

List of Figures and Tables

Figures

1.1: 21st Century Skills	16
3.1: Early Invervening/Response to Intervention for SLI Flow Chart.....	82
3.2: Problem-Solving Process	87
3.3: Problem-Solving Model.....	88
4.1: World Health Organization (WHO) Categories	140
4.2: IEP Meeting Process.....	160
5.1: Flowchart for Provision of Services.....	172
5.2: Application of the Seven Levels of Service in Special Education to Communication Disabilities.....	173
5.3: Activities of School-Based Speech-Language Pathologists.....	180
5.4: Indiana’s Overview of Good Practice in Schools.....	183
5.5: Four Essential Questions for Functional Outcomes in School-Based Service.....	195
6.1: SLP Workload Activity Clusters	214
6.2: Collaborative Consultation Form.....	234
6.3: Phonological Terms Used in Reading	247
6.4: Delivery Model Options for the Secondary Level.....	261
7.1: Augmentative/Alternative Communication (AAC) as a Part of Assistive Technology (AT).....	302
8.1: Procedural Appeal System for Due Process	314
9.1: Flow of IDEA Funds to Your School District for Special Education Programs and Services.....	361
9.2: Flow of Medicaid Funds to Your School District.....	370

Tables

2.1: NCLB Programs at a Glance.....	37
2.2: Type and Characteristics of Assessment Methods.....	40
2.3: Selected Key Areas of NCLB Relevant to SLPs	48
2.4: A Summary of Key Court Cases and Their Effect on the Practice of Speech-Language Pathologists	63
3.1: Instructional Characteristics and Methods of a Tiered System.....	73
3.2: IDEA 2004 Evaluation and Eligibility Determinations.....	101
3.3: Procedural Timelines for Special Education Programs to Meet IDEA 2004 Requirements.....	105

3.4: Evaluation Action Timelines	106
4.1: School Team Members	127
4.2: IDEA 2004 IEP Processes and Procedures	134
4.3: Categories of Severe Disabilities	146
5.1: Percentage of Time Students with Disabilities are Served Outside the General Education Classroom	171
5.2: The Evolution of Speech-Language Pathologist Service Delivery Models	181
5.3: Service Delivery Model for Speech-Language Pathologists	185
5.4: ASHA Functional Status Measures	192
6.1: Creating Schedules for Service Delivery	218
6.2: YRE Schedule for Speech-Language Services—Part 1	221
6.3: YRE Schedule for Speech-Language Services—Part 2	222
6.4: Team Methods	232
6.5: Blended Therapeutic/Educational Role for Collaboration in the Curriculum	239
6.6: Compatibility of Service Delivery Models with Features of Inclusive Practices	252
6.7: Factors Supporting or Inhibiting Inclusive Preschool Activities	254
6.8: Characteristic Problems of Older School-Age Students with Language Disorders	257
7.1: ASHA Survey Results	266
7.2: Prevalence Rates of Hearing Loss for 47,920 Newborns 1997-2004	278
7.3: Steps in the Interdisciplinary Assessment Process for Children with Autism Spectrum Disorders .	284
7.4: Intervention Methods for Students with ASDs	288
7.5: Assistive Technology Organized by Academic Task	294
8.1: IDEA Dispute Resolution Processes Comparison Chart	312
8.2: A Summary of Recent Key Court Cases and Their Effect on the Practice of Speech-Language Pathologists	320
8.3: Strategies for IEP Team Member Issues	334
8.4: Section 504 Examples	341
9.1: Comparison of ASHA Certification Maintenance and State/Local Licensure or Education Certification	346
9.2: Certification and Licensing Requirements	350
9.3: Public Education Organizational Structures	359
9.4: Web Sites for State Speech-Language-Hearing Associations	390
9.5: People and Places for Finding Assistance	397
9.6: A Speech-Language Pathologist's Continuing Education Log	404
10.1: Comparisons of Old and New Models in Special Education Services	410
10.2: Current Trends	417