

# Supervision in the Schools: Combining Regulations, Research, and Best Practice

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Speech-Language Pathology (2020 Standard V-E)

<https://www.asha.org/certification/supervision-requirements/>

Before serving as a supervisor or CF mentor for purposes of ASHA certification, individuals must

- hold ASHA certification (CCC-A or CCC-SLP),
- have completed a minimum of nine months of practice experience post-certification, and
- have earned at least two hours of professional development post-certification (one-time requirement) in the area of supervision and/or clinical instruction.

## Content for Today's Session

- Feedback styles and methods aligned to learner needs
- Requirements for evaluation and eligibility in federal and state law for U.S. schools
- Intersection regulations and research to combat overidentification, high SLP caseloads, and civil rights concerns
- Current research and best practice
- Impact of poverty on language and executive function
- Strategies for differentiating educational identification and clinical diagnosis
- Identification of issues and targets for coaching and mentoring

## KEY Training for Effective Supervision (O'Connor, 2008)

### Target Behaviors for Supervisors

- Be helpful without taking all the responsibility for supervisees' growth
- Ensure responsibility for problem-solving
- Provides the supervisee with an opportunity to examine what is happening and identify potential solutions
- Model communication skills that facilitate supervisees' critical thinking and problem-solving

### Target Behaviors for Student of SLPA

- Take responsibility for growth
- Be an active problem-solver
- Examine interactions for issues and identify potential solutions
- Communicate clearly and use critical thinking and problem-solving skills

## Multitasking

- In ten seconds, how far can you get on the following tasks?
- Multitasking reduces your brain's ability to process information quickly and efficiently.
- Do One Thing at a Time
  - Multitasking decreases productivity
  - Reduce interruptions
  - Average of 6-20 minutes to refocus
  - Block calendar for important tasks
  - Set times to check email

## Skill Inventories

Strengthsfinder

<https://high5test.com/test>

Meyers Briggs

<http://www.humanmetrics.com/cgi-win/jtypes2.asp>

Trendhunter

<https://www.trendhunter.com/innovation-assessment?ref=3001d7aed5f9319cad3d54f349e03f9d>

## Efficient Work Behaviors

- Embrace technology
  - Voice text
  - Things app (task organizer)
  - Lastpass (Password manager)
  - Apple watch
- Be organized and plan well
- Delete Do Delegate Defer <https://www.mcgheepro.academy/wp-content/uploads/2020/08/Handout-TBYL-4Ds.pdf>
- Workflow Decisions <https://www.mcgheepro.academy/wp-content/uploads/2020/08/Handout-Take-Back-Your-Life-Workflow-Decisions-1.pdf>
- Time Management Tips (Infographic) [https://www.mindtools.com/media/Images/Infographics/Time\\_Management\\_Tips\\_Infographic\\_FINAL\\_USE.pdf](https://www.mindtools.com/media/Images/Infographics/Time_Management_Tips_Infographic_FINAL_USE.pdf)
- 21 time-management habits all leaders should learn <https://www.weforum.org/agenda/2015/07/21-time-management-habits-all-leaders-should-learn/>

## Efficiency Resources

- Take back your life! McGhee Productivity Solutions
- 7 habits of highly effective people by Franklin Covey
- Mindtools

“Relationship trust is all about behavior ... consistent behavior.” (Stephen Covey, The Speed of Trust)

### 13 Behaviors to Build Trust

1. Talk straight. Let people know where you stand. Use simple language.
2. Demonstrate respect. Genuinely care and show it.
3. Create transparency. Tell the truth in a way that can be verified. Err on the side of disclosure.
4. Right Wrongs. Apologize quickly. Make restitution where possible.
5. Show loyalty. Give credit freely. Speak about people as if they were present.
6. Deliver results. Don't overpromise and underdeliver. Don't make excuses.
7. Get better. Thank and act on feedback.
8. Confront reality. Take issues head on, even the “undiscussibles.”
9. Clarify expectations. Disclose, reveal, discuss, validate, renegotiate if needed, don't violate, expectations.
10. Practice accountability. Take responsibility for results. Be clear on how you'll communicate.
11. Establish and Practice Accountability Listen first. Don't assume you know what matters most to others.
12. Keep commitments. Make commitments carefully. Don't break confidences.
13. Extend trust. Extend trust abundantly to those who have earned it. Extend trust conditionally to those who are earning it.

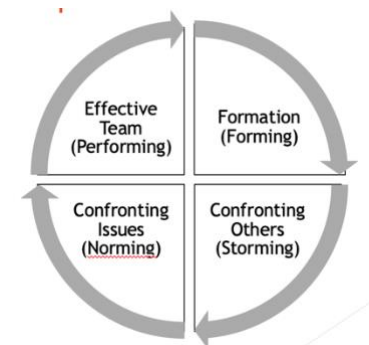
### Reconsider the Use of Sarcasm

- Humor that is negative, but done in a way that maintains plausible deniability
- Undermines teams & creates defensive postures
- Strategies to deal with others:
  - Treat comments as genuine
  - Remain passive and don't respond
  - Comment directly on the sarcasm

### Develop norms

- Time and attendance
- Listening and confidentiality
- Decision making
- Participation
- Communication
- Evaluation and Expectations
- Review incidents
- Evaluate performance (yours and theirs)

### Team Development



**Clinical Fellowship Skills Inventory (CFSI)**

ASHA Supervision Form for CFs

- Assessment
- Treatment
- Professional
- Interpersonal

**Delegating and Managing**

- Clarity – What will be done?
- Responsibility – By who?
- Accountability – By when?
- Feedback – How will I know?

**Feedback**

...the most powerful single moderator that enhances achievement is feedback. The most simple prescription for improving education must be "dollops of feedback". John Hattie (2009) Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement

<p><b>Feedback and Feedforward</b></p> <ul style="list-style-type: none"> <li>• Research on feedback shows what is effective</li> <li>• 2 main types of feedback</li> </ul>	<p><b>Transmission Style</b></p> <ul style="list-style-type: none"> <li>• Receptive, silent, passive</li> <li>• Uncritical, dependent learning</li> <li>• This is a gift from experts to passive learners</li> <li>• One way communication</li> </ul>	<p><b>Co-Construction Style</b></p> <ul style="list-style-type: none"> <li>• Loops of dialogue</li> <li>• Behavioral, emotional, cognitive engagement</li> <li>• Social process</li> <li>• Responsibility of learning is shared "We are in this together"</li> </ul>
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**Beliefs about Feedback**

Feedback is an instruction to change something	or	Feedback is an invitation to change something
People should request feedback	or	Supervisors should provide feedback
Feedback should be about strengths	or	Feedback should be about weaknesses
Culture of supervisee should be considered	or	Supervisee considers the culture of the supervisor

**Levels of Feedback**

- Task-How well tasks are performed and understood
- Process-The process needed to understand and perform tasks
- Self-Regulation-Self-monitoring and directing one’s own actions
- Self-Personal evaluation (rarely effective)

e-book <http://www.evidencebasedteaching.org.au/how-to-give-feedback-to-students/>

**Types of Feedback**

- Basic feedback
  - Right or wrong answer
  - For advanced learners
- Instructional feedback
  - Corrects faulty understanding
  - Goes beyond current task to future tasks
- Coaching Feedback
  - Helps students learn to evaluate their own work
  - Focus on student insights

**Feedback from Educators**

- What type of feedback do you provide?
  - How often?
  - Verbal or written?
  - Real-time or delayed?
  - What is the focus of the feedback?
- Task
- Process
- Self-Regulation

# Requirements for Evaluation and Eligibility in U.S. schools

## Eligibility for Special Education

### Federal Definition of Eligibility for Special Education:

- The student has an impairment
- There is an adverse educational impact
- There is a need for specially designed instruction

<p><b>Educational Impact</b></p> <ul style="list-style-type: none"> <li>• Academic activities (homework, journals, work samples, classroom tests, etc.)</li> <li>• Artic errors reflected in spelling? Poor intelligibility?</li> <li>• Language impacting performance?</li> <li>• Data from response to strategies already used by teacher? (MTSS, RtI and IDEA pre-referral intervention)</li> <li>• Social emotional challenges in the school setting?</li> <li>• Behavioral impact in school setting?</li> </ul>	<p><b>Need for Specially Designed Instruction</b></p> <p>Data sources to document this question</p> <ul style="list-style-type: none"> <li>• What data sources does the team consider?</li> <li>• What threshold is sufficient to say there is an impact?</li> <li>• What is so unique that only an SLP is qualified to deliver this service?</li> </ul>
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### Documenting Educational Impact and Need for Specially Designed Instruction

- Educationally relevant data from
  - Staff
  - Student
  - Family
- Observation Data and Rating Scales
- Dynamic Assessment data
- Work samples

### Eligibility Decisions

- Must align with IDEA
- Documentation of
- Impairment - tests and other tools (e.g., LSA, narrative analysis, dynamic assessment)
- Educational Impact - observation and work samples and parent and teacher feedback
- Specially designed instruction - student modifiability (e.g., stimulability and dynamic assessment)
- Any state requirements

## Current Research and Best Practice

### Impact of the COVID-19 Pandemic on Early Child Cognitive Development: Initial Findings in a Longitudinal Observational Study of Child Health

Deoni, S. C., Beauchemin, J., Volpe, A., D'Sa, V., & Consortium, t. R. (2021).

<https://doi.org/10.1101/2021.08.10.21261846>

- On-going longitudinal study of child neurodevelopment examined general childhood cognitive scores in 2020 and 2021 vs. 2011-2019
- Children born during the pandemic have significantly reduced verbal, motor, and overall cognitive performance compared to children born pre-pandemic
- Males and children in lower socioeconomic families have been most affected
- The environmental changes associated COVID-19 pandemic is significantly and negatively affecting infant and child development

### A Language Test that Stigmatizes Black Children

A New York Times article by John McWhorter <https://archive.ph/nd8nQ>

- 20 of 30 items on a CELF-5 subtest are different in AAE.
- What about items affected by Southern English?

### Impact of New York Times Article of 10/7/2022 by Dr. John McWhorter

M. Ireland 2023 GOSSLP

Dr. Cate Crowley of Columbia Teachers College

- Call to action to end systemic racism
- Video available at <https://www.youtube.com/watch?v=ijq5dDlcTzE>

### **Speech development between 30 and 119 months in typical children I: Intelligibility growth curves for single-word and multiword productions**

Hustad, K.C., Mahr, T.J., Natzke, P., & Rathouz, P.J. (2021). [https://doi.org/10.1044/2021\\_JSLHR-21-00142](https://doi.org/10.1044/2021_JSLHR-21-00142)  
New Intelligibility Data

- Over 500 typically developing children who spoke American English
- A standardized sample of single words and sentences orthographically transcribe recordings of these samples and used mathematical modeling to calculate rates.
- Children should be
  - 50% intelligible by 4 years
  - 75% intelligible by 5 years
  - 90% intelligible a little past 7 years

### **ICS for Intelligibility McLeod et al.**

- Free parent report tool
- Available in 60 languages
- Provides data on intelligibility
- <https://www.csu.edu.au/research/multilingual-speech/ics>

### **Evaluating children in U.S. public schools with speech sound disorders: Considering federal and state laws, guidance, and research**

Ireland, McLeod, Farquharson, Crowe (2021)

- [https://researchoutput.csu.edu.au/files/199646525/51303745\\_Accepted\\_manuscript.pdf](https://researchoutput.csu.edu.au/files/199646525/51303745_Accepted_manuscript.pdf)
- Examples of educational impact and need for specially designed instruction
- Review of current norms for sound acquisition in US

An Interprofessional Approach to Dialect-Shifting Instruction for Early Elementary School Students  
Byrd and Brown (2021)

- This developed a dialect-shifting curriculum for early elementary school students who speak AAE
- [https://doi.org/10.1044/2020\\_LSHSS-20-00060](https://doi.org/10.1044/2020_LSHSS-20-00060)

Research for Other Topics

- Explicit instruction in text structure to improve reading comprehension (Hogan et al., 2011);
- Language enrichment and stimulating language and literacy (Powell, 2018; Spencer et al., 2015);
- Supporting students who are EL and strategies for bilingual language development (Gildersleeve-Neumann et al., 2009; Peña et al., 2015);
- Understanding difference versus disorder and nonstandard dialect use in the classroom (Oetting et al., 2016; Hudley & Mallinson, 2015; Blake & Cutler, 2003).

### **Impact of Poverty on Language and Executive Function**

*Toddlers from middle and upper income families used more words talking to their parents than low-SES mothers used talking to their children (Bracey, 2006).*

The Impact of Poverty

- Behavior

- Increased risk for impulsivity and inability to delay gratification
- Language
  - 30 million word gap and informal registers
  - Less exposure to MCV and internal states (feelings)

**Can you think of any assessment items that are frequently misunderstood by students?**

*For each \$5,000 in extra income annually, vocabulary is raised an average of 2 points on a standard scale*

Emotional Keyboard  
 Narrower range of appropriate responses  
 Emotional responses not “wired” must be taught  
 Explicit instruction is essential



Executive Function Skills	
Response Inhibition	Planning
Working Memory	Organization
Emotional Control	Time management
Flexibility	Goal directed persistence *
Sustained attention *	Metacognition
Task initiation *	

- Evaluate True Skills
- Examine Non preferred tasks
  - Examine practice
  - Consider type of models available

- Executive Function Strategies
- Choose a strategy (what’s next)
  - Monitor and problem solve interruptions/issues
  - Sustained effort on task
  - Evaluate outcomes

<p>Universal Design for Learning (UDL)</p> <ul style="list-style-type: none"> <li>● <a href="https://udlguidelines.cast.org/">https://udlguidelines.cast.org/</a></li> <li>● <a href="https://udlguidelines.cast.org/?utm_source=castsite&amp;utm_medium=web&amp;utm_campaign=none&amp;utm_content=abolutdl">https://udlguidelines.cast.org/?utm_source=castsite&amp;utm_medium=web&amp;utm_campaign=none&amp;utm_content=abolutdl</a></li> <li>● <a href="https://www.asha.org/slp/schools/universal-design-for-learning/">https://www.asha.org/slp/schools/universal-design-for-learning/</a></li> </ul>	<p>Social-Emotional Learning (SEL)</p> <ul style="list-style-type: none"> <li>● A process for developing fundamental skills for coping with various social demands</li> <li>● Create an equitable learning environment</li> <li>● Model active engagement for other professional</li> <li>● CASEL (<a href="http://www.casel.org">www.casel.org</a>)</li> <li>● Kimochis of every kid (<a href="http://www.kimochis.com">www.kimochis.com</a>)</li> </ul>
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Academic Talk and Casual Talk  
 van Kleeck, A. (2020). 20Q: Focusing on Academic Language in Preparing Preschoolers with Foundations for Later Reading Development. SpeechPathology.com, Article 20349.

- Academic Talk and Verbal Displays
- Preschoolers from CLD backgrounds may not get as much experience in responding to requests for verbal display in their homes. They, therefore, might arrive at school less familiar with academic talk
  - Children are often prompted to:
    - answer many questions in order to show and adult what they know, and not to provide information that is unknown to the adult

- requests that children display their thinking or reasoning
- Both of these are verbal displays commonly requested in schools

van Kleeck, A. (2014a). **Distinguishing between casual talk and academic talk beginning in the preschool years: An important consideration for speech-language pathologists.** *American Journal of Speech-Language Pathology*, 23, 724-741

### Supporting Academic Talk Across all Grades

- Language less supported by the physical context: Book is removed
- More talk about general information: Provide background information about things in the story
- More diverse and academic vocabulary: Elaborate on vocabulary
- More complex syntax: Prompt for longer, more complex sentence
- More talking about thinking, certainty, & possibility: Model talking about these things
- More logical, linear, topic-centered narratives: Ask the student to retell the story to another person. Support the retell as needed.
- More meta-language: Talk about words and what they mean or what they make you think about
- More language for higher-level reasoning and inferencing: Ask the student to make predictions or inferences

## Differentiating Educational Identification and Clinical Diagnosis and Combating Overidentification, High SLP caseloads, and Civil rights concerns

### Comparing Clinical and Educational Models

<p><b>Clinical Diagnosis</b> SLPs may evaluate and identify impairments Decisions about need for service are made by the SLP and client/family Insurance coverage, private payments, and copayments are the responsibility of the client/family</p>	<p><b>Educational Identification</b> Evaluation must address all requirements in federal and state regulations and any local policies Must be determined by a team IDEA provides free services for those who meet the criteria</p>
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### Medical Diagnosis

- A medical diagnosis must be considered, but is not sufficient to make eligibility determination
- May need to gather additional data to be able to make the determination
  1. Presence of an impairment
  2. Adverse impact on educational performance
  3. Need for specially designed instruction

### A Resource

Ireland, M. & Conrad, B. J. (2016). [Evaluation and Eligibility for Speech-Language Services in Schools](#)

### Supporting Students that Struggle IDEA Requirements

- State education agencies must gather and examine such data (per IDEA 20 U.S.C. 1418(d) and 34 CFR §300.646)
- State and local education systems required to take steps to address disproportionality (USDOE, 2015; IDEA reference 20 U.S.C. 1416(a)(3)(C); 34 CFR §300.600(d)(3).).

### Consider Civil Rights

*Identification as a child with a disability under IDEA who does not meet IDEA requirements and state criteria is a violation of the child's civil rights.*

## Consider the Costs

- Students who are identified as disabled under IDEA may experience:
  - lower expectations from teachers
  - decreased graduation rates
  - decreased post graduation employment rates
- School SLP caseloads are already challenging and every additional student takes away time from those who truly are disabled and require services under IDEA

## Identification of Issues and Targets for Coaching and Mentoring

### Special Education Processes

Have you reviewed

- Referral and suspicion of a disability
- Educational vs medical
- Timelines
- Participation on teams

### Evaluation Practices

- Are you modeling and teaching EBP for evaluation?
- Diagnostic accuracy of tests and bias in assessment
- Use of Dynamic Assessment and Language Sample analysis
- No Vocabulary tests or MLU

### Eligibility Practices

- Present all criteria questions
- Document data for each question
- Address educational vs medical and impact of disability identification

**Federal Data collection for Disproportionate Representation** that is a result of inappropriate identification.

- Autism
- Emotional Disabilities
- Learning Disabilities
- Other Health Impairment
- Speech Language Impairment

CCEIS is a 15% set aside of funds for LEAs (Districts) using a risk ratio calculation

### Evaluation Data for Eligibility

- Documenting educational impact
- Academic
- Social emotional, behavioral, functional
- Documenting need for specially designed instruction
- Stimulability, responsiveness, modifiability
- Dynamic assessment

There must be data to substantiate the educational impact and need for specially designed instruction in order to find a child eligible under IDEA.

### Adverse Educational Impact

- Impact is on student – not family or teacher
- Academic
  - Grades
  - Difficulty with school work
- Functional/ Social/ Emotional/ Behavioral
  - Ability to interact in school setting is impacted
  - Emotional state impacts ability to participate
  - Behaviors impact ability to participate
- Professionals must follow the regulations and be comfortable with conflict!

**A parent brings a medical referral for SLP services for a student?  
What do you do?**

Learning with Dr. Carol Westby

- [Beyond the Words: Making Inferences](#)



- [Frameworks for Understanding Cultural Variations in Behaviors, Beliefs, and Communication: Implications for Students from Diverse Backgrounds](#)
- [Telling Our Stories: Cultural Influences on Narratives](#)

#### Critical Questions for Teachers

SLPs should be able to ask teachers

- Why does \_(name)\_ need/receive services?
- What impacts \_(name)\_ in the classroom?

#### Decision Making

- Avoid vagueness or 'foot in both camps' compromise.
- Explain your decision and choices considered to those involved and affected.
- Follow up to ensure proper and effective implementation.

#### Treatment Practices

- Provide explicit instruction and intense practice (Increased number of trials)
- Review high leverage practices in special education
- Provide services collaboratively (in class) to support LRE

#### Use the Opportunity to Educate Others

Some examples include:

- The role of SLPs
- Speech and language milestones
- Bilingual speech and language development
- Scope of practice
- Language and literacy
- Organizational challenges

#### Self-Reflection Questions

- Are you able to delegate responsibilities efficiently?
- What can you do to motivate an individual?
- Are you able to collaborate with others and accept new ideas?
- How do you handle disagreements with others?
- Are you more comfortable with verbal or written communication?
- What kind of feedback do you provide?
- How do you measure your own performance?

#### Top 10 Reasons to Supervise

1. Develop and recruit future employees
2. Stay current—learn what students are learning
3. Share your expertise
4. Establish a relationship with university programs
5. Teach others to advocate
6. Introduce students to interdisciplinary teaming
7. Pay it forward
8. Develop your mentoring and supervisory skills
9. Enhance your clinical skills by teaching someone else
10. Leave a legacy