

# OPERATING PROCEDURES

## SPEECH OR LANGUAGE IMPAIRMENT

Goose Creek CISD

101911

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Legal Framework: SPEECH OR LANGUAGE IMPAIRMENT

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Broad Category: EVALUATION

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### PROCEDURES:

#### SPEECH IMPAIRMENT (SI)

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#### **34 CFR, §300.8(c) (11) (Speech or Language Impairment); 19 TAC § 89.1040(c) (10) (Speech Impairment)**

*Speech or language impairment* means a communication disorder, such as stuttering, impaired articulation, language impairment, or a voice impairment, that adversely affects a child's educational performance.

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).

#### **Admission, Review, and Dismissal Committee (ARDC)**

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. a certified speech and hearing therapist;
- b. a certified speech and language therapist; or
- c. a licensed speech/language pathologist.

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### Limited English Proficient (LEP) – Culturally and Linguistically Diverse Students Speech

#### Evaluation Process

#### Goal of the Evaluation Process

To determine the level of communication skills and eligibility for CLD students in order to show benefit from the educational process.

#### Definitions

1. Culturally and Linguistically Diverse Students: Students with language, cultural, and dialectical differences. Students who vary in languages and modality of communication (i.e. regional dialects, augmentative communication, language differences) and whose culture varies from the mainstream of the community.
2. Native language: The term “native language,” when used with respect to an individual who is limited English proficient, means the language normally used by the individual or, in the case of a child, the language normally used by the parents of the child.
3. Definition of Speech/language Impairment: Speech or language impairment means a communication disorder, such as stuttering, impaired articulation, language impairment, or a voice impairment, that adversely affects the child’s educational performance.
4. Communication Disorders and Variations (ASHA, 1993): “A communication disorder is an impairment in the ability to receive, send, process, and comprehend concepts or verbal, nonverbal, and graphic symbol systems.” “Communication difference/dialect is a variation of a symbol system used by a group of individuals that reflects and is determined by shared regional, social, or cultural/ethnic factors. A regional, social, or cultural/ethnic variation of a symbol system should not be considered a disorder of speech or language.”
5. Language-Learning Disability: A language disorder is a disability that affects the child’s ability to learn any language. Exposure to two languages is not the cause

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of the disability. Bilingual children with language disorders will have difficulty learning English, Spanish, or any other language. Students should not be considered to have language learning disabilities if “problems” are observed only in the English language. If a student is truly language- disordered, problems in communication should be evident in BOTH ENGLISH AND THE PRIMARY LANGUAGE (Roseberry-McKibbin 1995).

#### Full Individual Initial Evaluation

The evaluation shall be conducted using procedures that are appropriate for the student’s most proficient method of communication.

#### Determination of eligibility

(3) Additional Requirements (in Evaluation, Eligibility Determination section)

(A) Evaluations and other evaluation materials used to assess a child under this section—

- (i) Are selected and administered so as not to be discriminatory on a racial or cultural basis;
- (ii) Are provided and administered in the language and form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is not feasible to provide or administer.

(5) Special Rule for Eligibility Determination—In making a determination of eligibility under paragraph (4) (A), a child shall not be determined to be a child with a disability if the determinant factor for such determination is-- (C) Limited English proficiency

- **Monolingual Language Learner:** A student who uses one language for communication purpose.
- **Simultaneous Bilingual Language Learner:** A student who uses two or more languages for functional purposes before the age of three.
- **Sequential Bilingual Language Learner:** A student who used one language for

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functional purposes before the age of three and after the age of three was introduced to a second language as a means of communication.

- **Dynamic Evaluation:** Dynamic evaluation refers to a method involving a process of testing, teaching, and retesting a skill that was not demonstrated correctly in the evaluation process in order to measure the student's modifiability. If he/she learns the skill with minimal difficulty and minimal assistance from the teacher/clinician, a disorder in that particular area is questionable.
- **Basic Interpersonal Communication Skills (BICS):** This is the face-to-face communication in daily discourse situations such as the student's level of conversation skills. (Cummins, 1984) Cummins suggests that it may take one to two years for an individual to become proficient in a language at the BICS level.
- **Cognitive/Academic Language Proficiency (CALP):** This is the language proficiency used in the development of literacy skills or language needed to perform in the academic areas within the classroom. (Cummins, 1984) Cummins suggests that it may take 5 to 7 years for an individual to become proficient in a language at the CALP level. Poor academic performance may reflect limited English proficiency rather than cognitive/ linguistic deficits.

#### Language of Evaluation

A comprehensive language history interview should be completed on each child during the Campus Intervention process. Analysis of the answers to the questions on the language history flow chart will determine if the child is a monolingual, simultaneous, or sequential language learner.

- **Monolingual Language Learners:** Evaluation should be conducted in their home/native language. No language proficiency testing is needed.
- **Simultaneous Bilingual Language Learners** should be tested in both languages learned before age three. Language proficiency testing should be completed in both languages.
- **Sequential Bilingual Language Learners** should be tested in the native (first learned) language. Language proficiency testing should be completed if significant changes in L1 have been noted and performance in L2 is not as expected.

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As a general rule, students in Spanish (bilingual) classes will need a Spanish evaluation. Students in English classes and identified as LEP will need to be evaluated in Spanish and English. Students in English classes and not identified as LEP, generally will need to be evaluated in English.

If an EL student appears to be dominant in English and no longer proficient in Spanish, the SLP may have an interpreter have a conversation with the student in Spanish. If the student does not appear to comprehend Spanish, testing in English may be warranted.

#### Procedures for CLD Evaluations

1. Languages other than Spanish: Bilingual evaluations for languages other than Spanish are to be conducted with the assistance of an interpreter. To schedule the interpreter, call or email the Program Manager for Evaluation with the date, time, campus, and language needed for the evaluation. Please allow a two week notice prior to the date you wish to do the evaluation.
2. Spanish Evaluations (initial): The campus SLP will gather all of the RTI referral information, obtain consent, and complete a Ready for CLD Testing form. The campus SLP will include the Ready for CLD Testing form in the intervention/referral folder and send the referral folder with signed consent to the Program Manager for Evaluation and Related Services. The folder will then be assigned to a district-wide evaluation specialist who will then send the Ready for CLD Testing form to the bilingual evaluation team.
3. Spanish Re-evaluation: Speech checklist, ROWPVT-4, EOWPVT-4, and classroom observation are completed by the campus SLP with the interpreter assigned to the campus. English testing that is needed should be completed by the campus SLP. The Ready for CLD Testing form should be completed and emailed to the bilingual evaluation team when consent is obtained. Spanish testing is to be completed by the bilingual SLP who is assigned to the evaluation. The campus SLP is responsible for completing the evaluation report.
4. Procedures for Evaluations Conducted using alternate Forms of Communication: Any accommodations that are used during the evaluation process should be reported in the Full Individual Evaluation (i.e. accepted signed responses,

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utilized an augmentative communication device to respond). Criterion referenced scores may be used.

### Guidelines for Evaluating CLD Students (Speech-Language Evaluation)

Determination of the evaluation battery is to be done on an *individualized* basis.

The following information is a guideline only.

The instruments listed in this section are not a comprehensive list of instruments on the market. These instruments are available in Goose Creek CISD. When selecting evaluation instruments the student should be matched with the standardization sample based on sex, cultural factors, age, and linguistics.

### All Initial Evaluations

1. Developmental history
2. BICS/CALP Teacher checklist
3. Pragmatic checklist
4. Oral Peripheral examination
5. Dynamic evaluation (see definition section)
6. Language sample

Monolingual Students	Use evaluation instruments in the student's native language. (I.e. if the child speaks only English, use English tests. If the child speaks only Spanish, test in Spanish.)
ECSE Age	(Simultaneous language learner) Test in both languages. (L1 and English)
ECSE Age	(Sequential language learner) Test in native language. Test in L2 as a supplement. Language Proficiency testing is recommended.

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For Spanish speaking students, the following instruments are available.

#### *Language*

- EOWPVT- 4 Bilingual edition; 2;0 to 70+
- ROWPVT- 4 Bilingual edition; 2;0 to 70+
- PLS5 Spanish Birth; Birth–7:11
- CASL-2 or CELF-4 Spanish, CELF-5 English are recommended for English language testing when testing in English and Spanish.

#### *Articulation*

- PLS5 Articulation Screener
- Arizona Articulation Test IV (use Fort Bend adaptation scoring form) 1.5-18
- SAM (Spanish Articulation Measure) 3 and up; Informal Data Gathering
- *Contextual Probes of Articulation Competence-Spanish (CPAC-S)* ; 3.0 and up
- Goldman Fristoe Test of Articulation; 2 - 21.11

\*School Age: (Sequential language learner)

Test in native language. Test in L2 (second language) as a supplement. Establish eligibility based on native language or by analyzing characteristics common to both languages.

- Portfolio evaluation
- LPAC scores

#### **Guidelines for Determining Eligibility Language**

1. Sequential language learners—eligibility should be determined based on the language skills in the native language. Communication deficits in L2 must also be present in L1.
2. Simultaneous language learners—eligibility should be determined based on the development of the languages learned before the age of three. Eligibility is not determined based on the student’s language proficiency level. The student’s communication competence should be derived through careful analysis of the

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case history and evaluation data.

#### Articulation

1. Sequential language learners—eligibility should be determined based on the articulation skills in the native language. (Not based on their English sound production). If articulation errors in the primary language do not exist, articulation impairment does not exist.
2. Simultaneous language learners—eligibility should be determined based on the sound development of the languages functionally used before age three.

#### Stuttering

1. Sequential language learners—determination of a stuttering disorder is based on the evaluation results from the native language.
2. Simultaneous language learners—determination of a stuttering disorder is based on the evaluation results in all languages learned before the age of three.

#### Language Proficiency (Speech-only Referrals)

Language proficiency testing should be completed for:

1. Initial evaluations of simultaneous language learners (simultaneous—meaning students who functionally used two languages before the age of three).
2. Sequential language learners who appear to exhibit minimal use of L1 and L2.
3. Proficiency testing is not necessary for articulation (only) referrals.

Language proficiency testing instruments may include:

1. Woodcock Munoz Language Survey-III
2. Woodcock Johnson Tests of Achievement - IV

Reliability for the younger-aged children is typically poor; therefore, these instruments should be completed in conjunction with the parent and teacher interview of language development. Parent and teacher interview should also be factored in the determination of proficiency for school age children as well.



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For children who are too young for standardized proficiency testing, report the parent and teacher report of the percentages of usage of L1 and L2.

#### Speech CLD Evaluations

##### Goal

To determine continued eligibility and/or present levels of academic and functional performance.

##### Reporting Progress

Standardized testing is NOT completed for the purpose of measuring progress. Progress cannot be measured w/ standardized REEDs. Measuring progress is done through criterion referenced testing, grades, weekly performance, therapy data, and the student's ability to access his/her curriculum.

##### Standardization Sample Population

Be cognizant of matching the student to the standardization sample of the instrument. If the student does NOT match the standardization sample, standardized REEDs should not be reported. ONLY report criterion references.

#### STAFF RESPONSIBLE:

- **District Level:** Coordinator for Evaluation and Initial Evaluation Team
- **Campus Level:** Campus Based Evaluators

#### TIMELINES FOR IDENTIFYING DISABILITY CONDITIONS:

- Initial evaluation timelines apply
- Reevaluations – REED meeting should be held no earlier than 60-75 days prior to the three-year re-evaluation due date.

#### EVIDENCE OF PRACTICE:

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- Forms or checklists used
- List of qualified evaluators with appropriate licenses and certifications
- Copies of evaluations