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BREAKING NEWS
SLI Guidelines

The SLI Guidelines Got a Facelift
Metro Symposium February 11-12, 2022

1

1



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Learner Objectives


- Know the changes
- Explain the pathways for eligibility (DD-SLI-SLD)
- Define adverse effect
- List resources for building a BOE

2

2

Overview of the Guidelines

- New Design
- How to Navigate
- Updated Content



3

3

New Design

- Design Features
- Organization






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4

4

How to Navigate




- Hyperlinks
- Resources
- Page Numbers

Updated Content

DD –SLI- SLD

Articulation Developmental Chart







Learning Disability (SLD) or provision of services. When

Evidence-Based Practice



Eligibility Determination for DD SLI and SLD Oh My!

- Categories to consider:
 - Speech or Language Impairment
 - Developmental Delay
 - Specific Learning Disability Oral Expression/Listening Comprehension
 - Other categories could be considered depending on the reason for referral and assessment results (ASD, ID, TBI, OHI, HID)

Considerations that guide your eligibility decisions


- Age of child
 - < 9 can be SLI, DD, SLD (this is rare)
 - ≥ 9 can be SLI or SLD
- If other areas of concern are expressed
 - Academic skills
 - Behavior
 - Adaptive skills
- Assessment data to support other concerns
 - Read Plan
 - District Assessment data
 - Progress monitoring data
 - Comprehensive Assessment data

MORE OPTIONS Considerations and Eligibility Categories: Age, Concerns, Assessments

SLI	DD	SLD- OE/LC
<ul style="list-style-type: none"> Any age Receptive/expressive language and/or speech Academics may be on grade level May or may not have READ Plan Comprehensive Assessment data No progress monitoring data needed 	<ul style="list-style-type: none"> Age 3 thru 8 Speech or Language and/or other developmental areas of concern (cognition, academics, behavior) READ Plan (vocab, lang comprehension) Comprehensive Assessment data No progress monitoring data needed 	<ul style="list-style-type: none"> Any age (rare <8 yrs) Understanding and using language to learn academic concepts, reading, writing Grades Previous READ Plan (vocab, lang comprehension) Comprehensive Assessment data Progress monitoring data is needed

11




11

QUALITY SCHOOLS Decision Assisting Flowchart

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    graph TD
      Start[Start Here: Identified speech-language disorder with educational impact in one of the following areas: communication, social-emotional, academic, vocational] -- yes --> Q1{speech language skills impact participation for preschoolers or academics for all ages}
      Start -- no --> No1[Student doesn't qualify for special education in area of speech or language]
      Q1 -- yes --> Q2{Research-based interventions provided with sufficient progress monitoring data}
      Q1 -- no --> Q3{speech language skills impact education in one of the other areas}
      Q2 -- yes --> Q4{Student is 9 years through 21 years}
      Q2 -- no --> Q3
      Q3 -- yes --> Q5{Student is 3 years through 8 years old}
      Q3 -- no --> Q4
      Q4 -- yes --> DO1[Disability Options: SLI, Specific Learning Disability (SLD-OE/LC)]
      Q4 -- no --> DO2[Disability Options: SLI, DD, *Specific Learning Disability (SLD-OE/LC) *rare for <8 years old]
      Q5 -- yes --> DO3[Disability Options: SLI, Developmental Delay (DD)]
      Q5 -- no --> DO2
  
```

Added to the Guidelines




12

MORE OPTIONS Considerations when Determining Primary Disability

- Impact on academic performance
- Appropriate intervention provided to address areas of concern
- Results of progress monitoring data
- Need for intensive specialized instruction


13



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Big Picture Decisions

- Data points provided for disability criteria chosen
- Language learning deficits should also involve the SLP
- Eligibility category which supports the greatest area of need
- Team approach and team decision



14

14

A child with a disability, as defined in Section 2.08 of the ECEA rules shall be entitled to receive speech-language services if the IEP team determines that the child needs speech –language services in order to access general education.

15

15

Questions?



16

16

To be eligible for special education service a child must meet the following two/three-prong criteria



20


Reasonable Educational Benefit




Educational benefit refers to the student's **ability to participate** in the educational process, and must **include** consideration of the student's **academic, social, health, emotional, communicative, physical, and vocational** performance. (Letter to Clarke, OSEP 2007)


An **adverse effect** of a disability "**prevents the student from receiving reasonable educational benefit** from general education." ECEA Rule 2.08 (9)



21

 Warrants the need for Specially Designed Instruction


-  the content
-  the methodology
-  the delivery of instruction

22 

22

Educational Impact vs. Academic Impact

- Education Impact would affect
 - Academic
 - Social
 - Health
 - Emotional
 - Communication
 - Physical
 - Vocational
- Academic Impact would affect
 - Literacy
 - Reading
 - Writing
 - Oral expression
 - Listening comprehension
 - Mathematics
 - Science
 - Social Studies
 - History


23 

23

Social impact for students with SSD such as /r, l, s/ or stuttering who are doing well academically

- What's included in social impact?
 - Developing friendships
 - Cooperative play
 - Collaborating with others
 - Conflict resolution
 - Participation in class
- Where would you see this occurring?
 - Cafeteria
 - Recess
 - Working in groups
 - Class presentations


How the child performs on the CAS in Oral Expression and Listening comprehension

25 

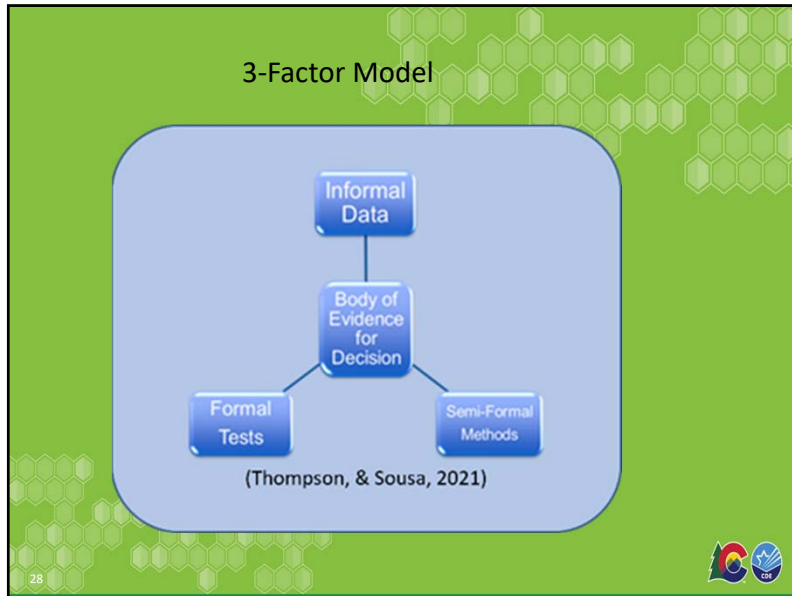
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Communicating the concept of Adverse Effect to parents or private practice clinicians

- Develop an introduction for your IEP meetings or the referral process that explains this concept
- Create an elevator explanation of your role as an SLP in schools who must follow IDEA rules and regulations and not one that is in private practice
- Understand your ethical responsibility for not identifying a child as having a disability who doesn't meet the criteria

26 

26



28

Determining Adverse Effect

➤ Adverse effect is determined on a case-by-case basis, so there is no universal way to define adverse effect since it is unique to the individual.

- Observations in the educational setting specific to the concern
 - Lunch
 - Recess
 - Specials
 - Class presentations
- Consultation with teachers and other special educators on:
 - what impact the concern is having?
 - how is the child progressing within the academic standards?
 - How is the child communicating with others?
 - Does the child have friends?
- Corroborate standardized assessment results with functional skills in class or other settings
- Interviews with family
- Self-assessment from the child
- Teacher checklists
- Report cards, progress reports
- District and classroom assessment data

29

Data to show the impact on educational performance

What data do you have that shows there is a concern?

How is this information preventing the child from progressing in general education?

30

Using questionnaires to assess educational impact

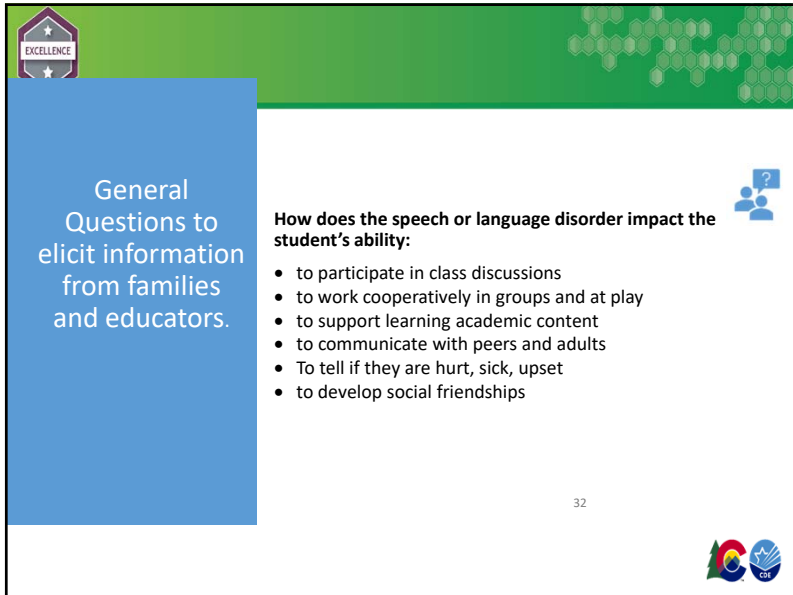
It Depends

What impact does the disability have on the child's ability to participate and progress in general education?

Is there evidence to support educational impact in the defined areas of academic, social, health, emotional, communicative, physical and vocational?

What specially designed instruction is required for the child to access general education?

31




EXCELLENCE

General Questions to elicit information from families and educators.

How does the speech or language disorder impact the student's ability:

- to participate in class discussions
- to work cooperatively in groups and at play
- to support learning academic content
- to communicate with peers and adults
- To tell if they are hurt, sick, upset
- to develop social friendships

32



32



Other Questions

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33



33