

Connecticut State Department of Education and the RESC Alliance School-Based Speech Language Pathologist Community of Practice

October 8, 2020 via zoom 3:00-4:30
October 21, 2020 via zoom 8:30-10:00

Facilitated by Sarah Moon, MS, CCC-SLP, LEARN Director of Special Services

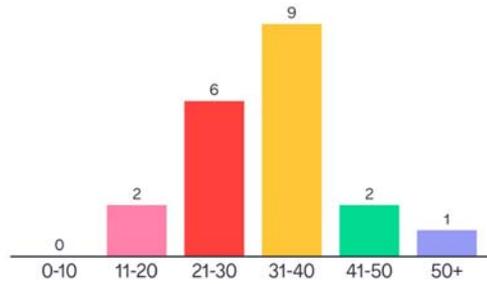
<p>Agreements: Start and end meeting on time Respect the thoughts, ideas, and input of colleagues Prepare adequately for the meeting and participate fully (understanding that participation may look different for each individual) Stay focused on the topic of discussion Express yourself concisely and completely Maintain student confidentiality at all times</p>

<p>Objectives:</p> <ol style="list-style-type: none"> 1. Build the capacity of school- based SLPs to effectively support the development, learning, and needs of the students in their school, town, city, region, and state. 2. Create a shared understanding of best practices connected to school based speech and language. 3. Allow for a network of SLPs to connect on a consistent basis through formal (meetings, seminars, conferences, virtual classrooms, etc.) and informal (emails, texts, virtual classroom, etc.) structures designed to create community. 4. Provide ongoing, focused and applicable professional learning opportunities that are routinely adjusted and revised based on the needs identified by group members.

Information shared and discussed during this meeting is not legal guidance and should not be misconstrued as such. All of the information gathered by participants should be discussed with district teams and administrators. This is imperative if SLPs are considering a change in practice of any kind.

Time	Agenda Item	Notes										
3:00	Welcome	<p>October 8, 2020 via zoom 3:00-4:30</p> <ul style="list-style-type: none"> Review Agenda Zoom housekeeping Review objectives and purpose of CoP Surveys and email addresses 										
3:10	Survey	<ul style="list-style-type: none"> Live survey using mentimeter.com <p>Given the current COVID conditions in schools, I find myself working</p> <table border="1"> <caption>Survey Results: Working Hours During COVID</caption> <thead> <tr> <th>Working Hours Category</th> <th>Number of Responses</th> </tr> </thead> <tbody> <tr> <td>significantly more hours than pre-COVID</td> <td>7</td> </tr> <tr> <td>more hours than pre-COVID</td> <td>11</td> </tr> <tr> <td>the same amount of hours as pre-COVID</td> <td>3</td> </tr> <tr> <td>fewer hours per week than pre-COVID</td> <td>0</td> </tr> </tbody> </table>	Working Hours Category	Number of Responses	significantly more hours than pre-COVID	7	more hours than pre-COVID	11	the same amount of hours as pre-COVID	3	fewer hours per week than pre-COVID	0
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I currently have the following number of students on my caseload.



Please enter one word or phrase that captures the main area of focus for yourself for professional learning this year (ex. articulation).



3:15

Burning questions & resources

Information shared and discussed during this meeting is not legal guidance and should not be misconstrued as such. All of the information gathered by participants should be discussed with district teams and administrators. This is imperative if SLPs are

- Assessment/Eligibility
- At a PPT the SLP recommended based on assessment results that the child didn't meet eligibility guidelines. The school team agreed but the parents had an advocate and the PPT decision determined that he would receive speech and language services as a related service. How should I reflect that on the determination of eligibility paperwork and the criteria worksheets?
- How are we determining eligibility for SLI in an initial assessment if assessment information is not extensive enough to fully determine the presence of a disability and impact on access to education?
 - If team has gone through and used eligibility worksheets, but more information provided that leads PPT team to decide something different, all additional information should be included in eligibility documents – living documents until PPT makes final decision – if more info is shared, that ultimately leads team to say that eligibility may be required, can continue to add to worksheets to highlight that
 - Fully review and utilize all the information available, qualitative, quantitative, interview based, observations, criterion referenced assessments, language samples, etc. SLI guidelines allow for teams to rely on other information outside of standardized to make eligibility determinations
- Can we extend the timeline? What are the options?
 - Parent signed and documented extension
 - Parent repeatedly fails to produce child for evaluation
 - Expectation is parent will bring child in for assessments if student is virtual only
 - Student is hospitalized/medical documentation of extended absence
 - Student placed in diagnostic placement – determining eligibility
 - Emergency closing/inclement weather closing
 - Documented agreement to extend for purpose of determining learning disability
- No extension for SLI – a decision needs to be made

	<p><i>considering a change in practice of any kind.</i></p>	<ul style="list-style-type: none"> ▪ Think through and explore – diagnostic IEP appropriate? – continue to collect information, provide services and meet every 2 weeks ▪ May have limited info to determine eligibility SLI but ? present levels but further consent for additional assessments be completed ▪ Not enough information and student not eligible at this time – need to explore other areas – look at SRBI and tiered supports and what looks like – track and monitor – may need to reinitiate child find ▪ Jay Brown – Addendum 6 – evaluations and assessments – scenarios and guidance that can be offered to guide decisions and answer questions ▪ Addendum 6 helps create foundation and framework for answering more challenging questions <p>➤ Resources</p> <p>➤ What are the best sites for gathering resources to help develop good practice for “telehealth” or virtual supports? Breakout group discussion.</p> <p>➤ Other</p> <p>➤ What % of supervision is required of SLPAs doing remote DL? If SLPA is doing remote DL, is it billable as typical or would that depend on % supervised? At least to the same extent as required in person. SLP-A is able to bill under SBH. Will look into whether this is different under telehealth/ virtual.</p> <p>➤ Have the requirements for hearing screenings in schools been waved due to COVID? NO! Requirements have not been waived ! still need to happen; If you help get hearing screenings done in schools – go to partners what PPE is needed and how moving forward</p>
3:30	<p>Breakout groups #1- How can we help you?</p>	<ul style="list-style-type: none"> • Format shared for 3-5 minute focused responses • Each SLP shares one question or topic they would like input on from their breakout group. No question is too small or too big but you only have 3-5 minutes for colleagues to share responses
3:50	<p>Check in-</p>	<ul style="list-style-type: none"> • Share from groups- resources, supports, ideas
4:00	<p>Break out Groups #2</p>	<ul style="list-style-type: none"> • Create assessment language- template to be shared to capture -based on timeline and group interest moved to next meeting agenda for 10-21-20
4:20	<p>Check in-</p>	<ul style="list-style-type: none"> • Share from groups- each group to review one statement
4:30	<p>Adjourn</p>	<ul style="list-style-type: none"> • Send topics for next meeting and burning questions
8:30	<p>Welcome</p>	<p>October 21, 2020 via zoom 8:30-10:00</p> <ul style="list-style-type: none"> • Review Agenda • Zoom housekeeping • Review objectives and purpose of CoP • Surveys and email addresses

8:40

Survey

• Live survey using [mentimeter.com](https://www.mentimeter.com)

Rate your comfort level regarding your current work as a school based SLP during this unusual 2020-2021 school year.

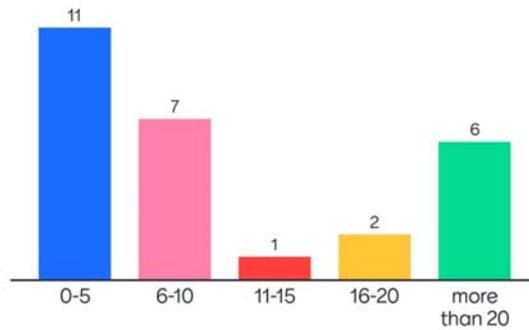
Mentimeter



27

I currently have the following number of students on my caseload receiving virtual services.

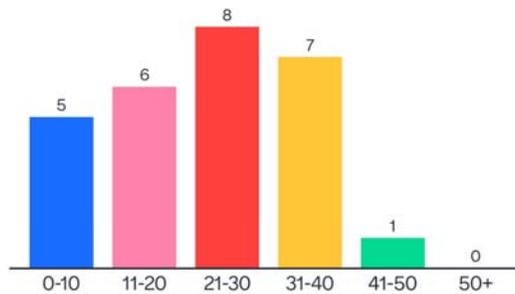
Mentimeter



27

I currently have the following number of students on my caseload receiving in person services.

Mentimeter



27

8:45

Burning questions & resources

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> Can we move forward at a PPT with determining eligibility for SLI and recommend services based on only qualitative, non- standardized data? If so, how would we move forward with documentation and guiding the PPT discussion?

- Response – it Depends – need to think about these factors:
 - what is the quality of nonstandardized data?-
 - what was student performance prior to pandemic?
 - What tiered interventions have occurred? Were they successful?
 - Need to think about: has moved forward with eligibility due to lack of progress – BIG question – was it lack of appropriate instruction- during pandemic? What were the supports through distance learning?
 - need to also consider: if triennial or initial, what are our diagnostic questions? What evaluation data can we gather through rating scales and classroom/curriculum data is available?
 - We need to make sure we have a thorough observation,
 - this response is case by case and quality of information reviewing to answer the question
 - Other thoughts: Specific disabilities- such as dyslexia are more difficult to determine through qualitative measure only
 - Chart reviews, file reviews, specifically other disciplines, and finding that data relating to IQ could be outdated, if only thinking about SLI, districts having them eligible and then administering further tests at later times for additional information, other primary exceptionality – LD, etc., more qualitative data used – more questions from districts
 - Combined community of practice together w/ psychologist and SLP groups to further review this information
 - Secondary students more common to only perform file reviews/qualitative measures as many standardized assessments have been performed in past –
 - Make sure we have: Qualitative data – using whatever data have to determine eligibility and if services should continue – easier in triennial situation compared with initial evaluation
 - Including information need to answer clinical questions, based on guidelines, need to answer questions but caveat is we can identify that we want to revisit and add additional information – different than we’re used to doing for assessments!
 - Need to find ways that may not be typical of methods to get to information to answer questions
 - If more information needs to be gathered, include that in reports for circling back
 - Need to consider: Summary of information currently have – this is what I’m thinking based on current information, here is what I want to gather at later date.... Information to put in report and IEP? – from our perspective in reports – do not put if qualify or not in reports – IEP would have the PPT decision
 - Overall: It can be done! – as long as we have good quality data- continue to use S/L guidelines! – note in eligibility checklists that we were unable to access certain information and why

> My district is using a modified teacher evaluation plan this year and focusing on student engagement and social emotional learning. How can I find my place in this plan and use the process to further develop my practice?

- Social emotional learning and student engagement focus of many TEVAL plans this year
- Can use rubric for related services to help guide this process
- Ask evaluators/admin for feedback of specific aspects of engagement and interventions during our sessions
- Addendum for TEVAL – districts can modify plan

> Update hopefully coming....stay tuned; Mixed groups, SLP-As, graduate students

- Consultant from CompuClaim – yes can SLPA can bill under telehealth code
- Graduate students – Medicaid billing – sessions that graduate student runs cannot be logged in Medicaid billing (may be different if cofacilitating a session?)
- Mixed groups: log billable session and billable session for student in person? -only bill for 1 student – other session would be nonbillable session

		<ul style="list-style-type: none"> ▪ IEP determines what we do with students, not Medicaid billing! <p>➤ How much interpretation of the impact of PPE on assessment results should I be stating in my reports? Is any assessment information I gather valid when using PPE? If not, what is the purpose of this?</p> <ul style="list-style-type: none"> ▪ What is the impact of PPE on interpretation of results – is my information valid? ▪ Assessment questions – determining methods used to gather information need to answer assessment questions based on methods we have available now ▪ Want to describe PPE use in detail in reports ▪ Want to use caution and want to describe environment and factors that MAY HAVE impacted performance in performance – if have data that student performed differently during conditions that were different before, then that may be important information to share ▪ Do not want to make blanket statement that everything should be interpreted with caution – could lead to more complicated questions; think carefully about each statement you make and its potential impact ▪ Think carefully about statements put in reports – sentence starter for yourself? ▪ Case by case - individualized
9:10	Assessment considerations	<ul style="list-style-type: none"> • LEARN working document created by Liz Davis, MS< CCC-SLP from LEARN https://docs.google.com/document/d/1ryrPzHzObcOfF0vAABYSkLj_MfMhvOkIodiUMCy_c4dY/edit?usp=sharing • Language shared by Kristin Whooley from Wallingford and Migdalia Fletcher from West Hartford and Literacy Diagnostics https://docs.google.com/document/d/1B2jtfJE6yDztWz-MeQfv4ZDeLYZaBsf7vGjCXTmr5ds/edit?usp=sharing • Others welcome to share! Please email Sarah if you have something you'd like to add.
9:20	Break out Groups #1	<ul style="list-style-type: none"> • Create assessment language- template to be shared to capture- Please use in a created google doc for your group and send editable link to smoon@learn.k12.ct.us at conclusion of CoP Limited documentation created in breakout groups but excellent discussions to date! more work to be done ont these
9:50	Check in-	<ul style="list-style-type: none"> • Share from groups- resources, supports, ideas <ul style="list-style-type: none"> ▪ AAC/AT evals virtual? – what are others doing? ▪ How do you determine label for a DD student who is unable to test due to parent choice to not come into the school?
10:00	Adjourn	<ul style="list-style-type: none"> • Send topics for next meeting and burning questions