Think-Pair-Share

1. Select a partner or two or three.

2. What is one piece of information that you found helpful/interesting/thought provoking?

3. Think of a child/children currently on your caseload. Try Writing an IEP goal for vocabulary intervention based on the information from today’s in service. During the academic school year, Student will __________ (meaningful task) with __________ (supports, strategies, tools) in ______ (setting, people, activities) with __________ (the level the child must demonstrate for mastery + number of times child must demonstrate skill).

4. Describe a vocabulary intervention you would utilize with Zoe (the child in the video clip). Try to include a specific strategy (do not use LINCS) and a material or method for determining the specific vocabulary you will use.
# Hot Topics

<table>
<thead>
<tr>
<th>HOT TOPIC</th>
<th>WHAT I NEED TO KNOW</th>
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<td>Ohio Board of Speech Pathology and Audiology</td>
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<td>KRAL</td>
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<td>Early Learning &amp; Development Standards</td>
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<td>Step Up To Quality</td>
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<td>NPI</td>
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<td>Ohio’s New Learning Standards &amp; AASCD</td>
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<td>Ohio’s Operating Standards 2014</td>
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<td>Proposed Workload Process</td>
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<td>OSSPEAC &amp; OSLHA</td>
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<td>SLP Guidelines</td>
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<td>ASHA</td>
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As of February 24, 2014

- **Audiology** 935
- **Speech-Language Pathology** 6597
- Dual Licensees 40
- Conditional SLP 366
- Speech Pathology Aide 8
- Audiology Aides 63
- Permits 0
- **Inactive** 182

AUD - 26
SLP - 156
TOTAL 8191
<table>
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<tbody>
<tr>
<td><strong>SLP</strong></td>
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<td><strong>Audiologist</strong></td>
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<td><strong>Inactive</strong></td>
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<td>132</td>
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<td>324</td>
<td>323</td>
<td>356</td>
<td>300</td>
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<td><strong>Permit Holders</strong></td>
<td>3</td>
<td>42</td>
<td>47</td>
<td>41</td>
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<tr>
<td><strong>SLP-Aide</strong></td>
<td>8</td>
<td>10</td>
<td>10</td>
<td>19</td>
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<tr>
<td><strong>AUD-Aide</strong></td>
<td>68</td>
<td>72</td>
<td>63</td>
<td>65</td>
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<td><strong>TOTAL</strong></td>
<td>8180</td>
<td>8122</td>
<td>7717</td>
<td>7612</td>
<td>7248</td>
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</tbody>
</table>
Work Status – Speech-Language Pathologists – School Setting

2,902

• Employed Full-Time – at least 30 hours per week – 2,178
• Employed Part-Time – less than 30 hours per week – 547
• Not employed – 52
• Retired – 125
• Did Not Respond – 0

Supervisory Experience

• Yes – 1,689
• No – 1,191
• Did Not Respond – 22
LICENSURE STATISTICS

Licensed to Practice – Speech-Language Pathology
Less than 1 year – 40
1 to 5 years – 464
6 to 10 years – 340
11 to 15 years – 505
16 to 20 years – 461
More than 21 years – 1,035
Retired – 34
Did Not Respond – 23
Priority Board Issues 2014

- **Board Office**
  - New e-License System
  - Licensure Renewal 2014

- **Audiology Profession**
  - Online hearing aid sales
  - Misleading Advertising

- **Speech-Language Pathology**
  - School caseloads and impact to services

- **Survey for Conditional Licensees and PEY**

- **Supervisors**
CE Broker

- Spells out each licensee’s CE requirements
- Shows licensees how many hours are still outstanding
- Continuing education audits will be 100% electronic at the end of the 2013-2014 license period.
- Those who post enough hours to fulfill their requirements in CE Broker will be shielded from audit!
OBSLPA

- Ethics requirement beginning 2015-16
- Two of the 20 hours required
- Possible Ethics PD
  - OBSLPA staff
  - Speechpathology.com or other online
  - Conventions/conferences/workshops
  - Local district inservice may qualify
KRA replaces KRAL

- **Kindergarten Readiness Assessment**
  - More than 20 minutes
  - District decision as to who assists teachers
  - Secure test; anyone administering must be trained
  - Spring training/Fall assessment
  - Looks at all areas of Early Learning & Development Standards including: Soc-Emotional, Literacy, Science & Social Studies, Math, Health
  - 1:1 assessment plus observation
Early Learning & Development Standards

- New standards currently in place
- Overview training + individual module training provided by SSTs
- SLP’s role includes understanding and support of new content standards
- ELDS available on-line
Step Up to Quality

- Continuous Improvement initiative
- Emphasis on family involvement
- Must align assessment system with standards
- ODE evaluates programs based on STAR rating system
- More info available at ODJFS
Get It Got It Go is gone

- Replaced by formative assessments
- Will roll out in Fall
- Teachers use results to inform instruction.
- ECHO and ASQ-S remain in place
FOR QUESTIONS PERTAINING TO EARLY CHILDHOOD PLEASE CONTACT:

REGION 2: JACKIE PLANTNER: PLANTNER@SSTR2.ORG

REGION 3: KATHY JILLSON: KATHY.JILLSON@ESC-CC.ORG
National Provider Identifier (NPI)

- The National Provider Identifier (NPI) is a Health Insurance Portability and Accountability Act (HIPAA) Administrative Simplification Standard. The NPI is a unique identification number for covered health care providers. Covered health care providers and all health plans and health care clearinghouses must use the NPIs in the administrative and financial transactions adopted under HIPAA.

- All healthcare workers must obtain an NPI number from CMS for use in all HIPAA standard transactions, even if a billing agency prepares the transaction.

- For more information and how to apply: Visit the National Plan & Provider Enumeration System website:

  https://nppes.cms.hhs.gov/NPPES/Welcome.do
National Provider Identifier (NPI)

- Now required for SLPs whose districts bill Medicaid
- Personal/Individual number with portability
- Fraud prevention purposes
- See ASHA memo for details.
- Apply on-line
Ohio’s New Learning Standards

- Common Core-beginning Fall 2014
  - ELA
  - MATH
  - Ohio’s Revised Science and Social Studies

- Ohio’s AASCD-window currently open
Operating Standards for Ohio Educational Agencies serving Children with Disabilities
Operating Standards for SWD

- Expected to be approved by Education in May 2014
- Operational July 1, 2014
- New language pertaining to workload process
Workload Process in new Operating Standards

Changes to 3301-51-09(I)

- Service provider ratios workload determination for delivery of services
- School districts, county boards of developmental disabilities and other educational agencies shall determine workload for an individual service provider based upon all of the factors set forth in subsections 1, 2, and 3 below.
(1) Workload for an individual service provider shall be determined by the following process, which incorporates the following components:

(a) All areas of service provided to children with and without disabilities, including screening, assessment, consultation, counseling, training, and related duties in the school setting, intervention design, and educational interventions, but not limited to: school duties, staff meetings, professional development, supervisions, travel/transitions, screening, assessment, evaluation, progress documentation and reporting, secondary transition service planning, conference/consultation pertaining to individual students, documentation for individual students, and third party billing requirements.
(b) The severity of each eligible child’s need, and the level and frequency of services necessary for children to attain IEP goals and objectives to provide a free and appropriate public education (FAPE).
(c) Time needed for planning in accordance with paragraph (A)(9) of rule 3301-35-05 of the Administrative Code, including statutory and/or contractual agreements applicable to the educational agency.

Paragraph (A)(9) of Ohio Admin. Code 3301-35-05 states the following:

Planning includes: designing work, evaluating student progress, conferencing and team planning, collaborative planning for the development of lesson plans, professional development and shared learning.

The schedule of a full-time equivalent service provider or intervention specialist with a teacher day of six hours or longer, excluding the lunch period, shall include two hundred minutes per week for the purposes of planning.
(d) Additional time for diagnostic testing and classroom observation; coordination of the program; parent, staff and agency conferences concerning individual children; staff development activities; and follow-up; and the demands of an itinerant schedule, including the number of buildings, the distance between the buildings, and travel.
(3) Related service providers for preschool and school-age children with disabilities shall provide direct services—specially designed instruction in accordance with the following ratios. Requirements limiting the number of students per licensed professional: Additionally, consideration shall be given to paragraph (I)(l) of this rule. Indirect and direct services shall be provided in accordance with each child’s IEP.
(f) A speech and language pathologist shall provide services to no more than eighty school-age children with disabilities; or no more than fifty school-age children with multiple disabilities, hearing impairments, or orthopedic/other health impairments; or no more than fifty preschool children with disabilities. Each school district shall provide services at a ratio of one speech and language pathologist per two thousand children as required by division (F) of section 3317.15 of the Revised Code:

(i) Eighty school-age children with disabilities, or
(ii) No more than fifty school-age children with multiple disabilities, hearing impairments, autism, or orthopedic/other health impairments, or
(iii) No more than fifty preschool children with disabilities, or
(iv) A combination of preschool and school-age children with disabilities or children with multiple disabilities, hearing impairment, autism, or orthopedic/other health impairments proportionate to the ratios set forth in (I)(3)(f)(i), (ii), and (iii).
Proceed with Caseload Ratio Calculation

- Use a team-based approach
- Deduct standard deductions from workweek or work month.
- Deduct time needed for correspondences, paperwork (e.g., third party billing), parent-student meetings, and diagnostics/screenings.
- Remaining time is available for caseload (e.g., services, interventions, 504 accommodations/services, etc.).
  - Consider student groupings, LRE, group size, and frequency and duration, as designated on each IEP, IP, and/or 504.
  - Be sure that each group size does not exceed any allowable age ranges or group size restrictions.
OSSPEAC Initiative

- Conducted a Survey in winter
- Team approach
- Spring 2014 timeline
- Consider joining-attending Fall conference-volunteering on committee
OSLHA Convention

- Begins this week
- Short courses, vendors, meetings, sessions
- OBSLPA meets
- Saturday Schools Caucus
SLP Guidelines

- Under renovation & clean-up
- Expected to unveil Fall 2014
- Will be available from OCALI website
- Future direction to include more modules, possible continuing education.
ASHA Schools Conference

- ASHA Schools 2014

- July 25–27, 2014
  Pittsburgh, Pennsylvania

- Change history and her story, too

- At Schools 2014, our goal is to improve lives—one story at a time. Join in at the premier conference for SLPs who work in schools.
ASHA Convention 2014

- November 20–22, 2014 - Orlando, Florida
- November 12–14, 2015 - Denver, Colorado
- November 17–19, 2016 - Philadelphia, Pa
- November 9–11, 2017 - Los Angeles, Ca.
- November 15–17, 2018 - Boston, Mass
- November 21–23, 2019 - Orlando, Florida
- November 19–21, 2020 - San Diego, Ca.
DOORPRIZE TIME
Wrap-Up

- Thank you
- Certificate of attendance: 5.5 hours pdf
- Survey Link to provide feedback on today’s conference
- See you in Winter 2015
SPRING is nature’s way of saying, LET’S PARTY

-Robin Williams