



Texas Speech Language Hearing Association

SI Eligibility Guidelines for Articulation

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Host: ESC 13

Introduction

- Host Site: ESC Region 13, www.esc13.net
- Moderator: Kathy Clapsaddle
- Handouts Available for Download
 - SI Eligibility Guidelines for Articulation Manual
 - This Power Point
 - Supplemental Handouts – Informal Measures
 - Supplemental Power Point – Inservice Training
 - FAQs



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FAQs

- Listen for answers to your questions during the training session
- Refer to the FAQ ~ SI Eligibility handout for additional information
- Email unanswered questions to TSHA
 - staff@txsha.org



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Earning CEUs

http://www.txsha.org/Online_Course_Completion.aspx

- 2.0 hours TSHA continuing education credit available for this training module
- Following the session, complete the Online Course Completion Submission Form
 - Your name, license #, email address, phone #
 - TSHA membership #
 - The name and number of this course
 - Shown on last slide of this presentation
 - Course completion date
 - 3-questions Learning Assessment
 - CE evaluation of online course
- You will receive a certificate of course completion via email



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Generic Manual for SI Eligibility & Articulation Manual

- Articulation manual is to be used as an extension of or to augment the TSHA Eligibility Guidelines for Speech Impairment, 2009
- www.txsha.org – School Issues Link
- The information in this training is not intended to be used as a standalone guide
- We will refer to the Generic Manual throughout this articulation training

IDEA 2004 Definition Speech-Language Impairment

300.8 (c)(11) 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]

Purpose and Intended Use of Articulation Guidelines

- o List and explain the components of the Articulation Guidelines
- o Use the material presented to make a recommendation of eligibility for services due to an articulation disorder
- o Administer, score and interpret selected procedures

Sharing Information with Parents and Teachers about Articulation

- o Teachers and parents need guidance and education on speech and language disorders
- o Consider forums or presentations to provide information about speech and language development
- o Provide staff training on moving forward with a speech concern

B. CLASSROOM CONSIDERATIONS AND ARTICULATION INTERVENTION RECOMMENDATIONS

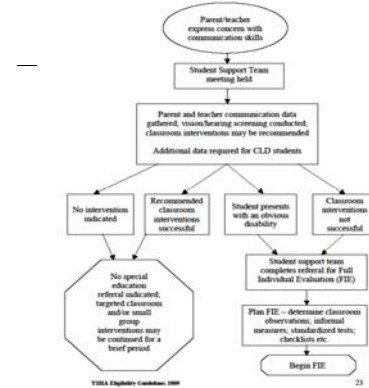
The following suggestions may be given to classroom teachers and/or parents as recommendations for monitoring student production prior to referral for a full and full-sight Evaluation (FIE) for special education services. The IEP should state the level of understanding of each recommendation through the teacher's input (Form 6227) marking.

Consideration or Recommendation	Check if attempted	Breaks attempted
1. Be sure student's hearing has been checked within last 12 months.		
2. Demonstrate if more than one language or dialect is in use.		
3. Discuss with parent and teacher for the treatment opportunities (Loudness, Rhythm, etc.).		
4. Demonstrate to the student appropriate differences in the context and use of words. Use a word with the same sound and with the correct context and use it in a context before the correct production. For example, "cat" and "bat".		
5. Teacher's parent may talk with the student about the word used and what he/she says. An example is to use the word "cat" to say "I'm not talking like you" for the first substitution. Do not let the parent or teacher emphasize the "sound" and not the "letter" segment. If parent of student.		
6. Provide correct production of words according to target words. It is recommended that this be done privately or without calling attention to the student's error.		
7. Allow student to repeat a sample of his speech and identify correction error words.		
8. Provide practice time for teacher, parent, or peer to model correct production of the word.		
9. When the student is using the word correctly in some contexts, the following may be helpful remediation activities: <ul style="list-style-type: none"> a) Ask student to cut pictures from magazines or draw pictures of words containing the error sounds. b) Make the student a list of words containing the error sounds to read in practice. c) Use words from student's reading material, spelling lists, and teacher vocabulary for practice. d) Use student's parent or teacher to keep a list of all words used in practice of specific words. 		
10. It is recommended that attempts to stimulate or reinforce correct word production be discontinued or stopped if the child shows a resistance to the activities or if attempts will attempt to make correct words. These concepts cannot be taught to the student at the teacher's input (Form 6227) marking.		

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Communication Concern Flow Chart



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Classroom Considerations and Intervention Recommendations for Articulation


- o Adhere to district guidelines with regards to your student assistance team and RTI
- o Teachers and parents are asked to complete the Parent Teacher Articulation Observations page 15
- o The student assistance team can make recommendations for the classroom teacher and the parent to try

Directions: Listen as your child/student engages in conversation with you. Indicate which sounds you note the child is producing incorrectly (+ indicates correct, - indicates incorrect). You may circle the words indicating the sound is said incorrectly in the beginning, middle, or end of the word. You may consider any words the child says with the indicated sound, not just those listed.

Sound	+	-	Sound	+
/p/ as in pig, apple, cup			/f/ as in food, coffee, off	
/b/ as in baby, web			/v/ as in vote, oven, stove	
/t/ as in toy, water, bat			/s/ as in sock, missing, ice	
/d/ as in doll, middle, bed			/z/ as in zoo, fuzzy, fuzz	
/k/ as in king, pocket, rake			/sh/ as in shoe, wishing, fish	
/g/ as in goat, buggy, tag			/zh/ as in pleasure	
/m/ as in mad, hammer, thumb			/ch/ as in chair, watching, pitch	
/n/ as in name, funny, fan			/j/ as in judge, engine	
/ng/ as in finger, ring			/th/ (soft) as in thing, healthy, tooth	
/r/ as in run, carrot			/th/ (hard) as in those, brother, bath	
/er/ as in early, nurse, fur			/w/ as in way, anyway	
/l/ as in lion, pillow, tall			/y/ as in yellow, canyon	

Consider...

- Having consistent RTI procedures for your district
- Making a strategy notebook with handouts available for parents and teachers to try before a referral



Data Sources When Reviewing Concerns

- Health Information
- Parent/Teacher Information
- Student Support Team Deliberations
- Results of Classroom Interventions

Data Source: Health Information

- Vision and Hearing Screening Results
- Health information from Parent
- Health information from school nurse
- History of ear infections

Data Source: Parent/Teacher Information

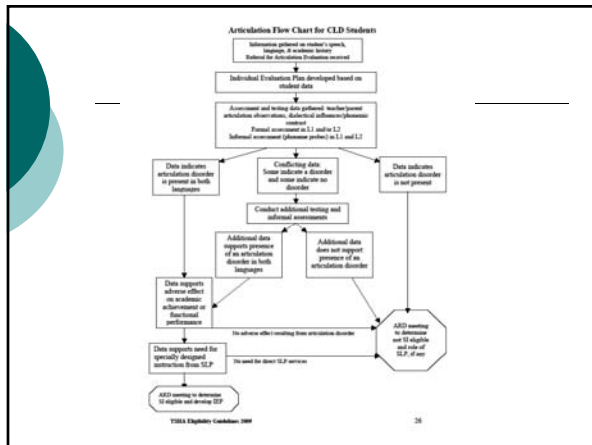
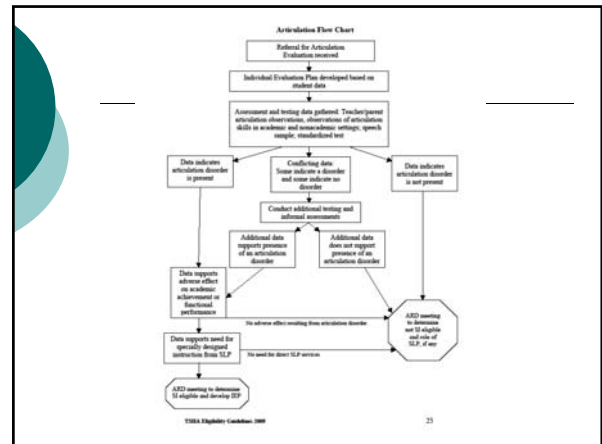
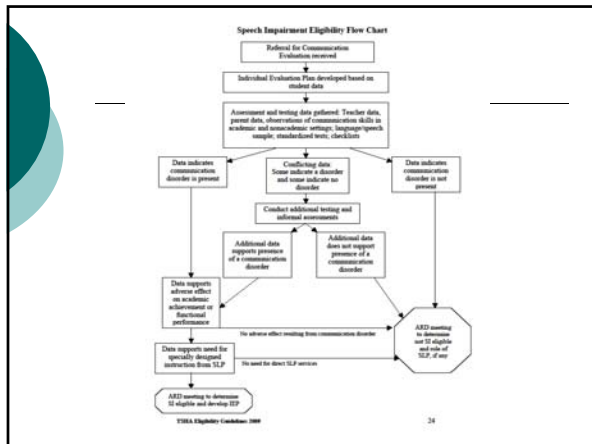
- General information from district forms
- Specific information from guidelines(e.g. Parent/ Teacher Articulation Observation)

Data Source: Student Support Team Deliberations

- Refer to district process and forms documenting Student Support Team Deliberations

Data Source: Results of Classroom Interventions

- Type of intervention provided
- Duration of intervention
- Documented results
- Student Support Team Decision
 - Continue interventions
 - Referral for speech-language evaluation



Assessment Plan

- Information from parents
- Information from teachers
- Interview with student
- Targeted Observations
- Standardized Test Results
- Professional Judgment

Stage I

Is an articulation disorder present?

Standardized Assessment

- Refer to Articulation Manual p.17
- General guidelines for standardized assessment for articulation
 - Test administration (note any deviations from manual)
 - Transcribe every word with an articulation error
 - Completing test protocol – Use percentile ranks
 - Nonbiased Assessment

Articulation Test Information (Arizona Articulation Proficiency Scale, 3rd Revision)

- See p. 21-23 in Articulation Manual
 - Information sheets are included to help you with test selection

Articulation Test Information (Goldman-Fristoe Test of Articulation 2)

- Consider administering the sounds-in-sentences subtest to compare with the sounds-in-words subtest
- See p. 20 in the articulation manual for a quick check on the ages for concern

Know What You are Measuring

- Trained professional – in the administration of the test
- Test manual
- Evidence-base for Informal Measures
 - Reliability
 - Consistency
 - Standard administration
- Rating Scales

A. ARTICULATION DISORDER CHECKLIST

Student _____ SLP _____ Date Completed: _____
 Date of Birth: _____ CA _____ Comp _____

Evaluation Tool	Results	Data Supports Concern?	
		Yes	No
Sounds in error identified by teacher:	Identified by teacher without access to Standard Test		
Sounds in error identified by parent:	Identified by parent without access to Standard Test		
Standard Test	Percentile		
Sounds in error			
SLP opinion – sounds in error:	Identified by SLP without access to Standard Test		

If all five of the criteria revealed above return negative on all five criteria, the data needed have been collected and the user the scores and ZSD level. If there is any disagreement in criteria in the first three, contact the author for guidance on additional assessment using appropriate level criteria.

Comparison of Single Word Articulations to Spontaneous Speech

Procedure used			
Sample extract from:			
Single Word Response			
Continuous Speech Sample			
# of points difference between Single Word Responses and Continuous Speech Sample			
Other information			

From Speech-Language Hearing Association Articulation Checklist, 2003 24

Informal Assessment Rationale

- Sometimes professional judgment is needed when there is not agreement
- Professional judgment is your opinion backed by data/documentation
- Documentation should include:
 - Description of the informal measures used
 - Description of the process of data collection

Instructions for Informal Evaluation Measure

- Informal Assessment must be:
 - Valid
 - Reliable
 - Replicable
- Procedures to follow should be included in the district manual
- Information for interpreting the data should be in the manual

Informal Measure: Articulation (Point to Point)

- Easy way to compare the Single Word Articulation (SWA) Test with a Spontaneous Word Sample (SWS)
- First record the sounds produced in error on the SWA, then record the sounds in error in the spontaneous word sample.

Point to Point

- The spontaneous sample can include the parent/teacher form, the sentence test of the GFTA, Stories for Eliciting Speech Samples (Mindworks), or a speech sample that you have transcribed
- Compare the sound in error for the two samples. If it is the same sounds in error, it would suggest the standardized test is a good representation of the sample. If not, you will need to do another type of informal assessment

Let's Practice

- Please pull out the point to point comparisons from your practice sheets.
- You should have 3 forms
- You can also review p. 30 in the Articulation Manual

Point to Point Comparison

It is suggested that one of the easiest ways of comparing the Single Word Articulation (SWA) test with a spontaneous speech sample is to compare the sounds in error in the two samples.

First, record the sounds produced in error on the Single Word Articulation test.

Next, record the sounds in error in the spontaneous word sample (SWS). The parent/teacher form can provide data for this. Then compare the sounds in error for the two samples. If the same sounds are in error in single words and connected speech, the standardized test is a good representation of the sample. If the errors are not the same, the SWA completes one of the more comprehensive types of informal assessment.

The following table will assist in making the analysis.

Single Word Articulation Test (SWA)	Spontaneous Word Sample (SWS)	Comparison
Initial Position Errors	Initial Position Errors	Produced in error on SWA, but correct on SWS
		Produced in error on SWS, but correct on SWA
Medial Position Errors	Medial Position Errors	Produced in error on SWA, but correct on SWS
		Produced in error on SWS, but correct on SWA
Final Position Errors	Final Position Errors	Produced in error on SWA, but correct on SWS
		Produced in error on SWS, but correct on SWA

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Informal Measure: Percentage of Consonants Correct (PCC)

- Please refer to p. 31 in the articulation handbook
- You need a connected speech sample of between 50 and 100 words
- Determine the meaning of each word to make sure that correct analysis can be completed

Percentage of Consonants Correct (PCC)

Use this measure to determine if the sound errors identified by the standardized assessment instrument are the same or different from the errors noted in connected speech.

You MUST have 2 scores to compare or you have not done PCC!

PCC Example

- Sam scores in the 12th percentile on the GFTA2. Not in the range of concern
- A point-to-point look says everyone is noticing a lot more errors in connected speech than in single words
- Let's do a PCC on his GFTA2 and a spontaneous sample

PCC example

- His PCC on the GFTA is 88%, but his PCC on the spontaneous sample is 70%
- There are more than 15 points difference, so we have reason to believe the GFTA2 single word test did NOT tap into all his difficulties

Let's Practice PCC

- See the Practice in PCC sheets included in your practice set
- The articulation manual includes the PCC on the single word GFTA-2 and the AAPS-3

Consistency Index

- This measure tells us how consistent the child's errors are
- It assesses the variation of the child's production of consonants
- If articulation were normal, all consonants would be produced consistently, so the CI would be 0
- The higher the CI, the more inconsistent the child's productions are
- If the single wd and spontaneous speech differ by 15 or more points, the single wd test may not have been an accurate measure of the skills

CI Example

- Claude scores at the 25th % on the GFTA.
- His teacher says that she can't understand him in class half the time.
- A CI on the GFTA is 5 and Spontaneous sample shows a 35.
- Again the single word test does not tap into true intelligibility.

CI Practice

- Find your Consistency Index (CI) practice pages from the download

Other Notes to Note



- o Speech Developmental Norms – Use with caution! There is research that shows a child should have an /r/ at the age of 4, at the age of 8, and every age in between
- o Intelligibility – An informal guide to assessing intelligibility has been included in your Articulation Guide. It should only be considered for the pre-school aged kids

Guidelines for Determining a Communication Disorder	
Parameters Assessed	Disorder Guidelines
Informal Evaluations <ul style="list-style-type: none"> o Parent's evaluation o Teacher's evaluation o Observation in academic setting o Observation in non-academic settings o Speech/language sample o Other 	Parent data Teacher data Observation data Speech/language sample and Results on standardized test at the 75 th percentile or below or a standard score of 77 or below
Standardized Tests <ul style="list-style-type: none"> o Test name o Test name 	or Results of Cross Battery Assessment show relative weakness in Or
	If the above are not in agreement, select from informal measures listed in technical manual for additional data. (List results of informal measures, indicating level of concern on each)

YHSA Eligibility Guidelines 2009

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Guidelines for Determining an Articulation Disorder	
Parameters Assessed	Disorder Guidelines
Informal Evaluations <ul style="list-style-type: none"> o Parent's observation o Teacher's observation o Point-to-Point Comparison o Observation in academic setting o Percentage of Consensus Correct o Consensus Index* o Percentage of intelligibility on 100-word sample (PI) 	Parent data Teacher data SLP opinion and Results on standardized test at the 75 th percentile or below If the above are not in agreement, select from the following informal measures for additional data. Point-to-Point Comparison differs by significant amount or Percentage of Consensus Correct yields a difference of 17 points or greater for single words than for spontaneous speech or Articulation Consensus Index for spontaneous speech is 13 points or greater than single words or Intelligibility measure for pre-school aged students (See "Assessment of Intelligibility" in Articulation Eligibility Manual, Section V)
Standardized Tests <ul style="list-style-type: none"> o Guidance Profile 2 o Test of Articulation o Articulation Proficiency Scale 2000 	or Percentage of Consensus Correct yields a difference of 17 points or greater for spontaneous speech in 13 points or greater than single words or Intelligibility measure for pre-school aged students (See "Assessment of Intelligibility" in Articulation Eligibility Manual, Section V)

*Currently no information is available for determining a concern for Consensus Index.

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Guidelines for Determining an Articulation Disorder for CLD Speakers of English	
Parameters Assessed	Disorder Guidelines
Informal Evaluations <ul style="list-style-type: none"> o Parent's observation o Teacher's observation o Districtal influence/phoneme contrast o SLP opinion o Phoneme Probe (15-word measure) o Percentage of Consensus Correct o Consensus Index 	Parent data Teacher data Districtal influence/phoneme contrast SLP opinion and Results on English standardized test
Standardized Tests in English <ul style="list-style-type: none"> o GFTA-2 o Articulation 	Results on formal test in Spanish (only for appropriate developmental age scores, considered significant when the score is at the end of the age range for that phoneme)
Formal Tests in Spanish <ul style="list-style-type: none"> o Spanish Pre-Clinical Articulation Test (SPAT) o Spanish Articulation Assessment Revised (SAAR) (non-standardized) o Consensus Index of Articulation Competence - Spanish o Pre-School Language Scale - 4 (PLS-4) Articulation Subscale o Spanish Language Assessment Procedure (SLAP) 	Results on informal assessment (phoneme probe in language other than English) 50% or more in error and If the above are not in agreement, select from the following informal measures for additional data. Percentage of Consensus Correct yields a difference of 13 points or greater for single words than for spontaneous speech or Consensus Index = or = 13 point difference from single words to conversational speech

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Data Analysis

- o All Data indicate articulation disorder present
- o All Data indicate articulation disorder not present
- o Conflicting data – administer additional informal measures

Stage I

Is an articulation disorder present?

Stage 2

Is there an adverse effect on educational performance resulting from the articulation disorder?

Academic Achievement
Functional Performance

SLP Brings Evidence of Adverse Effect to ARD Committee

- Effect of articulation disorder on meeting grade level expectations/TEKS
- Review Referral Information & Teacher/ Parent Information for evidence of adverse effect on functional performance
- Student report of adverse effects on functional performance
- Summarize SLP's observational data

Stage 3

Are specially designed instructional and/or support services needed from the SLP to help the student make progress in the curriculum?

SLP Brings Recommendation of Need for Service to the ARDC

- Current level of functioning with articulation skills
- Determine amount of support needed if any from the SLP
- Determine who can provide service
- Refer to Flow Chart – Role of SLP, if any – for students not SI eligible

Evaluation Report

- Follow your district's guidelines to report your evaluation findings
- See p. 47 in the Articulation Manual for guidance on reporting the informal measures. You should also have a copy of that page in your practice downloads

Dismissal Considerations for Articulation

- Does the student continue to exhibit an articulation disorder?
- If so, is there still an adverse effect on academic achievement or functional performance?
- If so, does the student continue to require the specialized intervention services from the SLP to mitigate the adverse effect of the impairment on educational performance?


Eligibility Deliberation at Annual Review

- Consider evidence for Stage 1, Stage 2 and Stage 3 at every ARD Committee meeting

Earning CEUs *Get Ready to Record Course #!!!*

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