

A New View on the Communication Rating Scales

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Purpose

- Provide guidance for all eligibility determinations (initial, reevaluations and exiting)
- Provide recommendations for assessment and eligibility procedures
- Provide a consistent set of considerations to guide decisions
- Provide suggestions for documenting adverse effect on educational performance

Limitations of the Rating Scales

- The Colorado Communication Rating Scales are not
 - A diagnostic instrument
 - Universally known
 - Used unilaterally to qualify a student for speech-language services
- The Colorado Communication Rating Scales are
 - Used to organize assessment findings
 - Used to quantify the intensity of these findings
 - Used to guide the IEP team in determining eligibility

Speech-language services in Colorado...

- May be provided to any student identified with a disability, “if the child’s IEP Team determines that the child needs speech language pathology services in order to receive a free appropriate public education” (ECEA, 2016).

ECEA Rules 2.43(1)(b)(F)

- “A child with a disability as defined in Section 2.08 of these Rules, shall be entitled to receive speech language pathology services as specially designed instruction **if** the child’s IEP Team determines that the child **needs** speech language pathology services in order to receive a **free appropriate public education.**”

Two-Prong Test

- Have one of the specified disabilities
- Impact of disability on educational performance warrants the need for specially designed instruction

Adverse Effect on Educational Performance

- **Educational performance** refers to the student's **ability to participate** in the educational process, and must **include** consideration of the student's **social, emotional, academic, communication** and **vocational** performance.
- An **adverse effect** of a disability "**prevents the student from receiving reasonable educational benefit** from regular education." ECEA Rule 2.08 (9)

Determining Adverse Effect

- Classroom observation
- Consultation with teachers and other special educators
- Interviews with Parents and student
- Teacher checklists
- Report cards, progress reports
- District and classroom assessment data

K12 SLI Guidelines, Section V: Appendices. Appendix A: Potential Adverse Educational Effects.

What's new on the rating scales

- Updated with current research
- Aligned with eligibility form
- Clarity on scoring,
- Information on auditory processing/perception
- Consistency on subjective terms

Colorado Communication Rating Scales

- Receptive Language Rating Scale
- Expressive Language Rating Scale
- Pragmatics Social Language Rating Scale
- Articulation/Phonology Rating Scale
- Fluency Rating Scale
- Voice Rating Scale

Components of the Rating Scales

- Comprehensive Assessment
 - Standardized
 - Observation
 - Domain Specific
- Impact on Educational Performance
 - Adverse Effect
- Total Score
 - Variance
- Rating
 - No Impairment
 - Mild
 - Moderate
 - Severe

Scoring the Rubric

Communication Rating Scales for use with students 3 years and older

- Use the Communication Scales Rubrics to rate the student in all areas of concern
- Determine a score for each component within the specific scale (Articulation – Oral Motor Structure)
- Use Comprehensive Assessment for area of concern whenever possible

Scoring a Rubric

- No zeros are used
- Do not alter weighted score. No half scores are used (2.5)
- If you're not sure, score it both ways (3-4)
- Consider the final score
- Variance in determining the total score (1 point either way)

Variance

- Prior to IEP meeting SLP determines the **Rating** based on the evaluation results used to calculate the **Total Score**
- At the eligibility meeting the **team** in collaboration with the SLP may add or subtract 1 point from the **total score** based on the body of evidence presented at the meeting
- This should only be considered if the total score is at a cut point between ratings

Variance Added to the Score

TOTAL SCORE 10

Total Score	COMPREHENSIVE EXPRESSIVE LANGUAGE ASSESSMENT TOTAL SCORE: <i>Normative (Standards Assessment, Academic Skills, and Adverse Effect)</i>																
Rating	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	No Impairment Rating = 1				Mild Rating = 2				Moderate Rating = 3				Severe Rating = 4				



Ratings:

- Rating of 1 = Within normal limits
- Rating of 2 = Mild Disorder
- Rating of 3 = Moderate Disorder
- Rating of 4 = Severe Disorder

- Rating of a category is used to guide the discussion on eligibility (*Articulation, Language, Pragmatics, Voice, Fluency*)

Case Studies

Using Colorado Communication Rating Scales to Guide Eligibility Discussions

Liam

- Nine year eight month old male in the 3rd grade
- Parent requested evaluation for special education
- Cooperative throughout the testing
- Speech, voice and fluency were judged to be adequate for participation within the educational setting and neither parent nor teachers expressed concern

Normative Data - Receptive/Expressive

- CELF-5
- Core Language Standard Score 93
 - Receptive Language Standard Score 100
 - Expressive Language Standard Score 83
 - Language Content Standard Score 84
 - Language Memory Standard Score 87

Normative Data - CELF-5 Subtests

- Word Classes 50%ile
- Following Directions 37%ile
- Formulated Sentences 16%ile
- Recalling Sentences 25%ile
- Spoken Paragraphs 5%ile
- Word Definitions 16%ile
- Sent. Assembly 16%ile
- Sem. Relationships 63%ile

Receptive Language Rating Scale

	SCORE = 1	SCORE = 2	SCORE = 3	SCORE = 4
Normative Assessment: Comprehensive, standardized measure(s) and scores	1 standard deviation from the mean	>1.0 - 1.5 standard deviations from the mean	>1.5 - 2.0 standard deviations from the mean	>2.0 standard deviations from the mean
NORMATIVE ASSESSMENT MUST BE COMPLETED IF LANGUAGE IS AN AREA OF CONCERN.	for example: Standard Score (SS) = 85 when the mean is 100 and the standard deviation is 15	for example: Standard Score (SS) = 84-78 when the mean is 100 and the standard deviation is 15	for example: Standard Score (SS) = 77-70 when the mean is 100 and the standard deviation is 15	for example: Standard Score (SS) = 69 or below when the mean is 100 and the standard deviation is 15
Use overall score (total, quotient, index, etc.). DO NOT use subtest scores alone!!	IF NORMATIVE ASSESSMENT IS NOT INDICATED, A RATIONALE MUST BE PROVIDED.			

Teacher Input

- Teacher reports he is friendly, active and sensitive. Makes and maintains friends.
- Sometimes struggles with expressing his ideas
- Advocates for himself by asking questions and further explanation on complex directions
- Relies on visuals to support discussions
- Strong perseverance with challenging activities
- Does grade level work

Observational Data - Language Comprehension/Expressive Language

- Academic skills within the average range for reading (27%ile), writing (40%ile), math (82%ile)
- Full Scale cognitive standard score 99 with no significant discrepancy
- Uses visuals to support auditory information
- District Assessment within the average range for all academics
- Asks clarifying questions regarding academic information from classroom discussions similar to peers
- Difficulty with inferential information

Observational: Language Comprehension.

Observational Assessment of Language Comprehension Measures:	1 Understanding all of the following are age appropriate	2 Student has difficulty understanding One of the following areas (Check areas)	3 Student has difficulty understanding Two of the following areas (Check areas)	4 Student has difficulty understanding Three or more of the following areas (Check areas)
-Classroom observation -Curriculum based assessment/s -Informal probes -Observ _____ <i>The lists are possible suggestions and are NOT intended to be all-inclusive lists.</i>	<input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Morphological Awareness (root words, suffixes, prefixes) <input type="checkbox"/> Syntactic/Grammatical language features <input type="checkbox"/> Semantics (listening and reading vocabulary) <input type="checkbox"/> Discourse (narrative, conversational, expository, verbal reasoning higher order language)	<input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Morphological Awareness (root words, suffixes, prefixes) <input type="checkbox"/> Syntactic/Grammatical language features <input type="checkbox"/> Semantics (listening and reading vocabulary) <input type="checkbox"/> Discourse (narrative, conversational, expository, verbal reasoning higher order language)	<input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Morphological Awareness (root words, suffixes, prefixes) <input type="checkbox"/> Syntactic/Grammatical language features <input type="checkbox"/> Semantics (listening and reading vocabulary) <input type="checkbox"/> Discourse (narrative, conversational, expository, verbal reasoning higher order language)	<input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Morphological Awareness (root words, suffixes, prefixes) <input type="checkbox"/> Syntactic/Grammatical language features <input type="checkbox"/> Semantics (listening and reading vocabulary) <input type="checkbox"/> Discourse (narrative, conversational, expository, verbal reasoning higher order language)

Auditory Processing and Perception

Auditory Processing and Auditory Perception:	1 Auditory Processing and Auditory Perception are judged to be Within Normal Limits.	2 One of the areas is deficient	3 Two of the following areas are deficient:	4 Three or more of the following areas are deficient
<i>The lists are possible suggestions and are NOT intended to be all-inclusive lists. Work with your audiologist if you suspect</i>	<input type="checkbox"/> sensation (acuity) <input type="checkbox"/> perception (discrimination, sequencing, analysis, synthesis) <input type="checkbox"/> association <input type="checkbox"/> auditory attention <input type="checkbox"/> auditory memory	<input type="checkbox"/> sensation (acuity) <input type="checkbox"/> perception (discrimination, sequencing, analysis, synthesis) <input type="checkbox"/> association <input type="checkbox"/> auditory attention <input type="checkbox"/> auditory memory	<input type="checkbox"/> sensation (acuity) <input type="checkbox"/> perception (discrimination, sequencing, analysis, synthesis) <input type="checkbox"/> association <input type="checkbox"/> auditory attention <input type="checkbox"/> auditory memory	<input type="checkbox"/> sensation (acuity) <input type="checkbox"/> perception (discrimination, sequencing, analysis, synthesis) <input type="checkbox"/> association <input type="checkbox"/> auditory attention <input type="checkbox"/> auditory memory

Academic Language and Standards

Evaluation Data	Standards 3 rd Grade
<ul style="list-style-type: none"> Academics on grade level District assessments average range Asks for directions to be repeated CELF-5 Oral Directions 37%ile Struggles with inferential questions CELF -5 Spoken Paragraphs 5%ile 	<ul style="list-style-type: none"> RWC Standard 2. Reading for All Purposes. GLE1. strategies are needed to make meaning of various types of literary genres. EO a (iv) Use key ideas and details to describe and draw inferences about the elements ...in literary pieces.

Academic Language and Standards

Academic Language Skills:	1	2	3	4
Refer to <u>CDE Academic Standards</u>	<input type="checkbox"/> The student needs little or no assistance in understanding language (conversation or academic).	<input type="checkbox"/> The student needs occasional cues, models, explanations or assistance in understanding language (conversation or academic).	<input type="checkbox"/> The student needs frequent cues, models, explanations or assistance in understanding language (conversation or academic).	<input type="checkbox"/> The student needs consistent cues, models, explanations or assistance in understanding language (conversation or academic).

Adverse Effect

Adverse Effect on Educational Performance/ Academic Language:	1	4	6	8
	<input type="checkbox"/> There is evidence to support Receptive language skills are adequate for the student's participation in age appropriate academic and/or non-academic learning environments.	<input type="checkbox"/> There is evidence to support Receptive language skills mildly impact educational performance and can be addressed in age appropriate academic and/or non-academic learning environments.	<input type="checkbox"/> There is evidence to support Receptive language skills moderately impact educational performance and the student's ability to participate in age appropriate academic and/or non-academic learning environments.	<input type="checkbox"/> There is evidence to support Receptive language skills severely impact educational performance and the student's ability to participate in age appropriate academic and/or non-academic learning environments.

Receptive Language

Area	Data	CSRS Score
Normative Assessment	100 SS	
Observational Assessment	Academics average, directions repeated, inferential information classroom discourse	
Auditory Processing/ Perception	Receptive Language SS (100)	
Academic Language	Average academics RW, Math, social relationships, appropriate behavior	
Adverse Effect	Average academics, strong perseverance	
Total		

Comprehensive Receptive Language Assessment Total Score	
TOTAL SCORE _____	
Total Score	COMPREHENSIVE RECEPTIVE LANGUAGE ASSESSMENT TOTAL SCORE: Normative (Standardized), Observations Assessment, Auditory Processing and Auditory Perception, Academic Language Skills, and Adverse Effect
Rating	5 / 6 7 8 9 10 11 12 / 13 14 15 16 17 18 / 19 20 21 22 23 24 No Impairment Rating = 1 Mild Rating = 2 Moderate Rating = 3 Severe Rating = 4

Case Studies Activity

Higher Peaks

Adverse Effect Continuum

mild	moderate	severe
<ul style="list-style-type: none"> • 1-2 times a month • Asks questions more than peers • Needs help getting started on unfamiliar tasks 	<ul style="list-style-type: none"> • 1-2 times a week • Asks questions throughout the day with each schedule shift • Needs help getting started with writing assignments 	<ul style="list-style-type: none"> • Daily • Asks questions after everything the teacher says • Needs help getting started with every assignment

Guiding Questions for Adverse Effect

- How do the speech or language characteristics of this student impact his/her ability to:
 - ask questions
 - explain his/her thinking
 - develop and maintain friendships
 - interact with others
 - communicate basic wants and needs
- How do these skills compare to other students in your class?
- What strategies are taught to help students prepare for discussions, build capacity to ask questions or explain ideas, communicate in social settings?

Pragmatics-

- Comments from a teacher/parent:
 - Has difficulty making friends. He's always sitting alone
 - I often have to assign him to a group
 - Peer relationships suffer. He's usually looking for someone to play with at recess
 - Interactions with peers interfere with ability to participate in group activities
 - Expresses frustration with collaborative activities
 - Has difficulty if rules change

Fluency

- Comments from a teacher/parent:
 - He rarely asks for help in class but I'll get a text or email about assignment almost daily
 - Avoids answering a question orally unless I call on him
 - Never assumes speaker role in group projects
 - Doesn't talk to friends in on phone but will text them all night long
 - Difficulty giving oral presentations
 - Trouble reading aloud

Voice

- Comments from a teacher/parent
 - Difficult to hear when responding in class
 - Often loses voice and can't participate in class discussion
 - During cheerleading season loses her voice; is hoarse
 - She strains to talk
