

Legal Framework: SPEECH OR LANGUAGE IMPAIRMENT

[Related Resources](#)Broad Category: EVALUATION

POLCIES AND PROCEDURES:**Multidisciplinary Team**

When evaluating for suspected Speech Impairment (SI), the trained multidisciplinary team (MDT) includes a group of qualified professionals that collects or reviews evaluation data in connection with the determination of the child's eligibility. This group should include but is not limited to, the Speech Language Pathologist and the child's enrolled general education teacher(s).

Evaluation Procedures

Just like all FIEs in this charter school, when evaluating for suspected Speech Impairment, the Speech Language Pathologist (SLP) determines the degree of evaluation required. Prior to selecting evaluation instruments, the student's language proficiency is considered (either informally or via formal Language Dominance evaluation). Subsequently, chosen evaluation instruments must not be culturally or racially discriminatory and must be administered in accordance with standardized procedures to prevent inappropriate evaluations for certain cultural groups. A variety of evaluation instruments and strategies are used to gather relevant functional and developmental information about the student, including information provided by the parent. All data is reviewed, interpreted, and compiled into a Full Individual Evaluation (FIE) report.

Each FIE includes consideration of the student's functioning in the following areas: communication, health, motor abilities, emotional/behavioral functioning, sociological status, cognitive and adaptive behavior functioning, academic performance, and need for assistive technology.

Initial Evaluation

An initial evaluation for suspected Speech Impairment includes consideration of classroom data, State assessment data, Response to Intervention (RTI) data, formal observations, informal assessments, and formal assessments.

The initial evaluation includes assessments that are chosen based on the presenting concerns in the areas of language (receptive, expressive, and pragmatics), articulation, voice, and/or fluency. All areas must be addressed in the evaluation whether formally or informally as appropriate. The Texas Speech and Hearing Association (TSHA) provides guidelines to support

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recommendations of eligibility for students with research-based information that includes students with culturally and linguistically diverse considerations.

Re-Evaluation

A re-evaluation for a student with established eligibility of a Speech Impairment will include the same professional roles (multidisciplinary team members) that participate in the initial evaluation, with the addition of any other professional that provides services to the student. To determine the nature and scope of the re-evaluation, the multidisciplinary team will conduct a review of existing evaluation data (REED) and accordingly propose an assessment that will assist the ARDc in making decisions regarding the student's placement and programming.

STAFF RESPONSIBLE:

District Level: Special Education Director, Speech Language Pathologist, Related Services Personnel

Campus Level: Administrators, Campus Referral Team (CRT), Campus Special Education Representative (CSER), Teachers, Parents

TIMELINES FOR IDENTIFYING DISABILITY CONDITIONS:

- Legal Framework
- Child Find Process

EVIDENCE OF PRACTICE:

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