

**Texas Speech-Language-Hearing Association  
Speech Impairment Eligibility Guidelines for School-Based Services**

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**The Dream:**

Eligibility guidelines for speech-language pathology services in Texas public schools developed by TSHA volunteers

- Consistency in eligibility recommendations
- Leading to educationally relevant SLP services
- Consistency in dismissal considerations
- Provide real-time data relative to shortage of SLPs in school setting
- Contribute to increased quality of service in schools

Note: Texas Education Agency required each school district to have eligibility guidelines. Nothing consistent provided from the state

**Best Practices and Research-Based Model:**

Speech or Language Impairment

- “means a *communication disorder*, such as stuttering, impaired articulation, a language impairment, or a voice impairment that *adversely affects a child’s educational performance*” [emphasis added]  
CFR300.8 (c) (11)

*Evidence-based practice* refers to an approach in which current, high-quality research evidence is integrated with practitioner expertise and client preferences and values into the process of making clinical decisions (ASHA 2005)

**The Effort:**

- Task Force writing group for each area (with budget support from TSHA)
- Started with articulation – quickly followed with voice and fluency
- Language guidelines took a very long time!
- Peer review process for each manual
- Expert model for development and training

- Volunteer burn-out factor
- Positive: volunteers engaged in important TSHA work!

### **The Outcome:**

Eligibility Guidelines in a manual and voice-over power point training available for:

Generic/Overview Manual; Articulation; Articulation with CLD Companion; Voice; Fluency; Language; Language with Learning Disabilities (Using Cross Battery Assessment) Companion; Language with Intellectual Disability Companion; Language with Autism Companion; Language with CLD Companion (Peer Review completed; in editing; training module scheduled for completion August 2013)

### **Sustaining Quality with Volunteer Effort:**

Oversight Committee: Continuation of Guidelines (COG)

- Usually managed by 2 Co-Chairs
- Representatives from each of the guideline areas
- Handle updates/manual revisions
- First line of peer review for manual

Budget Support

- COG Committee
- Task Forces for Manual Updates/Revisions
- Ongoing information dissemination
  - o Rotation of short courses at TSHA convention
  - o Web based courses

Leadership Interface

- Across TSHA VPs
- Peer Review for Each Manual
- TCASE/TSHA Joint Committee
- Education Service Centers (20 Regions in Texas)

## Guidelines for Determining a Communication Disorder

Parameters Assessed	Disorder Guidelines
<p>Informal Evaluations</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Parents' Evaluation</li> <li><input type="checkbox"/> Teacher's Evaluation</li> <li><input type="checkbox"/> Observation in Academic Setting</li> <li><input type="checkbox"/> Observation in Nonacademic Settings</li> <li><input type="checkbox"/> Speech/Language Sample</li> <li><input type="checkbox"/> Other:</li> </ul> <p>Standardized Tests</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Test name</li> <li><input type="checkbox"/> Test name</li> </ul>	<p style="text-align: center;">Parent Data Teacher Data Observation Data Speech/Language/Communication Sample</p> <p style="text-align: center;">and</p> <p style="text-align: center;">If the above are not in agreement, select from informal measures listed in technical manuals for additional data:</p> <p style="text-align: center;">(List results of informal measures indicating level of concern on each)</p>

# Speech Impairment Eligibility Flow Chart

