EVALUATION OF STUDENTS WITH SPEECH IMPAIRMENT

A student with a speech impairment is one who has been determined to meet the criteria for speech or language impairment as stated in 34 CFR, §300.8(c)(11). Speech or language impairment means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child’s educational performance. The multidisciplinary team that collects or reviews evaluation data in connection with the determination of a student's eligibility based on a speech impairment must include a certified speech and hearing therapist, a certified speech and language therapist, or a licensed speech/language pathologist. 19 Texas Administrative Code § 89.1040. (c)(10)

Initial Referrals-basic information

Initial speech referrals for students enrolled and not enrolled in school
1. SLP completes evaluation and reason for referral
2. Communication Section- include Home Language Survey, even if English/English
3. If HLS indicates any other language than English, the SLP must rule out cultural and language factors.
   - Completes speech/language evaluation.
   - Administer articulation test, if warranted
   - Administer global language battery if warranted
   - Administer fluency and voice evaluation, when applicable
4. Physical section –there is no position paper in ASHA that prohibits assessing student who have failed their hearing screener. See guidelines below.
5. Address sociological and behavioral
6. Address informal IQ
7. Address informal adaptive behavior
8. Recommendation for instruction

Reevaluation

LEA needs to complete a REED to plan evaluation. Review of existing evaluation data should include: progress on IEP and present levels of academic achievement and functional performance; teacher data; parent data; observations of communication skills in academic and nonacademic settings; language/speech sample; checklists; SLP opinion; and if needed standardized tests. See page 38 of TSHS Eligibility Guidelines 2009 to determine next step of reevaluation process.

If further assessment is needed, LEA needs to send notice of FIE and obtain consent for FIE.
Guidelines
**Each LEA must establish general eligibility criteria for the disability condition of speech impairment in their operating procedures, as there are no federal or state guidelines.

Using TSHA guidelines, 1½ standard deviation from the test mean (SS 77 and below for language and 7%ile for articulation) will be utilized in determining eligibility for a speech and language impairment in conjunction with another source of data. You must have two (2) sources of data when determining eligibility in each area evaluated. The 1½ standard deviation is a representation of the general population that has communication disorders.

The LEA must use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information, including information provided by the parent that may assist in determining whether the child is a child with a disability.

CFR 300.304(b)(1)

Variety of Sources
Could include but not limited to, observations, checklist by teachers and parents, anecdotal records, language transcripts, auditory recording during assessment period, language samples, formal assessment

Hearing & Vision Screeners
Every child that is 4 on Sept 1, enrolled in pre K, or in grades, K, 1, 3, 5 and 7 (TAC 37.25). If the child fails the screener, parent should be notified and the LEA re-screens within 3-4 weeks. If the child still fails, parent is notified to follow up with a licensed physician. This in no way defers Child Find responsibilities. Once a consent has been signed, timeline begins and it is the responsibility of the LEA to complete the assessment. The report must reflect of results of the hearing or vision screener.

Dominant Language
There must be a minimum of one standard deviation between L1 and L2 for the child to have a dominant language. Otherwise the best practice is to assess in both languages.
L1=SS 50 L2=SS 58—no dominant language, assess in both languages, using strongest scores.
L1=SS 50 L2=SS 67--- L2 dominant, use L2 for eligibility and programming.

Child under the age of five
Should testing reveal obvious severe deficits on a child under the age of five and SLP is suspecting another disability, contact parent and appropriate LEA assessment staff to collaborate on the evaluation. (Diagnostician, LSSP, OT, PT, etc.) The scope of the evaluation has expanded and the group of qualified professionals should work together to complete the document in a timely manner. Initial timeline does not change.
School age child
Should testing reveal obvious severe deficits on a school age child and SLP is suspecting another disability, contact referral team and appropriate LEA assessment staff to collaborate on the evaluation. (Diagnostician, LSSP, OT, PT, etc.) The scope of the evaluation has expanded and the group of qualified professionals should work together to complete the document in a timely manner Referral Team should notify parent. Initial timeline does not change.

Conflicting information - parent/teacher concerns and assessment data
When there is conflicting assessment data and some information is indicative of commination disorder and other information is not, the SLP and multidisciplinary team should conduct additional testing and gather additional information through informal measures to bring conflicting data into alignment.

Three question to help ARDc determine eligibility for IEP Services with a Speech Impairment
1. Is there a disability condition that meets your LEA guidelines?
2. Is there an adverse effect on academic achievement and/or functional performance from the communication disorder?
3. Is there specially designed instruction or related services and supports needed in order to make progress in the general curriculum that can only be provided by the SLP or SLP assistant?


Speech Minutes/Sessions
Minutes and number of sessions will be used to measure direct therapy time. The SLP will recommend to the ARD committee a number of minutes per grading period based upon that student’s assessment and individual needs. The number of minutes should be determined by how often you need to see the student to appropriately fulfill goals and objectives.

Example: _____sessions for ______minutes ___ per period and location (speech room, special ed room, gen ed.)

It must be clear to the ARD committee the number session, for number minutes, per period (number of weeks) and location of services. (frequency, duration, location). Frequency (sessions) and duration (periods) must be given using the lowest common denominator.

1/30min/weekly or 2/30min/3weeks, 3rd week used for generalization NOT 6/30min/6weeks

Texas Speech Hearing Association (TSHA) is located on ESC Region 13 website.
Link is below.
http://www4.esc13.net/speechlang/tsha