

Ohio School SLP/AUD
Supervisory Network

OSSPEAC 2026

What's Happening in 2026?

Hot Topics for School SLPs



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Your Speakers

Complimentary registration was provided by OSSPEAC for most of today's Hot Topics presenters.

We are grateful for OSSPEAC's support in making this presentation possible and fostering professional development in special education services.

Hot Topics



01

Adverse Impact

Document educational need

02

Tiered Interventions

What is the SLP's role?

03

Strength-Based ETRs & IEPs

Show the student's potential

04

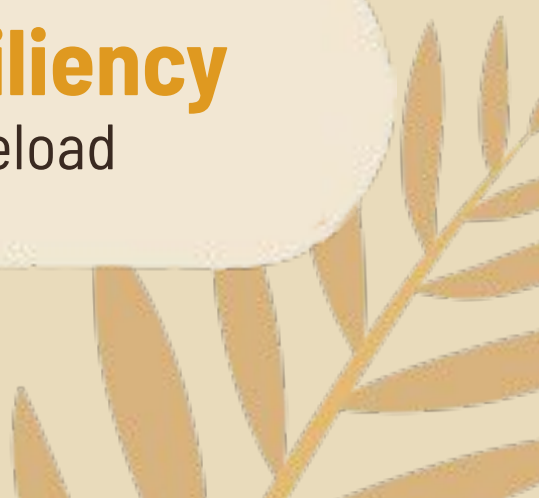
Progress Monitoring

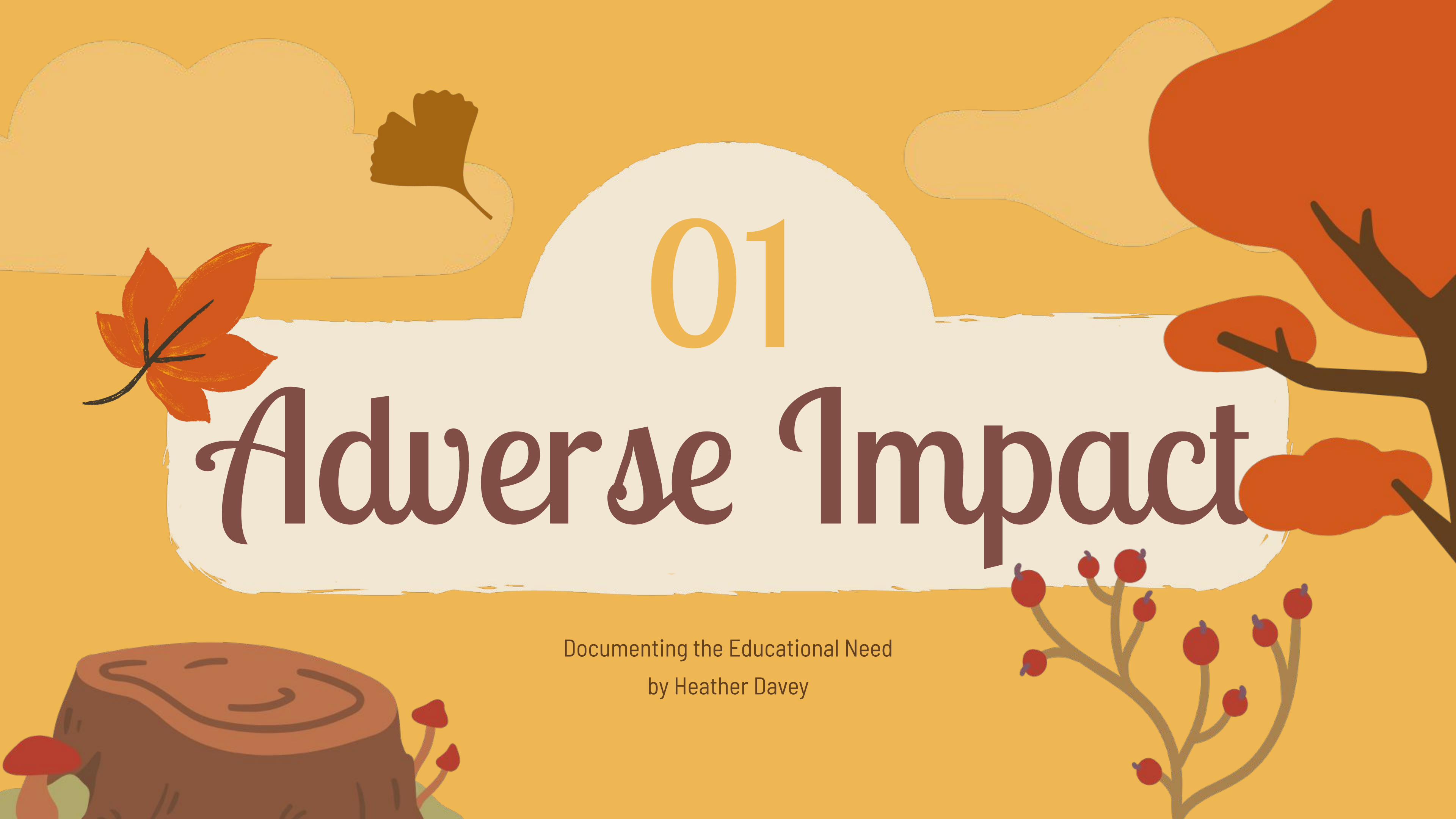
Effectively track student success

05

Professional Resiliency

Manage your evolving caseload





01

Adverse Impact

Documenting the Educational Need
by Heather Davey

What the ETR needs to show:



Appropriate Instruction

Child's poor performance is not due to a lack of appropriate instruction or limited English proficiency



Meets State Criteria

Student must meet the definition of one of the 13 disability categories



Educational Need

Child demonstrates an **educational need** that requires specially designed instruction



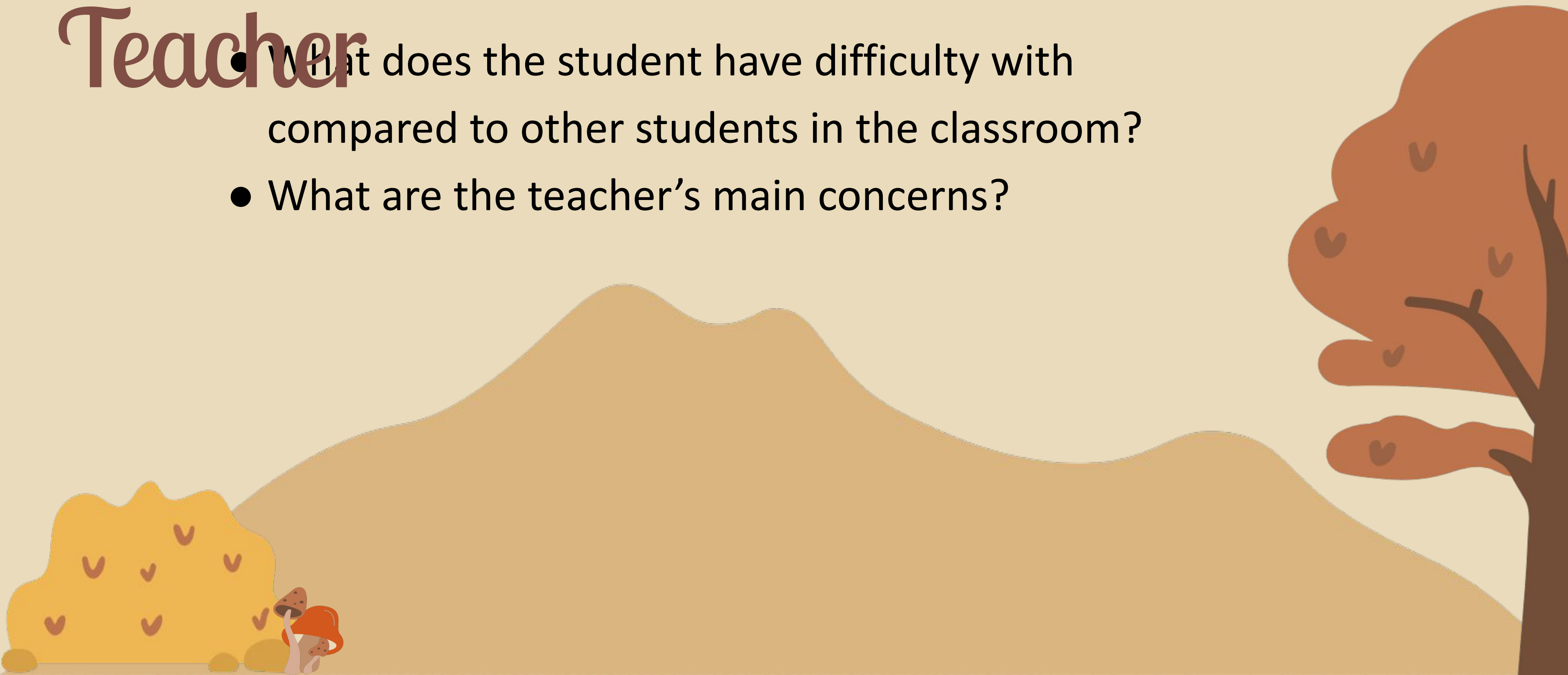


Determining Educational Need

- Obtain information from the teacher
 - Observe the student
 - Use Ohio's Learning Standards
- 
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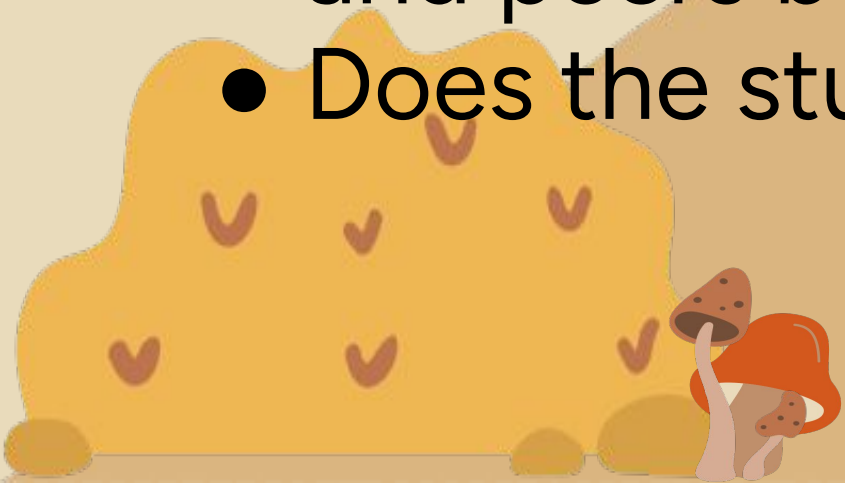
Obtain Information from the Teacher

- What does the student have difficulty with compared to other students in the classroom?
- What are the teacher's main concerns?



Questions to Pose

- Is there a documented relationship between the student's difficulties and academic achievement (ex. reading, writing, phonological awareness, spelling)?
- Is the student's communication disorder out of proportion with overall functioning level?
- Do communication skills limit participation in self-care, interpersonal, or classroom/daily routines?
- Is the impairment noticeable across settings?
- Is the student consistently unintelligible to parents, teachers, and peers beyond what is expected for his/her age?
- Does the student have limited or no means of communication?



Observe the Student

- Conduct an observation in the classroom or learning environment
- Include date, start and end time, and summary of what was observed while someone else was in charge of instruction
- Consider the concerns of the team and look for evidence that documents whether these concerns are have an impact on the student in the educational environment
- Be purposeful when choosing the time of the observation



Use Ohio's Learning Standards



Think about the communication needs you have identified – How will those impact the child's progress in the general education curriculum?



Ohio Rules

ETR Eligibility

The second prong of eligibility must include how the disability affects the child's progress in the **general education curriculum**.

IEP Present Levels of Performance

*Must include summary of performance (academic or functional) **compared to grade level standards** or to expected age appropriate performance.

How do we document the impact specifically enough for the ETR Eligibility?

How do we ensure that our IEP goals are educational?

Use the Ohio Learning Standards!





Ohio Learning Standards

Cheat Sheet for Related Service

For Example

ENGLISH LANGUAGE ARTS		
SPEAKING AND LISTENING		
Speaking and Listening Standards outline how students develop skills to participate effectively in discussions, interpret and analyze information presented in various formats, present ideas clearly, and adapt language to context. The standards progress from foundational conversation skills in the early grades to advanced communication, analysis, and presentation skills in high school.		
	Skills Addressed	Communication Areas
SL.x.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively	Conversational exchanges Topic Maintenance Listening to others Ask for clarification Ask and answer questions Grade 6+ perspective-taking	Language Articulation Social Skills Fluency
SL.x.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	Answer questions about texts Paraphrase, summarize, explain main ideas Grade 6+ interpret, analyze, synthesize information	Language Articulation Social Skills Fluency
SL.x.3 Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric.	Ask and answer questions about a topic Summarize information Grade 6+ delineate and evaluate a speaker's perspective	Language Articulation Social Skills Fluency

SL = Speaking and Listening

X = grade level

Number = standard



Statements of Adverse Impact



Kindergarten- Speech Sound Errors

Student's difficulty using correct speech sounds directly impacts his ability to meet **Kindergarten Standard SL.K.6**, preventing him from speaking audibly and expressing thoughts, feelings and ideas clearly. Furthermore, these deficits negatively impact literacy development, specifically phonemic awareness, word recognition, and spelling, as the student writes words how he speaks them.

3rd Grade- Answering Questions

Student demonstrates delays in receptive language skills, specifically in comprehension of grade-level academic literature with impacts her ability to meet **3rd Grade Standard RL3.1** preventing her from demonstrating understanding of literary text. Without targeted supports, these challenges interfere with the student's ability to fully access grade-level content.



Integrate Educational Need into ETR:



Individual Evaluator's Assessment Page

Use a heading to clearly identify

Team Summary

Eligibility Page

The team must provide a justification for the eligibility determination decision, describing how the student meets/does not meet the eligibility criteria. This cannot be just a copy and paste from the disability category description. This must also include how the disability affects the child's progress in the general education curriculum.



Reminders:

- Adverse impact statement must be specific to the individual student
 - Be familiar with Ohio's Learning Standards
 - Talk as a team to determine how the child's disability is impacting his/her education
- 
- 

The background is a solid warm orange color. It is decorated with several autumn-themed illustrations: a red maple leaf in the upper left, a brown leaf in the upper left, a yellow leaf in the upper right, a cluster of red berries in the upper right, a large pumpkin with a black bat silhouette on its side in the lower left, a cluster of red berries in the lower left, and two pumpkins in the lower right, one of which has a small black bat silhouette on its side. A white, cloud-like shape with a scalloped top edge is centered in the upper half of the image.

02

Tiered Interventions

What is the SLP's role?
by Angie Brouhard

Intervention vs. Specially Designed Instruction

Both terms relate to **providing additional support** to students.

Intervention

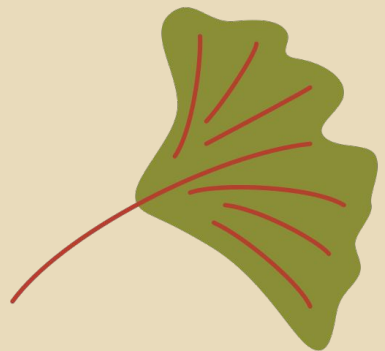
TARGETED, SHORT-TERM STRATEGY

- addresses a specific skill deficit
- can be used for any student with learning challenges

Specially Designed Instruction

TAILORED TO INDIVIDUAL NEEDS

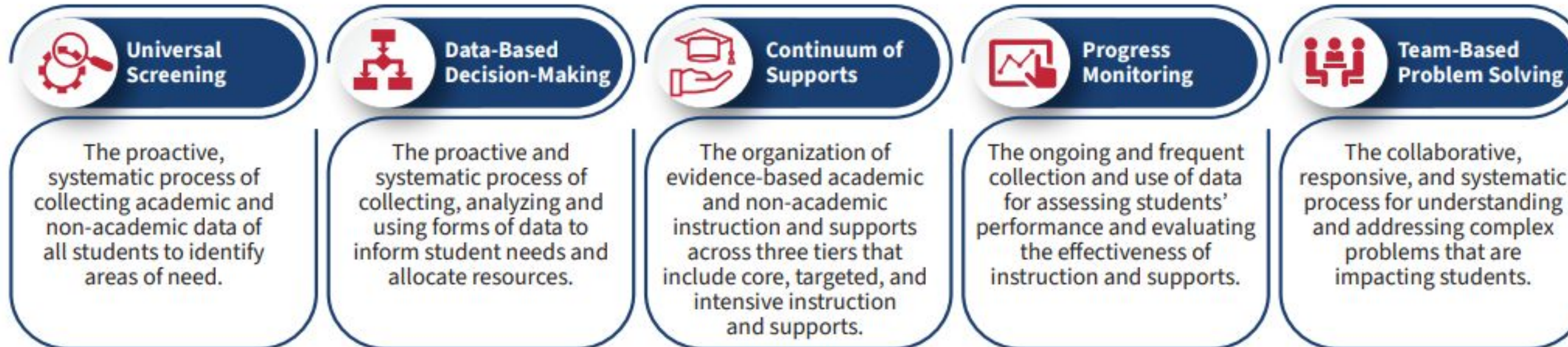
- comprehensive approach
- outlined in an IEP
- customized form of instruction
- part of a student's special education plan



Ohio's Integrated Multi-Tiered System of Supports

Providing effective instruction for all students through academic and non-academic supports.

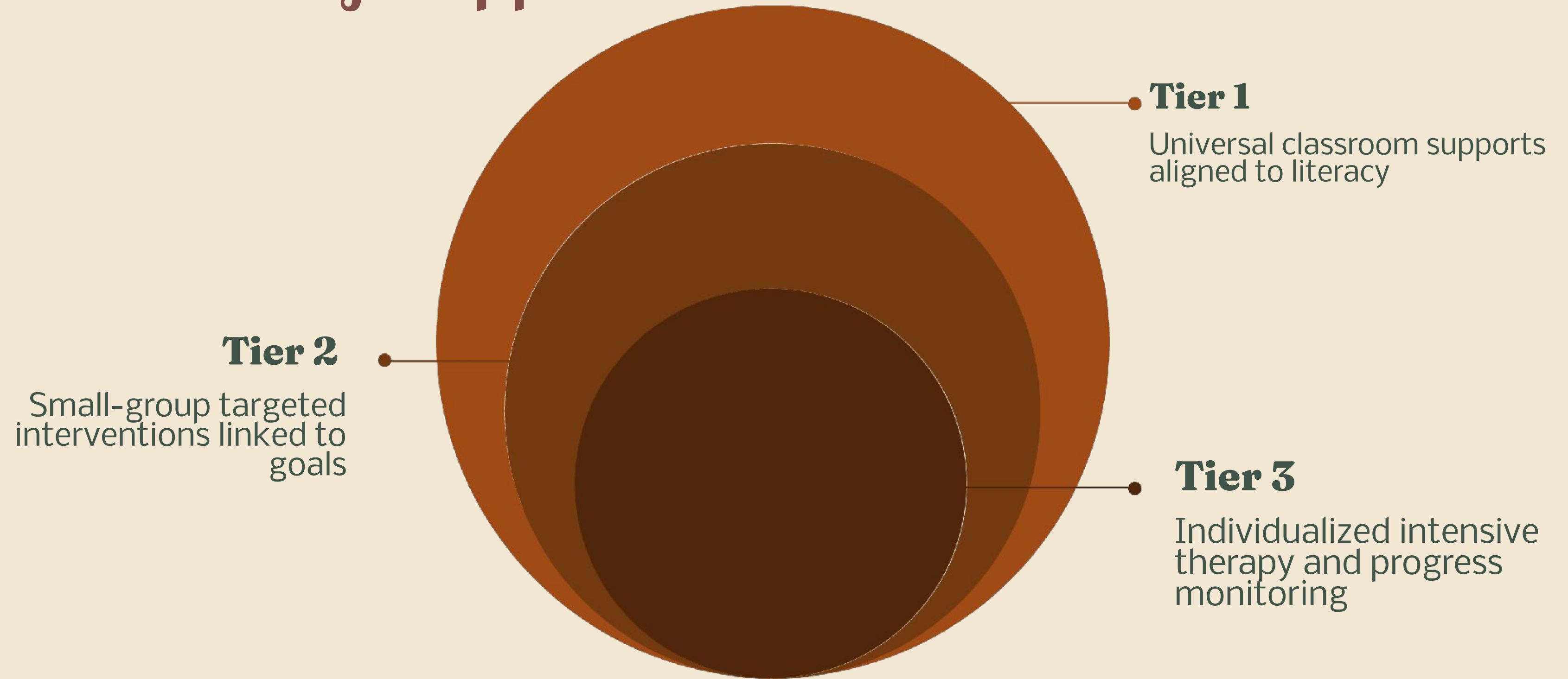
Student Learning Components

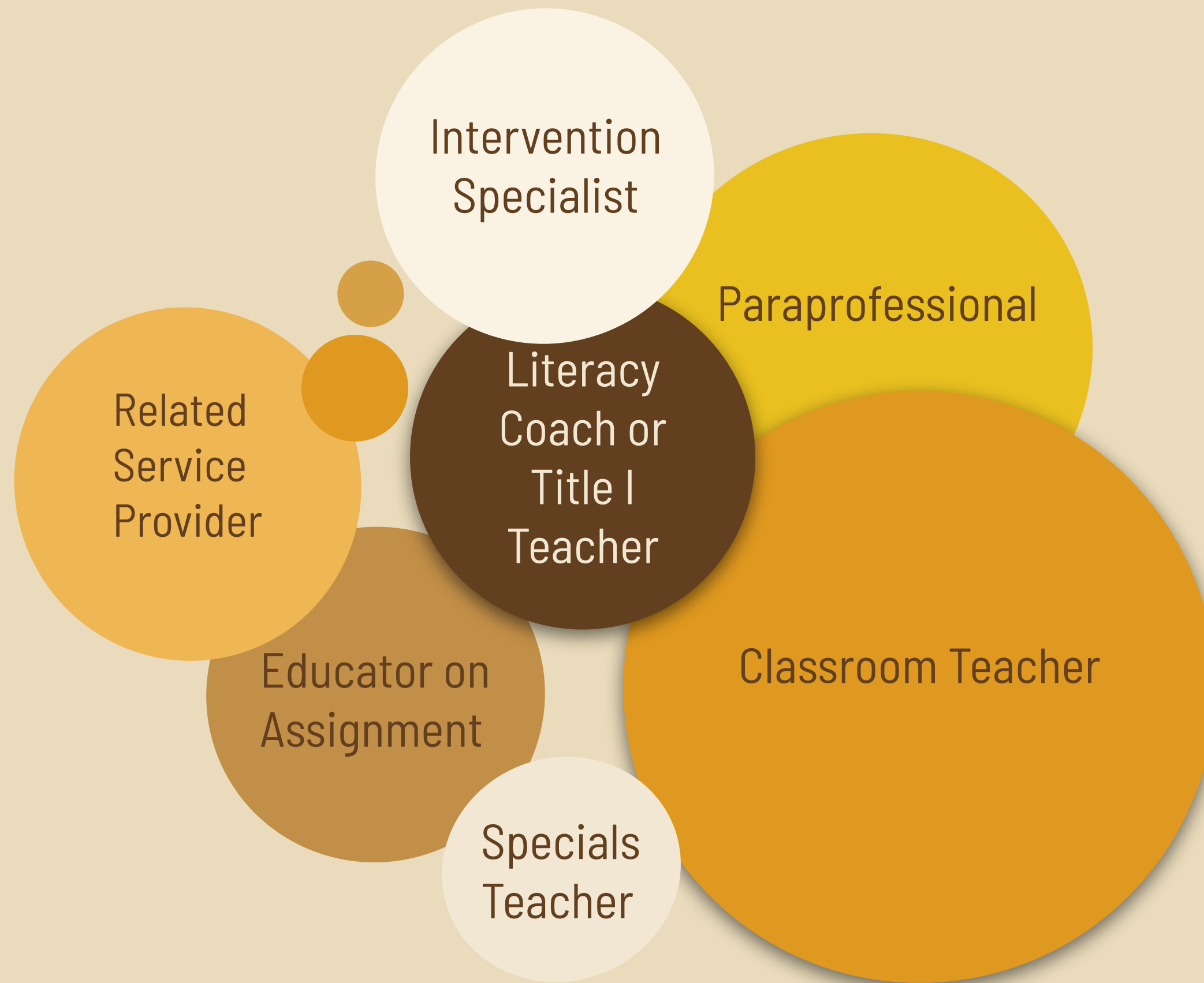


Adult Implementation Components



Continuum of Support





Who can help deliver interventions?

Role of the Related Service Provider

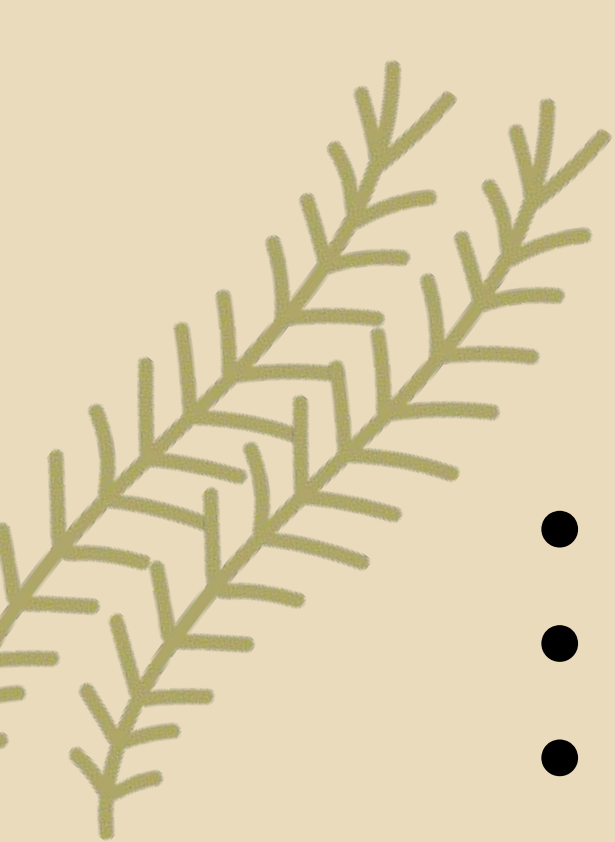
- Complete a screening/observation
- Collect baseline data
- Develop an intervention plan with the classroom teacher, including intervention strategies, tier, and time period
- Provide Tier 3 interventions, if appropriate
- Complete a rescreen/follow up observation
- Collect data/progress monitor to compare to baseline data
- Determine next step after round of intervention



Observation

Structured Observation Forms

Early Elementary Structured Communication Observation		
Student Name:		Observer:
Date of Birth:		Location:
Date of Observation:		Time of Observation:
Activity Observed		
_____ unstructured play	_____ whole class instruction	_____ meal time
_____ centers/structured play	_____ transition	_____ other _____
Student Behaviors		
Level of Interaction		Interaction with Classroom Materials
_____ participates in activities		_____ uses materials functionally
_____ usually / sometimes / rarely complies		_____ uses materials imaginatively
_____ refuses to participate		_____ manipulates materials without regard to function
Level of Interest		Physical Activity Level
_____ curious about materials		_____ appropriate
_____ disinterested in materials		_____ too active
_____ easily frustrated		_____ fidgety / restless
_____ gives up easily		_____ lethargic / not active enough
Interaction with Others		
_____ happy / smiles	_____ oppositional	_____ cries easily
_____ overly excitable	_____ aggressive	_____ watches others
_____ anxious	_____ withdrawn	_____ shares
_____ lacks facial expression	_____ does not engage w/others	_____ takes turns
_____ shy	_____ disruptive	_____ other _____
_____ irritable	_____ tries to control others	



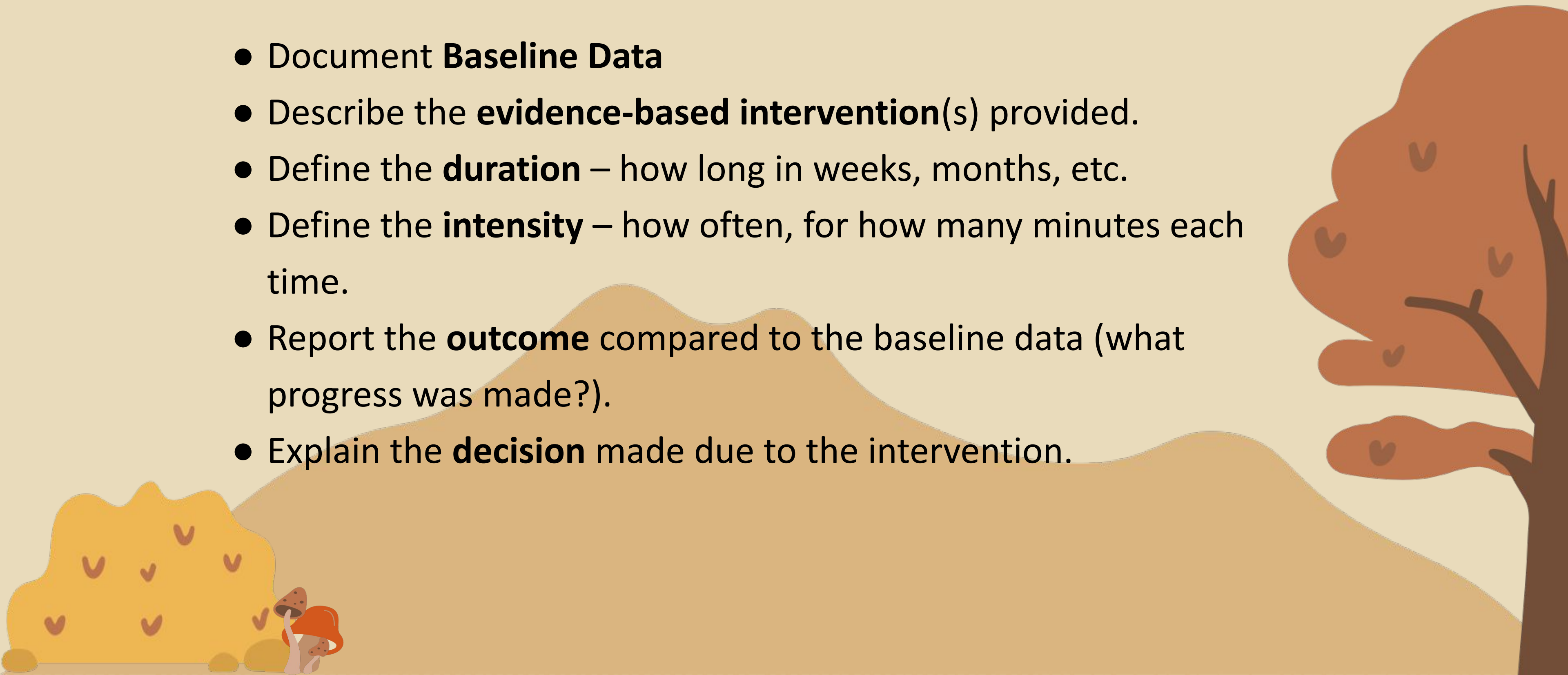
Tier 3 Intervention Ideas

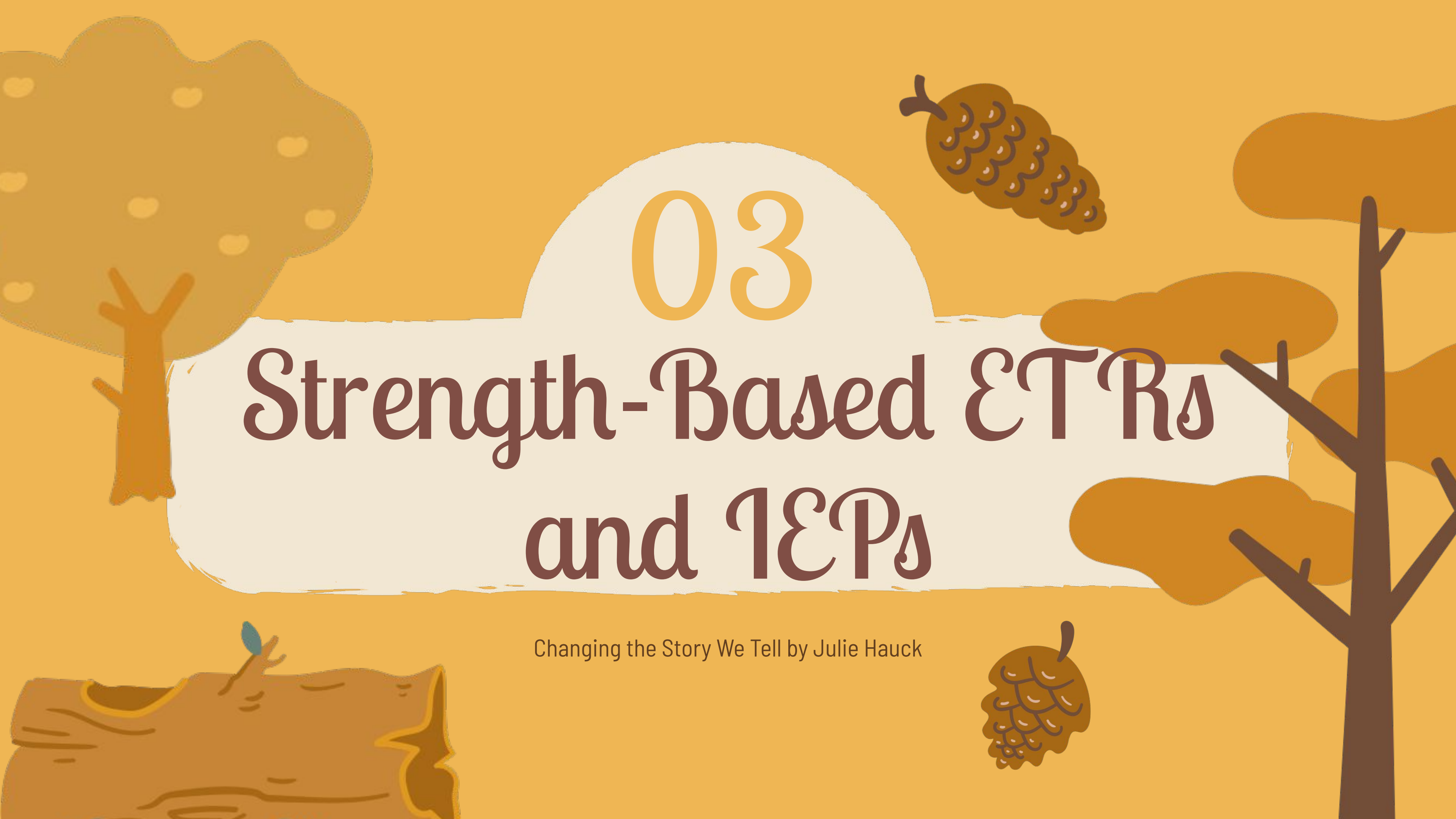


- Expand student utterances.
 - Repeat student's utterances using correct grammatical structures.
 - Vocabulary-rich read-alouds
 - Give student feedback on pronunciation.
 - Emphasize sound in sound-letter activities.
 - Give student consistent visual cue for target sound (*Visual Phonics are good for this*).
 - Read word list or name pictures with target sounds.
 - Practice the sound with the student while looking in a mirror.
 - Teach concepts in context including activities involving categorization, size/dimension, associations, similarities/differences, etc.
 - Play barrier games using legos, blocks, cars, or doll house pieces.
 - Use board games to target turn-taking and social skills.
- 
- 

Elements of Intervention Documentation

- Document **Baseline Data**
- Describe the **evidence-based intervention(s)** provided.
- Define the **duration** – how long in weeks, months, etc.
- Define the **intensity** – how often, for how many minutes each time.
- Report the **outcome** compared to the baseline data (what progress was made?).
- Explain the **decision** made due to the intervention.



The background is a warm, golden-yellow color. It features stylized illustrations of autumn elements: a large tree with yellow leaves on the left, a tree trunk and branches on the right, a log in the bottom left corner, and two pinecones. The title is centered on a white, torn-edge banner.

03

Strength-Based ETRs and IEPs

Changing the Story We Tell by Julie Hauck

Strengths-Based $\neq$ Ignoring Needs



ACCURATE

Describe the student's current skills and needs without minimizing either.



BALANCED

Lead with what the student can do, then identify where support is needed.



USEFUL

Write so families and educators understand what the data means at school.



Contrast Deficits First and Strengths-Based



Deficits First

Johnny demonstrates significant deficits in expressive language.

Strengths-Based

Johnny is an enthusiastic communicator who readily initiates interactions. When communicating more complex ideas, he needs support to organize his language and formulate complete responses.

Reflect

- How do they each make you feel?
 - Which is more clear?
 - Which will better help the team move forward with a plan?
- 

Four Principles for Strengths-Based Writing



01

TELL THE STUDENT'S STORY

Go beyond scores. Include interests, learning style, context, and successful conditions.

02

LEAD WITH STRENGTHS

Begin with what the student can do and the skills to build upon.

03

CONNECT DATA TO IMPACT

Explain how findings affect access, participation, progress, and communication at school.

04

MAKE THE NEXT STEP CLEAR

Write needs specifically enough that the IEP team knows what to teach, support, or monitor.

The ETR: Scores Don't Tell the Story



SCORE-ONLY

"Student received a standard score of 74 on Formulated Sentences, which falls below average."

STRENGTHS + MEANING

"Student communicates ideas using familiar vocabulary and simple sentences. As language demands increase, organizing and expressing complex ideas becomes more difficult, which may affect explanations, retells, and classroom discussion."

A Strong Summary answers three questions:

- 1.) What did you learn about my child?
- 2.) What does it mean at school?
- 3.) What does my child need?



Write the Need

A useful educational need is specific enough to guide IEP development. Move beyond a disability label or broad deficit statement.



STRENGTH

What can the student already do? *Ensure it's specific to help leverage needs



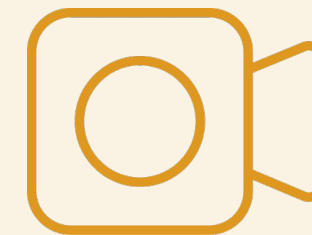
BASELINE DATA

What is the starting point for the student's need?



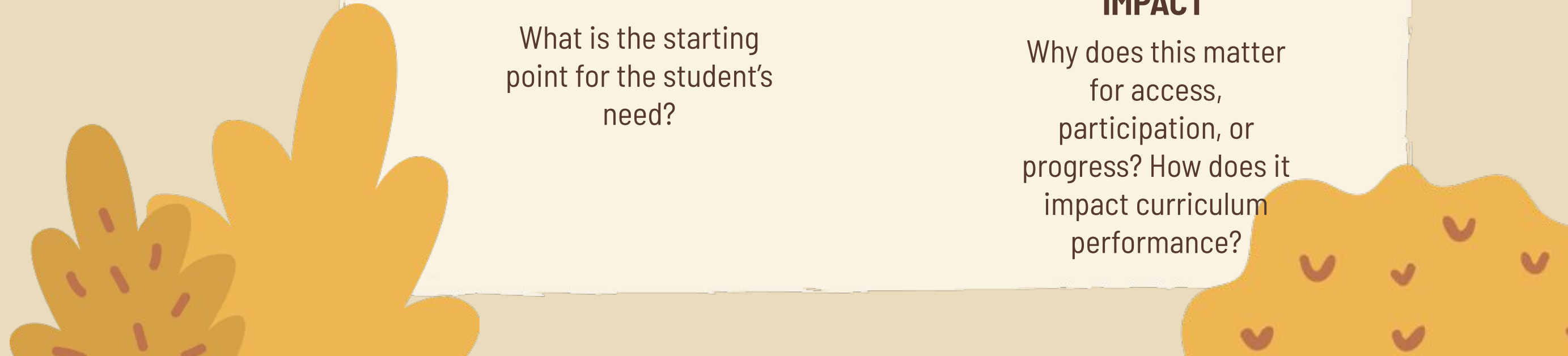
SPECIFIC NEED

What skill needs to improve?



EDUCATIONAL IMPACT

Why does this matter for access, participation, or progress? How does it impact curriculum performance?



NEEDS COMPARISON

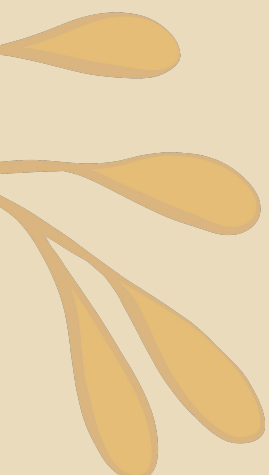


VAGUE

Student has receptive language deficits and needs to be able to follow directions.

USEFUL

Student follows familiar classroom directions and understands routine vocabulary. She needs to increase her understanding of sentences that contain more than one idea with temporal (ex. first, next, last) and spatial concepts (ex. in, on, under) so she can independently follow multi-step directions and complete grade-level activities.



Carry the Story From ETR → IEP



The student's story should not disappear when we move from the evaluation into the IEP



ETR FINDINGS

Synthesize strengths, data, and educational impact.

PRESENT LEVEL

State the skill the student needs to increase and why.

EDUCATIONAL NEED

Describe current performance using strengths-based, parent-friendly language.

GOAL + SUPPORTS

Build a measurable goal and align services, supports, and accommodations.

Quick Practice: Rewrite It



Deficit Model

Marcus has poor pragmatic language skills. He has difficulty maintaining conversations, understanding nonverbal cues, and interacting appropriately with peers.

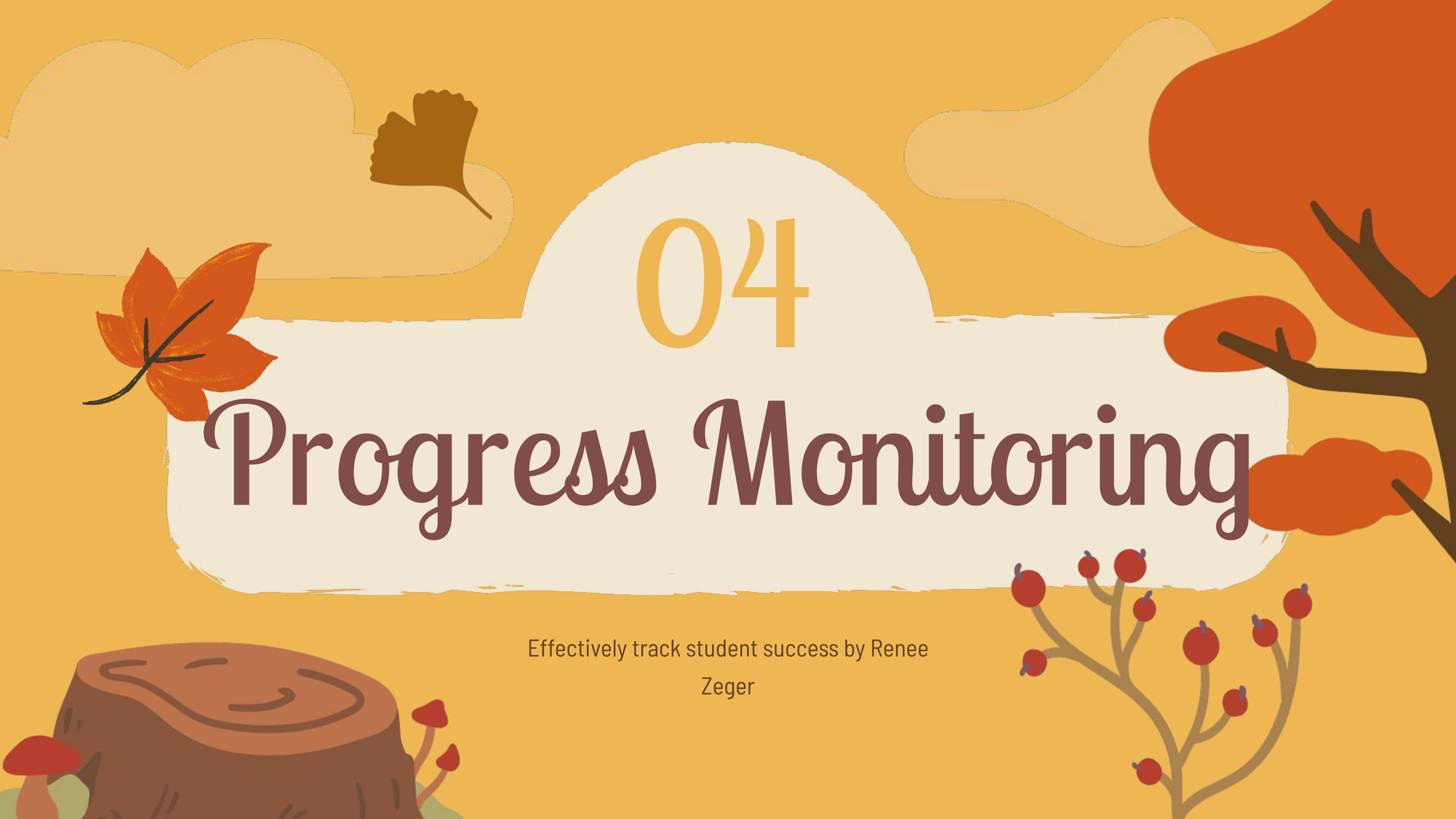


Strengths-Based Model

Marcus enjoys interacting with peers and readily initiates conversations about preferred topics. He communicates effectively during familiar, structured interactions. During less structured peer interactions, Marcus needs to recognize nonverbal cues and maintain a shared topic. Strengthening these skills will support greater independence during classroom collaboration and peer interactions.

Before You Finalize Your ETR or IEP, Ask...

- Can I see the STUDENT? Is this a person, or mostly a list of scores and deficits?
- Can I see what they CAN do? Did I name strengths, interests, strategies, or existing skills?
- Can I see the PATH FORWARD? Are the needs specific enough that another SLP or educator knows what to teach, support, and build upon?



04

Progress Monitoring

Effectively track student success by Renee
Zeger

Progress Monitoring: The Why



TRACK PROGRESS

Determine whether the student is making progress on IEP goals.



CHECK THE PLAN

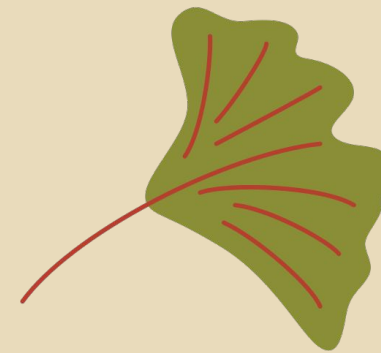
Determine whether SDI, accommodations, and interventions are working.



ADJUST WHEN NEEDED

Use the data to decide whether the IEP team should reconvene.

The How-To: Start With the Goal



01

Choose the Method

Choose a progress monitoring method for each goal.



Use the Baseline

Use PLOP baseline data as the starting point; goal criteria defines the ending point.

02





03

Collect Data

Collect data at the accuracy and frequency described in the IEP.



Analyze Results

Look for patterns and determine whether progress is on track.

04



What Belongs in a Progress Report?

OP-6A PROGRESS REPORT School Year: District Name:

Student Name: Student ID: Grade:

Date: Reporting Period: IEP Date:

Goal # Goal

Objective Objective:

Summarize the measurable data utilized to assess progress

Quantitative Data used to Demonstrate Progress

Data Source	Data Points	On Track?	Goal Met?
		☐ Yes ☐ No	☐ Yes ☐ No
		☐ Yes ☐ No	☐ Yes ☐ No
		☐ Yes ☐ No	☐ Yes ☐ No
		☐ Yes ☐ No	☐ Yes ☐ No

Comments

Add New Objective Add New Goal

- Goal/objective being reported
- Summary of measurable progress
- Quantitative data source + dated data points
- On-track / goal-met status
- Comments that add useful context
 - Level of prompting, attendance, or environmental factors



Progress Reporting: Summarize Measurable Data Utilized to Assess Progress

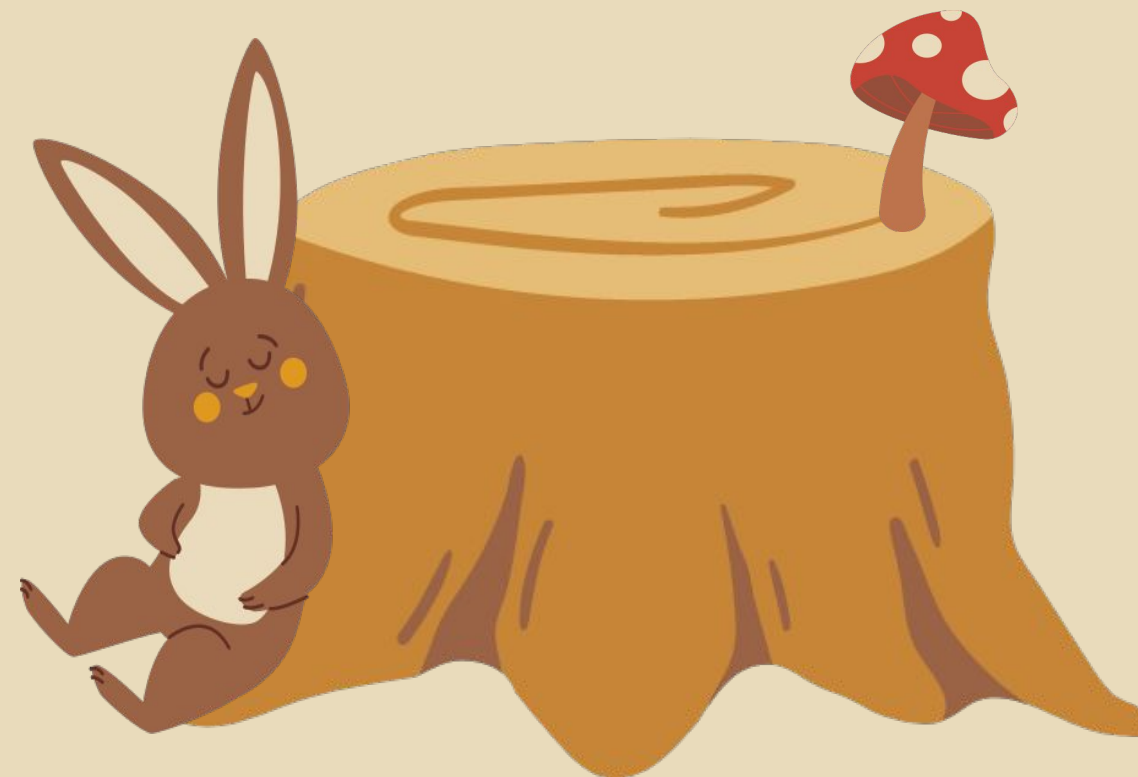


- Summarize data results
- Compare data results and expected goal mastery level
- Is the student making progress toward goal? If not, what factors may be contributing to lack of progress and how is it being addressed?
- Report anomalies such as attendance, hospitalizations, etc.

Example:

Jackie has met the criteria for the objective in one out of three trials (65%, 83%, 74%). She is making progress toward the goal.

*NOTE: include dates with your data points



Progress Reporting: Quantitative Data Used to Demonstrate Progress



- **Data source must match your method indicated on the IEP**
 - If you check more than one method, you must have data for each
 - **Include dates with your data points**
 - If goal states 3/4 trials, you must have 4 documented attempts for the quarter
 - If goal states 3 consecutive attempts, you must have the most recent consecutive attempts
- **On Track-** Consider if student is showing consistent progress





Progress Reporting Comments Section May Include:

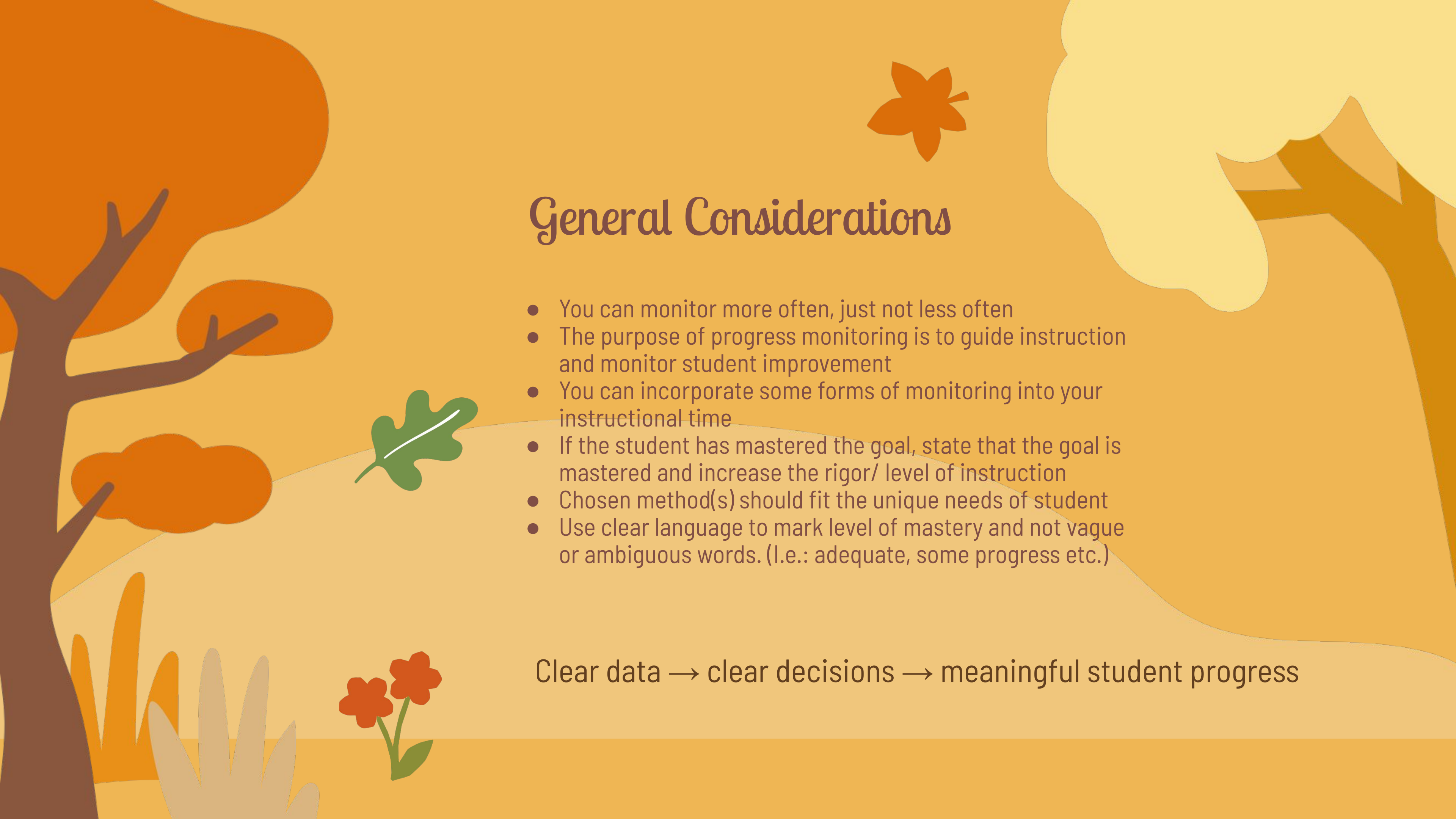
- Relevant information
- Level of prompting
- Special factors such as tools being used (i.e. calculator, technology, tablet)
- Attendance
- Environmental factors

**Tip: Check with
your
school/district**

Tips and Tricks:



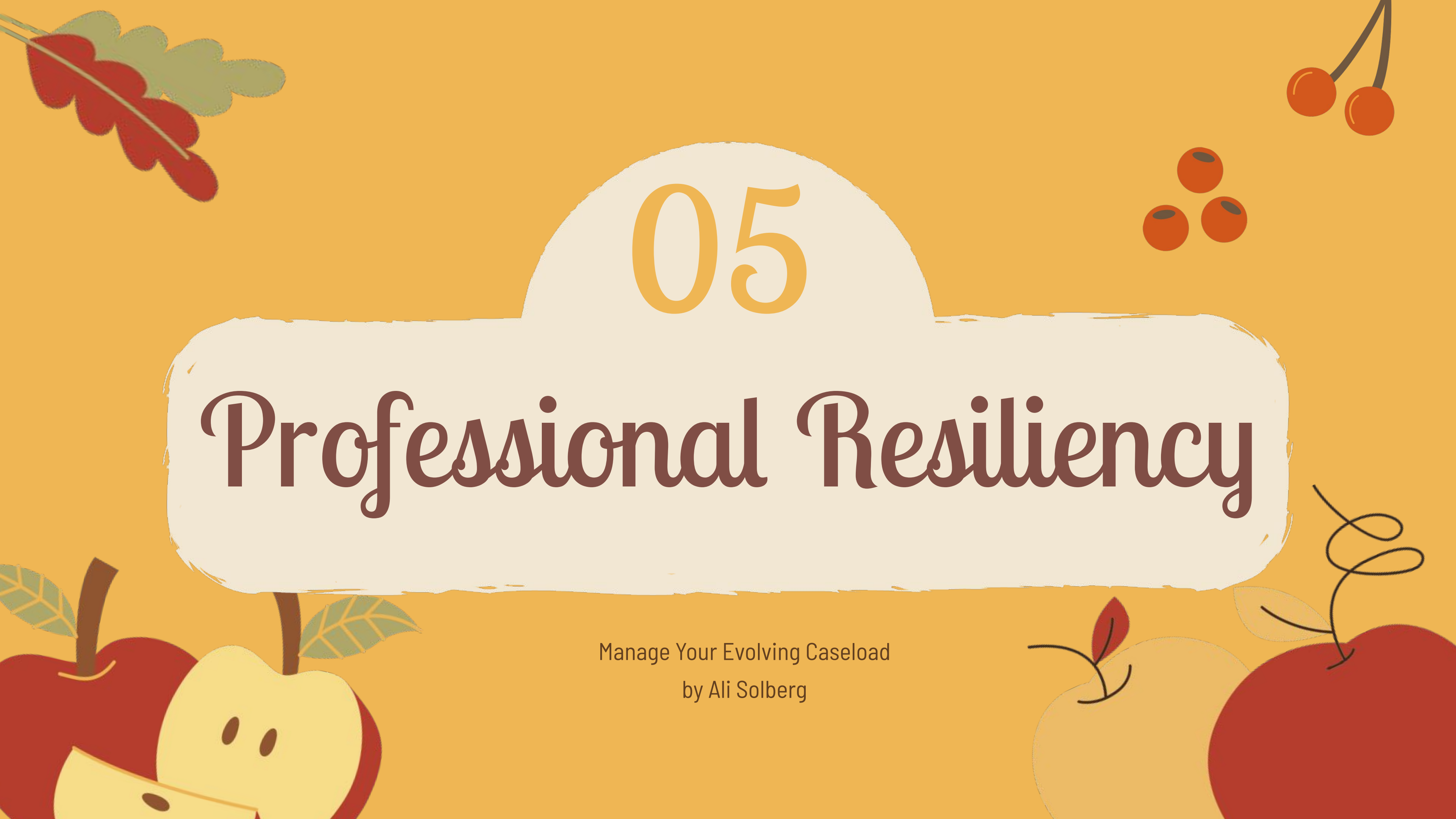
- **Ensure there is alignment between baseline and goals**
- Consider baseline...we shouldn't always default to 80%
- Consider your method of measurement...percentages don't always make sense
- **Can you easily graph your baseline and progress monitoring ?**
- When considering mastery, consider what makes sense (majority of trials VS consecutive trials)
- Progress reports should include the number of data points listed on the IEP GOAL
- Make sure your information passes the stranger test – is it easily understandable?
- Review progress reports for any new students (know where they were at the year before)
- **If you receive a goal that you cannot progress monitor, amend it**
- If student doesn't make progress after 2 quarterly reporting periods, you must amend
- **Be mindful of the language/comments you use when discussing progress with families**

The background is a warm, autumn-themed illustration. It features stylized trees with orange and yellow foliage, a single orange leaf floating in the air, a green oak leaf, and a small cluster of orange flowers. The overall color palette is dominated by warm oranges, yellows, and browns.

General Considerations

- You can monitor more often, just not less often
- The purpose of progress monitoring is to guide instruction and monitor student improvement
- You can incorporate some forms of monitoring into your instructional time
- If the student has mastered the goal, state that the goal is mastered and increase the rigor/ level of instruction
- Chosen method(s) should fit the unique needs of student
- Use clear language to mark level of mastery and not vague or ambiguous words. (I.e.: adequate, some progress etc.)

Clear data → clear decisions → meaningful student progress



05

Professional Resiliency

Manage Your Evolving Caseload
by Ali Solberg

How you may be feeling...

These are the words that I have heard

lately:

Burned out

Overworked

Frustrated

Overwhelmed

Exhausted

Not enough time in the day

We spend our days giving:



🧠 **Mental energy** — problem solving, planning, decision-making

💬 **Communication energy** — meetings, emails, questions, collaboration

❤️ **Emotional energy** — supporting students, families, and colleagues

🕒 **Time** — schedules, documentation, unexpected needs

🤝 **Relational energy** — being patient, flexible, encouraging, and available

Being dedicated does not require being constantly available.



Defining Resilience...



Sometimes we accidentally define resilience as:

Work harder
Stay positive
Don't let it bother you
Answer every message
immediately
Take on one more thing
Keep going because
everyone needs you

What can be a healthier definition:

Adapt
Prioritize
Ask for help
Pause
Recover
Communicate realistically
Let some things be “good
enough”





What can I control?



What I can control?

- ☐ My response
- ☐ My preparation
- ☐ My communication
- ☐ My priorities
- ☐ My professional boundaries
- ☐ Whether I ask for help
- ☐ How I spend my available energy

What I can't control?

- ☐ Team communication
- ☐ Relationships
- ☐ Problem solving
- ☐ Systems and processes
- ☐ Student/family collaboration

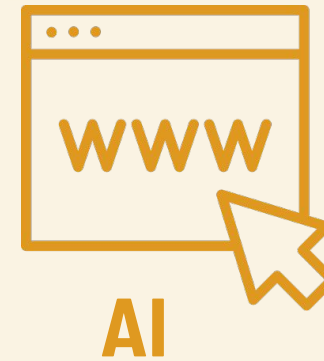
What I can influence?

- ☐ Other people's reactions
- ☐ Every crisis
- ☐ Staffing shortages
- ☐ Other people's priorities
- ☐ Last-minute requests
- ☐ Whether everyone agrees with me

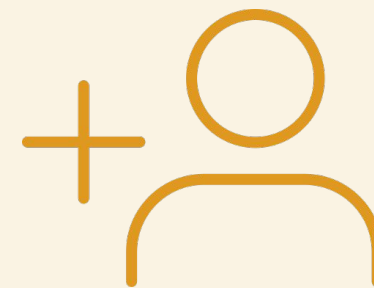




Some Potential Solutions:



Utilizing Artificial Intelligence can help with time. Several examples: therapeutic activities, resources for staff and parents, goal suggestions, etc. *Remember-Don't use PIN (Personally Identifiable Information). You are the final say on what is written.*



Who else can help?

MTSS/Interventions- can other staff members, students, etc. assist with providing interventions.



Teamwork

If you work with other SLPS in your district, be on the same page! Streamline processes, procedures, etc. that align with each other (examples: SLI determination, MTSS, etc.)



Working smart, not harder



Utilize goal banks, create templates, review different methods service delivery (classroom delivery), methods of data collection (ex: rubrics, etc.)



Remember...



When expressing concerns about your job (caseload, workload, etc.):

- **You are often to someone who doesn't know what you do and has to present this to a Treasurer, Superintendent Board, etc. Consider the following:**
 - **Take the word "I" out and make it student-centered. For example, instead of "I need..." make it "the students need..."**
 - **Bring data, schedules, etc. (Time studies really breakdown what your day looks like minute by minute.**
 - **What are the things you bring to the district? (If you medicaid bill you are generating funding)**
 - **Can what your scope of work align with the vision of the district? (Literacy, Social-Emotional, etc.)**
 - **Bring potential solutions to the table. (How many people are going to admin with their own solutions?)**



Thank you

**Thank you for being here with us today but
more importantly THANK YOU for showing up
for your students, staff and families each and
everyday! Your impact goes far beyond what
you realize!**

*We want to hear from
you-*

