Learning Outcomes

After watching this webinar, you will:

- Be aware of the service delivery options for providing speech/language services to students with disabilities
- Be aware of the requirements for each of the service delivery options
- Understand the differences between the roles of the speech implementer and the speech/language pathology assistant
Learning Outcomes (continued)

- Become familiar with the updated guidance and approval process for using the speech implementer model
- Know where to access resources to assist with compliance in using the speech implementer model
- Be able to accurately code speech implementers and SLP-As on the MOSIS Educator Assignment screen
LEA Options for Providing Speech/Language Services

- **SLP**
  - Speech/Language Pathologist
  - Must be licensed through the State Board of Healing Arts
  - May also be certificated through DESE

- **SLP-A**
  - Speech/Language Pathology Assistant
  - Licensed through the State Board of Healing Arts
  - Supervised by SLP

- **SI**
  - Speech Implementer
  - Certificated teacher approved by DESE
  - Supervised by SLP

Began in collaboration with MO-CASE and MSHA due to lack of SLPs
Currently SLP-A programs at IHE are training BS level personnel in the field of Communication Disorders to fill the void.
Where are the SLP-As?

Comparing SLP-A and SI

<table>
<thead>
<tr>
<th></th>
<th>SLP-A</th>
<th>SI</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Credential</strong></td>
<td>MO Board of Healing Arts issued SLP-Assistant Registration</td>
<td>DESE issued Educator Certificate</td>
</tr>
<tr>
<td><strong>Scope/Use</strong></td>
<td>Permanent service delivery option available for use as appropriate in any setting</td>
<td>Temporary, exception-based special education service delivery option. Must be DESE approved <strong>ANNUALLY</strong> based on inability to recruit/employ certificated SLP or SLP-A</td>
</tr>
</tbody>
</table>
### Comparing SLP-A and SI (continued)

<table>
<thead>
<tr>
<th></th>
<th>SLP-A</th>
<th>SI</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Degree Required</strong></td>
<td>Bachelors Degree in Speech Pathology or equivalent defined as 21 hours in five speech/language areas, 25 hours of observation and 25 hours of clinical assisting or practicum</td>
<td>Bachelors Degree in Speech Pathology plus Temporary Authorization to Teach (TAC) or Bachelors Degree in any area of education with teaching certificate</td>
</tr>
<tr>
<td><strong>Supervisor Credential</strong></td>
<td>Board of Healing Arts SLP License; may designate temporary alternate</td>
<td>Board of Healing Arts SLP License OR DESE SLP Student Services Certificate</td>
</tr>
</tbody>
</table>

### Comparing SLP-A and SI (continued)

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<thead>
<tr>
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<tbody>
<tr>
<td><strong>Supervision Ratio</strong></td>
<td>SLP can supervise three full-time equivalent assistant positions at one time</td>
<td>No limit on the number of implementers an SLP can supervise</td>
</tr>
<tr>
<td><strong>Level of Supervision Required</strong></td>
<td>Direct supervision (real-time observing and viewing of assistant and student) for initial student contact; thereafter one hour per week for each assistant or one of every three student sessions</td>
<td>At least one direct contact by supervising SLP for each student, and supervising SLP conducts periodic direct therapy as described in written description of the SI model</td>
</tr>
</tbody>
</table>
### Comparing SLP-A and SI (continued)

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<tr>
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<th>SI</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Allowed Activities</strong></td>
<td>Assists with the implementation of IEPs, screening, and documenting progress as well as other activities such as early intervening services and language-literacy activities with non-disabled students under the supervision of a licensed SLP</td>
<td>Assists with the implementation of IEPs, screening, and documenting progress under the supervision of a licensed SLP</td>
</tr>
<tr>
<td><strong>Prohibited Activities</strong></td>
<td>Conduct evaluations; determine eligibility; make case selection; interpret data; make referrals; write, develop or modify IEPs</td>
<td>Conduct evaluations; determine eligibility; write, develop or modify IEPs; interpret data</td>
</tr>
</tbody>
</table>

### Comparing SLP-A and SI (continued)

<table>
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<tr>
<th></th>
<th>SLP-A</th>
<th>SI</th>
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</thead>
<tbody>
<tr>
<td><strong>Individuals Served</strong></td>
<td>Any individuals served by supervising SLP may be served by SLP-A; no restrictions based on functional deficits or client type</td>
<td>Limited to IDEA eligible students; as a certificated general education teacher, may provide CEIS services to nondisabled students</td>
</tr>
<tr>
<td><strong>Medicaid Billing</strong></td>
<td>Can bill if Missouri Medicaid expands to allow SLP-As per federal regulations</td>
<td>Unable to bill Medicaid even if Missouri Medicaid expands to allow SLP-As</td>
</tr>
</tbody>
</table>
Comparing SLP-A and SI (continued)

<table>
<thead>
<tr>
<th>Retirement System</th>
<th>SLP-A</th>
<th>SI</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Position would not require a teaching certificate; therefore participates in PEERS retirement system</td>
<td>Position does require a teaching certificate or TAC; participates in PSRS retirement system</td>
</tr>
</tbody>
</table>

Additional Resources: SLP-A vs. SI

- These can be found on the Department website on Special Education Compliance webpage under “General Guidance”
  - Summary of SLP Assistant Requirements
  - Ten Ideas for How Schools Can Use a Speech-Language Pathology Assistant
  - Speech-Language Pathology Assistants in Missouri
  - Have You Considered a Speech-Language Pathology Assistant?
  - SLP-A / Speech Implementer Comparison Chart
  - SLP-A Training Programs in Missouri
Changes to the Guidance and Requirements for Using the Speech Implementer Model, the Approval Process, and New Resources

http://dese.mo.gov/special-education/compliance/speech-implementer
UPDATE!

- SI model will be monitored during the three year federal monitoring cycle
- LEAs must also advertise/recruit for SLP-A prior to requesting approval to use the SI model
- Clarified that the supervising SLP is responsible for writing, developing, and modifying the IEPs of students served by the SI
- Clarified the requirements of the written description for how the SI model will be implemented for each SLP/SI team

Written Description of SI Model

- Model form available online (DESE website)
  - Indicate activities assigned to SI
    - Activity description
    - Date of training provided to SI for the activity
    - Name of individual who provided the training to SI
  - Plan for supervision of SI
  - Plan for direct contact with students served by SI to monitor progress, assess current needs, and evaluate effectiveness of the program
  - Describe adjustments to supervising SLP’s other job responsibilities to allow for supervision duties required by SI Model

CHANGE (add red and delete strikethroughs):
400.110.a. A qualified speech pathologist is an active participant in the development and revision of the IEP, writing and developing the initial IEP.

ADD:
400.110.b A qualified speech pathologist is an active participant in writing, developing, revising and/or modifying subsequent IEPs.

CHANGE (add red):
400.120.a The agency continues efforts to recruit a qualified speech pathologist and/or a qualified speech language pathology assistant on an annual basis.

NOTE: Approval to use the speech implementer model is given on an annual basis and requires the agency to actively recruit for a qualified speech pathologist and/or a qualified speech language pathology assistant prior to requesting approval to use the model. Documentation of the recruitment efforts must be submitted annually with the Application for Approval of the Speech Implementer Model.
The SI Model Application for Approval

- **Qualifications**
  - Section A: The Implementer
  - Section B: The Supervising Pathologist
  - Names and social security numbers on the application must match those on the individuals’ certificates and be accurately transcribed into DESE’s MOSIS – October Educator and Assignment Files.
The SI Model Application for Approval

- **Assurances**
  - District continues to recruit a qualified SLP/SLP-A on an annual basis
  - Caseload for the speech pathologist must not exceed maximum state standards
  - Trainings and therapy sessions documented
  - Supervision of the speech implementer by the speech pathologist to include a written plan

- **Documentation**
  - Required documentation sent to DESE must include district recruitment efforts
    - For **SY 2014-15** districts must send evidence of SLP recruitment efforts with Application for Approval.
    - For **SY 2015-16** districts must send evidence of both SLP AND SLP-A recruitment efforts with Application for Approval.
  - Resources for recruiting SLP-As are available on the DESE website, including contact information for various IHE with SLP-A programs
Accurately Reporting the SI and SLP-A

<table>
<thead>
<tr>
<th>October Cycle</th>
<th>Collection</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Student Core File</td>
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<td></td>
<td>Educator Core File</td>
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<td>Educator School File</td>
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<td></td>
<td>Course Assignment File</td>
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<tr>
<td>MOSIS</td>
<td>Student Assignment File</td>
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<tr>
<td></td>
<td>Screen 2 – District Data (LEP data)</td>
<td>October 15</td>
</tr>
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<td></td>
<td>Screen 16 – Enrollment, Membership</td>
<td></td>
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<td></td>
<td>Screen 17 – Educators</td>
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<td>Screen 20 – Course Assignments</td>
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<td>Screen 21 – Educator Vacancy</td>
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<td>Screen 22 – Sending School Courses/Enrollment</td>
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<td>Screen 23 – Gifted Education</td>
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Where are the SLP-As?

- Total SLP-As
- Total found in LEAs
- In LEAs as SLP-A
- In LEAs as other assignment

2013-14 School Year

- 31 Total SLP-As
- 20 Total found in LEAs
- 11 In LEAs as SLP-A
- 9 In LEAs as other assignment
TIPS for Accurate Core Data / MOSIS Reporting

- **SLP-A**
  - Use code 889000
    - Ancillary Speech/Language
    - Requires SLP-A certification from Board of Healing Arts

- **SI**
  - Use code 195500
    - Direct Speech/Language services
    - Requires teacher certification

Where are the Speech Implementers?

![Graph showing percentage of SI approved and working from 2010 to 2014](chart.png)

- 2010: 73.94%
- 2011: 71.95%
- 2012: 74.85%
- 2013: 68.67%
- 2014: 67.66%

# Approved SI
- # in Districts
- # 195500 SI
- # in Districts
Going FORWARD . . .

Eventual phasing out of the SI Model as capacity is built for SLP-As

Questions?

Email questions to: nancy.thomas@dese.mo.gov
use the subject line “Speech Implementer Webinar”

LIVE Q&A Webinar on Friday, May 16 beginning at 10:00 a.m.
Thank You for Participating

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