requirements in the regular ed. class without accommodations?
 2. If the answer to #1 is no, can the student complete all course requirements in the regular education class with accommodations?
 3. If the answer to #2 is no, explain clearly why the student should be removed from the regular education classroom/environment/nondisabled peers. (Mastering the Maze, p. 97)

State Assessment Forms

- State Assessment forms are required for ALL students with IEPs
- Upload state assessment forms into SETS for students in ALL tested grades (3-8 & 10-12)
- Any accommodations on State testing pages should be similar to accommodations listed on IEP Services Page
- Talk to testing coordinator about embedded accommodations for specific assessments

Speech Services FAQs

How do we handle missed services?

- 1/9/16 from ASHA:**
- OSEP reaffirmed its 2007 guidance letter to ASHA on missed related services in school settings
<http://www.asha.org/uploadedFiles/advocacy/federal/idea/OSEPResponseLetterGuidance.pdf>
 - Is ANY interruption in services (child absence, SLP absence, etc.) a denial of FAPE?
 - individually determined
 - case-by-case
- (Maze, p. 181)

Who provides services for a school-age student attending a private school not located in the LEA in which he lives?

The LEA of residence would be responsible for making FAPE available. If the parent makes clear the intention to keep the child enrolled in the private school located in another LEA, then the LEA where the private school is located is responsible for ensuring equitable participation according to its private school plan.

(Mastering the Maze, p. 182)

Reevaluation

Reeval/Dismissal if the student IS SLI

Follow Process Chart 2 – Reevaluation to Determine Continued Eligibility, *Mastering the Maze*

1. *Notice and Invitation to a Meeting...*:
 - Check: Discuss need for additional data
 - If data is already available, check Determine Initial Or Continued Eligibility
2. Convene IEP Team
3. *Notice of IEP Team's Decision Regarding Reevaluation*
 - ✓ If additional data are needed:
 - Complete tests/gather data
 - Send *Notice* and hold an Eligibility meeting (USE CVF!!!)
 - Complete new eligibility report
 - ✓ If no additional data are needed:
 - Send *Notice of IEP Team's Decision Regarding Reevaluation*
 - And a copy of the new eligibility report

Reeval/Dismissal if the student is NOT SLI

- IS an IEP Team decision
- IS based on progress/needs of the individual student
- IS NOT based on AAC eligibility criteria (**standard scores not required**)

Procedures:

- If it's time for the IEP Annual Review meeting, document on the Profile Page.
- If it's not time for the IEP Annual Review meeting, amend the IEP following Process Chart 5 – IEP Meeting to Amend Annual IEP, *Mastering the Maze*

Reevaluation FAQs

Is parental consent required for reevaluation?

- If IEP Team determines additional data are needed to determine continued eligibility, parental consent must be obtained. If the parents do not respond to a request for consent for reevaluation, the public agency may proceed after reasonable efforts (at least two attempts) have been made and documented. The SES suggests these two attempts be documented on the eligibility report under record review.
- Parental consent is not necessary if additional data is for teacher and related service provider observations, ongoing classroom evaluations, or the administration of or review of the results of adapted or modified assessments that are administered to all children in a class, grade, or school and consent is not required for all. (Maze Process 3, p. 42)

Is lack of progress or an oral structure/function problem criteria for dismissal?

Examples:

- MD, severely involved, complex, and/or nonverbal student
- Over/under or open bite
- Attached lingual frenulum
- Unrepaired cleft lip and/or palate
- OSEP opinion – Timothy W. case from the First Circuit
 - “Zero Reject” case
 - No child’s disability is too severe to offer the opportunity for educational benefit
- ASHA has different opinion
- **OSEP trumps ASHA for school-based SLPs**

Preschool Updates

Preschool Least Restrictive Environment (LRE)

Alabama’s goal is **≥49%** (SY 2017-18) preK special ed. students receiving majority of services in regular classroom

- **≥53%** for SY 2018-19

Location of Services: (1/9/17 OSEP Dear Colleague letter)

- ✓ **Language services should be provided in general ed. classroom to the extent appropriate**
- ✓ Research: Services provided in the general education classroom are more effective
- ✓ Articulation, fluency, and voice services are encouraged in resource settings during the early stages of therapy, but consider general ed. classroom for activities such as conversation and carryover

Preschool LRE

January 9, 2017 OSEP *Dear Colleague* letter - reaffirmed 2012 guidance regarding preschool

- **Full continuum** of services must be considered and made available to all students
- **FAPE** should be provided in the **LRE**
- Decisions should be based on the unique needs of the student, not the programs of the LEA
- Regular Early Childhood Program - **at least 50%** typical peers
- **Not considered Regular Early Childhood Programs:**
 - Informal settings (school-based or neighborhood playgroups, home settings)
 - Services delivered in a 1:1 therapeutic setting
 - Services delivered a small group comprised solely of students with disabilities

ELPP Reminders

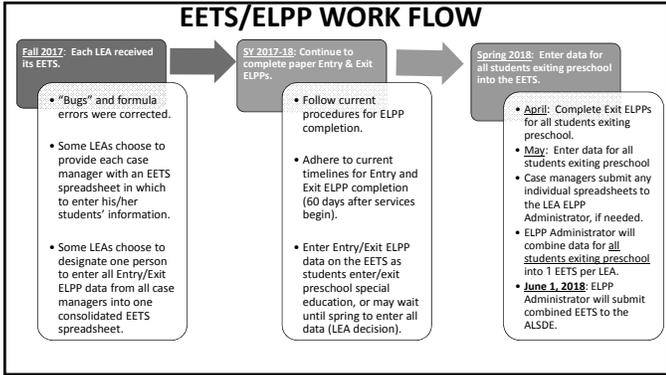
- Entry ELPP should be completed within **60 days** of the beginning of special ed. services and a paper copy kept in every child's file
- "Initiation of special education services" or "Preschool Services Begin Date" means the date the LEA actually begins special education services (not eligibility date, 3rd birthday, etc.)
- Entry ELPP should be completed for **ALL** preschool students, except those whose initial IEP meeting date is less than 60 days prior to the end of the school year and who will enter kindergarten in the Fall
- Every preschool child who receives **at least 6 months** of service must have an Exit ELPP completed within 30 days of exiting preschool special education services for any reason

MORE ELPP REMINDERS

- There should be data to support most ELPP responses, and sources of data or responses should be documented
- Timely & accurate completion of the ELPP is a state requirement and affects LEA status
- Completion of the ELPP is a federal requirement

NEW: All data is due to the SDE by **June 1st** - LEAs may set their own due dates for case managers to ensure timely submission.

*ELPP is **NOT** optional!



Preschool FAQs

Who should be invited as the regular education teacher for a preschool child with disabilities?

The requirement is to have the teacher of the child. If a child attends a program in the community, a licensed service provider of the child (i.e., Head Start teacher, day care provider, church personnel) must be invited. If there is not a regular teacher of the child, someone who meets state certification requirements such as a kindergarten teacher or other qualified personnel who can provide services to this age group must be invited. (Mastering the Maze, p. 162)

Who should provide services for a preschool student attending a private preschool outside the LEA of residence?

...Answer: An LEA's obligation to serve children aged three through five under the equitable services provisions depends on whether a child is enrolled in a private school or facility that meets the definition of "elementary school" in the IDEA and the final regulations. "Elementary school" is defined in 34 CFR §300.13 as a nonprofit institutional day or residential school, including a Public elementary charter school that provides elementary education, as determined under State law. Accordingly, three-through five-year-old children with disabilities who are enrolled by their parents in a private school or facility that meets the State's definition of "elementary school" would be considered parentally placed and the equitable participation provisions would apply.

A child aged three through five enrolled by his or her parents in a private school or facility that does not meet the State's definition of "elementary school" would not be eligible to be considered for equitable services. However, the State's obligation to make FAPE available to such a child remains. Section 612(a)(1) of the IDEA requires that States make FAPE available to eligible children with disabilities aged three through 21 in the State's mandated age range (34 CFR §300.101). Because many LEAs do not offer public preschool programs, particularly for three- and four-year-olds, LEAs often make FAPE available to eligible preschool children with disabilities in private schools or facilities in accordance with 34 CFR §§300.145 through 300.147. In these circumstances, there is no requirement that the private school or facility be an "elementary school" under State law." ... (Mastering the Maze, p. 182)

Transition for SLPs

Transition for SLPs

- Must address in all IEPs no later than the first IEP to be in effect when student turns 16, and updated annually
- Must address for ALL students entering 9th grade, regardless of age
- Student should be invited to the meeting if transition is discussed
 - Include student on *Notice and Invitation to a Meeting/Consent for Agency Participation* form
- For transition meetings, you may have another agency representative in the meeting, like Voc. Rehab., if the student might need any services after graduation. (if so, include that person on *Notice*)

Transition Assessments

- Transition assessments should be given to all students for whom transition will be addressed.
- Transition assessments should address each of the 3 transition goal areas: Postsecondary Education/Training, Employment/Occupation/Career, & Community/Independent Living.
- Include information from transition assessments on both Profile Page (Student Preferences and/or Interests) & Annual Transition Goal(s) Page (PLAAFP).
- Transition assessments inform transition goals.

Transition Standards & Goals

- Transition goals must be measurable (see Transition Standards)
- At least one transition activity is needed for each Measurable Annual Postsecondary Transition Goal.
- Activities are outcomes-based (*i.e.*, should start with a verb)
- Transition activities must list specific steps the student must take to achieve his/her goal.
- Transition goals that have embedded academic goals must reference the academic content standard as well as the transition standard.

Transition Annual Goals - example

Community/Independent Living Goal: _____ **Date of Completion/Mastery:** _____
 By the end of the 2017-2018 school year, Rutabaga will engage in appropriate conversation with unfamiliar peers and colleagues in 8 out of 10 situations. (TS.PS11.1.B)

***Transition Service(s):** Personal Management (PM)

Transition Activities:
 (Enter a numbered list of all activities to assist the student in achieving his/her long-term Community/Independent Living goal.)

1. Give oral presentations in class.
2. Participate fully in small group discussions in class.
3. Ask an unfamiliar person for information or assistance.

Person(s)/Agency Involved: SLP, Rutabaga, classroom teachers

Transition Resources

Transition resources for professionals, parents, and students, including:

- Transition Assessments
- Transition Planning
- Diploma Checklists
- Writing Transition IEPs
- Self-advocacy and Self-determination resources
- Pocket Resume

<http://www.alsde.edu/sec/ses/ts/Pages/resources-all.aspx?navtext=Resources>

Transition Resources:

<http://www.alsde.edu/sec/ses/Pages/home.aspx>

Click on the Alabama Transition Services button.



NOTE: Confidentiality

- Special education records and information should be kept strictly confidential and in a secure location.
- Information about a student with special needs should not be disclosed/discussed with people not involved in the student's education
- Parents have rights under FERPA to inspect and review (without retrieval fees) all education records relating to their child:
 - Student protocol answer booklets
 - Test manuals (i.e., review with parent when applicable)
 - Clinician therapy logs and notes
 - All correspondence and emails (OSEP Letter to Husk, 2006)

English Learners & SLPs

EL Numbers

- **EL Students:** 21,918 (+2,138)
- **Most Common Languages Spoken:**
 1. **Spanish (78.3%)**
 2. Korean (2.3%)
 3. Arabic (2.1%)
 4. Chinese (1.8%)
 5. Vietnamese (1.6%)

EL Guidance

- ✓ Referral/evaluation of Els may **NOT** be delayed based on their EL status or how long they have been in the country
- ✓ All written communication and documentation, **must** be provided in the parent’s native language.
(See ALSDE SES site: Forms – Translated Documents)

Language(s) of Assessment

- If scores are in proficient range on WIDA ACCESS (scores <6 mos. old), then may test in English, if IEP Team determines this is appropriate
- If NOT in proficient range, must test in the dominant language
- For a preschool-age EL: home language survey & interviews guide IEP Team’s decision regarding language(s) of assessment
- May use ALDeQ, ALEQ (all ages) language questionnaire (link in guidance doc.)

Language(s) of Assessment

- Testing in both the native language and English is always an option, and may be valuable in providing additional data
- Assessments are always “provided and administered in the child’s native language or other mode of communication and in the form **most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally**” (34 C.F.R. §300.304(c)(1)(ii))

Use of Interpreters

- It is the LEA’s responsibility to provide an interpreter
- Use of family/friends as interpreters is not encouraged, due to possible errors and/or bias
- Ensure interpreter’s proficiency in both languages is adequate to provide interpretation of complex questions and information
- Prepare interpreter ahead of time to ensure any special ed. specific vocabulary, jargon, abbreviations, etc. are fully explained and understood

Use of Interpreters for Assessments

- Evaluator & interpreter should meet in advance to review: testing procedures, restrictions, reinforcement schedule, specific test questions for clarification, expectations for correct responses, etc.
- Inform interpreters of FERPA and confidentiality considerations in advance
- Responsibilities:
 - LEA: ensure assessment is administered appropriately
 - Interpreter: translate the wording of the assessment
- Evaluator should observe and record the EL's testing behaviors
- After the evaluation, interpreter and evaluator should discuss the session

***Document any non-standard administration of assessments on eligibility doc.**

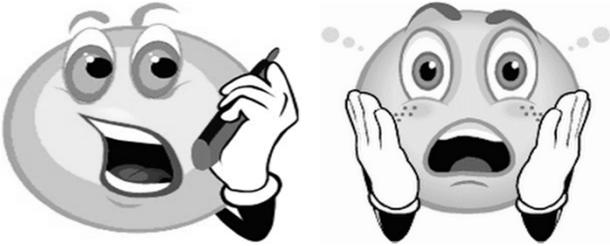
Considerations for ELs

- Expect evaluations for ELs to take longer and be more complex than those of students who are not considered ELs
- LEAs must adhere to all timelines, procedures, and policies for special education outlined in the AAC
- IEP Team should consider acculturation level when referral includes emotional/behavioral/adaptive concerns
- Someone knowledgeable about second language acquisition must be a part of the referral, eligibility, and IEP Team and/or eligibility committee for all ELs

Special Education vs. EL Services

- Students may receive **both** special education and English language services concurrently if the IEP Team determines both services are appropriate & necessary for the student to access the general education curriculum
- IEP Teams should consider the full continuum of placement and service options that support **both** exceptionality-related and language-related needs
- **ALL** ELs with IEPs must have an EL plan (I-ELP)
- Documented the I-ELP on the IEP Profile Page

It's about Communication !



What Does Communication Sound Like?



Many Ways to Communicate



Purposes of Communication

Does the student communicate:

Wants/Needs – list examples _____

Social interactions – list examples _____

Social etiquette - list examples _____

Denials/rejections – list examples _____

Shared information, including joint attention – list examples _____

Assessing Students' Needs for Assistive Technology (2009) 23



Chapter 1 - Assistive Technology Assessment

2. Those Who Understand Student's Communication Attempts (Check best descriptor.)

	Most of the time	Part of the time	Rarely	Not Applicable
Strangers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers/therapists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Siblings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent/Guardian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Current Level of Receptive Language

Age approximation _____

If formal tests used, name and scores _____

If formal testing is not used, please give an approximate age or developmental level of functioning. Explain your rationale for this estimate. _____

4. Current Level of Expressive Language

Age approximation: _____

If formal tests used, name and scores _____

If formal testing is not used, please give an approximate age or developmental level of functioning. Explain your rationale for this estimate. _____

5. Communication Interaction Skills

Desires to communicate Yes No

To indicate yes and no the student

Shakes head Signs Vocalizes Gestures Eye gazes

Points to board Uses word approximations Does not respond consistently

Can a person unfamiliar with the student understand the response? Yes No

(Continued on next page)

Does the student (check best descriptor)

	Always	Frequently	Occasionally	Seldom	Never
Turn toward speaker	<input type="checkbox"/>				
Get other's attention	<input type="checkbox"/>				
Interact with peers	<input type="checkbox"/>				
Show awareness of listener's attention	<input type="checkbox"/>				
Initiate interactions	<input type="checkbox"/>				
Ask questions	<input type="checkbox"/>				
Respond to communication interaction	<input type="checkbox"/>				
Request clarification from communication partner	<input type="checkbox"/>				
Repair communication breakdowns	<input type="checkbox"/>				
Require verbal prompts	<input type="checkbox"/>				
Require physical prompts	<input type="checkbox"/>				
Maintain communication exchange	<input type="checkbox"/>				
Terminate communication	<input type="checkbox"/>				

Describe techniques student uses for repair (e.g. keeps trying, changes message, points to first letter etc.).

6. Student's Needs Related to Devices/Systems (Check all that apply.)

Walks Uses wheelchair Carries device under 2 pounds
 Drops or throws things frequently Needs digitized (human) speech
 Needs device w/large number of words and phrases
 Requires scanning
 Requires auditory preview
 One reliable switch site More than one reliable switch site
 Other _____

7. Pre-Reading and Reading Skills Related to Communication (Check all that apply.)

Yes No Object/picture recognition
 Yes No Symbol recognition (tactile, Mayer-Johnson, Rebus, etc.) Number of symbols _____
 Yes No Auditory discrimination of sounds
 Yes No Auditory discrimination of words, phrases
 Yes No Selects initial letter of word
 Yes No Follows simple directions
 Yes No Sight word recognition Number of words _____
 Yes No Recognizes environmental print
 Yes No Puts two symbols or words together to express an idea

List any other reading or pre-reading skills that support communication _____

Assessing Students' Needs for Assistive Technology (2009) 25

8. Visual Abilities Related to Communication (Check all that apply.)

<input type="checkbox"/> Maintains fixation on stationary object	<input type="checkbox"/> Looks to right and left without moving head
<input type="checkbox"/> Visually recognizes people	<input type="checkbox"/> Scans matrix of symbols in a grid
<input type="checkbox"/> Visually recognizes common objects	<input type="checkbox"/> Scans line of symbols left to right
<input type="checkbox"/> Visually recognizes photographs	<input type="checkbox"/> Visually shifts horizontally
<input type="checkbox"/> Visually recognizes symbols or pictures	<input type="checkbox"/> Visually shifts vertically
<input type="checkbox"/> Needs additional space around symbol	<input type="checkbox"/> Looks at communication partner
<input type="checkbox"/> Requires high contrast symbols or borders	<input type="checkbox"/> Benefits from "zoom" feature

Is a specific type (brand) of symbols or pictures preferred? _____

What size symbols or pictures are preferred? _____

What line thickness of symbols is preferred? _____ inches

Does student seem to do better with black on white, white on black, or a specific color combination for figure/ground discrimination? _____

Explain anything else you think is significant about the communication system the student currently uses or his/her needs. (Use an additional page if necessary) _____

9. Sensory Considerations:

Does the student have sensitivity to:

- Velcro
- Synthesized (computer generated) voices
- Volume
- Switch feedback (clicking noise)
- Tactile sensations
- Other

Explain student's reaction to any of the checked items _____

Assessing Students' Needs for Assistive Technology (2009) 26

What are the communication expectations for the student in different environments?

School (regular and special ed., with peers, formal and informal- such as lunch room settings)

Home _____

Community (stores, restaurants, church, library, etc.) _____

Summary of Student's Abilities and Concerns Related to Communication including past AT used to support student's communication _____





Communication Partner

- The success of any communication system is highly dependent upon the skills of the communication partners.
- The communication partners need skills such as modeling the use of the system, interpreting the symbols selected by the communicator and even low-level technical problem solving.

Motivation

- **To increase the chances of success in learning a new system, activity-based intervention should be used.**
- **This model relies on selecting initial intervention activities that are highly motivating to the student, occur regularly and present multiple opportunities for communication.**

Augmentative

- **An augmentative communication system does not replace the student's current communication modes, but rather augments or supports them.**
- **Students should be encouraged to use multiple means of expression including: gestures, signs, body language, eye gaze, vocalizations, facial expressions and other natural means of expression.**
- **Even when a student has a "high tech" communication device/system, a low-tech back-up system should always be in place.**

Access and Implementation

- **If you are going to have success have a well written Implementation Plan – Don't rely on "I've shown them how to use it."**

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