

340.1710 Speech and Language Impairment Defined; Determination.

Rule 10.

- (1) A "speech and language impairment" means a communication disorder that adversely affects educational performance, such as a language impairment, articulation impairment, fluency impairment, or voice impairment.
- (2) A communication disorder shall be determined through the manifestation of 1 or more of the following speech and language impairments that adversely affects educational performance:
 - (a) A language impairment which interferes with the student's ability to understand and use language effectively and which includes 1 or more of the following:
 - (i) Phonology
 - (ii) Morphology
 - (iii) Syntax
 - (iv) Semantics
 - (v) Pragmatics
 - (b) Articulation impairment, including omissions, substitutions, or distortions of sound, persisting beyond the age at which maturation alone might be expected to correct the deviation.
 - (c) Fluency impairment, including, an abnormal rate of speaking, speech interruptions, and repetition of sounds, words, phrases, or sentences, that interferes with effective communication.
 - (d) Voice Impairment, including inappropriate pitch, loudness, or voice quality.
- (3) Any impairment under sub rule (2)(a) of this rule shall be evidenced by both of the following:
 - (a) A spontaneous language sample demonstrating inadequate language functioning.
 - (b) Test results on not less than 2 standardized assessment instruments or 2 subtests designed to determine language functioning which indicate inappropriate language functioning for the student's age.
- (4) A student who has a communication disorder, but whose primary disability is other than speech and language may be eligible for speech and language services under R340.1745(a).
- (5) A determination of impairment shall be based upon a comprehensive evaluation by a multidisciplinary evaluation team, which shall include a teacher of students with speech and language impairment under R340.1796 or a speech and language pathologist qualified under R 340.1792.

Speech/Language Impairment Eligibility Process

The following reflects the general procedures that speech/language pathologists follow when evaluating and serving students for speech and language services.

1. A IDEIA referral is made to the speech and language pathologist.
2. Data to determine the adverse effect on educational performance/general curriculum is collected.
3. Classroom teacher input is obtained regarding:
 - A. The Child's ability to process information (academic/social information).
 - B. The Child's ability to express information.
4. Parent input is obtained about receptive / expressive skills
5. Speech and Language Pathologists evaluates the student with a minimum of two assessment tools:
 - A. Articulation
 - (i) Norm-referenced tests
 - (ii) Spontaneous Speech Sample
 - B. Voice
 - (i) Doctor's statement is requested
 - (ii) Spontaneous Speech Sample
 - (iii) Voice Evaluation
 - C. Fluency
 - (i) Evaluation - including Timed Speech Sample
 - (ii) Spontaneous Speech Sample
 - D. Language
 - (i) Two norm-referenced tests
 - (ii) Spontaneous Speech Sample
6. Multidisciplinary Evaluation Team Report is written summarizing the evaluation results and recommendations.
7. The Individualized Education Planning Team meeting is arranged.
8. The Multidisciplinary Evaluation Team Report is presented at the IEP Team meeting for consideration of eligibility.
9. If the IEP Team determines eligibility, goals and objectives related to the specific speech and /or language needs are written.
10. Annual review meetings are held on or before the one year anniversary date and goals and objectives are reviewed and updated.
11. Three-year evaluations are conducted after an Evaluation Review meeting determined what assessments are necessary.
12. Three-year evaluation is considered to determine continued eligibility or dismissal.