Speech and Language

Adapted from information presented by Sheryl Squier, DPI Educational Consultant and DPI’s S/L Technical Assistance Guide
Speech or Language Impairment

An impairment of speech or sound production, voice, fluency, or language that significantly affects educational performance or social, emotional or vocational development.

PI11.36(5)(a)
Examples of academic impact:

- below average grades
- inability to complete language-based activities vs. non-language-based activities
- grades below the students ability level
- unable to answer/ask questions in a coherent/concise manner

From A training and Resource Manual for the implementation of State Eligibility Criteria for the Speech and Language Impaired
Florida Department of Education, Bureau of Instructional Support and Community Services, Division of Public Schools
Examples of social/emotional impact:

- peers tease student about communication problem
- student demonstrates embarrassment and/or frustration regarding communication problem
- student demonstrates difficulty interpreting communication intent

From A training and Resource Manual for the implementation of State Eligibility Criteria for the Speech and Language Impaired
Florida Department of Education, Bureau of Instructional Support and Community Services, Division of Public Schools
Examples of vocational impact:

- inability of student to understand/follow oral directions
- inappropriate response to coworker/supervisor comments
- unable to answer/ask questions in a coherent/concise manner

From *A training and Resource Manual for the implementation of State Eligibility Criteria for the Speech and Language Impaired*

Florida Department of Education, Bureau of Instructional Support and Community Services, Division of Public Schools
Eligibility Criteria

Oral Communication

Language (All 3 below must apply)

1. The child scores at or below 1.75 S.D. on formal test measures (and)

2. There is documentation that this delay impairs oral communications in the child’s natural environment as documented by:
   - Language Sampling
   - Observations
   - Interviews
   - Report
   - Checklists (and)

3. This language delay significantly affects the child’s educational performance, or social, emotional, or vocational development. PI 11.36(5)
Eligibility Criteria
Speech Or Sound Production

- There is documentation of delayed speech or sound production in one of the following areas:
  1. Child scores at or below 1.75 S.D. on a test of articulation or phonology (OR)
     - Exhibits sound errors beyond the time when 90% of typically developing children have acquired the sound (OR)
     - One or more of the child’s phonological patterns of sound are at least 40% disordered (OR)
     - The child scores in the moderate to profound range of phonological process use on formal test

AND.....
Speech Or Sound Production continued

• The delay in speech or sound production significantly affects the intelligibility of the child’s speech as documented by:
  – Anecdotal reporting (e.g. parent report)
  – Intelligibility ratio (analysis of child’s speech)

(AND)

• The delayed speech or sound production significantly affects the child’s educational performance, or social, emotional, or vocational development
  • PI 11.36(5)
Eligibility Criteria: Voice

- There must be documentation of a vocal impairment (such as atypical characteristic of loudness, pitch, quality or resonance for the child’s age and gender not due to temporary factors such as allergies, respiratory virus or infections.

  AND

- The vocal impairment significantly affects the child’s education performance or social, emotional or vocational development.

PI 11.36(5)
Eligibility Criteria: Fluency

• The child has speaking behaviors characteristic of a fluency disorder.
  – Repetitions, sound prolongations, blocks, irregular speaking rate, anxiety toward speaking, avoidance of speaking situations.

  **AND**

• The fluency disorder significantly affects the child’s educational performance, or social, emotional, or vocational development.
Eligibility Criteria
Exclusions

- Mild, transitory or developmentally appropriate speech or language difficulties
- Performance that is consistent with developmental levels (unless required to benefit from educational programs)
- Dialectal differences or from learning English as a second language
- Difficulties with auditory processing
- Tongue thrust
- Elective or selective mutism or school phobia
Determining The Need For Special Education

• The IEP Team shall identify all of the following:
  – Needs that cannot be met in the regular education program
  – Modifications that can be made in the regular education program
  – Additions or modifications the child needs that are not provided through the general education curriculum

• PI 11.35
IEP Team Makes Decisions

- The IEP team determines how the communication needs will be met:
- In the general education curriculum
  OR
- Through another special education provider
  OR
- That the communication needs require speech and language services
S/L Related Service

• Speech and language as a related service can be identified when a child does not meet the criteria for a speech and language impairment, but the IEP team feels that this child requires speech and language services to benefit from special education. This child must have an identified primary disability other than speech and language.

• Questions to Consider
  – What is the specific oral language deficit that is preventing the student’s access to or ability to make meaningful progress in the special education service?
  – Is there an overlap or duplication of services?
  – Does the student require services that can only be provided by a licensed speech/language pathologist?