

# SEAL MONTHLY REPORT

*The latest news and updates from ASHA and MSHA*



School based services: ASHA.org

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## Welcome Back!

Welcome back to school for the 2019-2020 year! We are all in the throws of playing scheduling tetris, conducting child find meetings, copying IEPs, and countless beginning of the year meetings. Remember, though, amidst all of the planning and preparation, that we get the opportunity to work with a team to treat a wide variety of speech/language impairments to make a difference in students' lives even years down the road. What an incredible opportunity!

This school year I want to hear from you! MSHA and I would love to hear your accomplishments, your victories, and your concerns. Our goal is to advocate for and with our members to make school-based speech therapy THE place to be. So let us know your thoughts. My personal email is [mallory.putnam@gmail.com](mailto:mallory.putnam@gmail.com) or you can contact MSHA directly at the link below. Also below is a link to ASHA's roles and responsibilities for speech language pathologists in the schools. Have a great school year!



# Andrew: Not de minimus

The focus of this month's SEAL call was on the Andrew F. supreme court case from 2017 and its impact on speech language pathologists and speech associates in the schools.

A brief overview: In 2017, Andrew F.'s parents withdrew their child from public school and placed him in private school where he made significant progress. His parents sued the school district for the cost of tuition, stating that the public school did not provide FAPE. The supreme court ruled that schools must develop goals and objectives on IEPs that are sufficiently challenging for the student to progress in the general education curriculum.

So, how does this impact SLPs and SAs? We need to ensure that we are developing PLAAFPs, goals, and objectives that are challenging our students and that are tied to the child's grade level standards, rather than doing the minimum to show progress. As a member of the IEP team, we need to review carefully the strengths, impact of disability, goals, timeframes, methods, and report of progress often to ensure FAPE for each child. Calculating ROI is one way that Mississippi is monitoring progress.

What is the takeaway? Always strive to see our students progress with challenging goals that tie back to the MS curriculum standards. Support SPED teachers and Gen.Ed. staff with this endeavor.

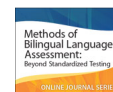
# August SEAL Call

This month's SEAL call focused on the Andrew case and its impact on SLPs and SAs in the schools. Other topics discussed included RTI and bilingual evaluation and treatment concerns.

RTI: Many states are developing guidelines for SLP and SA roles in the RTI process. Below is a link to the MSHA conference presentation on MTSS and the Access for All document. These are great resources if you are unsure of your role in RTI, need a refresher, or to use in advocating in your school.



Bilingual Evaluation and Treatment Concerns: This area may be the next SEAL topic, and is an ongoing question in the SEAL forum for most states. What are the guidelines for evaluating bilingual and multilingual students, and where do we begin treatment? ASHA offers a tutorial and CEU course to answer these questions, and [bilingualistics.com](http://bilingualistics.com) has excellent information. See the links below. I have also included a link to GMU's "Speech Accent Archive" that is helpful in articulation assessment for bilingual students.



# In Case You Missed It!

Summer: Speech Language Pathologist Forgivable Loan link: <https://msfadev.wordpress.com/slp/>

May: IPP & IPE, Extender Services, Evidenced Based Practice

April: Healthy Communication and Popular Technology Initiative

March: Medicaid billing: How To Survive An Audit

February: ASHA's stance on Rapid Prompting Method and Facilitated Communication, ASHA Workload Calculator Trial

January: "I Contribute" Toolkit launched