ISHA School Affairs Update 2017

Diane Barnes-Maguire and Karen Kockler Co-Chairs of the School Affairs Committee
Today’s Agenda

School Affairs Committee Updates
Licensure
Medicaid Update
Practice Act Up for Renewal in 2017
“I Contribute” Campaign Challenge
Shout-Outs and Q & A!
School Affairs Committee Update

Current Goals
- Webpage updated and in progress
- Volunteers always welcomed!
- Advocacy
  --responses to email inquiries.
  --topics for newsletter submissions
- Severity Matrix and Workload

New Goals
- Revising the Exemplary School Award
Severity Rating Matrix Category Updates

ARTICULATION/ PHONOLOGICAL PROCESSING DISORDERS

FLUENCY

VOICE

SWALLOWING

EXPRESSIVE LANGUAGE (Academic, Verbal/Social Communication)
Categories in Matrix, continued...

SOCIAL/ PRAGMATIC LANGUAGE/ASD

WRITTEN LANGUAGE (Academic, Social Communication)

RECEPTIVE LANGUAGE Vocabulary, Language Processing, Listening and/or Reading Comprehension

CENTRAL AUDITORY PROCESSING Auditory Discrimination, Binaural Processing, Temporal Processing
<table>
<thead>
<tr>
<th>RATING OF DISORDER</th>
<th>TYPICAL DEVELOPMENTAL EXPECTATIONS</th>
<th>MINIMAL DIFFERENCE(S)</th>
<th>MILD</th>
<th>MODERATE</th>
<th>SEVERE</th>
<th>PROFOUND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of Severity</td>
<td>6 Service Delivery Units</td>
<td>15-30 mps</td>
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<tr>
<td>Impairment affects the individual’s ability to communicate within academic settings and/or other social settings, as noted by at least one other familiar listener such as teacher, parent, sibling, and/or peer.</td>
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<td>Intelligible 81% or more of the time in connected speech. No impact on intelligibility or communication effectiveness as understood by unfamiliar listeners.</td>
<td>Intelligible 70-80% of the time in connected speech. No more than 1-2 second sound errors outside the developmental guidelines. Errors are consistent, but may be recognized by listeners and may cause some distortion. Possible impact on reading fluency measures during progress monitoring. The individual is stimulating for correct production, and may be considered for RTI. Tier (2) speech support.</td>
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<tr>
<td>The individual demonstrates age-appropriate communication skills and fluency in connected speech based upon observations of student engaged in oral communication with peers and adults. The individual does not alter communication habits.</td>
<td>The individual demonstrates 2-3% atypical difficulties within a speech sample of at least 100 words. Dysfluencies are brief and inconsistent. No visible tension observed. Secondary characteristics are absent. Disturbances in rate and/or prosody may occasionally interfere with communication and reading fluency. Individual may exhibit avoidance of conversational opportunities. The individual may occasionally make decisions of daily life based on the possibility of stuttering.</td>
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<td>No more than 2% atypical difficulties within a speech sample of at least 100 words. Dysfluencies are brief and inconsistent. No visible tension observed. Secondary characteristics are absent. Disturbances in rate and/or prosody may occasionally interfere with communication and reading fluency. Individual may exhibit avoidance of conversational opportunities. The individual may occasionally make decisions of daily life based on the possibility of stuttering.</td>
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<td>No vocal differences are noted, or differences noted are caused by a temporary condition.</td>
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<td>Speech is intelligible without gross sound errors, and at least 2 sound errors outside the developmental guidelines. Errors are consistent, but may be recognized by listeners and may cause some distortion. Possible impact on reading fluency measures during progress monitoring. The individual is stimulating for correct production, and may be considered for RTI. Tier (2) speech support.</td>
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<td>Vocal difference including hoarseness, hypernasality, pitch or intensity inappropriate for the individual’s age is significant concern to parent, teacher, individual or physician. Vocal differences are not due to any temporary condition (i.e. allergy, respiratory virus, infection, short term vocal abuse or of puberty). Medical referral may be warranted.</td>
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**NOTE:** Clinical judgment may warrant modification of these guidelines as individual needs are considered.
Exemplary School Award Revision Proposal

Current qualifications (from ISHA’s website)

Exemplary School Award
The Exemplary School Award is awarded:

- To give visible recognition to outstanding speech-language or audiology programs in the Illinois schools and/or to ISHA professionals involved in exemplary school initiatives in Illinois.
- To promote and share quality professional programs with colleagues in the schools state-wide, and to motivate individuals and departments to enrich their own programs.
- To highlight our profession in the media for positive public relations with the citizens of Illinois, thereby strengthening public support for improving school programs.

How to nominate

Directions for Nominating a Colleague and Nomination Application, ISHA’s Website

Process and Propose New Language
Licensure

Review - You must have applied or be licensed by IDFPR in order to practice in the school setting in the state of Illinois.

Resources
www.isbe.net/Pages/Educator-Licensure.aspx
www.ishail.org/Frequently-Asked-Questions-1

Fulfilling Continuing Education Requirements (teaching PEL or non-teaching PEL)
## 2014 Credentials and Requirements for School-Based SLPs, SLP/Auds, and SLPAs

<table>
<thead>
<tr>
<th>GROUP</th>
<th><strong>Professional Educator License (PEL)</strong></th>
<th>IDFPR</th>
<th>CCCs</th>
<th>CE Requirement</th>
<th><em>Fulfills IDFPR (200 yrs)</em></th>
<th><em>Fulfills CCCs (30/3 yrs)</em></th>
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</thead>
<tbody>
<tr>
<td>SLP</td>
<td>Teaching (formerly Type 03/09/10)</td>
<td>Yes</td>
<td>Yes</td>
<td>120 hrs/5 yrs</td>
<td>Yes</td>
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<tr>
<td>SLP</td>
<td>Non-Teaching (formerly Type 73)</td>
<td>Yes</td>
<td>Yes</td>
<td>20 hrs/2 yrs</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>SLP</td>
<td>Non-Teaching (formerly Type 73)</td>
<td>Yes</td>
<td>No</td>
<td>20 hrs/2 yrs</td>
<td>Yes</td>
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<tr>
<td>SLP + Aud</td>
<td>Non-Teaching (formerly Type 73)</td>
<td>Yes</td>
<td>Yes</td>
<td>40 hrs/2 yrs</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>SLP + Aud</td>
<td>Non-Teaching (formerly Type 73)</td>
<td>Yes</td>
<td>No</td>
<td>40 hrs/2 yrs</td>
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* Some CPDUs do not = CEUs and may not count toward IDFPR/CCC requirements (e.g., meetings at school).  
**If an SLP holds a PEL (Teaching) and may, in the future, consider becoming an administrator/principal, he/she is strongly encouraged to maintain the "teaching" license. The change will be irreversible.

**NEW RULES FOR RENEWAL LANGUAGE TARGET DATE 7/2014.**

**Additional Information:**

1. ISBE does not govern over private schools. Therefore, continuing education requirements for SLPs in private schools will be based on requirements for IDFPR licensure and/or CCCs.
2. At this time, there are no known limits on group sizes for those with PEL (non-teaching).

On October 18, 2016, **Clarification Regarding Record Requirements for Therapy Services in Individualized Education Programs (IEPs)** was released by the Illinois Department of Healthcare and Family Services (HFS).

https://www.illinois.gov/hfs/MedicalProviders/notices/Pages/prn161018b.asp

Questions should be directed to the School-Based Health Services Program in the Bureau of Program and Policy Coordination at 217-782-3953.
1. The written referral specifies a need by making a recommendation for speech and language services, but the rendering practitioner, not the referring practitioner determines the diagnosis, frequency and duration of services to be provided.

2. Referrals for speech and language services can be made by a physician or other licensed practitioner of the healing arts acting within the scope of practice. Examples of other licensed practitioners that can refer speech services in the school setting include, but are not limited to, physician assistants, advanced practice nurses, clinical psychologists, speech-language pathologists or individuals with a Professional Educator License (PEL) endorsed in School Psychology or Speech Language Pathology.
3. The referral of services provided in the school setting are subject to provisions of the Health Care Worker and Self-Referral Act (225 ILCS 47/1).

4. The prescription/order or referral is required prior to services being rendered and must be updated annually.

5. The written prescription/order/referral must be included in the student’s file and be made available to the Department upon request.

6. Neither the attendance sheet from the IEP meeting nor the signed IEP itself satisfies the requirement for a written prescription/order or referral.
Medicaid Update: Most Frequent Question

1) The provider notice states: “The referral of services provided in the school setting are subject to the provisions of the Health Care Worker and Self-Referral Act.” As mentioned above, there is no different application of the Act in the case of referrals made in a school setting. It is clear that the Department wants the protection that a self-referral prohibition may offer.

2) Further evidence that self-referral is not allowed can be found in another provision of the provider notice, which states that the rendering practitioner, not the referring practitioner, determines the diagnosis, frequency and duration of services to be provided. The involvement of 2 practitioners in the process precludes self-referral.
The Impact of this Change to your Practice

- Creation of new referral forms within your district / cooperative
- Sending information home to parents to share with physicians
- Tracking referral returns
- Annual updates of referral form and storage/access of signed referrals
- Ensuring you have referral before billing Medicaid
Illinois Speech and Audiology Practice Act

Found at:
www.ilga.gov/JCAR/AdminCode/068/06801465sections.html

Originally effective in 1989

Renewal Language is being determined by a committee in 2017
Where is the Licensure Act Found?

TITLE 68: PROFESSIONS AND OCCUPATIONS

CHAPTER VII: DEPARTMENT OF FINANCIAL AND PROFESSIONAL REGULATION

SUBCHAPTER b: PROFESSIONS AND OCCUPATIONS

PART 1465 THE ILLINOIS SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY PRACTICE ACT

www.ilga.gov/JCAR/AdminCode/068/06801465sections.html
Areas of Focus in the Current Act

Section 1465.10 Application for Licensure Under Section 7 of the Act (Repealed)
Section 1465.20 Approved Programs

Section 1465.30 Professional Experience

Section 1465.35 Supervision

Section 1465.36 Evaluation and Management Related to Speech-Language Pathology and Audiology

Section 1465.40 Application for Licensure

Section 1465.41 Temporary License

Section 1465.45 Jurisdiction  Section 1465.50 Examination
Areas of Focus in the Current Act, continued...

Section 1465.60 Endorsement

Section 1465.70 Renewal

Section 1465.75 Fees

Section 1465.80 Restoration

Section 1465.85 Continuing Education

Section 1465.90 Granting Variances

Section 1465.95 Professional Conduct Standards
ASHA’s “I Contribute” Campaign

- The ASHA SEAL “I Contribute” Campaign, developed in 2014 by SEAL champions in Wisconsin, funded by an ASHA grant.
- Major advocacy effort. Aligns with ASHA’s PACE (Performance Assessment of Contributions and Effectiveness).
- SEALs Champions ppt available; appropriate to present to SLP teams.
- After March 4th, a video webinar will be available and will offer CEUs.
- A Toolkit is available to aid reflection; will be updated after March 4th.
- The CHALLENGE!!!
Contact Us

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