

VDOE Overview of Speech-Language Pathology & Related Services

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Speech-Language Pathology Services

- Provided by Speech-Language Pathologists (SLPs)
- As of July 1, 2015 must be licensed by Board of Audiology and Speech-Language Pathology (BASLP)
- SLP specific VDOE web page

Facts

- Services may be for an identified disability (SLI) or related service
- Continuing Education required for licensure
- Recruitment and retention differs from teacher positions

American Speech-Language Hearing Association (ASHA)

- Certificate of Clinical Competence (CCC-SLP)
- Clinical Fellowship Year (CFY)
- NOT a license to work
- No jurisdiction over practice in VA

Biggest Issues

1. Vacancies and Recruitment / Retention
2. Evaluation and Assessment
3. Caseloads and Services
4. Title II Effective Communication

Recruitment and Retention

Know Your Story

Can you explain to candidates

- What kind of CFY supervision you offer?
- Caseload ranges and types in your division?
- Access to therapy materials and tests?
- Training and conferences for the practice of speech-language pathology?
- Incentive programs
- How your division uses the SLP guidelines?

Recruiting students

- Graduate students are off campus for the full last year for clinic hours and internships.
- Consider Using SLPs to recruit
- Highlight key features
 - Support and Training
 - CFY Supervision
 - Continuing Education
 - Materials
- Schedule and Contract Issues

Healthcare and Clinics

- Recruit anytime !
 - No standard contract cycle.
 - Highlight no loss of income over following summer for fall start dates.
 - Calculate summer childcare expenses if appropriate.
 - What works. . .

Incentives

- Lower Caseloads
- Better placement of Ads for SLPs
- Knowledge about the profession
 - Use of key terms and
 - comparisons to healthcare
 - highlight key features or facts

Evaluation and Assessment

- Evidence-based practice (EBP)
- Decisions must be data based and documented
- Research shows many tests are not diagnostically accurate
- Document educational impact and need for specially designed instruction

Comprehensive Assessment

- Consider data from 4 specific areas
- Seek input from teachers and parents on severity and impact
- Use age appropriate norms

Caseloads and Service

EBP and Services

- IEP service recommendations should be based on individual student needs
- Evidence suggests new models may be more effective
 - 5 minute kids
 - Apraxia therapy

Title II

- Complex Communication Needs
- Effective communication is a civil right
- SLP must have thorough evaluations and data to support decisions
- Access supports for augmentative and alternative communication evaluations(AAC)

SLP Resources

- Comprehensive Assessment Reference
- Online PD and Resources
 - Talking EBP
 - Artic Norms
 - Progression Charts
- Lead SLP Meetings

VDOE SLP Guidance

- Used by graduate training programs
- Adopted by 7 states
- Covers topics such as
 - ✓ Evaluation
 - ✓ Eligibility
 - ✓ Dialect
 - ✓ Dysphagia
 - ✓ Auditory Processing
 - ✓ ESL
 - ✓ Literacy
 - ✓ Articulation

Related Services

OT, PT, SLP, AUD, MUSIC THERAPY, AND MORE ...

The definition

“...**as are required** to assist a child with a disability to benefit from special education.

§ 22.1-213 of the Code of Virginia

34 CFR 300.34(a) and (b))

Facts

- Determined by the IEP team
- Based on data and documented similarly to eligibility
- Eligibility committee may recommend but DOES NOT determine related services

Regulations & Guidance

- Referrals
- Evaluation
- Determination of services
- PWN requirements
- OT PT Guidance

Lead OT and PT Group

- Annual meeting
- Collaboration with state board and professional associations
- VDOE supported professional development offerings

Biggest Issues

1. Referral, evaluation and services
2. Educational vs. medical/clinical perspectives
3. Licensure and scope of practice

Referral, Evaluation and Services

- Referral and evaluation
- May not allow provider to “approve” or “determine if evaluation is required”
- May not “screen” individual students
- Must provide PWN and all documentation

Services

- Based on data and individual needs
- Consider LRE and functional skills
- What is “required to make progress” (appropriate)

Educational vs medical/clinical

Medical / Clinical Diagnosis

- Virginia eligibility criteria does not require a medical diagnosis
- A medical/clinical diagnosis must be considered, but is not sufficient to make eligibility determination
- Most likely need to gather additional data to be able to make the determination

Licensure and Scope of Practice

Department of Health Professions (DHP)

- Regulates OT, PT and SLP professions
- Regulations are binding on professionals
- Investigative and sanctioning powers

National Practitioner Data Bank (NPDB)

- Federal register for information on medical malpractice payments and on adverse actions related to licensure, clinical privileges, and professional society membership of physicians, dentists, and other health care practitioners...

License Specific regulations

<p>SLP</p> <ul style="list-style-type: none"> ✓ Supervision of SLPAs ✓ Direct service to patients/clients/students 	<p>PT</p> <ul style="list-style-type: none"> ✓ General vs direct supervision requirements ✓ Physician referral requirements
<p>OT</p> <ul style="list-style-type: none"> ✓ Supervision provided at least every 10th session or 30 days, whichever occurs first ✓ NBCOT testing 	<p>Music and Art therapy</p> <ul style="list-style-type: none"> ✓ Not currently regulated in Virginia

Scenarios

- A parent brings a medical referral for PT services for a student who has an IEP.
- A parent brings a medical referral for music therapy services for a student who has an IEP.
- A student is SLI and receives services for an articulation delay.
- The classroom teacher has concerns about the student's handwriting and wants to add OT as a related service.
- When should a student receive speech as a related service as opposed to being found eligible for SLI and receiving speech as a direct service?