



**Department of
Education &
Workforce**

TWO TRUTHS AND A MYTH: SLP EDITION

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Vision

Ohio students are prepared for success in the real world.



Mission

The Ohio Department of Education and Workforce supports Ohio's students, families, and educators to ensure every student gains the knowledge and life skills needed for the future.

Education priorities



Literacy: Building a foundation for lifelong success by ensuring every student is reading at or above grade level.



Accelerating Learning: Advancing academic achievement for all students through statewide implementation of high-quality instruction, assessments, and supports.



Student Wellness: Fostering safe and supportive environments where students feel engaged and equipped to reach their full potential.



Workforce Readiness: Preparing students for success in life and careers through real-world knowledge, skills, and experiences.



Organization Effectiveness: Delivery high-quality services and resources to strengthen Ohio's education community.

1. Find the Myth.

- a) Approximately 16-17% of Ohio students are identified under IDEA as students with a disability.
- b) Students identified as having a Specific Learning Disability (SLD) is the largest category.
- c) Speech-Language Impairment (SLI) is the second-largest category.

1. The Myth is “c.”

- a) Approximately 16-17% of Ohio students are identified under IDEA as students with a disability.
- b) Students identified as having a Specific Learning Disability (SLD) is the largest category.
- c) Speech-Language Impairment (SLI) is the second-largest category.

1. The Truth is:

Speech-language Impairment is the **fourth** largest category.

- Other Health Impairment is the second largest category.
- Autism is the third largest category.

2. Find the Myth.

- a) Approximately 42% of students identified with disabilities other than SLI receive speech-language as a related service.
- b) A student must first be receiving speech-language services to receive occupational therapy (OT).
- c) A student with a disability may receive a related service if they need it to benefit from their special education.

2. The Myth is “b.”

- a) Approximately 42% of students identified with disabilities other than SLI receive speech-language as a related service.
- b) A student must first be receiving speech-language services to receive occupational therapy (OT).
- c) A student with a disability may receive a related service if they need it to benefit from their special education.

2. The Truth is:

Any related service may be the only service a student receives if the IEP team determines that is the only service the student needs.

See [Ohio Administrative Code 3301-51-01\(B\)\(62\)](#)

3. Find the Myth.

- a) If SLI is the suspected disability category, a comprehensive evaluation must be done.
- b) An observation of the student in the learning environment must be done for all initial evaluations.
- c) At least two standardized assessments from reputable vendors must be completed for an evaluation.

3. The Myth is “c.”

- a) If SLI is the suspected disability category, a comprehensive evaluation must be done.
- b) An observation of the student in the learning environment must be done for an initial evaluation.
- c) At least two standardized assessments from reputable vendors must be completed for an evaluation.

3. The Truth is:

- A variety of tools and strategies must be used to gather relevant functional developmental and academic information about the child, including information provided by the parent.
- No single source of information, such as a single measure or score can be used as the sole criterion for determining whether a child is a child with a disability or for determining the appropriate educational program for the child.

See [Ohio Administrative Code 3301-51-06\(E\) Evaluation Procedures](#)

4. Find the Myth.

- a) The team is **required** to do a complete reevaluation to add speech-language services to an existing IEP.
- b) The IEP team makes the decision to add speech-language services to an existing IEP once an assessment has been completed.
- c) Speech-language services may be added to an existing IEP by completing an assessment in that area and convening the IEP team.

4. The Myth is “a.”

- a) The team is **required** to do a complete reevaluation to add speech-language services to an existing IEP.
- b) The IEP team makes the decision to add speech-language services to an existing IEP once an assessment has been completed.
- c) Speech-language services may be added to an existing IEP by completing an assessment in that area and convening the IEP team.

4. The Truth is:

- The team **may** decide to do a complete reevaluation, but it is not required.
- Speech-language services may be added to an existing IEP by completing an assessment in that area and convening the IEP team.

5. Find the myth.

- a) For an initial evaluation, the ETR must contain a summary of the specific interventions provided to the child. If interventions have not been provided prior to referral, interventions can be done at the same time as the evaluation is being conducted.
- b) Only an SLP may provide interventions to address speech-language issues.
- c) A general education teacher may provide interventions that an SLP has designed and oversees to address speech-language issues.

5. The Myth is “b.”

- a) For an initial evaluation, the ETR must contain a summary of the specific interventions provided to the child. If interventions have not been provided prior to referral, interventions can be done at the same time as the evaluation is being conducted.
- b) Only an SLP may provide interventions to address speech-language issues.
- c) A general education teacher may provide interventions that an SLP has designed and oversees to address speech-language issues.

5. The Truth is:

A general education teacher may provide interventions that an SLP has designed and oversees to address speech-language issues.

6. Find the Myth.

- a) School-age services may be written to be delivered monthly.
- b) School-age services may be written to be delivered daily or weekly.
- c) School-age services may be written “as needed.”

6. The Myth is “c.”

- a) School-age services may be written to be delivered monthly.
- b) School-age services may be written to be delivered daily or weekly.
- c) School-age services may be written “as needed.”

6. The Truth is:

The IEP must contain the anticipated frequency, location and duration of services.

Note:

If services are written as “quarterly,” state the number of sessions and minutes per session.

Example:

Speech services will be provided 200 minutes per quarter, in ten 20-minute sessions.

See [Ohio Administrative Code 3301-51-07\(E\)\(1\)\(i\)](#)

7. Find the Myth.

- a) A full IEP team of SLP, Parents, General Education Teacher and District Representative are required for an IEP Team meeting for a child identified as SLI.
- b) Parents and the SLP are the only required team members for an IEP Team meeting for a child identified as SLI.
- c) Parents may bring an outside person to the IEP team meeting.

7. The Myth is “b.”

- a) A full IEP team of SLP, Parents, General Education Teacher and District Representative are required for an IEP Team meeting for a child identified as SLI.
- b) Parents and the SLP are the only required team members for an IEP Team meeting for a child identified as SLI.
- c) Parents may bring an outside person to the IEP team meeting.

7. The Truth is:

The IEP Team must have:

- a. The parents of the child;
- b. Not less than one regular education teacher of the child
- c. Not less than one special education teacher of the child (The SLP for a child identified SLI);
- d. District representative
- e. An individual who can interpret the instructional implications of evaluation results (May also be the special education teacher or SLP)

See [Ohio Administrative Code 3301-51-07\(F\) Individualized Education Program Team](#)

8. Find the Myth.

- a) Structured observations are required for all initial evaluations.
- b) A structured observation is not required for an initial evaluation if the only suspected disability is SLI.
- c) Classroom observations may provide information on a disability's adverse effect on the student's educational performance

8. The Myth is “b.”

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- b) A structured observation is not required for an initial evaluation if the only suspected disability is SLI.
- c) Classroom observations may provide information on a disability's adverse effect on the student's educational performance

8. The Truth is:

All evaluation requirements, including the observation requirement, apply to an evaluation in which SLI is the suspected disability.

See [Ohio Administrative Code 3301-51-06](#)

9. Find the Myth.

- a) If a student is identified as SLI and no longer needs services, the team must reevaluate the student prior to exiting services.
- b) If a student is identified as SLI and no longer needs services, their progress should be clearly documented in the progress reports.
- c) If a student is identified as SLI and no longer needs services, the SLP can simply “dismiss” the student by issuing a Prior Written Notice.

9. The Myth is “c.”

- a) If a student is identified as SLI and no longer needs services, the team must reevaluate the student prior to exiting services.
- b) If a student is identified as SLI and no longer needs services, this progress should be clearly documented in the progress reports.
- c) If a student is identified as SLI and no longer needs services, the SLP can simply “dismiss” the student by issuing a Prior Written Notice.

9. The Truth is:

To make a change in disability category the educational agency must ensure that a reevaluation is conducted.

See [Ohio Administrative Code 3301-51-06\(D\) Reevaluations](#)

10. Find the Myth.

- a) An SLP should not sign the ETR Signature Page if they did not attend the ETR Team Meeting.
- b) The SLP may serve as the “special education teacher” on an IEP for a student identified as SLI. An IS is not needed.
- c) SLPs are automatically qualified to sign as the District Representative for an IEP.

10. The Myth is “c.”

- a) An SLP should not sign the ETR Signature Page if they did not attend the ETR Team Meeting.
- b) The SLP may serve as the “special education teacher” on an IEP for a student identified as SLI. An IS is not needed.
- c) SLPs are automatically qualified to sign as the District Representative for an IEP.

10. The Truth is:

District Representative Qualifications:

A representative of the educational agency who:

- (i) Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
- (ii) Is knowledgeable about the general education curriculum; and
- (iii) Is knowledgeable about the availability of resources of the school district.

[Ohio Administrative Code 3301-51-07\(F\) Individualized Education Program](#)

REFLECTIONS

- Were you surprised by any of the myth busters in this presentation?
- What is a takeaway from this presentation?



EVALUATION

PLEASE COMPLETE THIS EVALUATION

<https://forms.cloud.microsoft/g/1qzvZ0ec7D>

QUESTIONS?

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