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TSHA Fluency Eligibility Guidelines

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Host: ESC XV



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Introduction

Host Site: Region 15 ESC www.netxv.net

Moderator: Martha Elder

Handouts available for download:

- SI Guidelines Manual for Fluency
- FAQs ~ Fluency
- Case Study Practice activities
- This power point
- SI Eligibility in Texas (generic manual)



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Earning CEUs

- Access to the information is provided at no cost.
 - TSHA Members can receive CEU credit at no cost

 - Not a TSHA Member?
 - \$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



FAQs

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



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Generic SI Eligibility Manual

- This manual is to be used as an extension of the TSHA Eligibility Guidelines for Speech Impairment, 2009
- This information is not intended to be used as a stand alone guide
- We will refer to the Generic Manual throughout this fluency eligibility guidelines training



IDEA 2004 Definition

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]

CFR 300.8 (c) (11)



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Purpose and Intended Use of the Fluency Guidelines

- Consistent, evidence-based evaluation practices consistent with the law to:
 - **Provide information about fluency and fluency disorders**
 - **Conduct a comprehensive evaluation to determine whether a fluency disorder is present**
 - **Guide eligibility deliberations relative to SI-Fluency**
 - **Make recommendations to ARD committee related to fluency**



What are the disorders of Fluency?

I. Stuttering:

- Disruption in the ongoing flow of speech consisting of
 - Repetitions
 - Prolongations
 - Blocks
 - Revisions
 - Interjections



Accompanied by:

- Secondary behaviors
 - Escape/Avoidance
 - Atypical non-speech behaviors like poor eye contact, facial grimaces, etc.
- Attitudes and Feelings
 - Fear/anxiety
 - Social Insecurity



II. Cluttering

- Disruption of speech (typically word, phrase repetitions)
- Atypical phrasing and prosody
- Language Formulation Problems
- Poor intelligibility
- Disorganized discourse



Eligibility Issues Specific to Fluency

- Fluency cases account for a small part of workload in the schools.
- SLPs sometimes lack confidence in dealing with this communication disorder.
- Stuttering is cyclical.
- Medication for ADD and ADHD impact speech fluency.



More Issues Related to Fluency

- Many who stutter prefer to hide their symptoms rather than talk.
- When students appear to be fluent in class, confusion results when determining educational need.
- Bilingual students present unique challenges



The Federal Law



- A speech/language impairment adversely affects educational performance when the communication (fluency) disorder is judged sufficiently severe to require the provision of speech pathology services to the student because of adverse impact on
 - Academic achievement
 - Functional performance
- Common Practice: Use observation and evaluation data to document & describe adverse effects of fluency disorder on academic achievement or functional performance



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Important Fact

Let's put the idea to sleep that fluency disorders do not impact educational need.



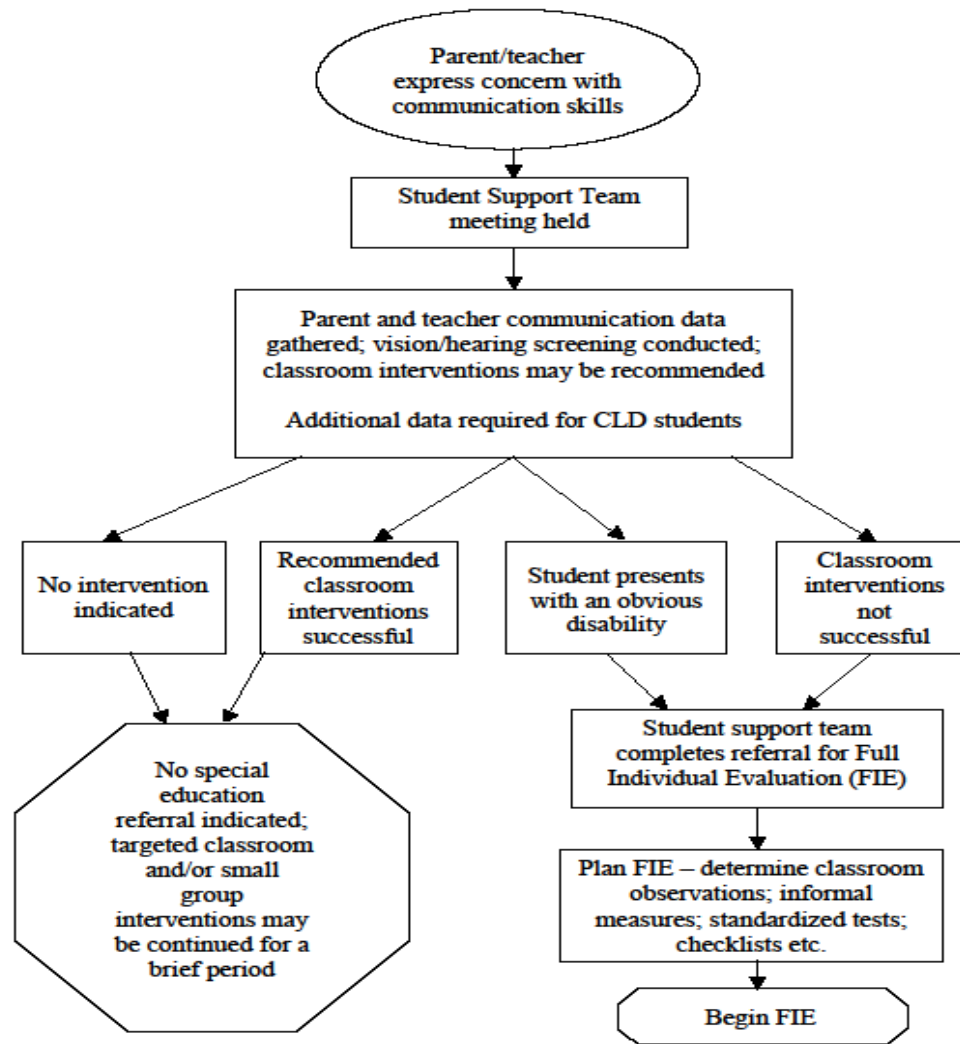
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Let's Get Started...
First:
Someone is concerned



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Communication Concern Flow Chart



TSHA Eligibility Guidelines 2009

23



PRE-REFERRAL DATA



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Data Sources When Reviewing Concerns

- Health Information
- Parent/Teacher Information
- Student 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



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Data Source: Parent/Teacher Information

- General information from district forms
- Specific information from Parent/Teacher checklists and observation of fluency concerns



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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



Classroom Strategies

Suggestions for use by classroom teacher/parents

Remember-there must be evidence that the problem can not be handled within classroom

Source: Hagan, J.S., McDonnald, S.B., Meyer, J., (1990) Speech and Language Classroom Intervention Manual. Columbia, MO: Hawthorne Educational Services, Inc

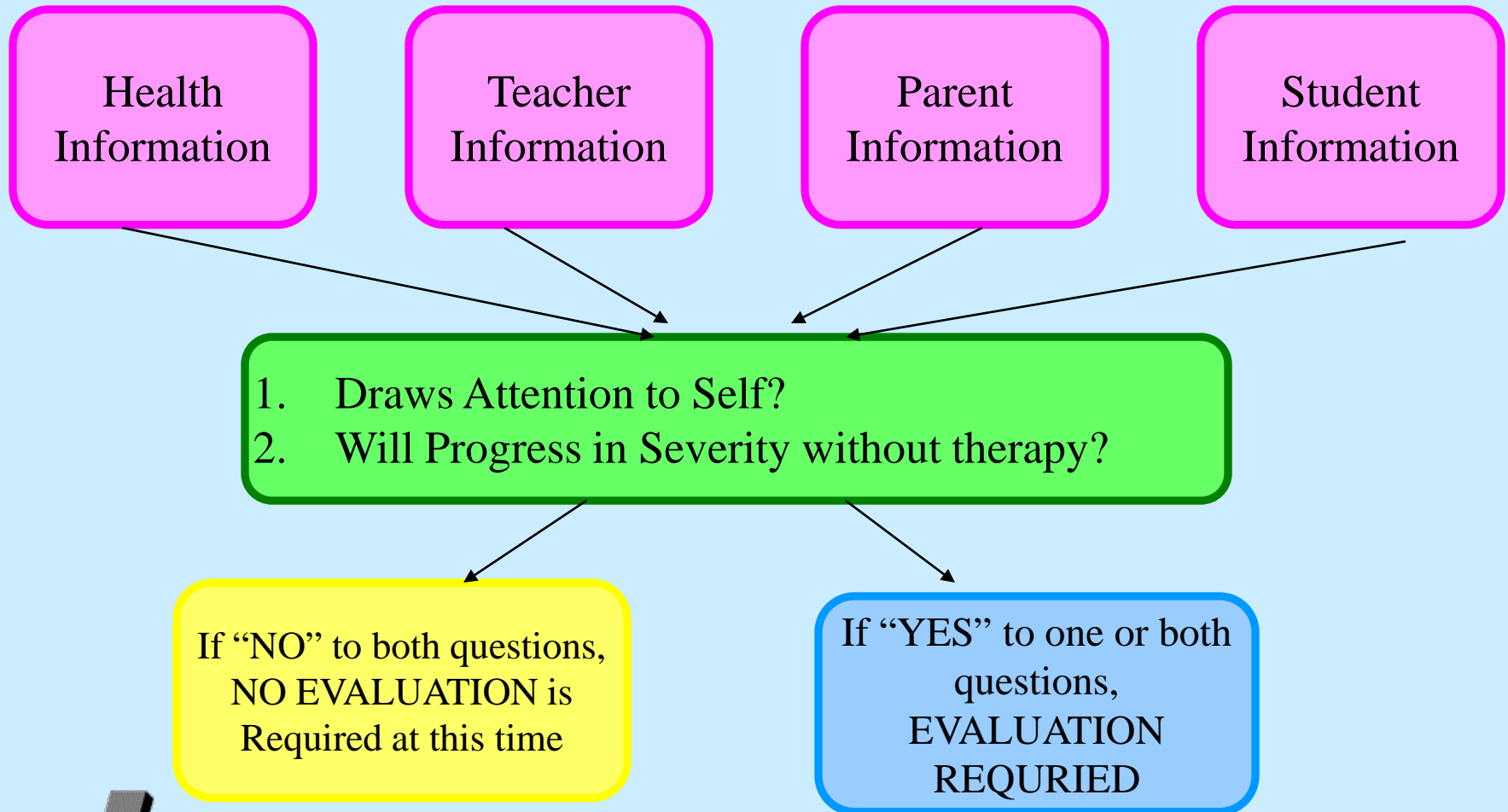


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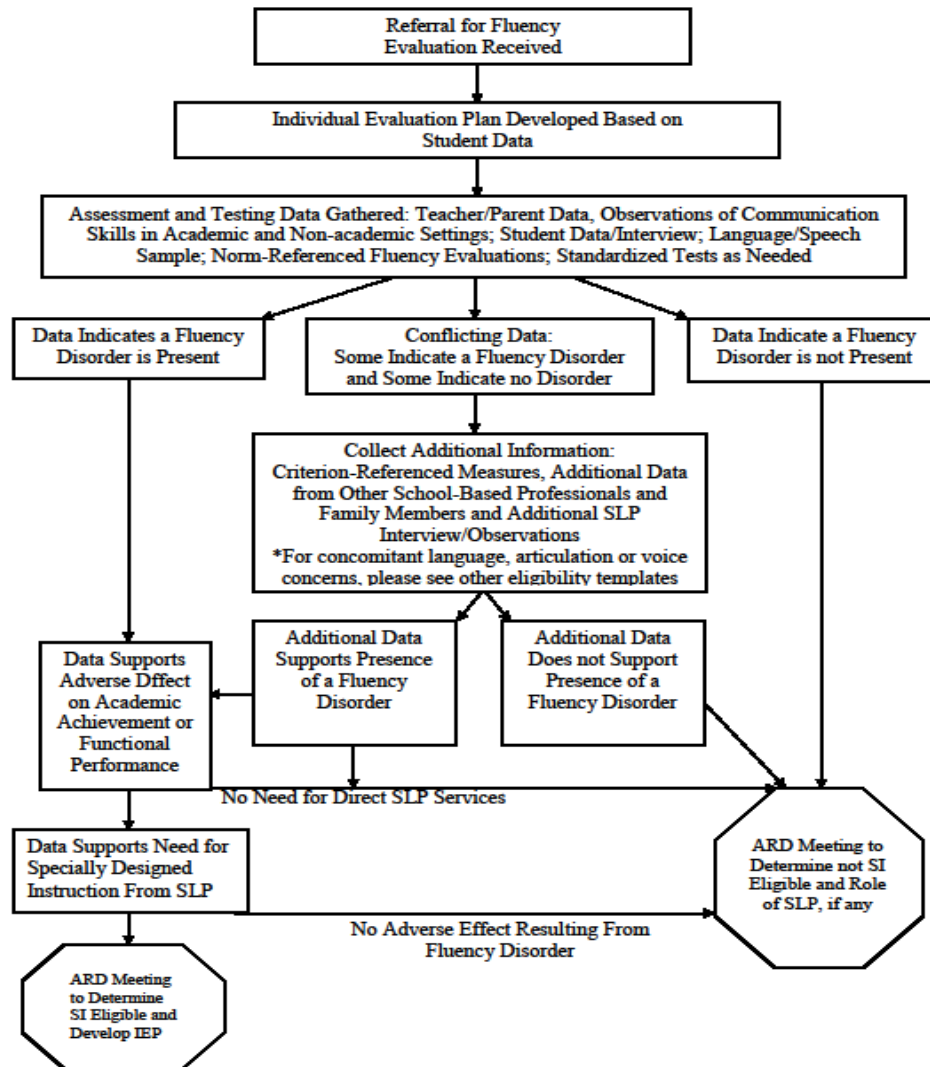
...and if all of that doesn't
work...



STUDENT SUPPORT TEAM DELIBERATION



FLOW CHART FOR CONDUCTING A FLUENCY EVALUATION



Collecting Information

Data Source: Standardized Evaluation

- Norm referenced measures for fluency (pg. 23)
 - Because norm referenced tools exist to evaluate fluency IDEA recommended that they be included as one of the assessment tools
- Criterion referenced measures (pg. 24)
- SLP Fluency Observation Checklist (pg. 25)



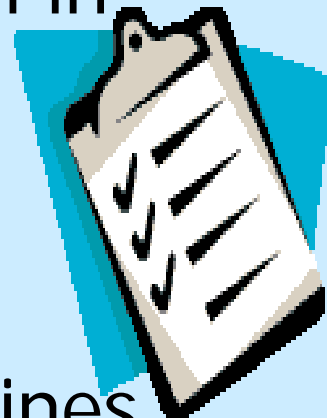
Data Source: Severity Ratings or Cut-off Scores

- Standardized instruments with severity ratings or cut-off scores should be considered in the eligibility decision but should not represent the sole determinant of eligibility.
- These tools use limited speaking samples and observations and cannot be viewed as providing a comprehensive picture of a student's fluency.
- Students often appear less severe on these measures because:
 - Stuttering is cyclical
 - Fluency is affected by situational context, time pressure, and other factors



Fluency Evaluation Sampling Procedures

- Collect speech sample in a hierarchy of language demands ranging from easy to more difficult
- Move along continuum until breakdown in fluency observed
- Not necessary to use all sampling procedures listed
- See pgs. 26-28 in your eligibility guidelines



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Continuum of Language Skills

Student interview

Explain a procedure

Play a game

Tell/retell a story

Description

Reading sample

Compare/Contrast

Apply pressure



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How to Count Dysfluencies

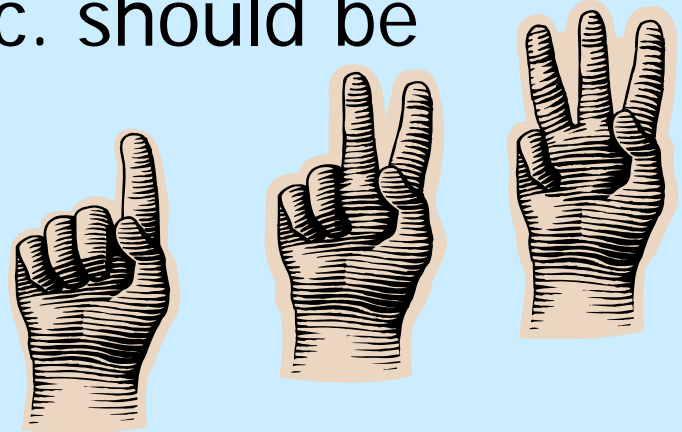
- Choose a method to use
 - Syllables vs. words stuttered per minute
 - Most people use procedures described in the Stuttering Severity Instrument (Riley, 1994)
- It's okay if you don't catch every dysfluency - be consistent with yourself
- Fluency counts are one small piece of the data being collected.



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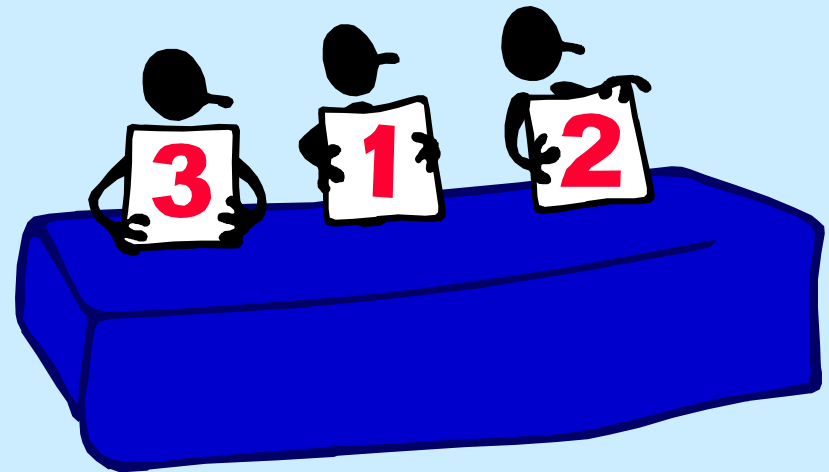
Fluency Count Instructions from the Stuttering Severity Instrument (SSI)

- Count stuttering events
- Rephrasing, repetition of phrases or whole words and pausing without tension should not be counted unless they are abnormal
- Single words repeated with tension, staccato, prolongation, etc. should be counted



Attitudinal and Emotional Scales

- A-19 Scale for Children Who Stutter
- Communication Attitudes Test-Revised (CAT-R)
- Assessment of the Child's Experience of Stuttering (ACES)



How To Interpret Data

- Fluency Counts- due to the episodic nature of stuttering, decisions should not be made based on fluency counts alone
- Attitudinal and Emotional Scales –often the student’s anxiety is a much more challenging aspect of the disorder than the dyfluency
- Atypical Patterns of Dysfluency- the type of dysfluency is significant in determining severity
- Covert Stuttering Behaviors- can not be easily measured but must be considered



Determine Presence of a Disorder

- Fluency Eligibility Criteria
- Fluency Eligibility Checklist
- Professional Judgment
- See pgs. 30-32 in your template



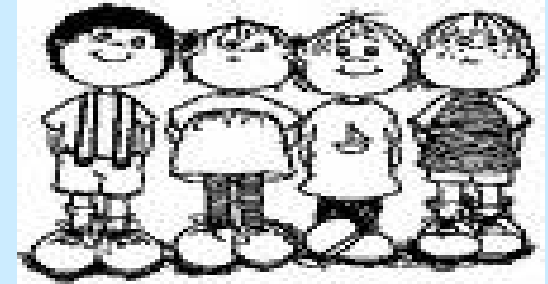
Re-evaluation Checklist

- Update history and concerns
- Repeat observation checklist
- Review progress in therapy
- Review progress in classroom
- See pg. 37 in your template



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Dismissal Criteria



- Dismissal criteria should consistently mirror eligibility criteria, reflecting the same measures and components.
- Progress and attitude about stuttering and therapy should be a significant consideration in dismissal process.
- All aspects of stuttering should be considered prior to dismissal rather than just reduction of dysfluency.
- Consider chronicity and possible relapse.
- Consider gradual termination of therapy.



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