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LANGUAGE OR SPEECH IMPAIRMENT (LSI)

This section has been developed for speech and language pathologists (SLP's) who work with students with one of the following impairments that **adversely affects the student's education performance** in the areas of:

A.   Speech Impairments – is a disorder that may include fluency, articulation and voice disorders and effect the speaking behavior of the student and are non-maturational in nature in more than one (1) speaking task, including impairments that are the result of a deficiency of structure or function of oral peripheral mechanisms.

Eligibility for special education as a student with a **speech impairment** shall be determined by the student's case conference based upon:

a.   assessment in articulation, fluency and voice
b.   social and developmental history
c.   observation completed by speech and language pathologist
d.   available medical information that is educational relevant including a statement from a physician describing student's medical needs.

B.   Language Impairments – is a disorder in the comprehension or expression of spoken or written language resulting from organic or nonorganic causes that are non-maturational in nature. Language impairments affect the student's primary language system in one or more of the following components:

1.   Word Retrieval
2.   Phonology
3.   Morphology
4.   Syntax
5.   Semantics
6.   Pragmatics

Eligibility for special education as a student with a **language impairment** shall be determined by the student's case conference committee based on the multidisciplinary team's educational report which includes the following:

a.   assessment which addresses progress in the general curriculum
b.   current academic achievement
c.   social and developmental history which includes:
1.   communication skills
2.   social interaction skills
3.   responses to sensory experiences
4.   relevant family and environmental information
d.   observation of the student to document student's academic performance completed by someone other than the speech pathologist
e.   any available medical information
f.   other assessments

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ELIGIBILITY CRITERIA LANGUAGE OR SPEECH IMPAIRMENT

Student: _____ DOB: _____ C.A.: _____

School: _____ Grade: _____ Date: _____

A LANGUAGE OR SPEECH IMPAIRMENT IS characterized by one (1) or more of the following disorders that adversely affect educational performance. Please check which of the impairments the student displays:

Language Impairment in the comprehension or expression of spoken or written language resulting from organic or non-organic causes that are non-maturational in nature:

☐   Language disorders that are impairments in the comprehension or expression of spoken or written language including impairments in one (1) or more components of a language system such as:

     ☐ Word retrieval   ☐ Morphology   ☐ Semantics
     ☐ Phonology   ☐ Syntax   ☐ Pragmatics

Speech Impairment includes one or more of the following impairments in the student's speaking behavior in more than one speaking task that are non-maturational in nature, including impairments that are the result of a deficiency of structure and function of the oral peripheral mechanism.

☐   Fluency disorders that are disruptions:
     ☐ in the rate or rhythm of speech
     ☐ that occur frequently
     ☐ that are markedly noticeable to the student or the listener

☐   Articulation disorders that are incorrect productions of speech sounds including:
     ☐ omissions
     ☐ distortions
     ☐ substitutions
     ☐ additions

☐   Voice disorders that are abnormal productions of:
     ☐ pitch
     ☐ intensity
     ☐ resonance
     ☐ quality

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☐ A severe Language or Speech Impairment may require the use of an augmentative communication system such as gestures, signed language, communication books or boards, electronic devices, or any other systems, as determined by the student's case conference committee.

☐ NOT APPLICABLE; The student does not display any of the above five (5) disorders.

A student shall not be determined to be a student with a Language or Speech Impairment solely because the student's native language is not English. The student who is multilingual or bilingual must exhibit the language or speech impairment in all languages spoken by the student.

The multidisciplinary evaluation team members who have signed below believe that the student:

☐ has a Language Impairment and is eligible for Language services
☐ has a Speech Impairment and is eligible for Speech services
☐ does not have a Language or Speech Impairment

	Agree	Disagree
Parent _____	☐	☐
Administrator_____	☐	☐
Psychologist_____	☐	☐
SLP_____	☐	☐
Teacher_____	☐	☐
Teacher_____	☐	☐
Student_____	☐	☐
Other_____	☐	☐
Other_____	☐	☐
Other_____	☐	☐

A student is not eligible for speech-language therapy solely because the student's native language is not English. Bilingual or multilingual speakers include student whose speech or language patterns deviate from those of standard English, and are characteristic of dialectical differences. A bilingual or multilingual student may be enrolled in speech-language therapy only if the disorder is exhibited in all languages spoken by the student.

The speech-language pathologist and other members of the case conference committee should consider the efficacy of therapy services and, should consider whether or not enrolling a student for speech-language services will significantly change the student's ability to communicate.

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LANGUAGE DISORDERS

Language impairments are found in the areas of comprehension or expression of spoken or written language resulting from organic or nonorganic causes that are nonmaturational in nature. Language impairments affect the student's primary language systems, in one or more of the following components:

a.) word retrieval
b.) phonology
c.) morphology
d.) syntax
e.) semantics
f.) pragmatics

Eligibility:

A student is eligible for language therapy based upon **adverse educational impact** as reflected by:

1. Current academic achievement and progress in general education
2. Language skills/conversation sample are demonstrated to be below expected age/developmental level.
3. And **two** of the following:
    a. below average classroom performance in the areas of vocabulary, syntax, auditory skills, pragmatics and word retrieval.
    b. below average grades and/or below benchmark levels in language arts/reading.
    c. a minimum of 1 to 1 ½ standard deviations below the mean and/or a stanine of 3 on a standardized language measure
    d. Failure to pass statewide or local assessments of academic achievement (ISTAR, ISTEP, DiBels, GQE, MAPS, Rigby Reading Level, IRDA, etc.)
4. Social and Developmental History
5. An observation of the student in the learning environment to document academic performance in the area(s) of difficulty. The multidisciplinary team:
    a. May use information from the observation in routine classroom instruction and monitoring of the student's performance that was done before referral.
    - OR
    b. Have at least one member of the multidisciplinary team, other than the student's general education teacher, conduct an observation of the student's academic performance in the general education classroom after the child has been referred for an evaluation and parental consent was obtained.

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   (i)   When the child is less that school age, a team member must
          observe the student in an environment appropriate for a student of
          that age.

6.   Medical information that is educationally relevant.
7.   Any other assessments/information collected prior to referral/during evaluation.

Dismissal:

Exit from language therapy occurs when **one or more** of the following conditions are met:

1.   the student has met all objectives in the area of language and no additional
      language problems warrant intervention as documented by a completed SLP re-
      evaluation for dismissal upon written parent approval.
2.   the parent or guardian request exit from services.
3.   intervention no longer results in measurable benefits, despite documented use of
      a variety of appropriate approaches and/or strategies.
4.   the student's participation in therapy has been inconsistent or poor, and
      documented efforts to address the problem have not been successful.
5.   extenuating circumstances such as medical and/or social factors warrant
      discontinuation of services temporarily or permanently.
6.   the disorder no longer has an adverse affect on the student's educational
      performance (academic, social, and/or vocational).

Professional Judgment

In some cases, the speech pathologist and the case conference committee should be allowed to use professional judgment to determine eligibility. There may be instances in which valid methods for identifying a communication disorder are lacking (multilingual students, students with severe communication deficits requiring the use of augmentative communication, etc.) or a student may not meet the established eligibility criteria, yet the case conference committee believes the student has a disability that requires services.

Factors in the Determination of Eligibility for Services

The communication disorder must be non-maturational in nature and may be the result of organic or non-organic causes. If an organic cause is suspected, a statement shall be obtained from a physician with an unlimited license to practice medicine describing the student's medical needs and any consequent limitations to communication training.

Students with hearing impairments or learning disabilities who have language deficits or auditory processing difficulties are not eligible for services designed solely for students with communication disorders in lieu of a program or services designed for students with hearing impairments or learning disabilities.

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ARTICULATION/PHONOLOGY DISORDERS

An articulation/phonology disorder is present when a student exhibits decreased intelligibility in connected speech as a result of sound substitutions, omissions, additions, and/or distortions or the inappropriate use of phonological processes. The articulation/phonology disorder should be determined to have a negative impact on academic, social, and/or vocational functioning.

Dismissal:

Exit from articulation/phonology therapy occurs when one or more of the following conditions are met:

1. The student has met all objectives in the area of articulation/phonology and no additional articulation/phonological problems warrant interventions as documented by a completed SLP re-evaluation for dismissal upon written parent approval.
2. The parents or guardian requests exit from services.
3. Intervention no longer results in measurable benefits, despite documented use of a variety of appropriate approaches and/or strategies.
4. The student is unwilling or unmotivated to participate in therapy, therapy attendance has been inconsistent or poor, and documented efforts to solve these problems have not been successful.
5. Extenuating circumstances such as medical, dental, and social, factors warrant discontinuation of services temporarily or permanently.
6. The disorder no longer has an adverse affect on the student's education performance (academic, social, and/or vocational).

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FLUENCY DISORDERS

Fluency disorders are disruptions in the rate or rhythm of speech that occur on a regular basis and are significantly noticeable to the student and/or the listener. The fluency disorder should be determined to have a negative impact on academic, social, and/or vocational functioning.

Eligibility:

1. A student is eligible for services when he/she exhibits **atypical** disfluencies (repetitions, prolongations, blocks) of **significant frequency** (a minimum of 3% per 100 word sample) and/or duration during connected speech. Secondary characteristics (eye blinks, facial grimaces, head jerks, body movements, etc.) may or may not be present.
2. Atypical disfluencies must also occur in a variety of speaking situations as supported by school staff in one or more settings in the school environment.
3. Other considerations may include family/case history, environmental factors, and/or students' attitude/self-perception of his/her speech.

Dismissal:

Exit from fluency therapy occurs when one or more of the following conditions are met:

1. The student has met all objectives in the area of fluency and not additional fluency problems warrant intervention as documented by a completed SLP re-evaluation for dismissal upon written parent approval.
2. The parent or guardian requests exit from service.
3. Intervention no longer results in measureable benefits, despite documented use of a variety of appropriate approaches and/or strategies.
4. The student is unwilling or unmotivated to participate in therapy, therapy attendance has been inconsistent or poor, and documented efforts to address the problem have not been successful.
5. Extenuating circumstances such as medial and/or social factors warrant discontinuation of services temporarily or permanently.
6. The disorder no longer has an adverse affect on the student's educational performance (academic, social, and/or vocational).

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TEACHER CHECKLIST: PRESCHOOL SPEECH AND LANGUAGE

Student: _____ DOB: _____ Date: _____

School/Teacher: _____

Class: ☐ M ☐ T ☐ W ☐ TH ☐ F   -   ☐ am ☐ pm

Please help me understand how this student uses language and speaks in the classroom. As you complete the checklist below, compare the student to his/her classmates. Thank you!

LANGUAGE:
This child:
- ☐ enjoys speaking in class and volunteers oral answers
- ☐ follows everyday routines (lining up, snack time)
- ☐ gives appropriate answers to questions
- ☐ seems to understand and follow directions
- ☐ uses complete sentences

SPEECH:
This child:
- ☐ is understood when the topic is known
- ☐ is understood when the topic is unknown
- ☐ speaks without tension or frustration
- ☐ is understood without needing to repeat or re-word for clarity

BEHAVIOR:
This child:
- ☐ is able to attend to activities/stories independently
- ☐ seems to enjoy interacting with other children
- ☐ plays appropriately with toys
- ☐ listens and waits his/her turn when talking with others
- ☐ uses words to resolve conflicts with peers
- ☐ switches activities and tasks easily

Based on your observations, rate the student's communication ability compared to his/her peers.

Age appropriate. . . . . Average . . . . Significantly below peers
5   4   3   2   1

STRENGTHS:

CONCERNS:

ACADEMIC ACHIEVEMENT: Please attach any formal or informal assessments you have completed on this student (Denver, LAP, ABCs, shapes, colors).

Teacher Signature:_____

Thank you so much for taking the time to fill this out for me. I will include it in the speech IEP. I know you are extremely busy, so I really appreciate it! Thank you!

Please return this form to _____ by _____.

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TEACHER CHECKLIST: LANGUAGE

Student Name: _____   **Date:** _____

DOB: _____   **Grade:** _____   **School:** _____

Teacher: _____   **Speech Pathologist:** _____

	Never	Seldom	Occasionally	Frequently	Always
Vocabulary: This student					
seems to understand age-appropriate vocabulary and concepts	1	2	3	4	5
uses age-appropriate vocabulary when communicating	1	2	3	4	5
uses sufficient detail when describing an event	1	2	3	4	5
Syntax:					
uses pronouns correctly	1	2	3	4	5
uses age-appropriate grammar	1	2	3	4	5
uses sentences that are age-appropriate in length	1	2	3	4	5
Auditory Skills:					
pays attention appropriately to what is said	1	2	3	4	5
follows verbal directions age-appropriately	1	2	3	4	5
asks me to clarify if they don't understand	1	2	3	4	5
answers questions appropriately about stories just read	1	2	3	4	5
answers questions appropriately about personal experiences	1	2	3	4	5
seems to understand yes/no questions	1	2	3	4	5
seems to understand Wh-questions	1	2	3	4	5
Pragmatics:					
listens and waits their turn when talking with others	1	2	3	4	5
switches activities and tasks easily	1	2	3	4	5
interacts appropriate with peers in and outside the classroom	1	2	3	4	5
can maintain a topic in conversation	1	2	3	4	5
seems to understand nonverbal communication such as facial expressions, gestures, etc.	1	2	3	4	5
Word Retrieval:					
has difficulty retrieving a specific word	1	2	3	4	5
peech is hesitant, filled with pauses or vocalizations ("um", "you know")	1	2	3	4	5
uses non-specific words e.g. "thingy", "stuff"	1	2	3	4	5
really struggles when trying to communicate	1	2	3	4	5

1. Is the student's academic performance satisfactory?   ☐ Yes, the student meets grade level standards
☐ No, the student does not meet grade level standards

Other Scores: MAPS/Acuity/Other   ISTEP
          LA: _____   LA: _____   ☐ Pass   ☐ Fail
          Reading: _____   Math: _____   ☐ Pass   ☐ Fail
          Math: _____   Reading: _____ ☐ Pass   ☐ Fail

Current reading level: _____   ☐ below expectancy   ☐ at expectancy   ☐ above expectancy

Based on your observation of this child's communication in the classroom, please rate this student's language skills compared to his/her peers. (circle)

          5   4   3   2   1
          High . . . . Low

Strengths:

Weaknesses:

_____
Teacher signature

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TEACHER CHECKLIST: SPEECH/STUTTERING/VOICE
(to be included in the speech IEP)

Student Name: **Date:**
  OB: **Grade:**   **School:**
Teacher: **Speech Pathologist:**

1. Articulation/Fluency/Voice:

This student:	Never	Seldom	Occasionally	Frequently	Always
produces speech sounds correctly	1	2	3	4	5
enjoys speaking in class and volunteers oral answers	1	2	3	4	5
is understood when the topic is known	1	2	3	4	5
is understood when the topic is unknown	1	2	3	4	5
speaks without needing to repeat or re-word for clarity	1	2	3	4	5
speaks without tension or frustration when speaking	1	2	3	4	5
speaks with voice (volume, hoarseness, speed, etc.) that is appropriate to age/gender	1	2	3	4	5

2. Is the student's academic performance satisfactory?   ☐ Yes, the student meets grade level standards
☐ No, the student does not meet grade level standards

Current reading level: _____   ☐ below expectancy   ☐ at expectancy   ☐ above expectancy

District Assessments (ISTEP):   LA: ☐ pass ☐ fail,   Math: ☐ pass ☐ fail,   Science: ☐ pass ☐ fail

3. In your judgment, does this student have an articulation / fluency / or voice problem that adversely affect educational progress in a significant way?   ☐ Yes   ☐ No

. Identify each area of impact and tell how the speaking problem affects academic performance:
    Reading (phonics):_____
    Writing (spelling):_____
    Math:_____
    Behavior   impact:_____
    Oral presentations impact:_____

5. Do classmates react negatively to student's talking?   ☐ Yes   ☐ No

6. Based on your observations, rate the student's speaking ability compared to his/her peers:

Age appropriate . . . . Significantly below peers
     5   4   3   2   1

Strengths:

Weaknesses:

_____
Teacher signature

CLASSROOM OBSERVATION REPORT FORM

Student Name: _____ **Date of Observation:** _____
DOB: _____ **Grade:** _____ **Length of Observation:** _____
Observer: _____ **Position:** _____ **School:** _____
Setting: _____ **Activity:** _____
Noise Level: ☐ High ☐ Low **Day/Time:** _____
Pupil/Teacher Ratio: _____

Vocabulary:
This student

seems to understand age-appropriate vocabulary	☐ Yes	☐ No	☐ Not observed
seems to understand age-appropriate concepts	☐ Yes	☐ No	☐ Not observed
uses age-appropriate vocabulary when communicating	☐ Yes	☐ No	☐ Not observed
uses sufficient detail when describing an event	☐ Yes	☐ No	☐ Not observed

Syntax:

uses pronouns correctly	☐ Yes	☐ No	☐ Not observed
uses age-appropriate grammar	☐ Yes	☐ No	☐ Not observed
uses sentences that are age-appropriate in length	☐ Yes	☐ No	☐ Not observed
speaks in complete sentences	☐ Yes	☐ No	☐ Not observed
can form questions correctly	☐ Yes	☐ No	☐ Not observed

Auditory Skills:

pays attention appropriately to what is said	☐ Yes	☐ No	☐ Not observed
follows verbal directions age-appropriately	☐ Yes	☐ No	☐ Not observed
asks me to clarify if they don't understand	☐ Yes	☐ No	☐ Not observed
answers questions appropriately about stories just read	☐ Yes	☐ No	☐ Not observed
answers questions appropriately about personal experiences	☐ Yes	☐ No	☐ Not observed
seems to understand yes/no questions	☐ Yes	☐ No	☐ Not observed
seems to understand Wh-questions	☐ Yes	☐ No	☐ Not observed

Pragmatics:

listens and waits their turn when talking with others	☐ Yes	☐ No	☐ Not observed
switches activities and tasks easily	☐ Yes	☐ No	☐ Not observed
interacts appropriate with peers in and outside the classroom	☐ Yes	☐ No	☐ Not observed
can maintain a topic in conversation	☐ Yes	☐ No	☐ Not observed
seems to understand nonverbal communication such as facial expressions, gestures, etc.	☐ Yes	☐ No	☐ Not observed

Word Retrieval:

has difficulty retrieving a specific word	☐ Yes	☐ No	☐ Not observed
speech is hesitant, filled with pauses or vocalizations ("um", "you know")	☐ Yes	☐ No	☐ Not observed
uses non-specific words e.g. "thingy", "stuff"	☐ Yes	☐ No	☐ Not observed
really struggles when trying to communicate	☐ Yes	☐ No	☐ Not observed

Articulation:
uses developmentally-appropriate sounds

Errors noted: _____	☐ Yes	☐ No	☐ Not observed

Fluency:

uses smooth speech without noticeable hesitations or repetitions	☐ Yes	☐ No	☐ Not observed
demonstrates speech without secondary characteristics	☐ Yes	☐ No	☐ Not observed
speaks without frustration	☐ Yes	☐ No	☐ Not observed

Voice:

has an acceptable voice quality	☐ Yes	☐ No	☐ Not observed

Intelligibility

was understood in class	☐ Yes	☐ No	☐ Not observed

Comments: _____
_____
_____

Indiana Academic Standards
Pertaining to Speech & Language

Please mark the standards that affect your students' education. These are in hierarchical order, so make sure to look at previous grade levels.

Preschool:
- Ask and answer simple questions
- Follow simple 1 step directions
- Categories
- Pointing to named pictures
- Attend to adult directed activity for 10 minutes

Kindergarten:
- Follow 1-2 step verbal directions
- Share information and ideas in complete coherent sentences
- Describe
- Sequence
- Phonemic Awareness
- Phonological Awareness
  ~ Rhyming, Segmenting
- Basic Categories
- WH questions (Who, What, Where)

1st Grade:
- Compound Words
- Contractions
- Verbs
- Categories
- WH questions
  (Who, What, Where, When, Why, How)
- Predictions
- Use descriptive words
- Plurals
- Possessives
- Phonological Awareness
  ~ Blending, Manipulating sounds
- Give, restate, follow 2-step directions

2nd Grade:
- Antonyms
- Synonyms
- Multiple Meaning Words
- Correct word order
- Following Directions
  ~2-step written and 3-4 step oral
- Prefixes and Suffixes
- Cause/Effect
- Problem Solving
- Verbs
- Nouns

3rd Grade:
- Homophones
- Homographs
- Subject-Verb Agreement
- Pronouns
- Past, Present, Future Verb Tense
- Adjectives, Articles

4th Grade:
- Idioms
- Figurative Language
- Prepositions
- Irregular Verbs
- Adverbs, Prepositions, Conjunctions

5th Grade:
- Inferencing
- Metaphors

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*COMPONENTS FOR **INITIAL** SPEECH AND LANGUAGE STUDENT*

Pathologist:_____

Student:_____ School:_____

- o Medicaid Permission

- o Referral for Evaluation

- o Screening

- o Written Notice Educational Evaluation

- o Parent Permission for Special Education Evaluation

- o Eligibility Form

- o Classroom Observation Report Form
  - a. If a language student, this would need to be done by someone other than the classroom teacher or SLP

- o Social and Developmental History

- o Teacher Checklist

- o Private Evaluations/Medical Information if included

- o Written Notice of Proposed Action Before an Initial Case Conference

- o IEP
  - Medicaid Permission
  - Notice of Meeting
  - IEP
  - Case Conference Notes
  - Goals
  - Parental Response
  - Written Notice of Eligibility and Proposed/Refused Action

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COMPONENTS FOR **REEVALUTION** SPEECH AND LANGUAGE STUDENT

Pathologist:_____

Student:_____ School:_____

- o   Parent Permission

- o   Written Notice Educational Evaluation

- o   MDT Communication Report

- o   Eligibility Form

- o   Teacher Checklist

- o   Private Evaluations/Medical Information if included

- o   IEP
  - -Notice of Meeting
  - -IEP
  - -Case Conference Notes
  - -Goals
  - -**PROGRESS TOWARD GOALS**
  - -Parental Response
  - -Written Notice of Eligibility and Proposed/Refused Action

*COMPONENTS FOR **ANNUAL** SPEECH AND LANGUAGE STUDENT*
Aged 12 and under

Pathologist:_____

Student:_____ School:_____

- o   Notice of Meeting

- o   Demographics

- o   Current Evaluation Data

- o   Classroom Performance

- o   Strengths/Needs/Eligibility

- o   Services

- o   Curriculum/LRE/Standardized testing

- o   ESY/Other factors/Transportation

- o   Case Conference Notes

- o   Goal Pages

- o   PROGRESS TOWARD GOALS

- o   Written Notice of Eligibility and Proposed/Refused Action

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- o   Consent to Re-evaluation (if a decision is made for re-eval., whether it's 50 day timeline or annual case review)

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COMPONENTS FOR <u>ANNUAL</u> SPEECH AND LANGUAGE STUDENT
Aged 13 and older/TRANSITION IEP

Pathologist:_____

Student:_____ School:_____

○   Notice of Meeting- invitation of Vocational Rehabilitation if Student is 16

○   IEP addressing the following:
   a. Age appropriate Transition Assessment measuring:
      1. Independent Living
      2. Education
      3. Vocational
   b. Measurable POST SECONDARY goals on Transition Pages
   c. Transition IEP goals that address Independent Living, Education and Vocational needs on Goal Pages based on Transition Assessment
   d. Do IEP goals relate to the students course of study in order for student to meet their transition/post secondary goals?

○   Case Conference Notes

○   Goal Pages addressing independent living if needed, Educational and Vocational needs

○   PROGRESS TOWARD GOALS

○   Written Notice of Eligibility and Proposed/Refused Action

○   Transition Assessment

○   Course of Study

○   If student is graduating, a Summary of Performance

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COMPONENTS FOR DISMISSAL/SPEECH AND LANGUAGE STUDENT

Pathologist:_____

Student:_____ School:_____

- ○   Referral Form

- ○   Withdrawal Form indicating dismissal

- ○   Written Notice Educational Evaluation

- ○   Parent Permission for Special Education Evaluation

- ○   MDT Communication Report

- ○   Eligibility Form

- ○   Teacher Checklist

- ○   Private Evaluations/Medical Information if included

- ○   IEP
  -Notice of Meeting
  -IEP (pages 1-4)
  -Case Conference Notes
  - **Progress Toward Goals**
  -Parental Response
  -Written Notice of Eligibility and Proposed/Refused Action

SLP:
Week of:

3:1 Model Service Delivery Checklist

Place a check mark next to each activity completed during consultation week. List any additional comments in the space provided below the table.

Activity	Monday	Tuesday	Wednes	Thursday	Friday
Consultation with general ed. Teachers					
Consultation with special ed. Teachers					
Consultation with instructional assistants					
Consultation with parents					
Consultation with other specialists					
Consultation with outside agencies					
Developed materials for student use					
Continued with direct intervention					
Completed make-up sessions					
Completed student evaluations					
Completed student progress notes					
Completed IEP paperwork					
Billed Medicaid for services rendered					
Participated in special ed. meetings					
Participated in group workshop/training					

Notes:_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

SLP:
Week of:

Adams Wells Special Services Cooperative
Special Education Department
Language Impairment (LI) Checklist

Student Name: **DOB:**   **School:**   **Gr:**   ☐Initial ☐Reevaluation

511 IAC 7-41-8 Language Impairment: Language impairments in the comprehension or expression of spoken or written language resulting from organic or nonorganic causes that are nonmaturational in nature. Language impairments affect the student's primary language systems, in one (1) or more of the following components: (A) Word retrieval (B) Phonology (C) Morphology (D) Syntax (E) Semantics (F) Pragmatics.

SECTION 1		
Evidence:	**Criteria**	**Data Sources**
The student's primary language systems are affected in one or more of the following: ☐ word retrieval ☐ phonology ☐ morphology ☐ syntax ☐semantics/vocabulary ☐ pragmatics/social ☐ auditory processing	☐ Low to minimal impact: Scores on standardized instruments are within: 85-115 or above the 9th percentile. ☐Mild : Scores on standardized instruments are within: 79-84. ☐ Moderate: Scores on standardized instruments are within: 770-78. ☐ Severe: Scores on standardized instruments fall 69 or below.	Standardized/Norm Reference test(s) given (See MET report/Speech and Language Evaluation for complete testing information). *Must include one "comprehensive language" assessment: _____ .

1. **Supported by the information above, there is evidence of a language impairment** ☐Yes ☐No

SECTION 2		
Evidence:	**Criteria**	**Data Sources**
☐ Adverse Effect on Educational Performance	☐ No interference with performance in the educational setting: average or above average grades or average to above average progress report, passing state and district-wide assessment, passing classroom assessments. ☐ Minimally impacts performance in the educational setting: majority of grades fall in the average range or average ratings on progress report, state and district assessment are passing or near passing. ☐Moderately interferes with performance in the educational setting: below average grades or below average progress report, not passing on state and district-wide assessments, not passing classroom assessments. ☐ Significantly interferes with the student's performance in the educational setting: failing grades or progress notes, consistently poor performance on state and district-wide testing.	Check data sources used: ☐ ISTEP+ (if applicable) ☐ Classroom Performance ☐ District Wide Assessments ☐ School Wide Assessments ☐ Grades/Progress Notes ☐ RTI Data ☐ Attendance ☐Other:_____ .
☐ Adverse Effect on Functional Performance	☐ No interference with performance in the educational setting: adequate social/emotional skills, communication rating scales within normal range, communicates wants/needs, participates in the classroom appropriately. ☐ Minimally impacts performance in the educational setting: a few minor social/emotional concerns, rating scales show low average or inconsistent ratings, minimal assistance to communicate wants/needs, participates in the classroom with minimal cues and redirections. ☐Moderately interferes with performance in the educational setting: moderately more social/emotional concerns compared to peers, communication rating scales show below average rating across raters, rarely communicates wants and needs without adult assistance, requires adult assistance more than peers to participate. ☐ Significantly interferes with the student's performance in the educational setting: significant social/emotional concerns, communication rating scales are significantly below average compared to peers, rarely or never communicates wants and needs without significant adult assistance,	☐Communication rating scale ☐Teacher checklist ☐Teacher Input ☐Observation ☐ Other:_____ .

consistently requires adult assistance as compared to peers to participate.	

2. Supported by the information above, evidence of an adverse affect on academic and/or functional performance ☐Yes ☐No

SECTION 3		
Evidence	Criteria	Data Sources
Exclusionary Factors | Factor	Criteria Met	Criteria Not Met | |---|---|---| | A | ☐ | ☐ | | B | ☐ | ☐ | | C | ☐ | ☐ | *If any criteria are NOT MET, mark no below because the factor is impacting their eligibility.	A. Students with specific learning disabilities, who have language deficits or auditory processing difficulties, cannot receive Language Impairment services INSTEAD of services designed for SLD. If this exclusionary factor is present, this criteria is Not Met B. A student is not eligible solely because the student's native language is not English. Bilingual speakers include students whose speech or language patterns deviate from those of Standard English and/or are characteristic of dialectical differences. A student who is bilingual may qualify as a student with LI only if the impairment is exhibited in all languages spoken by the student. If this exclusionary factor is present, then this criteria is Not Met. C. Students who are deaf or hard of hearing cannot receive LI services INSTEAD of services designed for DHH. If this exclusionary factor is present, then this criteria is Not Met.	☐Assessment Data ☐Hearing Screening ☐Teacher Input ☐Available Medical History ☐ Other:_____ .

3. Exclusionary factors (Disabilities, English Proficiency, and Deaf-Hard Hearing) were considered and do not impact eligibility
☐Yes ☐No

The Case Conference Committee will review this information to make appropriate eligibility determination at the Case Conference.

Comments:

Speech-Language Pathologist: _____   Date:_____

Student Name: DOB: School: Gr: ☐Initial ☐Reevaluation

511 IAC 7-41-8 Speech Impairment: A speech impairment is characterized by one (1) of the following impairments that adversely affects the student's educational performance: Speech impairments that may include fluency, articulation, and voice disorders in the student's speaking behavior in more than one (1) speaking task that are nonmaturational in nature, including impairments that are the result of a deficiency of structure and function of the oral peripheral mechanism.

SECTION 1		
Evidence:	**Criteria**	**Data Sources**

The student's speech is affected in one or more of the following:
 	
☐ A. Speech Sounds: Articulation
 	
☐ B. Speech Sounds: Phonological Processes
	☐ A. Sounds: Check errors made at word level
	
	<table><tr><td>Age 3</td><td>Age 4</td><td>Age 5/ K</td><td>Age 6/ Gr 1 and above</td></tr><tr><td>☐ m
	☐ p
	☐ b
	☐ h
	☐ w
	☐ n
	☐ d
	☐ k
	☐ g
	☐ f
	☐ s/z if stopped or lateralized
	☐ vowels</td><td>☐ t
	☐ y
	☐ ng</td><td>☐ l
	☐ sh
	☐ ch
	☐ j</td><td>☐ all blends
	☐ th
	☐ r
	☐ s/z</td></tr></table>
	*Blends should be produced with two sounds (w is an age appropriate substitution for r in blends).
	
	☐ B. Phonological Processes: Check processes present
	
	<table><tr><td>Age 3</td><td>Age 4</td><td>Age 5</td></tr><tr><td>☐ Initial consonant deletion
	☐ Reduplication
	☐ Final consonant deletion
	☐ Stopping</td><td>☐ Fronting
	☐ Backing</td><td>☐ Consonant cluster reduction
	☐ Syllable deletion</td></tr></table>
	List any other observed phonological processes:
	
	Other considerations for eligibility include:
	   1. Stimbulability: List sounds student is stimulable for when given a model:
	
	      _____:
	
	   2. Intelligibility: ☐ Excellent ☐ Good ☐ Fair ☐ Poor
	   3. Oral motor:
	      ☐ Oral structures: _____
	      ☐ Timing, sequence, and/or coordination of speech sounds:
	      _____
		☐ Standardized/ Norm Reference test(s) given for specific area of suspected impairment (See MET/Speech and Language Evaluation report for complete testing information) _____.
		☐ Statement from a physician if organic cause is suspected
		☐ Observation of speech
		☐ Available medical info
		☐ Oral motor screening

1.	Supported by the information above, there is evidence of a speech impairment ☐Yes ☐No

SECTION 2		
Evidence:	Criteria	Data Sources
☐ Adverse Effect on Educational Performance	☐ No interference with performance in the educational setting: average or above average grades or average to above average progress report, passing state and district-wide assessment, passing classroom assessments. ☐ Minimally impacts performance in the educational setting: majority of grades fall in the average range or average ratings on progress report, state and district assessment are passing or near passing. ☐Moderately interferes with performance in the educational setting: below average grades or below average progress report, not passing on state and district-wide assessments, not passing classroom assessments. ☐ Significantly interferes with the student's performance in the educational setting: failing grades or progress notes, consistently poor performance on state and district-wide testing.	Check data sources used: ☐ ISTEP+ (if applicable) ☐ Classroom Performance ☐ District Wide Assessments ☐ School Wide Assessments ☐ Grades/Progress Notes ☐ RTI Data ☐ Attendance ☐Other Please List:
☐ Adverse Effect on Functional Performance	☐ No interference with performance in the educational setting: adequate social/emotional skills, communication rating scales within normal range, communicates wants/needs, participates in the classroom appropriately and has intelligible speech in the classroom. ☐ Minimally impacts performance in the educational setting: a few minor social/emotional concerns, rating scales show low average or inconsistent ratings, minimal assistance to communicate wants/needs, participates in the classroom with minimal cues and redirections, and has speech sound errors that occasionally impact classroom intelligibility. ☐Moderately interferes with performance in the educational setting: moderately more social/emotional concerns compared to peers, communication rating scales show below average rating across raters, rarely communicates wants and needs without adult assistance, requires adult assistance more than peers to participate and has speech sound errors that often impact classroom intelligibility. ☐ Significantly interferes with the student's performance in the educational setting: significant social/emotional concerns, communication rating scales are significantly below average compared to peers, rarely or never communicates wants and needs without significant adult assistance, consistently requires adult assistance as compared to peers to participate and has speech sound errors that consistently impact classroom intelligibility.	☐Communication rating scale ☐Teacher checklist ☐Teacher Input ☐Observation ☐Other Please List:

2.	Supported by the information above, evidence of an adverse affect on academic and/or functional performance ☐Yes ☐No

SECTION 3		
Evidence	**Criteria**	**Data Sources**
☐ B. Student's primary language is English or student is proficient in his/her primary language or student is not proficient in primary language and/or English.	A. A student is not eligible solely because the student's native language is not English. Bilingual speakers include students whose speech or language patterns deviate from those of Standard English and/or are characteristic of dialectical differences. A student who is bilingual may qualify as a student with SI only if the impairment is exhibited in all languages spoken by the student. If this exclusionary factor is present, then this criteria is Not Met.	☐ Assessment Data ☐ Teacher Input ☐ Other: _____
Exclusionary factors (Disabilities, English Proficiency, and Deaf-Hard Hearing) were considered and do not impact eligibility ☐ Yes ☐ No		

The Case Conference Committee will review this information to make appropriate eligibility determination at the Case Conference.

Comments:

Speech-Language Pathologist Name: Date:

SPEECH/LANGUAGE REFERRALS
From Parent, Pediatrician or Community Preschool

1. Preschool Coordinator completes the Speech-Only Referral Form through personal or phone contact.

2. Preschool Coordinator indicates the concerns of the referring party in the Comments section of the form.

3. Preschool Coordinator faxes the referral form to the speech/language pathologist of the school district of legal settlement, and files the referral form under the school district in the Preschool evaluations drawer.

4. SLP contacts parent to arrange a date and time to conduct the screening, requesting that parent bring a birth certificate for the child.

5. After the screening has been conducted, the SLP notifies Preschool Coordinator of the disposition of the screening.

6. If a full speech/language evaluation is warranted, the SLP completes the following with the parent:
   a. Parent Request for Initial Evaluation
   b. Race/Ethnicity Survey
   c. Home Language Survey
   d. Social-Developmental History
   e. Speech Pre-Enrollment Form (NWCS only)

7. SLP submits information to school personnel for assignment of an STN.

8. SLP generates the Notice of Initial evaluation in IIEP, provides parent with a copy and an explanation of Procedural Safeguards, and secures the parent signature on the Notice of Initial Evaluation. SLP forwards the original, signed Notice of Initial Evaluation to the AWSSC office.

9. SLP completes the evaluation, entering information in IIEP.

10. SLP schedules the initial case conference with the parent and the preschool coordinator.

11. After the initial case conference has been held, the SLP follows the paperwork procedures for dissemination of the documents.

12. The Preschool Coordinator adds the eligible student to the ISTAR-KR caseload of the SLP.