



LCISD Speech eligibility guidelines amendment 8/2018

*Note: These guidelines are suggested practices and should not be interpreted as mandatory. SLPs should discuss/confirm their own district policies, and always use clinical judgement as appropriate.

Determining Eligibility

Under 34 CFR 300.8(c)(11), "Speech or language impairment means a communication disorder, such as stuttering, impaired articulation or language impairment, or a voice impairment, that adversely affects a child's educational performance" must be determined on a case by case basis, depending on the unique needs of a particular child and not based only on discrepancies in age or grade performance in academic subject areas. Section 614(b)(2)(A) of IDEA and the final regulations at 34 CFR 300.304(b) state that in conducting an evaluation the agency must use a variety of assessment tools and strategies to gather relevant functional, developmental and academic information.

Michigan ASHA guidelines do not provide any cut off score. This is the suggested cut score for LCISD:

1.5 Deviations or below according to test average range
SS 77 - 80 (dependent on assessment) or below

Score Comparisons Guidelines*

- Check the test manual for recommended cut-off for the test
- When the student has plateaued in his/her progress and multiple attempts have been made to redesign services, the team may discuss whether there is a lack of educational benefit. The team makes decisions about how to proceed with the input of district administrators.
- If $> 1.5SD$, then use that criterion, with the understanding that this criterion should not be the sole determining factor for decisions.
- If $< 1.5SD$, then it is suggested that students who fall in this range should continue to be monitored through the Early Intervening Process. This means that they would not be added onto caseload, but the team would design a new intervention plan that may be carried out by various team members.

For articulation, consider age/development and not cognitive level or Standard Deviation.

If a student is Speech eligible for Articulation, then may test in a range that you would not have qualified them to start (i.e. SS-83), but still have a few sounds that are not age appropriate, keep in services until complete. These

students do not have the skills to self-correct, so they will end up back in services in a year or so. If they are stimulable, will parents continue practicing?

What percent to dismiss for conversational speech accuracy? 80% to unfamiliar listener

For Language Impairment, use scores to determine eligibility.

For students with Cognitive Deficits, Language scores are not expected to be above cognitive ability (cognitive referencing), but this is not to be used for the sole determinant factor. A functional school evaluation should support the recommendation to terminate speech services.

For students with cognitive impairment that lack a communication system, Speech services should be considered for Augmentative and Alternative Communication.

For students that lack functional communication (unable to repair communication breakdowns effectively) or express a variety of communicative function (beyond requests), speech services should be considered.

English as a second language

Before an assessment is initiated, one must consider the length of exposure to English. Acquisition of any language progresses along a continuum as persons learn to read, write, speak and listen. Longitudinal research on how bilingual students acquire English language skills indicates that conversational skills often approach native proficiency with about two years of exposure to English. This is referred to as the Basic Interpersonal Communication Skills (BICS). Basic Interpersonal Communication Skills develop more informally through conversation and social interaction. English speaking children develop Basic Interpersonal Communication Skills in early childhood while at home.

Dismissal

The first step in the dismissal process should occur when the student is first determined to be eligible for services through an IEP. The SLP should make the goals of speech-language pathology services clear to parents and teachers. The goals are as follows:

- to determine if the student's communication disorder is adversely affecting academic achievement and functional performance;
- to provide intervention for those communication disorders that are adversely affecting academic achievement and functional performance, specifying goals leading to specific criteria for dismissal;

- to dismiss the student from speech-language pathology services once the criteria for eligibility are no longer met.

Excerpt from: *"Implementing IDEA 2004 Part I: Conducting Educationally Relevant Evaluations, Technical Assistance for Speech-Language Pathologists"* (out of print).

SLPs should keep in mind that there is research that suggests that students who are dismissed at 75-85% accuracy in conversational speech often go on to fully correct, suggesting that this is an appropriate time for dismissal (Diedrich, 1980),

Chart of score rankings as provided by test manual

Test	Average	Below Average	Deficient/Borderline	Severe
Preschool Language Scale 5	85-115			
CELF-Preschool	86-114	78-85	71-77 low/moderate	Below 70
Goldman Fristoe Test of Articulation - 3	86-114	78-85 borderline	71-77 Low	Below 70
CASL-2	85-115	70-84	Below 70	
CELF	85-115			
OWLS-2	85-115	70-84	Below 70	
Peabody Picture Vocabulary Test	85-115	70-84	Below 70	
Expressive One Word Picture Vocabulary Test	85-115	70-84	Below 70	Below 55
SPELT	85-115			
EVT	85-115			
TOLD	90-110			
TOPL	90-110	80-89	70-79 (6.8%ile)	Below 70
PLAI-2	90-110	80-89	70-79	Below 70