

Beyond the Numbers: Empowered Practices for School-Based SLPs

Ohio School SLP/AUD Supervisory Network

OSSPEAC 2025

Agenda

1. Introductions
2. Hot Topics
3. Discussion

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OHIO
SCHOOL SLP/AUD SUPERVISORY NETWORK

Find us on Facebook: Ohio School SLP AUD Supervisory Network
and on the OSSPEAC website: osspeac.org

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1. Introductions

Your Presenters

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Disclosure

Complimentary registration was provided by OSSPEAC for 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.

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2. Hot Topics

Trending Hot Topics in 2025

- Pillars of a Healthy Caseload
- Entry/Exit Guidelines
- Tailoring Effective Discussions
- AI/Tech Tools as Timesavers
- Writing PR-01s
- Effective Interventions

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HOT TOPIC 1: Pillars of a Healthy Caseload

Julie Hauck

Move Toward a Healthy Caseload



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COMMUNICATE & ADVOCATE

- Document your workload
 - Calculator Options:
 - [ASHA](#)
 - [Conrad/Slone Calculator and Guidance Document](#)
 - [ODE Service Provider Ratio and Workload Calculator](#)
- Inform Administration
 - Clearly communicate - use data
 - Provide suggestions/solution ideas

Important! Complete a time study

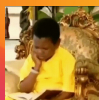


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<https://tinyurl.com/Workload-Management>

EVALUATION CONSIDERATIONS

- WHO should you evaluate?
 - Disability (or Disadvantage)
 - Impact on Civil Rights
 - Research on implications of disability
 - Educational impact
 - Least Restrictive Environment
- HOW should you evaluate?
 - Comprehensive AND Informative
 - Understand specificity and sensitivity of standardized assessments
 - Narrative assessments
 - Share your tips and tricks!



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Efficiency Strategies

- Use templates
 - ETR/IEP Reports (include headings and sentence starters)
- Electronic caseload/progress monitoring
 - Ex. SLP Toolkit, Google Forms/Sheets, Medicaid billing system
- Scheduling
 - 3:1 model
 - Alternate groups bi-weekly (gives more time and more individualized time)
 - 5-Minute Artic
 - Create videos for Tier I and parent support
 - Grad student project?

What other ideas do you have?

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Student-Focus

- Mindset shift - think critically
- LRE
 - » What do students need to be successful in school?
 - » Do they truly need school-based SLP services?
- What's best for kids and how can I make this work?
 - » Reimagine traditional models, pause, innovative think time
 - » Prioritize functional goals
 - » More minutes does not equal better progress
- Think critically about effective therapy
 - » Explicit instruction
 - » Are you taking time for "I Do" and "You Do?"



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Educate

Ourselfs

- Know Ohio Law
- ASHA guidance
- OSHPB
- Ohio SLP Supervisory Network
- Understand your district's collective bargaining agreement
- Advocate for improved policies

Colleagues/Parents

- Impact of special education - student expectations
- School vs. Medical Model
- Explain continuum of services - Day 1!

Administration

- Share Ohio regulations, Two-prong approach, and other resources
- Workload data, workload management options

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Tools & Resources

- Ohio Department of Education & Workforce
 - [Operating Standards for the Education of Children with Disabilities](#)
 - Rule 3301-51-09 (page 170)
 - Workload Approach is not optional!
 - [Service Provider Workload Rule Part 3: Overview of the Workload Rule](#)
 - [Service Provider Workload Rule Part 15 - Prong 2: Speech-Language Pathologist](#)
- [Ohio Speech and Hearing Professionals Board](#)
 - Pillars to a Healthy Caseload guidance document - coming November 2025

Tools & Resources

- [Ohio School SLP/AUD Supervisory Network](#)
 - Resources provided on OSSPEAC's website:
 - Jobs/Hiring
 - CFY
 - RtI/MTSS
 - Therapy considerations
 - Ohio Laws/Ethics
- [ASHA](#)
 - [Strategies for Implementing Workload](#)
 - [Solution Based Advocacy with Workload Tools](#)

HOT TOPIC 2: Entry/Exit Guidelines

Dianne Clemens

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Core Principles of School SLP Services

- **Key idea:** Services address how communication impacts a student's educational performance (functional and academic), not just a clinical diagnosis.
- **IDEA (Individuals with Disabilities Education Act) Requirement:**
 1. A disability that adversely affects educational performance
 2. A need for specially designed instructions.
- **Adverse Effect:** A communication disorder must create a barrier to learning and participation (in class, with peers, or in the curriculum).

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School Setting Vs. Medical Setting

WHAT'S THE DIFFERENCE?	
SCHOOL SETTING	MEDICAL/PRIVATE SETTING
PURPOSE: To determine if a student has an educational disability and requires educational services.	PURPOSE: To provide medical treatment/intervention.
REFERRAL SOURCE: Typically a parent, high guardian, or teacher.	REFERRAL SOURCE: Typically a doctor or nurse practitioner.
ELIGIBILITY DETERMINATION: Criteria established by the Federal and Ohio Department of Education and Workforce Regulations.	ELIGIBILITY DETERMINATION: Criteria established by a medical diagnosis/condition.
EVALUATORS: Conducted by an evaluation team (parents and a group of qualified professionals) often including a licensed speech-language pathologist.	EVALUATORS: Conducted by a licensed speech-language pathologist and team members as necessary.
ASSESSMENT FOCUS: <ul style="list-style-type: none">• Educational impact – student's ability to access and make progress in the curriculum• Identify educational strengths and needs• Emphasis on functional skills for educational success• Determine if student requires specially designed instruction	ASSESSMENT FOCUS: <ul style="list-style-type: none">• Medical diagnosis• Identify areas of strengths and needs• Guide goals for treatment plan• Determine need for services

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Eligibility for SLP Services: The 3-Prong Test

Prong 1: Is there a speech or language impairment?

- The student must have a qualifying speech or language impairment. This includes issues with articulation, language, fluency, or voice, as defined by the Individuals with Disabilities Education Act (IDEA).
 - <https://education.ohio.gov/Topics/Special-Education/Disability-Specific-Resources/Speech-or-Language-Impairment>

Articulation Language Fluency Voice

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Eligibility Prong 2: Is there an Adverse Educational Impact?

- The impairment must negatively impact the student's ability to participate in and make progress in the general education curriculum. This is the crucial link between the disability and the student's performance in a school setting.



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Eligibility Prong 3: Is there a Need for Services?

- The student must require specialized instruction from an SLP to address the adverse educational effect. According to Ohio Administrative Code (OAC) 3301-51-01, a student with a disability must "by reason thereof, need special education and related services." This means their needs can't be met with general classroom supports alone.
 - [Rule 3301-51-01 - Ohio Administrative Code](#)

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Exit Criteria: When is it Time to Dismiss?



- The decision to exit a student from services is made by the entire IEP team. It is a collaborative decision based on data.
- Dismissal is appropriate when one or more of the following conditions are met:
 1. **Goals Met:** The student has achieved their speech and language goals and no longer needs specialized instruction.
 2. **No Adverse Effect:** The student's communication skills have improved to the point that the impairment no longer negatively affects their educational performance.
 3. **No Educational Need:** The student no longer requires specially designed instruction from an SLP. Any remaining needs can be addressed through general education supports and accommodations.

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Important Reminder....

According to OAC 3301-51-07, the IEP team must convene and revise the IEP when there is a "lack of expected progress" toward IEP goals. If, despite the SLP's best efforts and modifications, a student is no longer making meaningful educational progress, the team must meet to determine a new plan, which may include a decision to exit from services.



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Entry and Exit Key Takeaways



- **Educational Impact is the Core:** Services are driven by how communication affects learning, not just by diagnosis.
- **Three-Prong Test for Entry:** Impairment + Adverse Effect + Need for SLP services must all be present.
- **Exit is Team-Based:** Dismissal decisions rely on data, goal progress, and whether specialized services are still required.
- **Collaboration is Essential:** Eligibility and dismissal are determined by the IEP team, guided by IDEA and Ohio law.

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HOT TOPIC 3: Tailoring Effective Discussions

Ali Solberg

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"What do you do?"

"I'm a Speech-Language
Pathologist."

"Oh, so what do you
do?"

www.speechtherapytips.blogspot.com
someecards
user card



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Why Tailored Discussions Matter

- Build stronger partnerships with administration
- Ensure SLP needs and student needs are clearly understood
- Advocate effectively for resources and support

But where do you start?

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Know Your Audience

- Understand administrative priorities (student outcomes, budgets, staffing)
- Align your message with district goals
- Use language that resonates with leaders

Superintendent/Upper Administration	Director of Special Education	Teachers
<ul style="list-style-type: none">❖ Focus towards budget and being fiscally mindful.❖ Highlight any district initiatives that could be correlated (e.g., literacy, SEL, etc.)❖ Highlight potentially building community within the district.	<ul style="list-style-type: none">❖ Highlight any initiatives that can be related to compliance.❖ Talk through attempts to avoid disproportionately. Focus on Medicaid billing or supports that are brought in to the district.	<ul style="list-style-type: none">❖ Highlight what will be asked will help to make "life a little easier."❖ Being willing to model for the teachers or share videos of you modeling suggestions.❖ Focus on benefits for the other students.

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Framing the Discussion

- Be concise and clear
- Frame concerns as solutions ****BRING SOLUTIONS TO THE TABLE****
- Provide data and examples (caseload numbers, student progress, compliance needs)
- Start with student impact first
- Connect issues to district or school goals
- Highlight benefits for staff and families

Take the word "I" out of the equation. Tailor all discussions to be student-centered.

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Common Scenarios

- ❑ Requesting additional support (staffing, materials)
 - ❑ Include current caseload numbers, include workload calculator information, AND include a current schedule. Any numbers/evidence only helps to support the case.
- ❑ Trying to start new initiatives.
 - ❑ Correlate how any new initiatives could support something the district is focusing on such as literacy, social emotional regulation, etc.

[Go to Informational Flyer Example](#)

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Tips for Success

- ❖ Stay calm as hard as that can be.
- ❖ Schedule discussions at the right time
- ❖ Bring written talking points
- ❖ Be prepared with options, not just request.
- ❖ If you are able to, have more than 1 solution available
- ❖ Follow up in writing any verbal conversations to ensure everyone is on the same page.
- ❖ Use AI to help with conversations. Some examples:
 - > <https://chatgpt.com/c/68c832ee-51c8-832d-b528-29db43c74c95>: email formulation, document creation
 - > <https://aoblin.tools/>: helps with tone
 - > <https://www.magicschool.ai/>: email formulation, document creation

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HOT TOPIC 4: AI and Tech Tools as Timesavers

Janice Abram

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Legal & Ethical Considerations when using AI

- **Confidentiality First:** Never input personally identifiable student information into AI tools.
- **Board Policy:** Please review your board's AI policy prior to utilizing any type of AI.
- **ASHA Code Alignment:** Ensure AI-generated content aligns with [ASHA's Code of Ethics](#).
- **FERPA** - AI systems must protect the privacy of student education records and comply with parental consent requirements – data must remain within the direct control of the educational institution
- **COPPA** - AI chatbots, personalized learning platforms, and other technologies collecting personal information and user data on children under 13 must require parental consent
- **IDEA** - AI must not be implemented in a way that denies disabled students equal access to educational opportunities
- **Review & Customize:** Use AI as a starting point, not a replacement for clinical judgment; always review and customize outputs.

*AI is a tool in our toolbox. It is NEVER going to replace our expertise

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Best Practices for Using AI

Check for Bias & Accuracy: AI isn't perfect. It might produce biased or incorrect information. Always review before sharing with students.

Use the 80/20 Rule: Let AI handle the initial 80% as your draft, then add your final touch as the last 20%.

Trust Your Judgment: Use AI as a starting point, and not the final solution. Always adhere to your school's guidelines.

Protect Student Privacy: Never include student names or personal information in your prompts. We strive to promptly remove any personally identifiable information that is accidentally shared.

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Practical Applications of AI in Speech Therapy

- **Lesson Planning and Therapy Materials**
 - Generate ideas and customize content for therapy sessions
 - Generate grade level passages and WH questions
 - Lists of grade level vocab and definitions
 - Lists of target artic words
- **Goal Writing**
 - Assists in drafting and refining IEP goals
- **Documentation and Report Writing**
 - Streamlines the creation of progress notes and reports
 - Generate parent communication
- **Enhancing Therapy Engagement**
 - Helps create interactive and engaging therapy experiences
- **Creating Custom Therapy Materials**
 - Aids in designing personalized resources for therapy
- **Presentations**

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Lesson Planning

AI can significantly streamline the planning process, allowing SLPs to generate customized lesson plans and therapy resources tailored to specific student needs

•**ChatGPT:** generate customized therapy materials, developing goals and objectives, creating homework assignments, and brainstorming new activity ideas.

•**Claude AI:** for generating lesson plans based on specific goals and objectives

•**Diffit (D-I-F-F-I-T):** Use Diffit to get "just right" instructional materials, saving tons of time and helping all students to access grade level content.

•**Magic School AI:** for generating social stories, behavior plans and lesson plans

•**Curipod:** interactive, engaging, and full of feedback

Leverage these AI tools to significantly reduce planning time and customize resources

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Goal Writing

- **Magic School AI:** This tool is designed to assist educators by generating customized and legally compliant IEP goals and content.
- **AbleSpace:** A comprehensive platform with an AI feature specifically trained on special education data for writing, tracking, and reporting on IEP goals.
- **Monsha AI:** An AI-powered tool that generates customized, IDEA-compliant IEP goals, accommodations, and progress-monitoring plans.
- **Easy-Peasy AI:** A general AI tool that offers customizable goal templates for creating structured, measurable goals.

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Assessment and Report Writing

EASI- Speech & Language Analysis for Clinical and Educational Settings; transforms 5 Hours of Assessment into 15-30 Minutes of Insight (BETA)

Magic School AI: Generates IEP present levels, goals, and accommodations.

EduAid AI: Assists in crafting progress report comments.

Everability: AI tool for SOAP note templates and documentation.

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Enhancing Therapy and Engagement

- **Student-Generated Stories:** Ask AI to create funny or personalized narratives featuring target sounds.
- **Would-You-Rather Games:** Generate age-appropriate questions to spark discussion.
- **AI-Powered Debates:** Compare outputs from different AI tools and discuss which is more accurate or relevant.

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Creating Custom Therapy Materials

- **Canva MagicWrite:** AI-generated writing within Canva for worksheets and handouts.
- **ChatGPT & Claude AI:** Generate speech-loaded paragraphs for articulation practice.

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Presentations

- **Canva:** Helps you design visually appealing slides, posters, or handouts with customizable templates. Allows you to incorporate images relevant to therapy. Makes it easy to create infographics for data, therapy progress, or strategies.
- **Google Slides:** A simple, collaborative tool for creating and sharing slide decks. Lets you work on presentations with colleagues in real time (great for team meetings or joint trainings). Integrates seamlessly with Google Drive.
- **Prezi:** Uses a more dynamic, zooming presentation style instead of static slides. Helpful when explaining therapy models, showing progressions, or demonstrating cause-effect relationships. Keeps audiences more engaged during workshops.
- **Mentimeter:** An interactive tool for live polling, quizzes, and word clouds. Lets you gather instant feedback from your audience—useful for workshops, staff PD sessions, or even student groups.
- **Pear Deck:** An add-on for Google Slides/PowerPoint that makes slides interactive. Allows you to embed questions, drawing prompts, or reflections into your presentation. Perfect for making PD sessions or student lessons more engaging and hands-on.

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Other helpful tech tools

- [Adobe Express](#)
- [Capcut](#)
- [Glint by Ner Chat](#)

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Where to Begin?

- **Identify Your Greatest Challenge:** Whether it's lesson planning, documentation, or goal writing, pinpoint where AI can help you the most.
- **Choose One AI Tool:** Start with a single tool, such as ChatGPT for goal writing or Magic School AI for IEPs.
- **Experiment with Prompts:** Use the WW Approach to refine AI-generated outputs.
- **Review and Edit:** Always personalize AI-generated content to ensure clinical accuracy.
- **Expand Gradually:** Once comfortable, explore additional AI tools to enhance other aspects of your practice.

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Takeaways

- AI tools offer SLPs time-saving automation for various tasks.
- Ethical and legal considerations, including confidentiality and policy review, are crucial when using AI.
- AI can significantly streamline lesson planning, goal writing, and report creation.
- AI can enhance therapy engagement and facilitate the creation of custom materials.
- Start by identifying your greatest challenge and experiment with one AI tool.

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HOT TOPIC 5: Writing PR-01s

Heather Davey

When to send a PR-01

Districts must send a PR-01 whenever it proposes or refuses a change related to identification, evaluation, or educational placement of the child or the provision of FAPE to the child. This includes (but is not limited to):

- Proposing or refusing to evaluate a student
- Every IEP meeting or amendment
- Every ETR meeting
- Changes in related services
- Changes in accommodations/modifications

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Type of Action Taken

One box must be checked.

If the "other" box is checked, write in the topic of the meeting. Some examples:

- Annual IEP Meeting
- Annual IEP Meeting in the absence of parents but parents provided input
- Annual IEP Meeting with parental participation via telephone and parents had a draft copy of the IEP before the meeting date

TYPE OF ACTION TAKEN	
<input type="checkbox"/>	Propose to initiate or initial evaluation
<input type="checkbox"/>	Refuse to initiate an evaluation
<input type="checkbox"/>	Expedited evaluation
<input type="checkbox"/>	Change of placement
<input type="checkbox"/>	Change of placement for disciplinary reasons
<input type="checkbox"/>	Propose to change the identification, evaluation or educational placement of the child or provision of FAPE
<input type="checkbox"/>	Refuse to change the identification, evaluation or educational placement of the child or provision of FAPE
<input type="checkbox"/>	Reevaluation
<input type="checkbox"/>	IEP meeting/ meetings where the parent(s) disagree with the district
<input type="checkbox"/>	Revocation or contest
<input type="checkbox"/>	Due process hearing, or an expedited due process hearing, initiated by the district
<input type="checkbox"/>	Discontinuation from high school
<input type="checkbox"/>	Enroll high school due to exceeding the age eligibility for FAPE
<input type="checkbox"/>	Other

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Box #1- Describe Action

Things to include in this section:

- Date of the meeting
- Include team members' names and title, including parents and any guests.
- List what the district intends to implement or what is being refused by the district.

Examples include:

- The district proposed to meet with the IEP team to discuss and adopt a new annual IEP where there is no change in placement or any significant change in services.
- The district proposed to adopt a new annual IEP in the absence of parents
- List IEP start and end dates
- Include that parents signed the Excusal Form (when applicable) and consent for the IEP implementation and the date.

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Box #2 - Explanation of Why

This is where you get to state WHY you chose to have the meeting at this time. If there is any difference between the district versus parent, be sure to state that difference.

Identify any particular changes of amendments agreed upon by the team. This may include new goals, services, modifications, strategies or conversations about specific strategies.

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Box #3- Description of Other Options

- Describe, in detail, the options the IEP team considered and why the team chose not to implement them
 - Dismissal from services
 - Reduction of time or Keeping service time the same
 - LRE- general ed class vs current placement
- The reason for rejecting a parent's request or another option should be a data-driven analysis of the student needs, progress, and LRE considerations
- If the parents initially suggested other options, but later agreed with the district's position, use this paragraph to describe in detail the options that were suggested by the parent, which the District considered, but the team, including the parents, ultimately rejected.

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Box #4 - Description of Evaluation

- Examples of documents the district may use to make the decisions are below:
 - The most recent ETR dated ____
 - Current progress reports
 - Results of district wide or statewide assessments
 - Independent evaluations or data provided by parents
 - Staff and parent input
 - Attendance records
 - Classroom observations
- Include that the school district and parents reviewed all sections of the IEP
- Include that the following documents also guided the district's efforts to provide FAPE to the student:
 - A Guide to Parent's Rights in Special Education
 - Operating Standards for Ohio Educational Agencies serving Children with Disabilities

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Box #5 - Other Factors

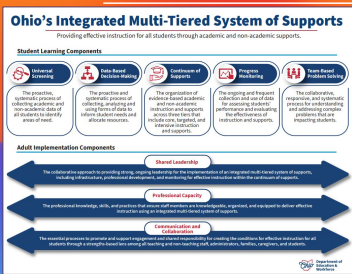
- Include a statement supporting that the IEP team agreed to implement the IEP and the IEP team will hold the next annual review on or before (IEP end date). If a team member, including the parent, wishes to discuss amending the IEP, the team can reconvene to address concerns.
 - Add specific comments from the parent when possible, especially comments in which they are happy with their child's progress or with the district.
- Include any upcoming meetings scheduled with the family.
- Include that a copy of A Guide to Parent's Rights in Special Education and information regarding the Autism Scholarship Program was offered to the parent

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HOT TOPIC 6: Effective Interventions

Angie Brouhard

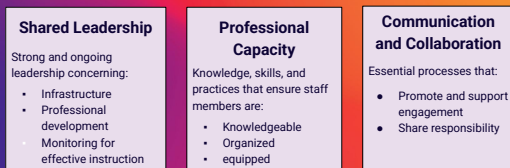
60



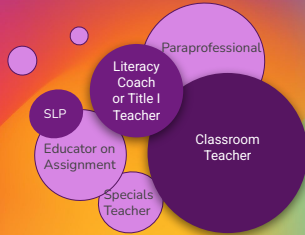
Student Learning Components



Adult Implementation Components



Who can help deliver interventions?



Standards and Curriculum

Example from [Amplify CKLA](#) Kindergarten lessons.
Look at all of those standards that the teacher is working on throughout the lessons!

	1	2	3	4	5	6	7	8	9
Speaking and Listening Standards: Kindergarten									
Comprehension and Collaboration									
STL.SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and large groups.									
STL.SL.K.1a Follow agreed-upon rules for discussion (e.g., listening to others and taking turns speaking about the topics and texts under discussion).									
OLA GradeK									
STL.SL.K.1b Use spoken and written language to describe objects, events, and experiences, and to express feelings, thoughts, and ideas, and to compare and contrast.									
STL.SL.K.1b									
OLA GradeK									
STL.SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and reporting on that information. Exemplary is not understood.									
STL.SL.K.2									
OLA GradeK									
Presentation of Knowledge and Ideas									
STL.SL.K.3 Describe topics, events, experiences, and objects and, with prompting and support, provide additional detail.									
STL.SL.K.3									
OLA GradeK									
STL.SL.K.3									

Role of the SLP

- Complete the screening/observation
- Collect baseline data
- Develop the 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 to compare to baseline data
- Determine next step after round of intervention

Where should the intervention be delivered?

- The speech and language intervention should be delivered *within the general education setting*.
- This allows for access to the curriculum and opportunities for social interactions, which is beneficial for the student's academic and social development.
- Providing intervention within the classroom also encourages carryover of new skills acquired through interventions.

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Sample Interventions for the Classroom

Articulation

- Practice saying words with target sounds
- Remind student how to produce sounds
- Reinforce accurate production of sounds
- Provide a visual cue for the sound
- Highlight words with target sounds when reading

Expressive Language

- Preview new vocabulary
- Model use of complete sentences
- Use descriptive words
- Pair new vocabulary with visuals
- Expand the student's phrases into sentences

Receptive Language

- Sequence events using "time" words
- Ask open-ended questions
- Check for comprehension
- Ask student to restate direction
- Break down directions into smaller steps
- Provide visuals

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Sample Interventions for the Classroom

Fluency

- Use cues that benefit the student
- Give plenty of time - don't rush the student!
- Give student time to prepare their answer

Pragmatic Language

- Role-play social situations
- Use visual cues to remind student of social rules
- Act out emotions for the students to guess
- Pair student with a peer for a game

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3. Discussion
