


Texas Speech Language Hearing Association

SI Eligibility Guidelines for CLD Articulation Companion

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Host: ESC 13




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INTRODUCTION

Host Site: ESC Region 13, www.esc13.net
Moderator: Kathy Clapsaddle

Handouts Available for Download:

- SI Eligibility Guidelines Manual for CLD Articulation Companion
- FAQs
- This power point
- SI Eligibility in Texas (Generic Manual)



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FAQS

Listen for answers to your questions during the training session

Refer to the FAQ ~ CLD Articulation Companion handout for additional information

Email unanswered questions to TSHA

- staff@tsha.org



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Earning CEUs


http://www.txsha.org/continuing_education/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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Access to the information is provided at no cost

TSHA Members can receive CEU credit at no cost

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- \$20 fee for CEU credit for this training module
- Complete the Online Course Completion form
- Mail \$20 check payable to
- TSHA 918 Congress Ave, Suite 200, Austin, TX 78701
- OR make a credit card payment on the TSHA Web site www.txsha.org

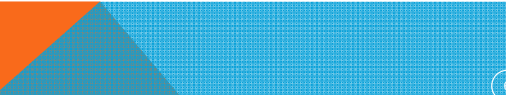


GENERIC MANUAL 

This manual is to be used as an extension of or to augment the TSHA Eligibility Guidelines for Speech Impairment, 2009 (url)


This information is not intended to be used as a standalone guide

We will refer to the Generic Manual throughout this CLD Articulation Companion 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***




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PURPOSE AND INTENDED USE OF CLD ARTICULATION COMPANION GUIDELINES

Evidence-based evaluation practices consistent with the law to:

- Provide a structure within which an SLP can complete a comprehensive evaluation of the articulation abilities of student from culturally and linguistically diverse (CLD) backgrounds
- Use the material presented to determine whether a CLD student is eligible for services due to an articulation disorder
- Administer, score and interpret selected procedures





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IMPORTANT CONSIDERATIONS IN ASSESSMENT OF INDIVIDUALS WITH CLD BACKGROUNDS

Federal law requires that individuals from CLD backgrounds be assessed in a manner that is not racially or culturally discriminatory.

- TSHA CLD TF document
- ASHA Knowledge and Skills
- ASHA Position Statement
- ASHA IDEA Issues Brief: CLD Students
- Interpreter/Translator Information



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KNOWLEDGE AND SKILLS

- Determining whether or not a student is from a culturally and linguistically diverse background
- Knowledge and skills needed by the SLP to provide appropriate services
 - Second language acquisition
 - Types of Bilingualism
 - Normal second language acquisition processes that impede communication
 - BICS/CALP

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SECOND LANGUAGE ACQUISITION

- Acquisition of a second language is similar but not identical to first
- Receptive language develops before expressive language
- Phonological system in place for native language

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BILINGUALISM

- Simultaneous acquisition
- Sequential acquisition

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NORMAL SECOND LANGUAGE ACQUISITION PROCESSES OFTEN RESULT IN DIFFERENCES THAT CAN IMPEDE COMMUNICATION

- Language loss: loss of skills in home language as skills in second language increase
- Interference (transfer): aspects of one language being transferred to another language
- Silent period: a period of time during the acquisition of a second language in which the individual spends most of the time listening and comprehending rather than producing language.
- Code switching: change of linguistic style depending on situation, interlocutor, setting, and so forth (Terrell & Terrell, 1993).




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BICS & CALP

- **Basic Interpersonal Communication Skills (BICS)**
- Contextual Support

- **Cognitive Academic Language Proficiency (CALP)**
- Cognitive involvement



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IN-SERVICE & PRE-REFERRAL MATERIALS


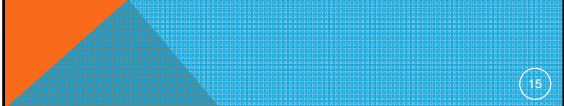
Articulation information on CLD students provided to teachers and parents

Articulation Pre-referral considerations and interventions

Pre-referral considerations: what some districts are doing

Resources for CLD

- ASHA phonemic charts
- First language influence on English Phonemes



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SHARING INFORMATION WITH PARENTS AND TEACHERS ABOUT ARTICULATION AND CLD SPEAKERS OF ENGLISH

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

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CLASSROOM CONSIDERATIONS AND INTERVENTION RECOMMENDATIONS FOR ARTICULATION

Adhere to district guidelines with regards to your student assistance team and RTI
 Teachers and parents are asked to complete the Parent Teacher Articulation Observations pages 84 and/or 85
 The student assistance team can make recommendations for the classroom teacher and the parent to try



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Parent/Teacher Articulation Observations

Child/Student: _____
 Date of Birth: _____ CA: _____ Campus: _____
 Person Completing Form: _____ Date Form Completed: _____

Directions: Listen as your child/student engages in conversation with you. Indicate which sounds you hear the child/student producing incorrectly. "Yes" indicates correct. "No" 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	YES		NO	
	YES	NO	YES	NO
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			h/ as in hot, hitting, age	
d/ as in doll, middle, bed			z/ as in zoo, fuzzy, buzz	
k/ as in king, pocket, cake			sh/ as in shoe, washing, fish	
g/ as in goat, baggy, 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, carpet			th/ (hard) as in there, brother, bath	
ar/ as in car, jar, super, far			ow/ as in go, any, away	
l/ as in lion, pillow, tall			y/ as in yellow, canyon	
h/ as in hat, anyhow			Number of missed sounds:	

Please list some words that your child/student has difficulty pronouncing: _____


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WHAT OTHER DISTRICTS ARE DOING

District A Forms

District B Forms

Speech Language History Addendum

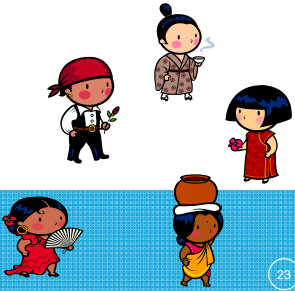


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ASHA PHONEMIC CHARTS

Phonemic Inventories Across Languages: Facts on phonology & phonemic inventory

- Arabic
- Cantonese
- English
- Korean
- Mandarin
- Spanish
- Vietnamese



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DATA SOURCES WHEN REVIEWING CONCERNS

Health Information

Parent/Teacher Information


Student Support Team Deliberations

Results of Classroom Interventions

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DATA SOURCE: HEALTH INFORMATION


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



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DATA SOURCE: PARENT/TEACHER INFORMATION


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



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DATA SOURCE: STUDENT SUPPORT TEAM DELIBERATIONS

Refer to district process and forms documenting Student Support Team Deliberations



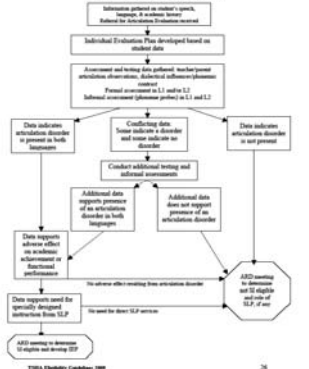
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DATA SOURCE: RESULTS OF CLASSROOM INTERVENTIONS

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



Articulation Flow Chart for C/D Students






ASSESSMENT PLAN (OR "ARE ALL YOUR DUCK IN A ROW?")



- Information from parents
- Information from teachers
- What additional case history is needed?
- Who can conduct the evaluation?
- Research information on phonemes of language to be assessed.
- Is an interpreter needed?

STAGE I

Is an articulation disorder present?



IT'S QUESTION TIME!!

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STANDARDIZED ASSESSMENT
REFER TO CLD COMPANION ARTICULATION MANUAL PG.87

Informational sheets included on Arizona 3 & GFTA-2
General guidelines for standardized assessment for articulation

- Test administration (note any deviations from manual directions)
- Transcribe every word with an articulation error
- Complete test protocol

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ASSESSING CLD SPEAKERS OF ENGLISH
REFER TO MANUAL PG 88

- When two languages are spoken, skills should be assessed in both languages
- Impairment cannot be based only on phonology of English/L2
- If articulation skills are within normal limits in primary language then impairment does not exist.
- Dialectal variation cannot be considered articulation errors and are omitted from the count of "error" phonemes
- Not appropriate to calculate standard scores or % ranks for English articulation tests. Therefore, data collected will need to be described in narrative form on the FIE

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STANDARDIZED TESTS IN ENGLISH & SPANISH

Informational sheets included on:

- Arizona 3
- Goldman-Fristoe Test of Articulation-2 (GFTA-2)
- Spanish Preschool Articulation Test (SPAT)
- Contextual Probes of Articulation Competence-Spanish (CPAC-S)



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CRITERION REFERENCED/INFORMAL ASSESSMENT OF ARTICULATION

- Spanish Articulation Measure (SAM)
- Spanish Language Assessment Procedure (SLAP)
- PLS-4 Spanish Articulation Screener (PLS-4)
- Vietnamese Articulation Screener

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USE OF DEVELOPMENTAL NORMS FOR ASSESSMENT OF CLD SPEAKERS

- Developmental norms must be used with caution and should never be the only criteria used to determine eligibility
- Use of probes, informal evaluation, developmental norms and formal evaluations is recommended.
- Steps to follow (*manual page 100*)
- Reference tables (*manual page 102*)
- Websites for Phonemic Repertoire of Various Languages



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A. ARTICULATION DISORDER CHECKLIST FOR CLD SPEAKERS OF ENGLISH

Student: _____ SLP: _____ Date: _____
 Date of Test: CA _____ Campus _____

Evaluation Tool	Results	Data Supports Concern?	
		Yes	No
Sounds identified in error by teacher & on formal test	Errors identified by teacher & on formal test		
Sounds identified in error by parents	Errors identified by parent & on formal test		
Standardized test in English:	Sounds of concern:		
Sounds in error:			
Standardized test in Spanish:	Sounds of concern:		
Sounds in error:			
Formal CRT Test in _____ (language):	Sounds of concern:		
Sounds in error:			
Phonemes produced & percentages in error	Judged significant: %		
SLP opinion - sounds in error:	Errors identified by SLP & on formal test		
Orthotical influences			

If all the measures reported above agree (yes or no), if all report no concern, the data needed has been collected and it is not the teacher and SLP's test. If there is any disagreement in concern, consult the evaluation to determine an informal assessment using a procedure listed below.

Comparison of Single Word Articulation to Spontaneous Speech

Procedure Used: PCC, CL, PP

Sample obtained from:

Single Word Response		
Continuous Speech Sample		

If all agree difference between Single Word Responses and Continuous Speech Sample

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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 MEASURES

- Point to Point
- Percentage of Consonants Correct – form available for several English and Spanish tests
- Consistency Index
- Assessment of Intelligibility
- Phoneme Specific Probes (SAM, CPAC-S, Alief ISD)

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“OTHER” LANGUAGES ARTICULATION ASSESSMENT

- Schedule interpreter.
- Find information on “other” language.
- Test in English. Discern dialectal errors.
- Use information from all sources to determine which phonemes appear to be in error.
- With help from interpreter, develop list of words to be used for assessment and for probes.
- Have culturally appropriate topics prepared for conversational sample (PCC).

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Guidelines for Determining an Articulation Disorder for C.I.D. Speakers of English	
Parameters Assessed	Disorder Guidelines
Informal Evaluation <ul style="list-style-type: none"> 1. Family observations 2. Teacher observations 3. Dialectal influences/phoneme segment 4. Phoneme Probe (15 word minimum) 5. Percentage of Consonants Correct 6. Consistency Index 	Parent data Teacher data Dialectal influence/phoneme contrast IEP criteria and Results on English standardized tests
Standardized Tests in English <ul style="list-style-type: none"> 1. WPTA - 2 2. Artic - 3 	Results on English (or in Spanish (only in appropriate developmental age context)) standardized 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"> 1. Spanish Phonological Articulation Test (SPAT) 2. Spanish Articulation Measures Revised (SAM) (non-standardized) 3. Consistent Probe of Articulation Competence - Spanish 4. Pre-School Language Scale - 4 (PSLS-4) Articulation Subtest 5. Spanish Language Assessment Procedure (SLAP) 	Results on informal assessment (percentage probe or language error rate, English) 50% or more in score and If the above are not in agreement, select from the following informal measures for additional data: Percentage of Consonants Correct (only a difference of 15 points or greater for single words than for spontaneous speech) or Consistency Index - at = 15 point difference from single words to conversational speech

TEEA Eligibility Guidelines 2008

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DATA ANALYSIS

All Data indicate an articulation disorder present

All Data indicate an articulation disorder not present

Conflicting data – administer additional informal measures

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STAGE I

Is an articulation disorder present?

You now have your answer!



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STAGE 2

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

Academic Achievement
Functional Performance

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SLP BRINGS EVIDENCE OF ADVERSE EFFECT TO ARD COMMITTEE

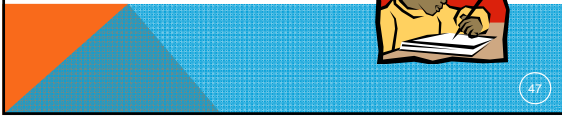
- Effect of articulation disorder on meeting grade level expectations/TEKS
- Review Referral Information & Teacher/ Parent Information for evidence of adverse effect on functional performance
- Student report of adverse effects on functional performance
- Summarize SLP's observational data



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STAGE 3

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



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SLP BRINGS RECOMMENDATION OF NEED FOR SERVICE TO THE ARD

- 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



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EVALUATION REPORT

Follow your district's guidelines to report your evaluation findings
See page 144 in the CLD Companion Articulation Manual for guidance on reporting assessment results



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DISMISSAL CONSIDERATIONS FOR ARTICULATION (GENERIC MANUAL PG 39)

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?



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ELIGIBILITY DELIBERATION AT ANNUAL REVIEW

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



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EARNING CEUS
GET READY TO RECORD THE COURSE NAME AND COURSE NUMBER...PROVIDED ON NEXT SLIDE

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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