SI Eligibility Guidelines for Articulation
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Host: ESC 13

Introduction
- Host Site: ESC Region 13, [www.esc13.net](http://www.esc13.net)
- Moderator: Kathy Clapsaddle
- Handouts Available for Download
  - SI Eligibility Guidelines for Articulation Manual
  - This Power Point
  - Supplemental Handouts – Informal Measures
  - Supplemental Power Point – Inservice Training
  - FAQs

FAQs
- Listen for answers to your questions during the training session
- Refer to the FAQ ~ SI Eligibility handout for additional information
- Email unanswered questions to TSHA
  - [staff@txsha.org](mailto:staff@txsha.org)

- Articulation manual is to be used as an extension of or to augment the TSHA Eligibility Guidelines for Speech Impairment, 2009
- [www.txsha.org](http://www.txsha.org) ~ School Issues Link
- The information in this training is not intended to be used as a standalone guide
- We will refer to the Generic Manual throughout this articulation training

IDEA 2004 Definition
Speech-Language Impairment

300.8 (c)(11) 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]
Purpose and Intended Use of Articulation Guidelines

- List and explain the components of the Articulation Guidelines
- Use the material presented to make a recommendation of eligibility for services due to an articulation disorder
- Administer, score and interpret selected procedures

Sharing Information with Parents and Teachers about Articulation

- Teachers and parents need guidance and education on speech and language disorders
- Consider forums or presentations to provide information about speech and language development
- Provide staff training on moving forward with a speech concern

Classroom Considerations and Intervention Recommendations for Articulation

- Adhere to district guidelines with regards to your student assistance team and RTI
- Teachers and parents are asked to complete the Parent Teacher Articulation Observations page 15
- The student assistance team can make recommendations for the classroom teacher and the parent to try

<table>
<thead>
<tr>
<th>Sound</th>
<th>+</th>
<th>ordo</th>
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</thead>
<tbody>
<tr>
<td>p as in gap, apple, cap</td>
<td>f as in feed, coffee, off</td>
<td></td>
</tr>
<tr>
<td>b as in baby, web</td>
<td>w as in were, were, where</td>
<td></td>
</tr>
<tr>
<td>f as in toy, water, bit</td>
<td>f as in pack, missing, ice</td>
<td></td>
</tr>
<tr>
<td>d as in doll, wet, bed</td>
<td>t as in go, go, go</td>
<td></td>
</tr>
<tr>
<td>l as in long, neglect, edge</td>
<td>l as in glow, wedding, fell</td>
<td></td>
</tr>
<tr>
<td>s as in goat, buggy, mag</td>
<td>th as in pleasure</td>
<td></td>
</tr>
<tr>
<td>n as in warn, language, chicken</td>
<td>n as in glam, watch, pinch, change</td>
<td></td>
</tr>
<tr>
<td>n as in name, among, bin</td>
<td>n as in index, camel</td>
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<tr>
<td>ng as in finger, ring</td>
<td>ng/ing as in things, healthy, keep</td>
<td></td>
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<tr>
<td>t as in tan, cement</td>
<td>13/13 as in these, brother, bright</td>
<td></td>
</tr>
<tr>
<td>s as in said, mouse, fur</td>
<td><em>s</em> as in stay, anyway</td>
<td></td>
</tr>
<tr>
<td>l as in lion, yellow, roll</td>
<td><em>l</em> as in yellow, congestion</td>
<td></td>
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</tbody>
</table>
Consider…

- Having consistent RTI procedures for your district
- Making a strategy notebook with handouts available for parents and teachers to try before a referral

Data Sources When Reviewing Concerns

- Health Information
- Parent/Teacher Information
- Student Support Team Deliberations
- Results of Classroom Interventions

Data Source: Health Information

- Vision and Hearing Screening Results
- Health information from Parent
- Health information from school nurse
- History of ear infections

Data Source: Parent/Teacher Information

- General information from district forms
- Specific information from guidelines (e.g. Parent/Teacher Articulation Observation)

Data Source: Student Support Team Deliberations

- Refer to district process and forms documenting Student Support Team Deliberations

Data Source: Results of Classroom Interventions

- Type of intervention provided
- Duration of intervention
- Documented results
- Student Support Team Decision
  - Continue interventions
  - Referral for speech-language evaluation
Assessment Plan
- Information from parents
- Information from teachers
- Interview with student
- Targeted Observations
- Standardized Test Results
- Professional Judgment

Stage I
Is an articulation disorder present?

Standardized Assessment
- Refer to Articulation Manual p.17
- General guidelines for standardized assessment for articulation
  - Test administration (note any deviations from manual)
  - Transcribe every word with an articulation error
  - Completing test protocol – Use percentile ranks
  - Nonbiased Assessment
Articulation Test Information
(Arizona Articulation Proficiency Scale, 3rd Revision)

○ See p. 21-23 in Articulation Manual
  • Information sheets are included to help you with test selection

Articulation Test Information
(Goldman-Fristoe Test of Articulation 2)

○ Consider administering the sounds-in-sentences subtest to compare with the sounds-in-words subtest
○ See p. 20 in the articulation manual for a quick check on the ages for concern

Know What You are Measuring

○ Trained professional – in the administration of the test
○ Test manual
○ Evidence-base for Informal Measures
  • Reliability
  • Consistency
  • Standard administration
○ Rating Scales

Informal Assessment Rationale

○ Sometimes professional judgment is needed when there is not agreement
○ Professional judgment is your opinion backed by data/documentation
○ Documentation should include:
  • Description of the informal measures used
  • Description of the process of data collection

Instructions for Informal Evaluation Measure

○ Informal Assessment must be:
  • Valid
  • Reliable
  • Replicable

Procedures to follow should be included in the district manual
Information for interpreting the data should be in the manual
Informal Measure: Articulation (Point to Point)

- Easy way to compare the Single Word Articulation (SWA) Test with a Spontaneous Word Sample (SWS)
- First record the sounds produced in error on the SWA, then record the sounds in error in the spontaneous word sample.

Point to Point

- The spontaneous sample can include the parent/teacher form, the sentence test of the GFTA, Stories for Eliciting Speech Samples (Mindworks), or a speech sample that you have transcribed.
- Compare the sound in error for the two samples. If it is the same sounds in error, it would suggest the standardized test is a good representation of the sample. If not, you will need to do another type of informal assessment.

Let's Practice

- Please pull out the point to point comparisons from your practice sheets.
- You should have 3 forms
- You can also review p. 30 in the Articulation Manual

Informal Measure: Percentage of Consonants Correct (PCC)

- Please refer to p. 31 in the articulation handbook
- You need a connected speech sample of between 50 and 100 words
- Determine the meaning of each word to make sure that correct analysis can be completed

Percentage of Consonants Correct (PCC)

Use this measure to determine if the sound errors identified by the standardized assessment instrument are the same or different from the errors noted in connected speech.

You MUST have 2 scores to compare or you have not done PCC!
PCC Example
- Sam scores in the 12th percentile on the GFTA2. Not in the range of concern.
- A point-to-point look says everyone is noticing a lot more errors in connected speech than in single words.
- Let’s do a PCC on his GFTA2 and a spontaneous sample.

PCC example
- His PCC on the GFTA is 88%, but his PCC on the spontaneous sample is 70%.
- There are more than 15 points difference, so we have reason to believe the GFTA2 single word test did NOT tap into all his difficulties.

Let’s Practice PCC
- See the Practice in PCC sheets included in your practice set.
- The articulation manual includes the PCC on the single word GFTA-2 and the AAPS-3.

Consistency Index
- This measure tells us how consistent the child’s errors are.
- It assesses the variation of the child’s production of consonants.
- If articulation were normal, all consonants would be produced consistently, so the CI would be 0.
- The higher the CI, the more inconsistent the child’s productions are.
- If the single wd and spontaneous speech differ by 15 or more points, the single wd test may not have been an accurate measure of the skills.

CI Example
- Claude scores at the 25th % on the GFTA.
- His teacher says that she can’t understand him in class half the time.
- A CI on the GFTA is 5 and Spontaneous sample shows a 35.
- Again the single word test does not tap into true intelligibility.

CI Practice
- Find your Consistency Index (CI) practice pages from the download.
Other Notes to Note

- Speech Developmental Norms – Use with caution! There is research that shows a child should have an /r/ at the age of 4, at the age of 8, and every age in between.
- Intelligibility – An informal guide to assessing intelligibility has been included in your Articulation Guide. It should only be considered for the pre-school aged kids.

Data Analysis

- All Data indicate articulation disorder present.
- All Data indicate articulation disorder not present.
- Conflicting data – administer additional informal measures.

Stage I

Is an articulation disorder present?
Stage 2

Is there an adverse effect on educational performance resulting from the articulation disorder?

Academic Achievement
Functional Performance

SLP Brings Evidence of Adverse Effect to ARD Committee

- Effect of articulation disorder on meeting grade level expectations/TEKS
- Review Referral Information & Teacher/Parent Information for evidence of adverse effect on functional performance
- Student report of adverse effects on functional performance
- Summarize SLP's observational data

Stage 3

Are specially designed instructional and/or support services needed from the SLP to help the student make progress in the curriculum?

SLP Brings Recommendation of Need for Service to the ARDC

- Current level of functioning with articulation skills
- Determine amount of support needed if any from the SLP
- Determine who can provide service
- Refer to Flow Chart – Role of SLP, if any – for students not SI eligible

Evaluation Report

- Follow your district’s guidelines to report your evaluation findings
- See p. 47 in the Articulation Manual for guidance on reporting the informal measures. You should also have a copy of that page in your practice downloads

Dismissal Considerations for Articulation

- Does the student continue to exhibit an articulation disorder?
- If so, is there still an adverse effect on academic achievement or functional performance?
- If so, does the student continue to require the specialized intervention services from the SLP to mitigate the adverse effect of the impairment on educational performance?
Eligibility Deliberation at Annual Review

- Consider evidence for Stage 1, Stage 2 and Stage 3 at every ARD Committee meeting

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  - TSHA membership #
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  - Shown on last slide of this presentation
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