

**ArkSHA's (Arkansas Speech-Language Hearing Association) Recommendations for the Task Force for Special Education Responsibilities:**

**\*Allow ArkSHA to be a part of revising and rewriting the responsibilities for Special Education**

**Responsibilities by # and our support in revising and rewriting these areas**

#1 Review the current practice of identifying students for special education services and programs in public schools in Arkansas and other states-**yields to our profession service a wide range of disorders under our critical roles and all areas under responsibilities**

#4 Review the requirements for professional development related to special education, including anticipated changes to professional development in Arkansas and other states-**yields to professional development with other school professionals under collaboration and advocacy and professional development under leadership**

#7 Review RTI practices in Arkansas, including identifying RTI programs in public schools that are successful and can be identified as best practices-**we are not the boots on the ground in the RTI intervention process, but we can serve in the capacity of a consult**

#8 Review the current practice for screening students for learning disabilities and the services provided for students with learning disabilities-**yields to range of responsibilities-assessment, intervention, program design and critical role with ensuring educational relevance**

#9 Review the availability of support services for SPED programs, students, and families, including without limitation, behavioral health services and social services with an effort made to identify best practices-**yields to range of responsibilities, intervention and collaboration with other school professionals, parents, and students**

#11 Review the use of outside services and organizations by school districts that provide the best level of support for students receiving special education services or participating in special education programs-**currently, there are contract services, university clinics, private practices, developmental centers, and also collaboration with universities and community at large**

#13 Compare the amount of academic instruction with the training time for independent function and career development-**yields itself to a new trend and will become a part of high school curriculum, ASHA speaks about this paradigm at the national convention regarding those students who aren't going to college, but it has yet to be implemented**

#16 Review of the research and findings of national organizations that support students receiving special education services or students participating in special education programs-**yields itself to ASHA's scope of practice and roles and responsibilities of SLPs in the schools**