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Speech-Language Pathology
Public School Guidelines:

Section IV:
Resources for the Public School
Speech-Language Pathologist



March 2010

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Acknowledgements

The North Dakota Department of Public Instruction would like to express its sincere appreciation to the following persons for their work on these guidelines:

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Frequently Asked Questions

- 1. *Can tests and checklists other than those listed in the Severity Rating Scales be used?***
The checklists and tests are only suggestions. Speech-language pathologists may choose to use any tools that help answer the assessment questions.
- 2. *For Row A of the Severity Rating Scales, which scores are used (i.e. can I use only the receptive or expressive scores?)?***
Use the composite or total language scores for Row A. Row B will use scores from other supplemental tests. The same instrument cannot be used for Rows A and B. An example of an exception could be the OWLS; since the Written Expression (WE) score is not used in determining the Oral Composite Score, you could use the WE as the Row B tool.
- 3. *Can data collected through RTI or other pre-referral teams be used in the Severity Rating Scales?***
These data may be incorporated into Rows C and D.
- 4. *For children who are unable to participate in standardized assessment, are Rows A and B disregarded; and if so, how is this documented?***
As indicated at the bottom of the Language Severity Rating Scale, the assessment team should determine eligibility using an alternate means of assessment. This will likely include a description of the student's receptive and expressive language performance and an explanation of why the client is unable to complete standardized tests.
- 5. *What if the SLP disagrees with the teacher's rating of educational impact in Row D?***
The SLP determines the rating for Row D based on the teacher checklist, file review, state, district and curriculum-based assessments, etc. The SLP completes the Rating Scale and assigns the severity rating score; the teacher does not.
- 6. *For preschool students, where would scores obtained from a tool such as the Hawaii Early Learning Profile (HELP) be used on the Severity Rating Scale?***
Since the HELP is a criterion referenced tool that does not give standard scores, it cannot be used in Rows A or B. This information may be useful for determining ratings in Row C or D. It could also be considered as one alternative assessment method for students who are unable to participate in standardized testing.
- 7. *If more than one supplemental Row B test is used, which score is used for determining the rating?***
Use the lower score.
- 8. *What if a child has concerns in more than one area of communication, such as articulation and language, but does not meet eligibility in either area?***
Look at each area individually. Based on the scoring rubric, the mild range doesn't meet eligibility. Two mild ratings do not equal a moderate for eligibility determination.

9. Which rating scale should be used to determine eligibility for a child who has selective mutism?

When considering eligibility for language impairment, special consideration must be given to the educational impact and underlying psychological factors. As defined by the *Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition (DSM-IV-TR)*, selective mutism is a rare condition occurring in childhood characterized by a consistent failure to speak in specific social situations in which there is an expectation for speaking. Children with this disorder have the ability to both speak and understand language, but fail to use this ability. Most children who experience selective mutism function normally in other areas of their lives.

Refer to: <http://www.asha.org/public/speech/disorders/selectivemutism.htm>

The assessment team needs to investigate any underlying psychological factors.

10. How is the amount of time the student receives services per week determined?

Service minutes are determined by the team based on individual need. Some districts may have developed guidelines for determining service minutes.

11. Can a child who is identified as Limited English Proficient (LEP/ELL) still be identified as having a speech-language impairment?

Yes, he or she can. The speech-language pathologist needs to ensure bias is eliminated when assessing the student. See Section III page 16.

12. Can a student qualify for services based on dialectical differences or familial speech sound errors?

It is important to respect the linguistic differences of all children based on their cultural or ethnic backgrounds. Because dialectical variations of Standard American English may occur at home and in local communities, it is important to consider all assessment information when determining eligibility. The speech-language pathologist will need to determine if the student's speech/language errors are dialectical. If the error is not dialectical, use the appropriate eligibility Severity Rating Scale.

13. Can the speech-language pathologist diagnose childhood apraxia of speech?

Since the diagnosis of childhood apraxia of speech (CAS) is dependent on careful observations of speech characteristics, the speech-language pathologist is the key professional who diagnoses this disorder. The American Speech-Language-Hearing Association (ASHA) position statement, Childhood Apraxia of Speech, states that "it is the certified speech-language pathologist who is responsible for making the primary diagnosis of CAS, for designing and implementing the individualized and intensive speech-language treatment programs needed to make optimum improvement, and for closely monitoring progress" (ASHA, 2007). Many SLPs choose to observe the child in treatment for a period of time before making a definitive diagnosis, and may initially use "suspected childhood apraxia of speech" (sCAS) until there is enough data to make a specific diagnosis. If the school SLP feels that he/she does not have the specialized knowledge in motor learning theory and in differential diagnosis of childhood motor speech disorders, he/she should refer or collaborate with a speech-language pathologist with this expertise to assist with the diagnosis. The rubric for articulation/phonology

would still be used to determine eligibility for services. Additional information about CAS may be found on the ASHA web site:

<http://www.asha.org/public/speech/disorders/ChildhoodApraxia.htm>

14. When conducting a reevaluation for students with significant cognitive limitations, how should the eligibility criteria be used?

The eligibility criterion should be applied if there is a question of continued eligibility for speech language as a related service. Since there is a high probability that students with severe cognitive deficiencies will meet criteria for services, the IEP teams will need to determine if related services are necessary for those students to benefit from special or regular education services which is the second consideration when determining if students will receive services. Many factors go into determining the need for continued speech-language services for students with significant disabilities (see Consideration for Dismissal Section). Teams will need to reach a consensus as to the nature and extent that the SLPs will be involved. Options may include consultative vs. direct services as well as meeting the needs of the students through special education personnel and/or programs.

15. Do students need to meet the eligibility criteria for continuing services at the time of the 3 year re-evaluation?

Reevaluation procedures and guidelines are determined at the federal and state levels. The SLP eligibility criteria should be used within those procedures and guidelines. If there is a question of continued eligibility and/or questions are generated that require standardized testing, then the Severity Rating Scale is used. The evaluation process must be completed, which may or may not include standardized testing.

16. When a student has low ability (MR range), do you still use the Eligibility Criteria to determine continued eligibility?

Best practice discourages the use of cognitive referencing in determining continued eligibility. See Section II page 7 and page 94. The student's functional communication skills should be evaluated (paying particular attention to the types of assessment chosen) to determine which communication skills are problem areas. If the student has not made progress on goals for two or more reporting periods, the SLP along with the IEP team first needs to evaluate whether the student's goals should be revised. Keeping data on the student's progress is very important. The team should then decide if goals should be revised again or if changes in service delivery should be made. These problem areas may be addressed in the regular education classroom, as a related service, or by another service provider.

17. What is recommended for students who are being served for multiple articulation errors and now have a single articulation error remaining?

First, go through the reevaluation process to determine if the student is eligible for special education in the area of speech impairment. If the student continues to be eligible for the IEP process, then the IEP team should discuss the service options available for that

student. If the student is no longer eligible for the IEP process, the team can make recommendations based on their evaluation findings.

18. Does a student still need to meet eligibility requirements to receive speech-language as a related service ?

Yes.

19. If the team is considering noncategorical delay (NCD) as a disability category, does the speech-language pathologist need to determine eligibility using the Severity Rating Scales?

Yes. For additional information, see DPI guidelines on NCD:

<http://www.dpi.state.nd.us/speced/guide/NCDguidelines.pdf>

20. Where should the Severity Rating Scale form be filed?

The form is not part of the file of record. It may be kept in the SLP's working file. The information from the Severity Rating Scale should be part of due process documentation.

21. Is the Language Severity Rating Scale on TIENET? Are all these forms on TIENET?

The forms will be on the DPI website, but not on TIENET. The forms are not part of due process documentation.

Speech-Language Pathology Licensing

In the public schools, an SLP must possess **either** the ND State Board of Examiners license **or** the Education Standards and Practices Board's Restricted Educator's Professional license to practice in the public schools, or they may have both. The SLP must have a Masters degree. Medicaid and Medicare currently only recognize the NDSBE licensure for billing purposes, as it is governed by the ND Century Code.

ND Board of Examiners on Speech-Language Pathology License

The entrance degree for all speech-language pathologists entering the field as of 1983 is a Master's degree. ND Century Code Chapter 43-37, which governs the ND Board of Examiners on Speech-Language Pathology and Audiology licensure, states that to be eligible for licensure by the board as an audiologist or speech-language pathologist, a person shall:

1. Be of good moral character.
2. Possess at least a master's degree or its equivalent in the area of speech-language pathology or audiology from an educational institution recognized by the board.
3. Submit evidence showing qualifications prescribed by rules of the board.
4. Pass an examination approved by the board and pay the prescribed fee. The board may waive the examination requirement if the applicant presents proof of licensure in another state which has professional standards equivalent to those required by the board.

Examination

1. An examination is required for licensure in speech-language pathology. The speech-language pathology examination is the national examination established by the American Speech-Language and Hearing Association (ASHA), which is the PRAXIS II Speech-Language Pathology Examination. The examination is not required for renewal of licenses except as required by board rules.
2. The board may issue a temporary license to practice activities to any person who furnishes satisfactory evidence of qualifications to the board. A temporary license may be issued for no longer than one year.

As of May 2009, ESPB determined that all grandfathered SLPs would continue to be licensed until they retire. The NDDPI agreed to allow these SLPs to finish their years in the school.

Education Standards and Practices Board License

The North Dakota educator's professional license qualifies the holder for regular classroom teaching or for functioning in areas with the proper endorsements and restrictions as assigned. Degrees and endorsements in content areas of elementary, middle level, or secondary schools, educational pedagogy, or educational leadership must be obtained through regional or state-approved teacher education programs and meet North Dakota program approval standards for the content area. [Administrative Rule 67.1-02-05-04]

Restricted Educator's Professional License Requirements

Programs that include a specialized rather than a regular professional education core are issued initial two-year licenses that restrict the holder to teaching in that specialty area. Applicants must

submit the completed application form, original transcripts, fees, and fingerprint cards to the education standards and practices board prior to licensure.

1. Restricted licenses are issued to applicants with master's degrees in Speech-language pathology. The prekindergarten through grade twelve speech-language pathology restricted license will be issued to those applicants who have:
 - a. A master's degree in speech-language pathology or communication disorders;
 - b. One hundred hours of school-based practicum; AND
 - c. Graduated from a program accredited by the council on academic accreditation of the American Speech-Language and Hearing Association (ASHA).

Should I get the NDSBE License, the ESPB License, or Both?

Rationale for ESPB license: There are reasons why an SLP entering the schools might choose to be licensed by the Education Standards and Practices Board (ESPB) as opposed to the ND State Board of Examiners (NDSBE).

1. The ESPB license does not require the SLP to pass the ASHA endorsed national PRAXIS II specialty examination to be licensed. Whereas, the NDSBE license requires that the applicant have a passing score on the PRAXIS II speech-language pathology specialty exam. Nevertheless, the ESPB license does require that the applicant pass the PRAXIS I Basic Skills test.
2. The ESPB license enables the SLP to be paid on the teacher's scale and have the same protections under the teacher's contract. Nevertheless, this may or may not be desirable because the school is also then limited in what they can do relative to salary negotiations, especially if the SLP has an alternative offer for a position in the medical, clinical or private settings.
3. The ESPB restricted educator's professional license allows for the SLP to be eligible for the Teacher's Fund for Retirement.
 - a. Without the ESPB restricted educator's professional license, an SLP working in the schools would not be entitled to the TFFR plan. Most school districts, however, provide an alternate retirement plan for NDSBE licensed SLPs, such as ND Public Employees Retirement System (ND PERS).

Rationale for NDSBE: There are also very good reasons for the school-based SLP to be licensed by the NDSBE.

1. Desirability for hiring. School districts lose funds when an SLP cannot bill for services through Medicaid. So, it pays for the school district to have an employee who possesses the NDSBE license, as Medicaid and Medicare currently do not recognize the ESPB license as sufficient for billing purposes.
2. The NDSBE license is required for an SLP to work in private, clinical, or medical sectors.
 - a. The NDSBE license provides the SLP additional work options outside the typical school year (i.e., temp or sub work)
3. Without a NDSBE license the SLP is not eligible for license reciprocity with other states.

NOTE: It is most advantageous for all school-based SLPs to hold both the NDSBE license AND the ESPB license. Many districts now pay for SLPs to maintain both licenses, as it is also to the school's advantage for the SLP be licensed by both entities.

Speech-Language Pathology Paraprofessionals (SLPP)

Speech-Language Pathology Paraprofessionals (a.k.a. Speech-Language Pathology Assistants) are defined by the Department of Public Instruction Administrative Rule 67-11-20 (<http://www.dpi.state.nd.us/speced/teacher/certcomp.pdf>) as individuals who "... an individual providing service as a paraprofessional who... provides services in a school setting from early childhood through grade twelve." To obtain a certificate of completion for speech-language pathology, an individual must submit a completed application form and either:

1. Have been employed as a speech-language pathology paraprofessional on or before October 1, 2003, and have both a bachelor's degree in speech-language pathology or communication disorders and at least one hundred clock-hours of supervised field experience; **or**
2. Have completed an associate's or bachelor's degree which incorporates:
 - a. Thirty hours of general college education including oral and written communication skills, mathematics, psychology, and the biological and health sciences;
 - b. Thirty hours of college education in the area of speech-language pathology, including classes in anatomy, physiology of speech, language, swallowing and hearing mechanisms, communication development, introduction of clinical processes, and fundamentals of human behavior management; and
 - c. A minimum of one hundred clock-hours of fieldwork experience which is supervised by a qualified speech-language pathologist.

For more information the SLPP training program, contact ND Dept of Public Instruction at 701-328-2277.

The American Speech-Language and Hearing Association (ASHA) uses the title Speech-Language Pathology Assistants, while North Dakota administrative rule refers to them as Speech-Language Pathology Paraprofessionals. The terms are used interchangeably.

Speech-language pathology paraprofessional services

1. Speech-language pathology paraprofessionals may only provide speech-language pathology paraprofessional services under the direct control of a supervising speech-language pathologist.
2. A speech-language pathology paraprofessional **may**:
 - a. Provide speech-language screenings, without interpretation, following specified screening protocols developed by the supervising speech-language pathologist;
 - b. Perform documented tasks developed by the supervising speech-language pathologist;
 - c. Document students' progress toward meeting objectives and report this information to the supervising speech-language pathologist; and
 - d. Prepare materials, perform scheduling, and maintain space or equipment.
3. A speech-language pathology paraprofessional **may not**:
 - a. Make independent decisions regarding changes on the student's individual program;

- b. Perform standardized or nonstandardized diagnostic tests, formal or informal evaluations, or interpret test results;
- c. Take referrals or dismiss students from a caseload;
- d. Participate in conferences or other multidisciplinary team meetings without the presence of the supervising speech-language pathologist;
- e. Disclose confidential information either orally or in writing to anyone not designated by the supervising speech-language pathologist;
- f. Provide counseling to the student or family regarding a communication disorder;
- g. Prepare or sign any formal documentation, including an individualized education program or an assessment plan as a supervising speech-language pathologist; or
- h. Maintain the person's own caseload.

Although the supervising speech-language pathologist delegates specific tasks to the SLP Paraprofessional, *the speech-language pathology paraprofessionals may only provide speech-language pathology paraprofessional services under the direct control of a supervising speech-language pathologist*. The legal and ethical responsibility to the student for all services provided or omitted cannot be delegated; it must remain the sole responsibility of the supervising speech-language pathologist. Activities may be assigned only under the guidance and control of the supervising speech-language pathologist and should be constrained by the scope of responsibilities for the SLP Paraprofessional.

IEP Documentation

According to the NDDPI SLPP Best Practices document, which can be found at <http://www.dpi.state.nd.us/speced/teacher/slpara.pdf>, the SLP Paraprofessional must not represent himself or herself as a speech-language pathologist. A parent/student must be informed that the services are being provided by the SLP Paraprofessional. The name and the services being provided by the SLP Paraprofessional must be documented on the IEP as well as the speech-language pathology supervisor.

Direct versus Indirect Supervision

As defined in the ASHA document, *Guidelines for the Training, Credentialing, Use, and Supervision of Speech-Language Pathology Assistant*, "Direct supervision means on-site, in-view observation and guidance by the supervising speech-language pathologist while an assigned activity is performed by support personnel". The Guideline defines indirect supervision as, "those activities other than direct observation and guidance conducted by a speech-language pathologist that may include demonstration, record review, review and evaluation of audio or videotaped session, and/or interactive television". For specific information on supervision requirements, refer to pages 4-6 of the Best Practices document <http://www.dpi.state.nd.us/speced/teacher/slpara.pdf>.

DPI Reporting

Since each Speech-Language Pathologist (SLP) may only supervise 2 SLPPs at the same time, it will be necessary for your data entry personnel to be informed of the supervising SLP's license number and the SLPP certificate number. This is reported on the MIS 03 and PER 02 reports. If the SLP maintains both the ESPB license and the NDSBE license, both numbers should be tied to each SLPP he or she supervises.

Additional Information

University Communication Disorder Programs

- University of North Dakota (UND) Communication and Science Disorders
<http://www.und.nodak.edu/dept/cdis/index.html>
- Minot State University (MSU) Communication Disorders
<http://www.minotstateu.edu/cdse/cd>
- Minnesota State University – Moorhead (MSUM) Graduate Studies in Speech-Language Pathology <http://www.mnstate.edu/graduate/slp.cfm>

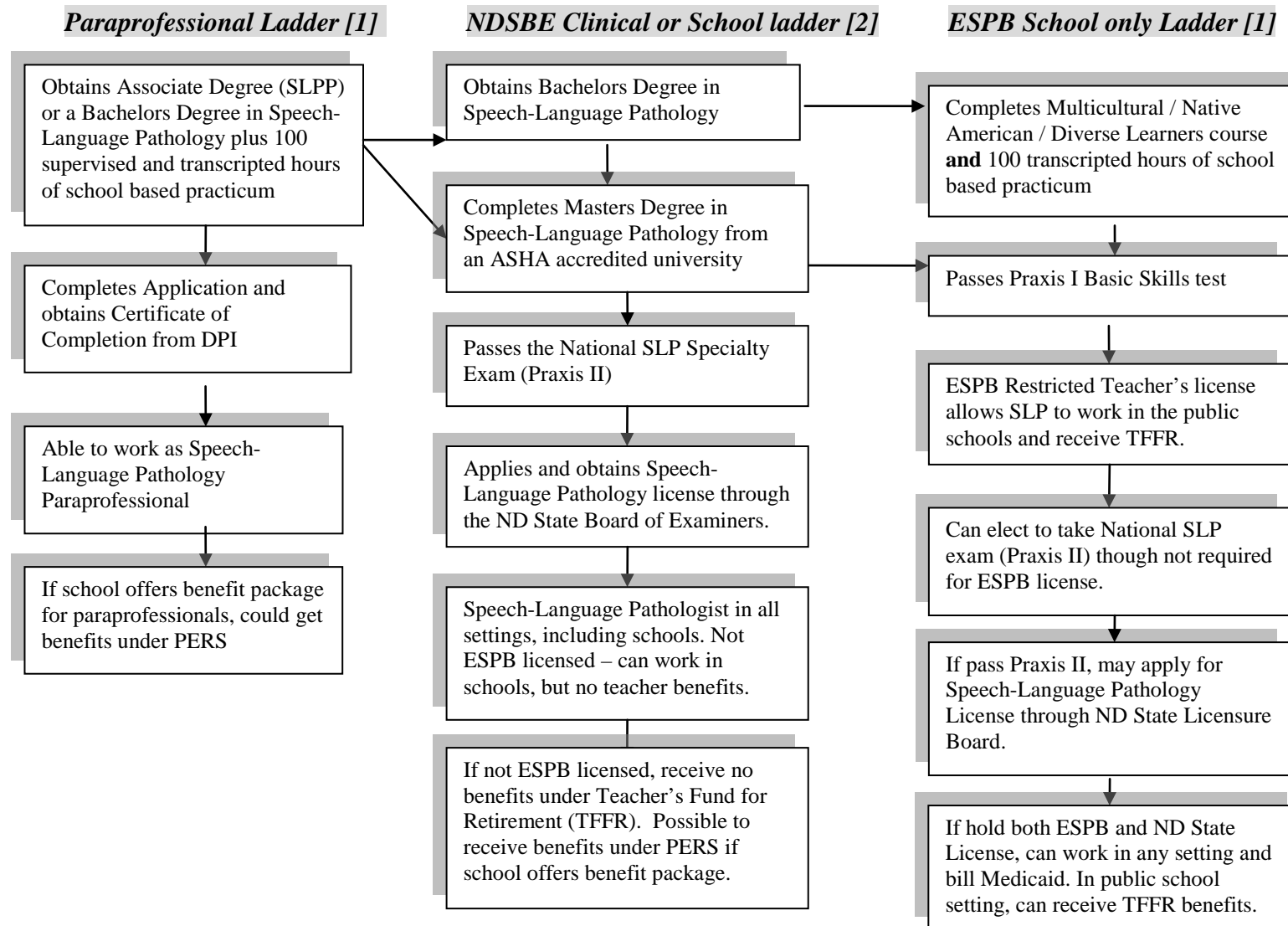
Useful Links

- ND Speech-Language and Hearing Association <http://www.minotstateu.edu/ndslha>
 - NDSLHA is the state professional association for Speech-Language Pathologists and Audiologists in North Dakota. All Speech-Language Pathologists and Audiologists qualified to practice in North Dakota are able to become members of the Association. As of this writing, membership is only \$40 per year.
 - NDSLHA Conferences: <http://www.minotstateu.edu/ndslha/conferences.shtml>
- ND State Board of Examiners on Audiology and Speech-Language Pathology: <http://www.und.edu/dept/ehd/NDSBE>
- American Speech-Language Pathology Schools: <http://www.asha.org/slp/schools>
- Speech-Language Pathology School Professional and Clinical Resources: <http://www.asha.org/slp/schools/prof-consult/default.htm>

North Dakota State Personnel Development Grant

The North Dakota Department of Public Instruction (NDDPI) has been granted the State Personnel Development Grant (SPDG) from 2006-2011. NDDPI offers two annual scholarships to Minot State University speech-language pathology (SLP) graduate students and two to University of North Dakota SLP graduate students. The SLP Scholarship seeks to attract and keep SLPs in rural schools in North Dakota who have had difficulty recruiting and retaining SLPs. Graduate students accepting the sign an agreement to work in a North Dakota rural school or with Native American population for a minimum of one year for every year they accept the award.

Speech-Language Pathology Licensure and SLP Paraprofessional Certification Requirements



General Authority Reference

[1] ND Administrative Code: Chapter 67-11-20 Speech-Language Pathology Paraprofessional [Rule adopted by ND Department of Public Instruction (DPI)]

[2] ND Century Code: Chapter 43-37 Audiologists and Speech-Language Pathologists [Rule adopted by the ND State Board of Examiners on Speech-Language Pathology]

[3] ND Administrative Code: Section 67.1-02-05-04 Restricted Educator's Professional License [Rule adopted by the Educational Standards and Practices Board (ESPB)]*

