SLPs and U-POD: What About the "Speech Only" and "Language Only" Kids?

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Schedule

- History
  - Background information about federal requirements
  - U-POD
  - How this relates to SLPs
    - Review of functional outcomes
- Case Studies
  - U-POD Decision Tree
  - Preschool Language Scale-4 Cross Walk
  - Age Expectation Developmental Milestone
  - Interview Questions

1993 & 2002

- 1993: Government Performance and Results (GPRA) required all federal programs to establish performance goals and indicators
  - DoE reported number of children served in early childhood special education
- 2002: U.S. Office of Management and Budget (OMB) instituted a new review process
  - Identify effective federal programs
  - Budgetary concerns
  - www.expectmore.gov
    - "Results Not Demonstrated" for ECSE

2003 & 2005

- Early Childhood Outcomes (ECO) Center funded by DoE
  - Assist states in developing and implementing data collection systems
- Stakeholders addressed the question: "For what do early intervention and early childhood special education programs want to hold themselves accountable?"
  - Functional outcomes
    - Outcomes should address areas that are meaningful to child's everyday life

2007

- Almost half of students age 3-5 were identified as having speech or language impairment as their primary disability
  - That's a lot of "speech and/or language" only kids!

2008

- First time states were required to submit data on progress of young children with disabilities on three child outcomes
- Data is now required to be submitted annually to document effectiveness of services
  - Data minimally required on entrance and exit

Why Accountability?

- *Produce good outcomes for children*
- Driven by policy makers and funders of programs
- Justify future funding requests
- Identify strengths and weaknesses
  - To improve programs
- Allocate support resources

Because we have to ☺!

How Data is Reported

- Child Outcomes Summary Form (COSF)
  - Federal developed by ECO
    - www.fpg.unc.edu/~eco/index.cfm
  - Team uses multiple sources of information to rate each outcome on a seven-point rating scale
- Utah Preschool Outcomes Data (U-POD)
  - Utah's one page outcome data student summary form
  - Based on COSF

I'm an SLP…

- "I only tested him on articulation, I don't know how he functions across domains."
- "I see kids individually, I don't know how she acts in class."
- "He can sign to get his wants and needs meet. Does that count as age-appropriate functioning?"
- "I only have a short time to evaluate children. This is a lot of extra work."
- "What do these functional outcomes really mean?"

Issues for SLP's

- Knowledge
- Time
  - for testing
  - caseloads

Positive Social-Emotional Skills

- Emphasize social relationships with adults and peers
- Ability to follow rules in group situations
- Initiating and maintaining social interactions
- Regulating emotions
- Demonstrating attachment

Acquisition and Use of Knowledge and Skills

- Thinking, reasoning, problem solving, memory
- Knowledge of the physical and social world
- Vocabulary, syntax, literacy and numeracy
- Knowledge and skill which provide foundation for later academic success

Use Of Appropriate Behaviors to Meet One's Needs

- Refers to the increasing independence of young children
- Taking care of self
  - eating
  - dressing
  - toileting
  - moving from place to place
  - using tools
  - adhering to health and safety rules
- "Can the child take appropriate action to get his or her needs meet?"

Let's Practice

- U-POD Decision Tree for Summary Rating Decisions
- PLS-4 Crosswalk
  - www.fpg.unc.edu/~eco/pages/crosswalks.cfm
- Potential interview questions
- Age Expectations References
  - www.dpi.state.nd.us/speced/early/index.shtm
- Info available at
  - www.schools.utah.gov/sars/Preschool.aspx

A Note About Progress

Child	Age at Entrance	Score	Age at Exit	Score
Aaron	36 months	3	60 months	6
Beverly	36 months	5	60 months	4
Chad	36 months	4	60 months	4
DeeAnn	36 months	3	48 months	3
Evan	36 months	7	60 months	7

Which children made progress?

Resource

Hebbeler, K. & Rooney, R. (2009). Accountability for Services for Young Children With Disabilities and the Assessment of Meaningful Outcomes: The Role of the Speech-Language Pathologist. *Language, Speech, and Hearing Services in Schools*, 40, 446-456.

Web Sites

Utah Preschool Information
www.schools.utah.gov/sars/Preschool.aspx

ECO Crosswalks
www.fpg.unc.edu/~eco/pages/crosswalks.cfm

North Dakota Age Expectation Developmental Milestones
www.dpi.state.nd.us/speced/early/index.shtm