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# Speech & Language Related Services Refresher: Facts & Guidelines for Best Practice

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WISCONSIN DEPARTMENT OF  
**Public Instruction**  
Jill K. Underly, PhD, State Superintendent

# Wisconsin Statewide Parent-Educator Initiative

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**Public Instruction**  
Jill K. Underly, PhD, State Superintendent

# Disclosures

- **Clinical Associate Professor: UW-Madison Dept. of Communication Sciences & Disorders**
  - **Instructor of the School Aged Language & School Methods Course**
  - **Schools Coordinator: Oversees Student Teacher Placements in Schools**
- **Member of the DPI SLI Rule Change Focus Group**
- **Member of the DPI SLI Technical Assistance Guidance Work Group**
- **Independent Educational Consultant & Presenter**

# Participant Objectives

Upon completion of this webinar, attendees will be able to:

1

Define related services as defined by state and federal laws

2

Guide teams in asking specific questions to determine the need for related services

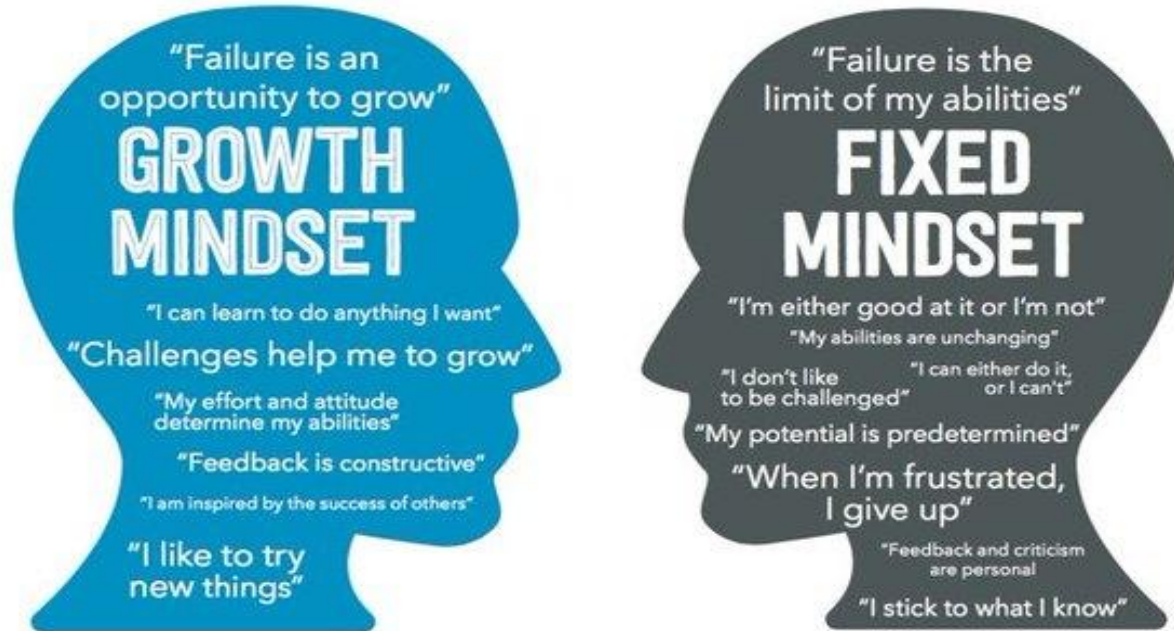
3

Employ best practices surrounding related services

# Related Service Agenda

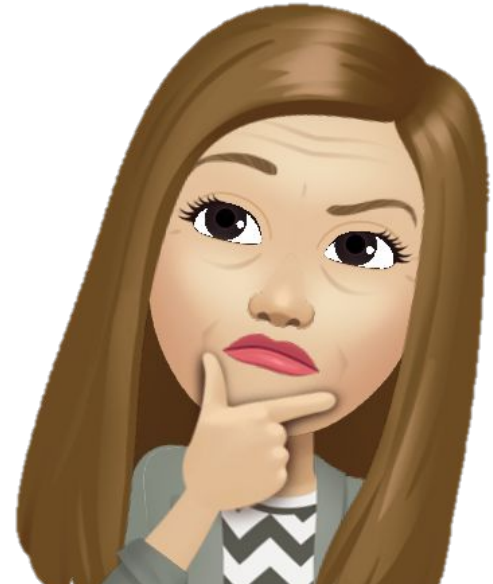
- 1. What is Related Service?**
- 2. Understanding Disability-Related Needs**
- 3. Specific Questions Teams Can Ask**
- 4. Goals for Related Services**
- 5. Related Service & Dismissal**
- 6. Review**

# Growth Mindset



# Objective 1: Define Related Service

**What is a  
related service?**







# IDEA

Individuals with Disabilities Education Act

[Home](#)[About](#)[Law and Policy](#)[Reports](#)[Grants and Funding](#)[Resources](#)

## Sec. 300.34 Related services

[Statute/Regs Main](#) » [Regulations](#) » [Part B](#) » [Subpart A](#) » Section 300.34

300.34 Related services.

(a) General. Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speech-language pathology and audiology services,

# IDEA Evaluation Requirements

Once a student is identified as a student having a disability, the Individuals with Disabilities Education Act (IDEA) requires IEP teams include special education evaluation procedures to assess all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.

IDEA IS A FEDERAL LAW....

*IDEA 2004; § 300.304(c)(4)*

# Special Education & Related Service Considerations

## Special Education Services from a SLP

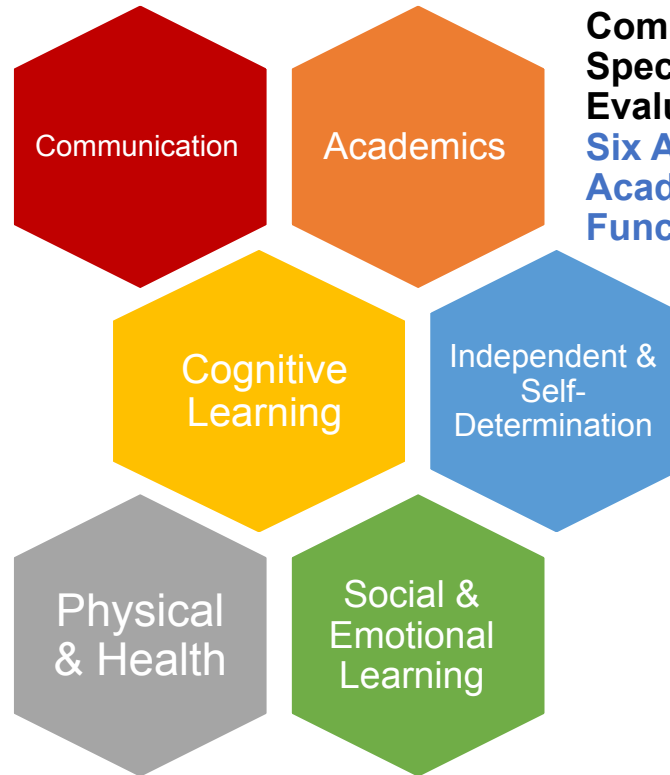
Child has met the Speech or Language Impairment (SLI) criteria and is eligible for special education services.

## Related Service from a SLP

Child has been identified with any disability category other than SLI and has disability-related needs in communication impacting their ability to make progress on their special education goal(s) (i.e., requires the related service from a SLP to benefit from special education).

*WI DPI Considering Speech-Language as a Related Service for Students with Disability-Related Needs in the Area of Communication, 2023 In Press*

# Disability-Related Needs (DRN)



**Comprehensive  
Special Education  
Evaluation:  
Six Areas of  
Academic and  
Functional Skill**

# Shifting the Focus From Who to What...

1 Identify the  
Disability-Related Need(s)

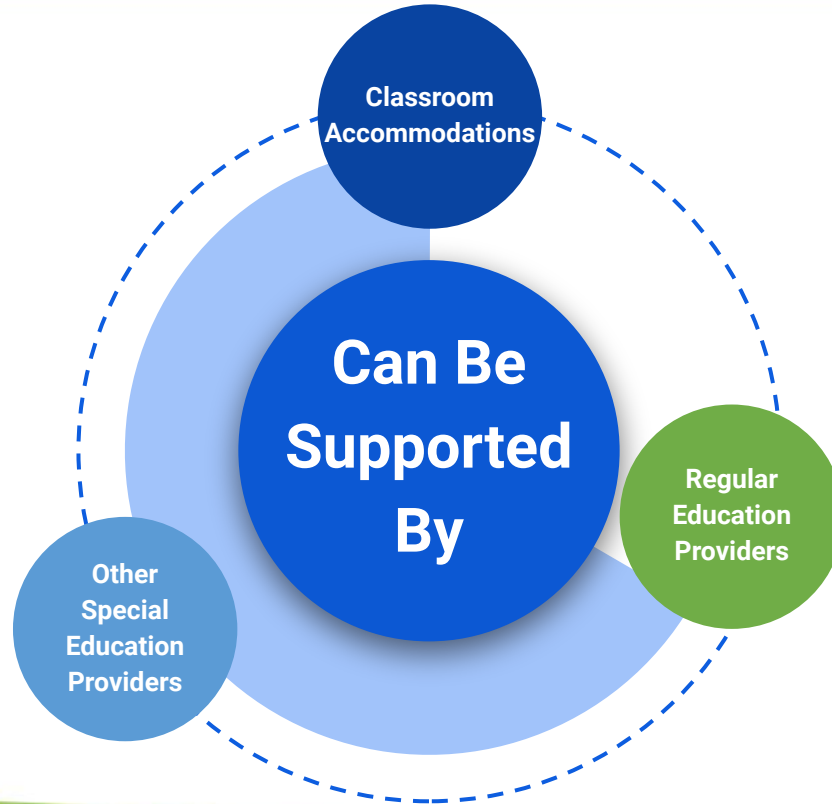
2 Develop the Goals

3 Align the Services to the  
Goals

*Including Related Services*

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Students with Disability-Related Needs in the Area of  
Communication, 2023 In Press*

# Disability-Related Needs in the Area of Communication



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# Remember...

**“It is possible that a child’s language and communication needs may be met in the regular education classroom with appropriate accommodations or support from other school staff with knowledge and skill in areas including social communication.”**

**For example, Supplementary  
Aids and Services...**

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# Considering Unique, Specialized Skill Set

1. Determine Supplementary Aids and Services *before* discussing “who” will support the student.
2. If needs are not met through Supplementary Aids and Services...
  - Next consider if the needs can be met by another special education provider,
  - Or if the unique, specialized skill set of an SLP is *required*.
3. If the IEP team determines the unique skill set of SLP is required, then discuss speech-language as a related service to address the student’s IEP goals.



# Shifting the Focus From Who to What...

1

Identify the  
Disability-Related Need(s)

2

Develop the Goals

3

Align the Services to the  
Goals

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Students with Disability-Related Needs in the Area of  
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*Including Related Services*

## Related Services:

“...developmental, corrective and other supportive services that are required to assist a child with a disability to benefit from special education.”

*WI DPI Bulletin 10.7 (2010)*

**WE MUST DISCUSS  
EXACTLY WHY SLP  
SERVICES ARE REQUIRED.**

# Considering the Unique, Specialized Skill Set of SLPs

**“WHEN IS MY UNIQUE  
SPECIALIZED SKILL SET  
REQUIRED?”**



# Considering Unique, Specialized Skill Set

What unique skills and training do SLPs have that may be needed to support students in the area of communication?

Note the following areas of specialized training and consider whether the SLP is needed:

- Language
- Speech Sound Production
- Voice
- Fluency
- Feeding and Swallowing
- Social Communication
- Language Components of Literacy
- Augmentative and Alternative Communication

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# Consideration of Services



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# Guiding Questions for Teams

1. What are the **specific disability-related needs in communication** that will impact the student's ability to make progress on their special education goal(s)?
2. Can the student's disability-related needs in communication **be met through** classroom accommodations, regular education providers, or other special education providers?
3. Is there an **overlap or duplication of services**?

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# SLI Criteria & Related Services

- Wisconsin *requires* one reporting disability category.
- Students qualify for any and all needed special education services by meeting criteria for *any* disability category.
- It is an IEP team decision to determine what IEP services are needed to address a student's unique disability-related needs and IEP goals.



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# SLI Criteria & Related Services

- For students who are identified for disability category other than speech or language impairment, IEP teams are *not required to go through the criteria for SLI* and may consider speech-language as a related service if communication needs are identified.
- It is not a requirement that the IEP team go through the SLI criteria and find that the student did not meet criteria for SLI before being considered for speech-language as a related service.

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in the Area of Communication, 2023 In Press

# Related Services Are Part of the IEP Process

The disability category criteria is intended only to identify whether the child has an impairment, not to determine the special education or related services a child receives.

IDEA states that services and placement for a child with a disability must be based on the child's unique needs and not on the child's category of disability.

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# Should I Write My Own Goal if I Provide Related Services?

IEP teams are encouraged to *collaboratively* identify all disability-related needs and then develop IEP goals *collaboratively*.



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# Collaborative Goal Writing

- IDEA does not specify that each service provider writes discipline-specific goals.
- IEP goals are individualized to the student and do not belong to any specific discipline.
- Collaborative goals encourage team ownership of goals.



# What Do Collaborative Goals Look Like?

- Written by IEP team members working together to engage in mutual problem solving and decision making
- Identify and prioritize student needs
- Identify strategies for joint planning
  - To share information
  - To consider how multiple service providers can facilitate student's achievement of the goal
  - To focus on skills needed to facilitate participation throughout the school day

That



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# Example of a Collaborative Goal

<b>Educational Impact</b>	Student is having difficulty independently completing more than 10% of a 1-page written assignment (e.g., 1 of 10 short answers or fill-in-the blank answers)
<b>Present Levels (based on evaluation data)</b>	<p>Cannot sit up in a chair for more than 5 minutes without leaning on the desk due to low muscle tone and fatigue</p> <p>Decreased ability to write due to poor fine motor skills, inattention, literacy level, and working memory</p> <p>Difficulty following instructions and asking for help due to expressive and receptive language, short-term memory, and sequencing problems</p> <p>Busy classroom environment with music playing, students talking, and movement around the room</p>
<b>Collaborative Goal</b>	Student will demonstrate improved participation in classroom activities with his peers by independently completing 50% of a written assignment in the same amount of time used by his classmates, at least 3 out of 4 opportunities per week, for 4 consecutive weeks as measured by teacher/service provider report, classroom observations, and work samples.

# Example of a Collaborative Goal

<b>How is the Goal Being Addressed?</b>	<p>PT: provide adaptive seating, work with classroom teacher on incorporating core strengthening activities into daily movement breaks, collaborate with PE teacher on core strengthening exercises</p> <p>OTP: provide assistive technology support for using voice-to-text and other technology to promote work completion and demonstration of knowledge; work with student and teachers to integrate self-regulation strategies throughout the school day; provide visual supports for sequencing assignments and organizing materials; establish quiet spaces for working</p> <p>SLP: provide expressive and receptive language activities linked to the classroom curriculum and themes; coach in the use of compensatory strategies (e.g., lists for sequencing and short-term memory; create visual supports for assignment instructions)</p> <p>General Education Teacher: develop grade-level-appropriate activities; provide modification to only complete 50% of each writing assignment; use visual supports throughout instructional day; incorporate movement, self-regulation, and strengthening activities</p> <p>Special Education Teacher: implement specially designed instruction related to literacy development; collaborate with general education teacher to set expectations for modified assignments; integrate self-regulation and strengthening activities; instruct in the use of assistive technology; facilitate communication across team members</p>
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**RELATED SERVICE  
IS NOT A  
STEPPING STONE  
TOWARD  
DISMISSAL**

# Related Service is Not a Stepping Stone to Dismissal

This line of thinking is not consistent with IDEA nor with developing IEPs for students.

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If the student does not have an **educational impact &/or does not require specially designed instruction**, then they may no longer require speech language services and dismissal may be warranted.

*WI DPI Criteria for Disability Category: Speech or Language Impairment 2022 & Speech or Language Impairment Criteria Q&A, 2021 (pg.21)*



# ASHA Dismissal Reminders

**“The first step in the dismissal process should occur when a student is first determined to be eligible for special education services.”**

*-ASHA, Eligibility & Dismissal in Schools*



# ASHA Dismissal Reminders

A team concludes that the communication disorder is **remediated** or when **compensatory strategies** are **successfully established**.

*ASHA: Discharge Criteria in Speech-Language Pathology (2004)*

# Dismissal: Basic Skills Remediation

**Provides foundational skills**  
**Focuses on basic skill acquisition**

# Dismissal: Learning Strategies

**The purpose of the learning strategies approach is to give students the tools for compensating for their difficulty.**

# Basic Skills VS Learning Strategy

## Basic Skills Approach



- Change the disorder
- Alleviate deficits
- Acquire basic skills
- Remediation

## Learning Strategies

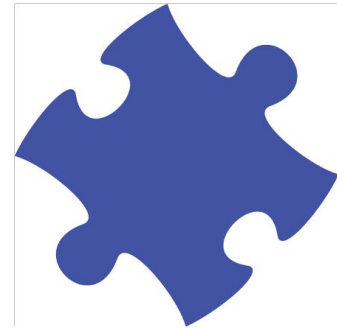


- Compensatory tools
- “Meta” approaches
- Move to independence
- Improve own abilities

# DPI Dismissal Reminders

Discuss whether or not the student's disability continues to have an adverse **impact on educational performance** and demonstrates the **need for specially designed instruction**.

A student who does not need SDI would be considered for discontinuation of services.



*Speech or Language Impairment Criteria Q&A, 2021 (pg.21)*

## SECTION IX. DISABILITY CATEGORY CRITERIA DETERMINATION

### Initial Evaluation

- Yes    No   The documentation of the criteria above demonstrates an impairment of speech or sound production, voice, fluency, or language that adversely affects educational performance or social, emotional, or vocational development. The student meets the disability category criteria under **Speech or Language Impairment**.

### Reevaluation

- Yes    No   The student was previously found eligible as meeting the disability category criteria under Speech or Language Impairment and continues to have a disability that adversely affects the student's educational performance. A student whose disability has an adverse effect on educational performance must be found to require specially designed instruction in order to continue to be eligible for special education (document the need for specially designed instruction on the ER-1). *Explain or reference data or evidence:*

# Implications on Dismissal Procedures

## Special Education

- If identified as a child with a SLI along with another disability category, speech and language can be discontinued at an IEP meeting without initiating a reevaluation of the child if the child will continue to receive other special education services.
- The IEP team must reevaluate the child in the area of speech and language at the next reevaluation.

## Related Service

- If a child with a disability in an area other than speech and language is receiving speech and language as a related service, the IEP team can discontinue speech and language services without conducting a reevaluation.

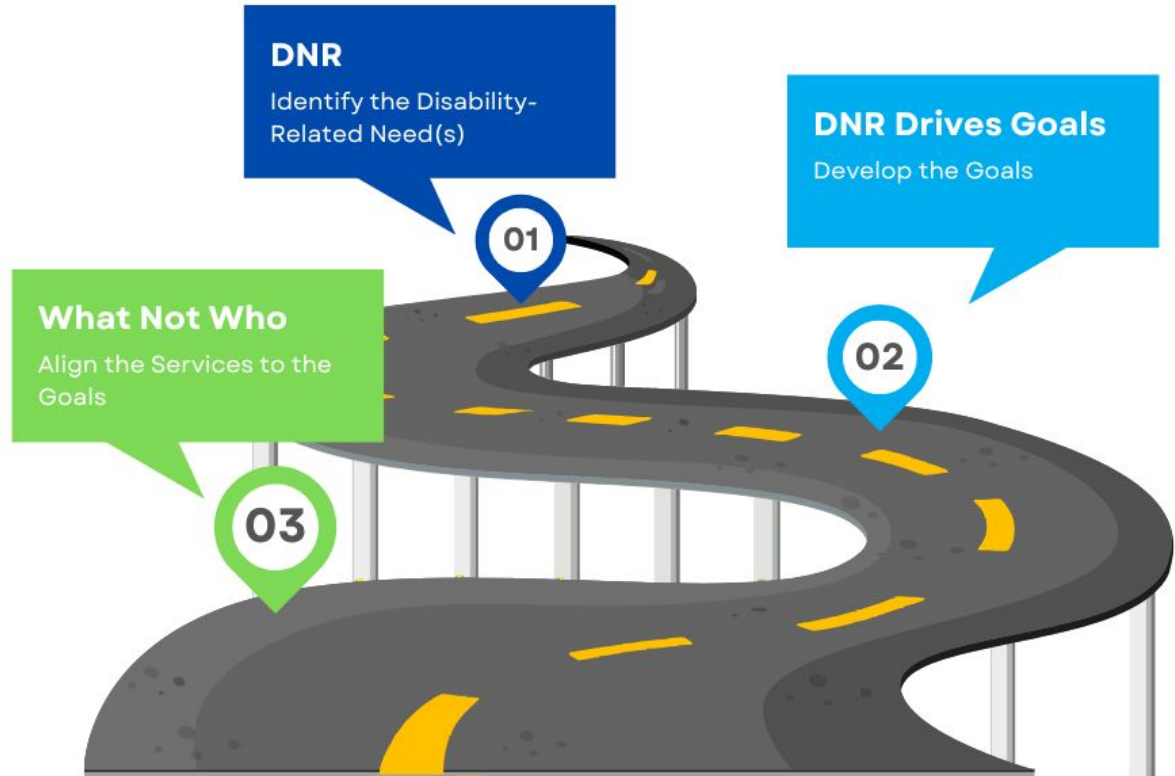
# Special Education & Related Services

**The services provided by a speech-language pathologist are generally the same whether they are described as special education or as a related service.**

*WI DPI Bulletin No. 03.02: Speech and Language  
Special Education and Related Services, 2003*



# Let's Review



*WI DPI Considering Speech-Language as a Related Service for Students with Disability-Related Needs in the Area of Communication, 2023 In Press*

If a student has a  
disability-related need in the area  
of communication, are services  
from a speech-language  
pathologist the only option?



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If I provide speech and language support as a related service provider, do I write my own goal(s)?



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Should the IEP team determine how the student requires speech language services in order to make progress on one of the their IEP goals?



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Are related services a  
stepping stone towards  
dismissal?



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**IEP teams should begin discussing dismissal when the student is first determined to be eligible for special education services.**



The services provided by a SLP as special education are different from those provided as a related service.



*WI PI Bulletin No. 03.02: Speech and Language Special Education and Related Services, 2003*

# Revisiting the Related Service Definition

**Student has been identified with any disability category other than SLI and has disability-related needs in communication impacting their ability to make progress on their special education goal(s).**

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# Applying Our Learning

## Case Study:

Student is Identified with  
Educational Autism &  
Disability-Related Needs in  
Communication

**Within this one case study there  
are multiple possible scenarios.**



# Scenario 1

## Case Study: Student is Identified with Educational Autism & Disability-Related Needs in Communication

- IEP team completes SLI criteria checklist
- Student is identified with SLI in addition to Educational Autism
- *IEP team collaboratively develops goal & determines the SLP will provide SLI linked to the goal*



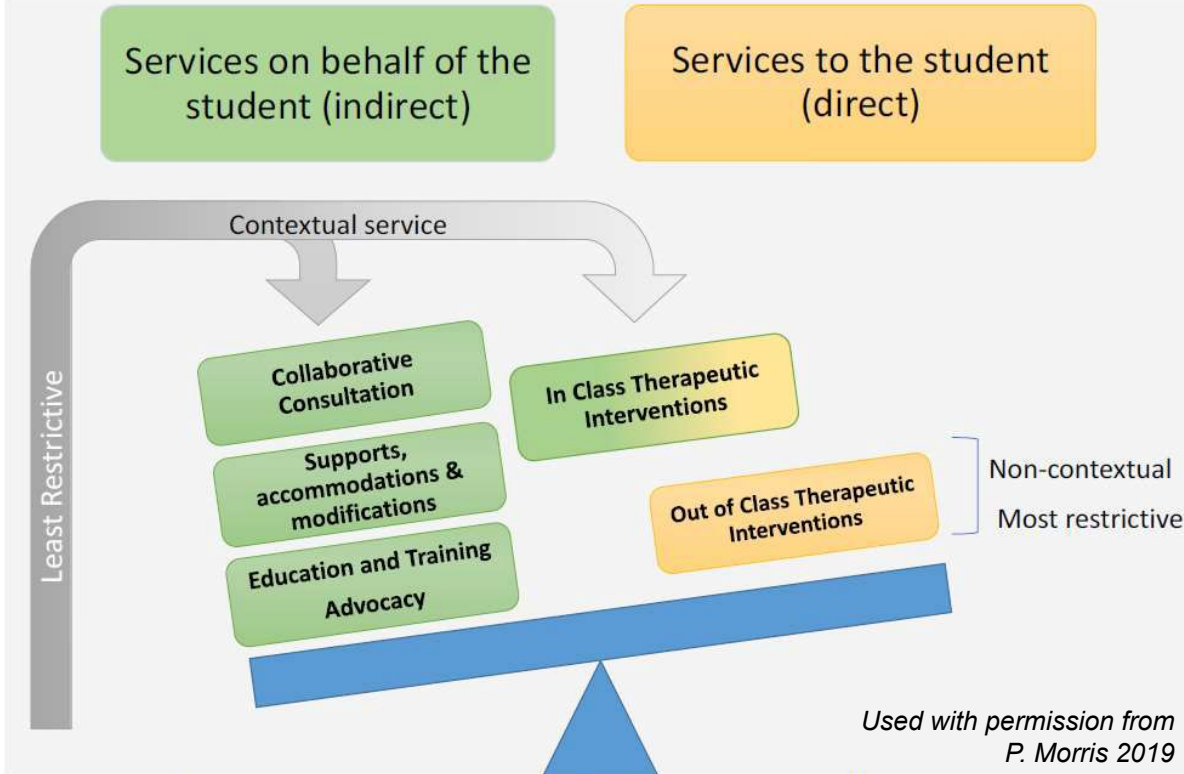
# Scenario 2

## **Case Study:** Student is Identified with Educational Autism & Disability-Related Needs in Communication

- IEP team completes SLI criteria checklist & determines that SLI is a possible disability category
- IEP team discusses disability-related needs in communication
- *IEP team collaboratively writes a goal & determines that supports for school personnel require consultation via related services from SLP*

# Aligning Services

## Clinical Reasoning Model for Services by School-based Therapists: Simplified



IDEA [Sec. 300.320 \(a\) \(4\)](#)

4) “A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, **to be provided to the child, or on behalf of the child**, and a statement of the program modifications or supports for school personnel that will be provided to enable the child—”

# Scenario 3

## Case Study: Student is Identified with Educational Autism & Disability-Related Needs in Communication

- IEP team does NOT complete SLI criteria checklist
- IEP team discusses disability-related needs in communication
- *IEP team collaboratively writes a goal to address communication needs & support educational impacts*

*Speech and language is added as a related service*



# Scenario 4

## Case Study: Student is Identified with Educational Autism & Disability-Related Needs in Communication

- Team does NOT complete SLI criteria checklist
- Team discusses the disability-related needs in communication
- *Team determines Supplementary Aids & Services and the supports from the Cross-Categorical Teacher meet disability-related needs*



# Related Services FAQ Session

Wednesday,  
May 3rd, 2023  
3:30-4:30pm



QR Code = Zoom Link

We hope to see you there!



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