



STA: SCHOOL TELEPRACTICE ASSESSMENT PART 1 (EDUCATIONAL LAW CONSIDERATIONS)

10/29/2021

Presented by

Erin E.G. Lundblom, PhD

University of Pittsburgh



Moderated by

George Dayton

Director of Marketing, eLuma

Agenda

Introduction	1:00 pm EST (5 minutes)
Presentation	1:05 pm EST (45 minutes)
Q&A	1:50 pm EST (10 minutes)

Who is eLuma?

eLuma Online Therapy

- ▶ Dedicated to solving problems in the areas of special education and mental health
- ▶ Provides live services online with dedicated therapists
- ▶ Founded in 2011
- ▶ Comprised of 299 dedicated team members
- ▶ Over 27,000 students served in 36 states
- ▶ Follow us on Twitter @eLumaTherapy








The Webinar

A few facts:

- ▶ Part of our “Online Therapy: From Research to Practice” Webinar Series
- ▶ Recording link, Slide Deck and Certificate of Attendance will be sent after the webinar

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Sue Grogan Johnson	William Bolden III	Erin Elizabeth Gill Lundblom	Ellen R. Cohn	Joneen Lowman
10/13	10/22	10/29	11/5	11/12

The Presenter

Erin E.G. Lundblom, PhD

- ▶ Associate Professor and the Clinical Coordinator for the Speech-Language Pathology program at the University of Pittsburgh.
- ▶ She teaches undergraduate and graduate courses in the Department of Communication Science and Disorders.
- ▶ Lundblom's areas of interest encompass child language development and the importance of early intervention, the provision of school-based language and literacy services including service delivery options, and higher education pedagogy.



The Presentation

STA: SCHOOL TELEPRACTICE ASSESSMENT PART 1 (EDUCATIONAL LAW CONSIDERATIONS)

The increased use of telepractice in educational settings compels a review of educational legislation and regulations for service providers. This presentation describes use of the School Telepractice Assessment (STA) to ensure compliance with federal educational legislation. The STA is designed for use by SLPs, school administrators, school districts, and contracted providers.

STA: SCHOOL TELEPRACTICE ASSESSMENT PART 1

Educational Law
Considerations

Conflict of Interest Declaration

- Relevant financial relationships:
 - Dr. Erin Lundblom received a speaking fee from this and other conferences.
 - Dr. Erin Lundblom receives a salary for employment at the University of Pittsburgh.
- Relevant non-financial relationships:
 - None

STA

<http://d-scholarship.pitt.edu/41773/>

STA – ADA & 504 Plans

TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990

Q1. Does the public school/district employing telepractice provide, without charge, auxiliary aids and services to ensure that students with disabilities can communicate as effectively as all other students, with primary consideration of students' and parents' preferences?

Q2. Is the telepractice delivered to students with disabilities covered regardless of their eligibility for special education and related services under the IDEA?

SECTION 504 OF THE REHABILITATION ACT OF 1973

Q1. Does the telepractice provider prohibit discrimination based on disability?

Q2. Are the needs of students with disabilities met through educational services delivered by telepractice as adequately as the needs of students without disabilities?

Q3. Are the needs of students with disabilities covered regardless of their eligibility for special education and related services under the IDEA?

STA - IDEA

INDIVIDUALS WITH DISABILITIES EDUCATION IMPROVEMENT ACT OF 2004 (IDEA)

Q2. Does the public school/district employing telepractice provide every student with a disability a free appropriate public education (FAPE) designed to provide meaningful educational benefit through an individualized education program (IEP) in the least restrictive environment (LRE)?

(Guidance: FAPE violations could occur in any of the following areas of the special education process under IDEA: evaluation, reevaluation, IEP development/ revision/ annual review, IEP implementation, discipline, or transportation. A thorough audit of IDEA is beyond the scope of this assessment but is of critical importance for compliance is provision of FAPE.)

STA Q3. Is eligibility appropriately determined?

Q3.a. Are decisions in the eligibility process made by an interprofessional team of qualified LEA representatives and parents or guardians?

Q3.b. Does the eligibility team review existing data?

Q3.c. Does the eligibility team determine the need for additional data to support the eligibility decision and determine the present level of academic achievement and functional performance?

Q3.d. Were vision and hearing screenings performed before evaluations were conducted? Was there an assessment of physical modifications needed for the student?

Q3.e. Was a comprehensive evaluation completed using a variety of assessment tools and strategies? (Guidance: A single measure cannot be used as the sole criterion for determining eligibility.)

Q3.f. Does the eligibility team follow the three-step determination process for IDEA eligibility?

Q3.g. Step 1. Does the student have one (e.g., speech-language impairment) of the thirteen specified disabilities in IDEA?

Q3.b. Step 2. Does the disability have an adverse educational effect?

Q3.c. Step 3. As a result of the disability, does the student need specially designed instruction?

Q3.a. Does the student have a primary disability (other than speech-language impaired) and need speech-language related services to benefit from specially designed instruction?

STA Q4. Is the Individualized Education Plan (IEP) appropriate?

Q4.a. Is a statement of the student's present levels of academic and functional performance included? (Guidance: This statement must include how the disability affects the student's involvement and progress in the general education curriculum.)

Q4.b. Are measurable annual goals that enable the student to be involved and make progress in the general education curriculum included? (Guidance: The measurable annual goals should include how and when progress will be reported.)

Q4.c. Are special education and related services listed? (This could include supplementary aids and services including training or professional development in telepractice provided to school personnel to assist the child.)

Q4.d. Is an explanation of the extent (if any) to which the student will not participate with nondisabled students in the regular class and other school activities included?

Q4.e. Are modifications or accommodations that are needed in the administration of State or district achievement tests explained? (If a test is not appropriate, the IEP must state why the test is not appropriate and how the child will be tested.)

Q4.f. Are the projected dates for the beginning of services and modifications including duration stated?

STA - Q5. Is Placement and the Least Restrictive Environment (LRE) appropriate?

Q5.a. Was the student's placement decision made by an IEP team?

Q5.b. Is the placement decision (i.e., provision of telehealth services) consistent with the student's needs to promote educational success in the general education curriculum? (Guidance: The placement will reasonably promote educational success based on the student's unique abilities and needs.)

Q5.c. Is the placement decision made at least annually and documented on the IEP?

Q5.d. Was the placement decision influenced by predetermined options, like the availability of telepractice (Guidance: i.e., disability, severity, administrative convenience, availability of services, current service delivery system? Determinations cannot solely be predetermined based on these factors.)

Q5.e. Was a continuum of placements reviewed by the LEA based on the individual abilities and needs of the student and not influenced by predetermined options (i.e., administrative convenience of telepractice availability)?

Q5.f. Is there any negative effect on the student or the quality of services the student needs if delivered via telepractice?

Q5.g. If the student is removed from the general education environment for services via telepractice to what extent does the student remain in the regular education setting for other academic, non-academic, and extracurricular activities?

Q5.h. Is the telepractice placement decision documented in the IEP as follows?

Type of support.

Amount of time in the regular education classroom.

Amount of time out of the regular education classroom.

Supplementary aids and services to be provided.

Specialized transportation needs (if applicable).

Data collection procedures for monitoring progress on IEP goals in assigned placement.

STA Q6. Is the Specially Designed Instruction (SDI) appropriate?

G6.a. What are the characteristics, strengths, and needs of the student?

G6.b. What are the characteristics of the general education classroom and curriculum?

G6.c. How do telepractice services meet the characteristics, strengths, and needs of the student in consideration of the general education classroom and curriculum?

G6.d. What program accommodations / modifications or supports need made for this student to advance towards attaining annual goals, progress in the general curriculum, and participate with nondisabled children?

G6.e. What additional considerations need to be made for program accommodations / modifications or supports for the student when considering telepractice?

Q6.f. What supplementary aids and services are needed to enable the student to

to advance towards attaining annual goals, progress in the general curriculum, and participate with nondisabled children?

Q6.g. What additional considerations of supplementary aids and services need to be made for the student when considering telepractice?

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Q7.a. Are parents or guardians included in the design and implementation of services?

Q7.b. Are regular education and special education teachers consulted in the design and implementation of services?

Q7.c. Do all individuals involved in service provision to the student understand their responsibilities in implementing the IEP?

Q7.d. Who is in charge of monitoring services to oversee that services are delivered as planned?

Q7.e. Is there sufficient time to plan or work together on a student's IEP to address the unique needs of the student?

Q7.f. Do all service providers routinely communicate about a student's IEP?

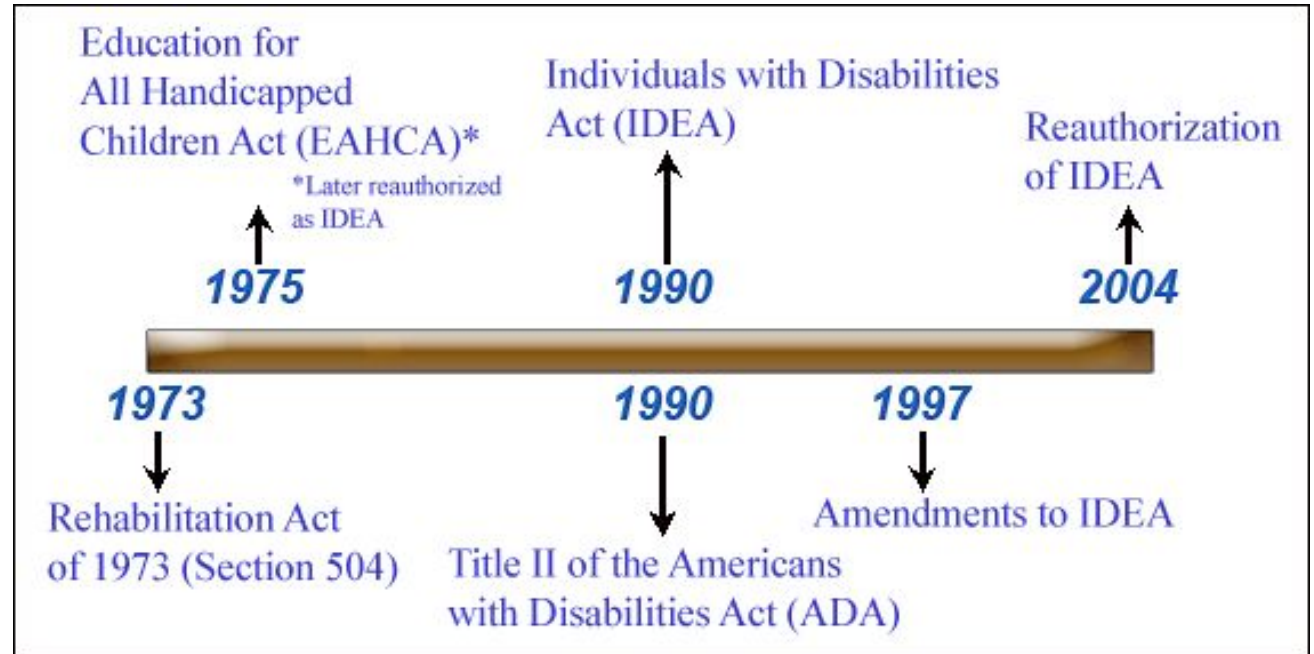
Q7.g. How is communication for IEP implementation documented?

BACKGROUND OF STA

Federal legislation

Federal legislation and enabling regulations set requirements for special education and educating students with disabilities.

States and localities must comply to receive federal funding.



Legislation

Description

The Individuals with
Disabilities Education
Improvement Act
2004

An education act to provide federal financial assistance to state and local education agencies to guarantee special education and related services to eligible children with disabilities. Requires public schools to provide every student with an eligible disability a free appropriate public education (FAPE) designed to provide meaningful educational benefit through an individualized education program (IEP) in the least restrictive environment (LRE).

Legislation

Description

Title II of the
Americans with
Disabilities Act of
1990

A civil rights law to prohibit discrimination solely based on disability in employment, public services, and accommodations. Requires public schools to provide, without charge, auxiliary aids, and services to ensure that students with disabilities have equal opportunity to participate with primary consideration of students' and parents' preferences.

Legislation

Section 504 of the
Rehabilitation Act of
1973

Description

A civil rights law to prohibit discrimination based on disability in programs and activities, public and private, that receive federal financial assistance. Requires public schools to meet the needs of students with disabilities through educational services as adequately as the needs of students without disabilities.

All Students

Students with
Impairments

ADA / Section 504

IDEA

STA – ADA & 504 Plans

TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990

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(Guidance: FAPE violations could occur in any of the following areas of the special education process under IDEA: evaluation, reevaluation, IEP development/ revision/ annual review, IEP implementation, discipline, or transportation. A thorough audit of IDEA is beyond the scope of this assessment but is of critical importance for compliance is provision of FAPE.)

“(c) **Findings.** Congress finds the following:

Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self sufficiency...”

“(d) **Purposes.** The purposes of this title are - (1)(A) to ensure that all children with disabilities have available to them a free and appropriate public education...designed to meet their unique needs AND prepare them for further education, employment, and independent living...”

—IDEA / 20 U.S.C. § 1400

4 sections of IDEA

Part A

terminology and justification for the IDEA

Part B

specifies services for students between the ages 3 - 21 with disabilities that adversely affect their education

Part C

guarantees services for infants and toddlers (birth to 3) with disabilities

Part D

research, personnel preparation, professional development

IDEA: Core Principles

Principle of IDEA	Requirement
<i>Zero Reject / Child Find</i>	<ul style="list-style-type: none">• Locate, identify, & provide services to all eligible students with disabilities
<i>Appropriate Evaluation</i>	<ul style="list-style-type: none">• Conduct an assessment to determine if a student has an IDEA related disability and if he/she needs special education services
<i>Free Appropriate Public Education</i>	<ul style="list-style-type: none">• Develop and deliver an individualized education program of special education services that confers meaningful educational benefit.
<i>Least Restrictive Environment</i>	<ul style="list-style-type: none">• Educate students with disabilities with nondisabled students to the maximum extent appropriate.
<i>Parental Participation</i>	<ul style="list-style-type: none">• Collaborate with parents in the development and delivery of their child's special education program.
<i>Procedural Safeguards</i>	<ul style="list-style-type: none">• Comply with the procedural requirements of the IDEA.

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Reauthorization of IDEA (2004) emphasized a shift to ACCOUNTABILITY for meaningful education results.

- Increasing parental participation.
- Identifying student strengths and parental concerns.
- Raising expectations for children with disabilities by relating student progress to the general education curriculum.
- Ensuring that all children have scientifically based instruction.
- Including regular education teachers in the special educational team.
- Including children with disabilities in district-wide assessments and reports.
- Supporting high standards for professionals involved in service provision.

What is identified under IDEA?

- Autism
- Deaf-Blindness
- Visual Impairment
- Deafness
- Developmental Delay
- Hearing Impairment
- Emotional Disturbance
- Intellectual Disability
- Orthopedic Impairment
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Multiple Impairments
- Other Health Impaired

In 2018, there were 6,314,228 (9.5%) students ages 6 to 21 who received special education services under IDEA, Part B.

- Of these were in the following diagnostic categories:
 - 37.7 % in specific learning disability
 - **16.4 % in speech or language impairment**
 - 16.2% in OHI
 - 6.7% in intellectual disabilities
 - 5.5% in emotional disturbance
 - 7% in multiple disabilities
 - 10.5% in autism

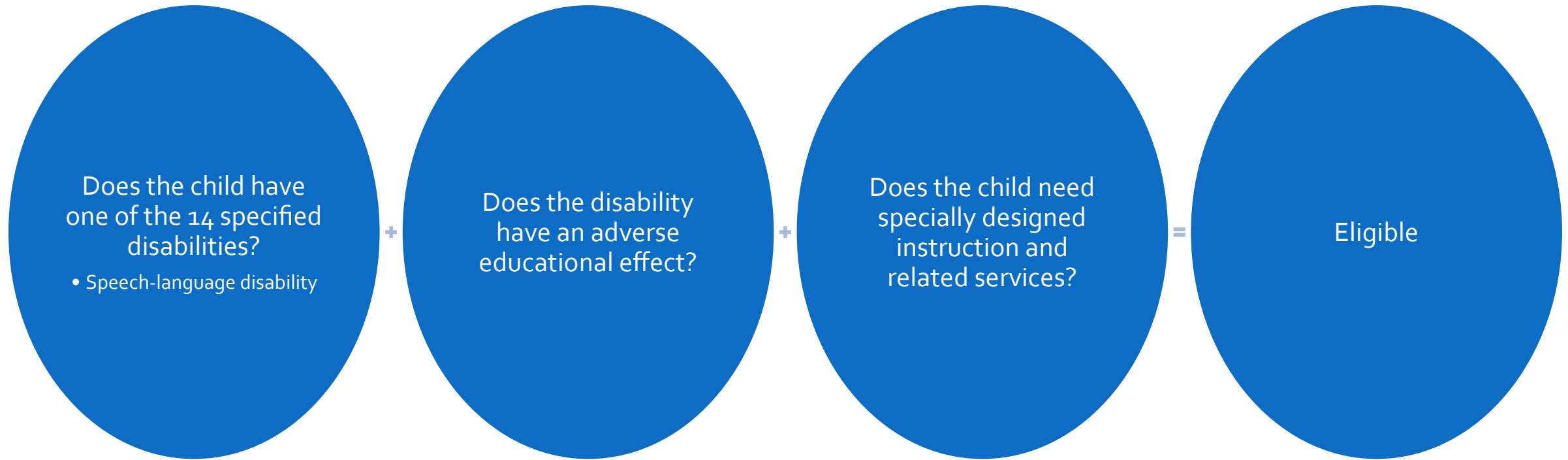
(U.S. Department of Education)

<https://sites.ed.gov/idea/2020-annual-report-congress-idea/#Key-Findings-6-21>

SLPs

- Speech-language impairment is one of the 14 federal categories of disabilities.
- Speech-language impairment = a communication disorder that adversely affects a child's educational performance requiring specially designed intervention.
 - Note states may use different terminology and categories.
- A speech-language pathologist is responsible for the diagnosis, prognosis, prescription, remediation and the intervention of speech, language, and swallowing disorders.

IDEA Eligibility



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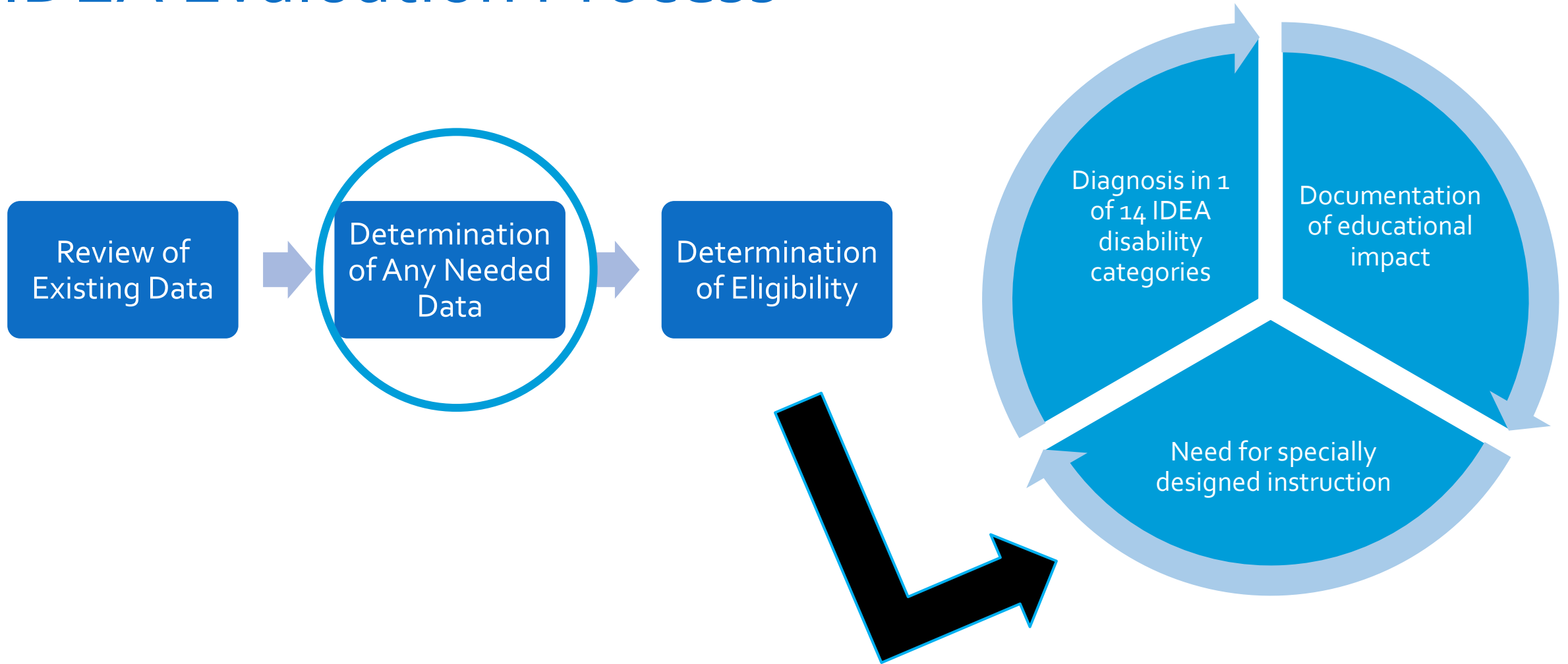
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IDEA Evaluation Process



SLPs

“draw upon information from a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the child’s physical condition, social or cultural background, and adaptive behavior”

(U.S. Department of Education, 2006, CFR 300.306 ci)

Comprehensive Evaluation

1. Not use any single measure or assessment
2. Not be discriminatory or racial or culturally biased
3. Directly assist in determining educational needs of the child
4. Utilize technically sound instruments/protocols
 1. Specificity
 2. Sensitivity
5. Be provided in the child's native language

Comprehensive Evaluation

Academic Activities

- Observations
- Artifact Analysis
- Educational records
- Curriculum-based assessments

Speech-Language Probes

- Dynamic assessment
- Narrative samples
- Language samples
- Speech samples
- Interviews

Contextualized Tests

- State (PSSA) and local tests
- Curriculum tests / benchmarks
- Norm-referenced measures of achievement

Decontextualized Tests

- Norm-referenced SLP measures

Be familiar with your special education process.

10

- When a parent request an evaluation, the school has **10 calendar days** to respond.

60

- After written parental consent for evaluation, the school has **60 calendar days** to complete the evaluation.

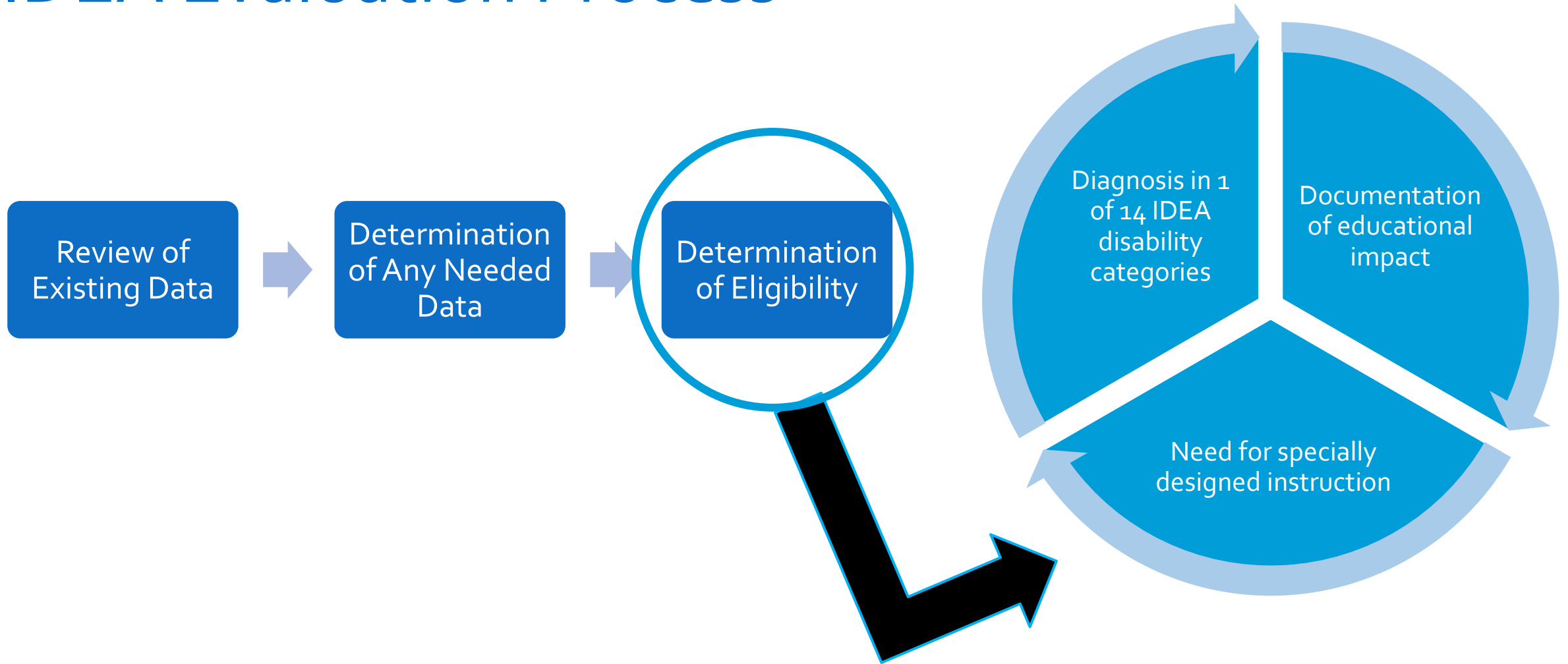
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- After the parent is given the Evaluation Report, the school has **30 calendar days** to hold the IEP meeting.

10

- After the parent signs the NOREP, the school has **10 school days to begin providing identified services and strategies.**

IDEA Evaluation Process



IDEA Eligibility

Does the child have one of the 14 specified disabilities?

- Speech-language disability

+

Does the disability have an adverse educational effect?

+

Does the child need specially designed instruction and related services?

=

Eligible

Educational Impact / Relevance

Academic impact

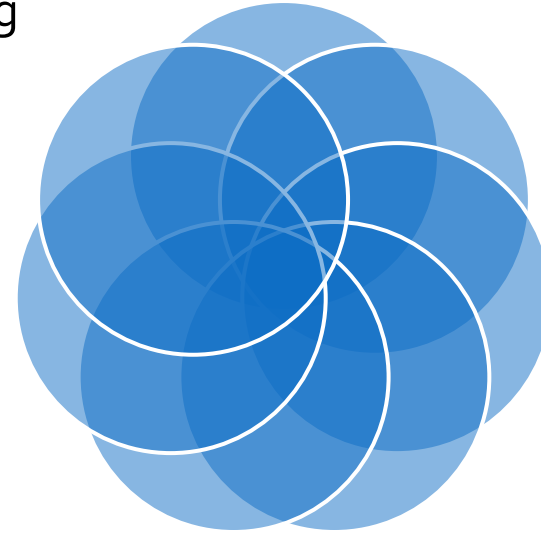
Social impact

Vocational impact

Difficulty comprehending oral info

Difficulty with language based activities

Academics below grade level



Reading

Math

Language Arts

Other

Educational Impact / Relevance

Academic impact

Social impact

Vocational impact

Communication interferes with ability to be understood by adults and peers

Difficulty maintaining and terminating verbal interactions

Teased by peers about communication

Embarrassment or frustration regarding communication difficulty

Educational Impact / Relevance

Academic impact

Social impact

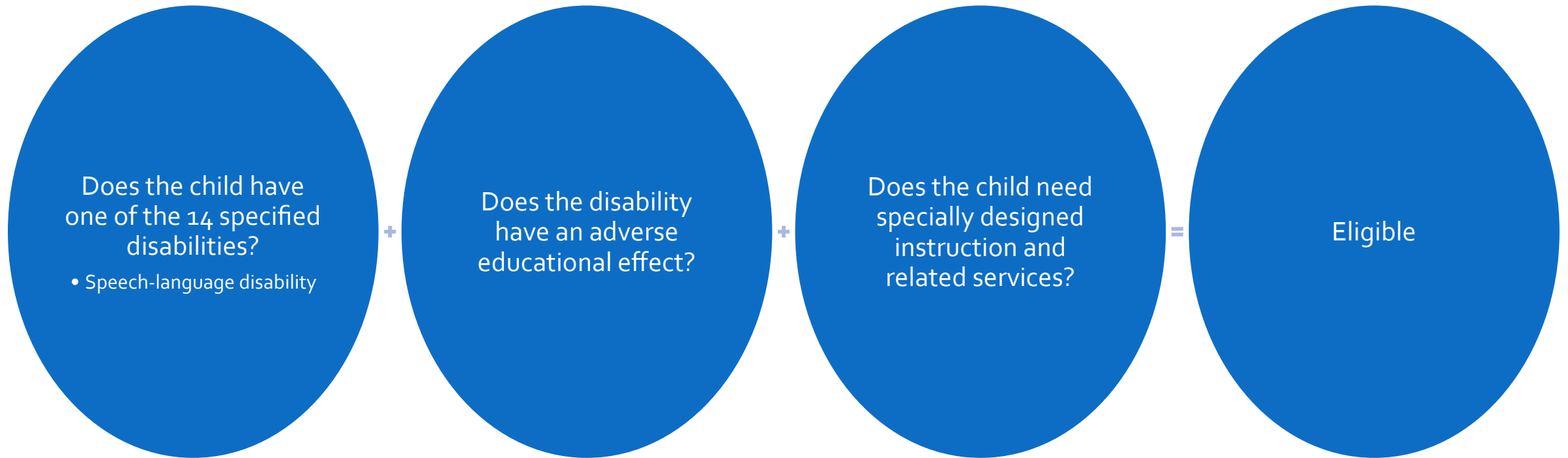
Vocational
impact

Inability to understand /
follow verbal directions

Inappropriate response to
other's comments

Unable to answer/ask
questions in
coherent/concise manner

IDEA Eligibility



WHAT IS SPECIAL EDUCATION?

“Specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability.”

Adapting the content, methodology, or delivery of instruction to address the unique needs of the child that result from the child's disability.

STA Q6. Is the Specially Designed Instruction (SDI) appropriate?

G6.a. What are the characteristics, strengths, and needs of the student?

G6.b. What are the characteristics of the general education classroom and curriculum?

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G6.e. What additional considerations need to be made for program accommodations / modifications or supports for the student when considering telepractice?

Q6.f. What supplementary aids and services are needed to enable the student to

to advance towards attaining annual goals, progress in the general curriculum, and participate with nondisabled children?

Q6.g. What additional considerations of supplementary aids and services need to be made for the student when considering telepractice?

Specially Designed Instruction includes:

Specially Designed Instruction (SDI)

- What the teacher (SLP) does to instruct, assess, re-teach, and adapt the content, the methodology, or the delivery of instruction?
- Examples: Pre-teaching, re-teaching concepts/vocabulary, modeling, guided practice through repetition, multi-sensory teaching strategies, and scaffolded instruction.

Specially Designed Instruction includes:

Accommodations change how a student learns the material.

A **modification** changes what a student is taught or expected to learn.

Specially Designed Instruction includes:

Supplementary Aids and Services (SAS)

- What the student needs in order to advance appropriately toward attaining the goal(s), to be involved, and make progress in the general curriculum?
- Examples: Graphic organizers, Prompting/cueing, Extended time, Scribe, Preferential seating, Raised line paper, Manipulatives

Related Services

- Related services are services that are required to assist a child with a disability to benefit from special education. Include but are not limited to
 - Speech-language services
 - Occupational Therapy
 - Physical Therapy
 - Psychology
 - Assistive Technology
 - Medical support like nursing
 - Transportation
 - Supports for School Personnel

SLP as Special Education and Related Service

- Speech-language services can be a special education or related service.
 - This depends upon whether specific-language impairment is the primary disability (and only service) identified
- Related service must be eligible for special education and speech-language needed for the child to benefit from special education.

Individualized Education Program

The IEP has two general purposes:

1. to establish measurable annual goals for the child;
2. to state the special education and related services and supplementary aids and services that the public agency will provide to, or on behalf of, the child in three main areas of school life:
 1. the general education curriculum
 2. extracurricular activities
 3. nonacademic activities

IEP TEAM

Parents of child with a disability

At least 1 regular education teacher

At least one special education teacher

A Local Education Agency (LEA) representative

An individual who can interpret evaluation results

Representatives from agencies related to transition

Other individuals with special knowledge or expertise

The child with a disability, as appropriate

STA - Q7 Is the collaboration optimal?

Q7.a. Are parents or guardians included in the design and implementation of services?

Q7.b. Are regular education and special education teachers consulted in the design and implementation of services?

Q7.c. Do all individuals involved in service provision to the student understand their responsibilities in implementing the IEP?

Q7.d. Who is in charge of monitoring services to oversee that services are delivered as planned?

Q7.e. Is there sufficient time to plan or work together on a student's IEP to address the unique needs of the student?

Q7.f. Do all service providers routinely communicate about a student's IEP?

Q7.g. How is communication for IEP implementation documented?

IEP Components

- Present Levels
- Annual Goals
- Measuring Progress
- Special Education
- Related Services
- Supplemental Aids and Services
- Extent of Nonparticipation
- Accommodations in Assessment
- Service Delivery
- Transition

The required components of an IEP, as defined in IDEA §300.347(a) "Content of IEP" are—

(1) A statement of the child's present levels of educational performance,

(2) A statement of measurable annual goals, including benchmarks or short term objectives,

(3) A statement of special education and related services and supplementary aids and services 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 for the child,

(4) An explanation of the extent, if any, to which the child will NOT participate with nondisabled children in the regular class and in the activities described,

(5) A statement of any individual modifications in the administration of State or district-wide assessments of student achievement that are needed in order for the child to participate in the assessment,

(6) The projected date for the beginning of the services and modifications, and the anticipated frequency, location, and duration of those services and modifications, and

(7) A statement of how the child's progress toward the annual goals will be measured and how the child's parents will be regularly informed of the child's progress. (b) Transition planning —beginning at age 14.

Present Levels of Academic and Functional Performance (PLAAFP)

- Describe the individual strengths and critical needs of the student in relation to accessing and mastering the general curriculum.
- Consider the factors related to the student's disability and their impact on how the student learns and demonstrates what they know.
- Describes the current skills that the student exhibited in response to the instruction or in response to the assessments.
 - This provides a baseline.
- Must be descriptive (specific and quantifiable), so that anyone would be able to identify the point to begin instruction and what type and level of materials to use for instructional purposes.

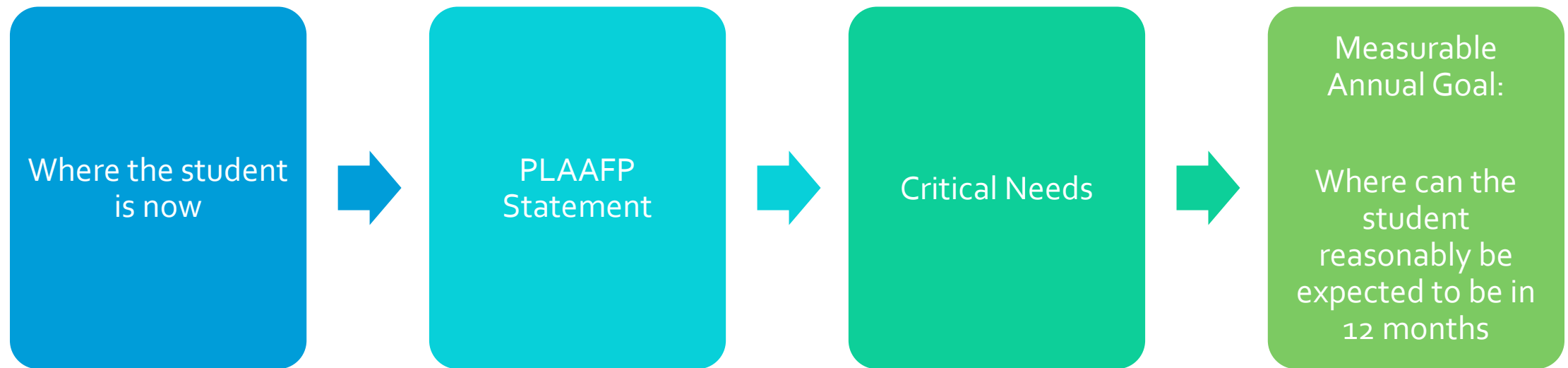
Present Levels of Academic and Functional Performance (PLAAFP)

- Evaluation results
- Analysis of assessment data
- Student strengths
- Student needs
 - Strategies that work
- Progress from the previous year
 - Indicate if goals were met. If not, why?
- Input from teachers/parents/student
- Transition needs when appropriate
- Effect of PLAAFP on involvement and progress in general education curriculum

PLAAFP Data Sources

- State measures (i.e., PSSA)
- Local measures (i.e., DIBELS)
- Student work samples
- Curriculum-based assessments / benchmarks
- Specific skills assessments
- Speech, language and narrative samples
- Dynamic assessment
- Interviews
- Progress monitoring data and graphs
- Teacher made tests
- Weekly assessments
- Mastery checklists
- Rubrics
- Observations
- Skills tests
- Portfolio entries
- Unit assessments

PLAAFP □ Annual Goals



PLAAFP □ Annual Goals

The goals and objectives provide a mechanism for determining whether the child is progressing in the special education program and the general education curriculum, and whether the placement and services are appropriate to meet the child's identified educational needs (20 USC 1414 d 1 A i II).

- Goals should reflect information in PLAAFP = educational relevance.
- Each goal should be addressed in PLAAFP = educational relevance.
 - Reason for inclusion of goal should be clear based on PLAAFP.
 - Baseline data should be provided in PLAAFP so progress on goal can be measured.

Annual Goals

Specific

Target one skill only
Educational relevance

Measurable and attainable

Goals must have criteria
No criteria = not measurable and unable to report progress

Criteria should be chosen based on baseline and the goal.
Criteria should be realistically attainable within year.

Measurable Annual Goals at a Glance					
Condition	Student Name	Clearly Defined Behavior	Performance Criteria		
<p>Describe the situation in which the student will perform the behavior.</p> <p><i>Materials, settings, accommodations?</i></p> <p>Examples:</p> <ul style="list-style-type: none"> Given visual cues... During independent practice in math... Given active response checks... Using a self-monitoring checklist... Using passages from content area classes Given a writing prompt Using a checklist of tasks on the job site 		<p>Describe behavior in <u>measurable</u>, <u>observable</u> terms. Use action verbs.</p> <p><i>What will s/he actually DO?</i></p> <p>Examples:</p> <ul style="list-style-type: none"> Locate Name Point Separate Rank Choose <p><i>Remember--Academic Standards, Big Ideas, Concepts, Competencies or Assessment Anchors from the Standards Aligned System (SAS) provide the content for goals.</i></p>	<p>The <u>level</u> the student must demonstrate for mastery:</p> <p><i>How well?</i></p> <p>Examples:</p> <ul style="list-style-type: none"> % of the time # times out of # trials With # or % accuracy "X" or better on a rubric or checklist. 	<p><u>Number of times</u> needed to demonstrate mastery:</p> <p><i>How consistently</i> will the student need to perform the skill(s) before considered "mastered?"</p> <p>Examples:</p> <ul style="list-style-type: none"> 5 out of 6 consecutive trials 8 consecutive days 4 out of 5 consecutive weeks 	<p><u>Evaluation Schedule:</u></p> <p>How often will student be assessed?</p> <ul style="list-style-type: none"> Daily? Weekly? Biweekly? <p>What will be the method of evaluation?</p>

All members of the IEP Team should easily understand the language of the goals.

Short-term objectives

Generally, break the skills described in the annual goal into discrete components.

- Criteria: Kevin will use graphic organizers to write a three sentence paragraph using correct sequencing of sentences including topic sentence, supporting sentences and conclusion with assistance by November. 5/5 times over 2 weeks
Procedures: Writing sample, Tests, Classroom assignments
Schedule: Every 6 weeks
- Criteria: Kevin will use graphic organizers to write a five sentence paragraph using correct sequencing of sentences including topic sentence, supporting sentences and conclusion with assistance by January. 4/ 5 times over 2 weeks
Procedures: Writing sample, Teacher observation, Classroom assignments
Schedule: Every 6 weeks
- Criteria: Kevin will use graphic organizers to write a two paragraph essay using correct sequencing of sentences including topic sentence, supporting sentences and conclusion without assistance by March. 4/5 times over 2 weeks
Procedures: Writing sample, Teacher observation
Schedule: Every 6 weeks

STA Q4. Is the Individualized Education Plan (IEP) appropriate?

Q4.a. Is a statement of the student's present levels of academic and functional performance included? (Guidance: This statement must include how the disability affects the student's involvement and progress in the general education curriculum.)

Q4.b. Are measurable annual goals that enable the student to be involved and make progress in the general education curriculum included? (Guidance: The measurable annual goals should include how and when progress will be reported.)

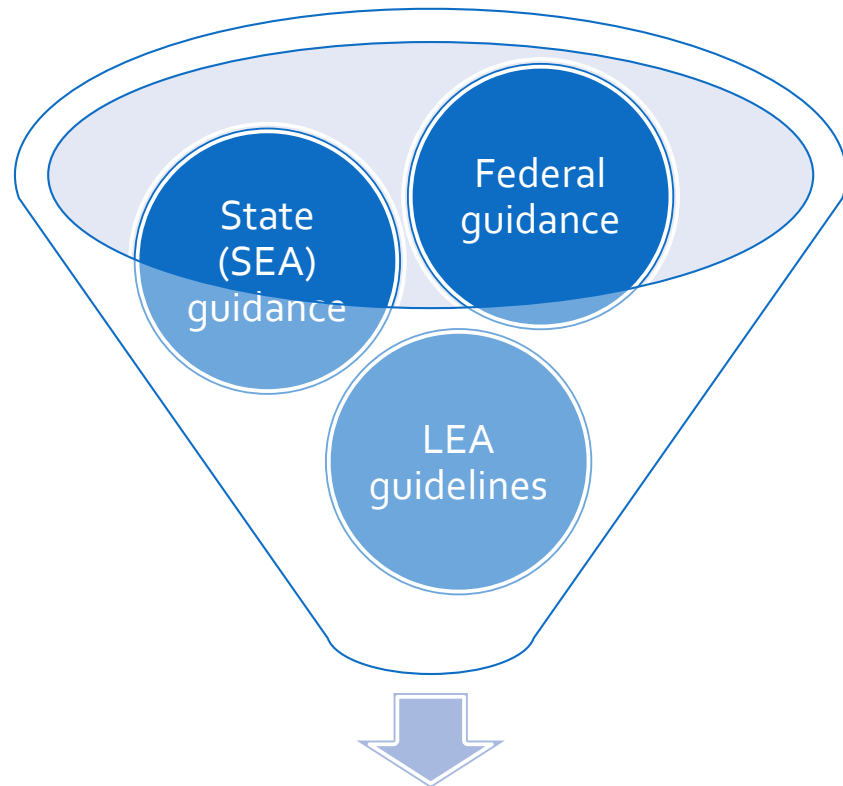
Q4.c. Are special education and related services listed? (This could include supplementary aids and services including training or professional development in telepractice provided to school personnel to assist the child.)

Q4.d. Is an explanation of the extent (if any) to which the student will not participate with nondisabled students in the regular class and other school activities included?

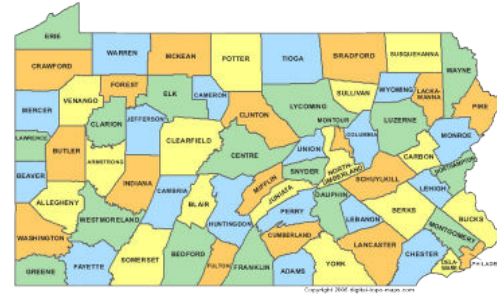
Q4.e. Are modifications or accommodations that are needed in the administration of State or district achievement tests explained? (If a test is not appropriate, the IEP must state why the test is not appropriate and how the child will be tested.)

Q4.f. Are the projected dates for the beginning of services and modifications including duration stated?

Special Education Services



Special Education Services



22 PA Code Chapter 14
Chapter 711 for charter schools

State (SEA) and local (LEA) policies must meet or exceed the federal mandates for education agencies to remain eligible for federal education funds.

States adaptation of federal law may vary.

- States and localities may add requirements or use different vocabulary.
 - May not add requirements that conflict with federal
- Common additional requirements
 - Specific procedures for identifying specific disabilities
 - Timelines for completing evaluations
 - Qualifications of personnel conducting evaluations
 - Specific standardized tests

****IDENTIFY – LEA vs. SEA control.****

Final Considerations Educational SLPs

Clinical

- Discrepancy model
- Cost depends on insurance coverage and deductible
- Qualification may be more flexible
- Recommended frequency and duration of services may be driven by insurance stipulations, as well as patient needs.
- Evaluation occurs according to scheduling availability of the clinic
- Most often one block of time.

Educational

- Part of a Free and Appropriate Education
- Must demonstrate an educational impact
- Recommended frequency and duration is driven by student
- Need balanced with access to the least restrictive environment
- Ongoing with observation in school environment.
- Comprehensive evaluation
- Decisions are driven by evaluation team and IDEA

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IEP vs 504

	Individualized Education Plan (IEP)	Section 504 Plan
Type of law	Special Education - Individuals with Disabilities Act (IDEA)	Civil Rights - Rehabilitation Act of 1973
Department	Department of Education	Office of Civil Rights
Requirements for eligibility	Has a disability that: a) meets criteria under IDEA, b) significantly impacts educational performance, and c) requires specialized services	Has a disability that significantly impacts a major life function
What is typically included?	Specialized education services, accommodations, related services	Accommodations, modifications, and related services
Age limits	IEP offered through 12th grade or until age 21 when required	No age limits with a 504 plan
Where is the plan used?	Educationally, through the 12th grade Does not transfer to college	School, work, and college Eligibility and plan creation occurs at each institution

Next Webinar



Ellen R. Cohn

School Telepractice Assessment (STA):Part 2

Friday, November 5, 2021

The School Telepractice Assessment (STA) can be used to both guide school-based telepractice and assess whether telepractice services are comparable to in-person practice. This presentation addresses: use of personnel, roles and responsibilities of school-based SLPs, and privacy and security.

*This is part of our “Online Therapy: From Research to Practice” Webinar Series
You will receive an email with the watch link as the webinar gets closer.



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