

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

SPEECH THERAPY SERVICES

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RATIONALE FOR SPEECH/LANGUAGE PATHOLOGY

The role of the Speech/Language Pathologist is to identify and serve students with articulation, language, fluency and voice disorders and/or delays that interfere with the learning process in the public school setting. Early intervention provides the opportunity for development of skills necessary for academic success. The Speech/Language Pathologist is in the unique position of combining diagnostic, instructional, collaborative, and consultative case management duties. Placement in speech therapy is based upon eligibility criteria in combination with an educational need for special education services on a case-by-case basis.

It is understood that the determination of a speech/language disability will be the responsibility of the therapist or pathologist who conducted the evaluation. The decision regarding educational need that is not correctable without special education services, student's placement, delivery mode, and goals rests with the Admission, Review, and Dismissal Committee.

SPEECH/LANGUAGE THERAPY PROCEDURES

1. CHILD FIND SCREENINGS

A teacher, parent or doctor may refer for a speech/language screening. If a parent referral, the parent should contact the special services office, 830.798.3517. The staff will take all needed information and send it to the campus speech-language pathologist. Parents of children not enrolled in MFISD will need to bring the student to the home campus. This includes three and four year olds, and private school students.

If a child is enrolled in MFISD, either teacher or parent may refer for a screening. Written permission by the parent is required. The speech therapist will screen while the student is at school, and then determine action needed.

2. RTI COMMITTEE

All public school students must go through the Response to Intervention team collaboration in order to be referred to special services for a speech therapy evaluation. After initial screening, the Rtl committee, including the speech therapist will determine interventions and possible referral for a full evaluation. Referral for special education testing occurs only after regular education services have been implemented and have been proven unsuccessful in the remediation the student's weaknesses and/or insufficient progress has been documented.

ELIGIBILITY CRITERIA FOR SPECIAL EDUCATION AS SPEECH IMPAIRED

Students within the Marble Falls I.S.D. may be considered eligible for special education under the handicapping condition of Speech Impaired (SI) after a full and individual evaluation (FIE) has been completed. Age eligibility for speech and language therapy is 3 to 21 years.

To be eligible for special education, the student must meet three criteria:

1. Have a disorder in one or more of the following areas:
 - articulation
 - language
 - voice
 - fluency
 - pragmatics
2. The disorder must have an adverse effect on educational performance (see educational performance below) or related non-academic areas.
3. Require specific services from a speech-language pathologist. The presence of a speech and/or language disorder does not guarantee enrollment into speech/language therapy. Possible other service providers include:
 - parent/caregiver
 - general education teacher
 - special education teacher

Speech and language intervention and support may be provided through monitoring, consultation, collaboration, inclusion, pull-out or any combination of the above.

No student will be enrolled in speech/language therapy if his/her communication differences are directly caused by a different cultural life-style, lack of educational opportunities, or lack of command of the English language. Teaching of English as a Second Language is not provided by the Speech/Language Pathologist.

Educational Performance

In order for a student to receive speech/language therapy services in the schools, an educational need for services must be present. The speech/language disorder must have an adverse affect on educational performance or related non-academic areas.

ARTICULATION

A student may be found eligible for special education under the handicapping condition of Speech Impaired (SI) with the main disorder of articulation and/or phonological process. These disorders are not characterized by developmental sound or phonological process errors, dialectical differences, and/or such factors such as temporary physical disabilities, social maladjustment, and/or environmental deprivation.

To be considered eligible for speech services due to articulation and/or phonological errors, the following will be considered:

- 1) Intelligibility in conversational speech
- 2) Stimulability of phonemes
- 3) Spontaneous production of phonemes in any context
- 4) Professional judgment

Marble Falls ISD speech/language pathologists utilize the eligibility guidelines established through the statewide **Articulation Eligibility Manual** recognized by the *Texas Speech Language Hearing Association (TSHA)*.

http://www4.esc13.net/uploads/speech/docs/TSHA_ArticGuide_2010.pdf

LANGUAGE

A student may be found eligible for special education services under the handicapping condition of Speech Impaired (SI) with the main disorder of language. Appropriate standardized tests and/or informal assessments are used to analyze the components of language.

To qualify for language therapy, the following will be considered:

- 1.) Composite (receptive and/or expressive and/or core/total) standard scores at or below 1 ½ standard deviations below the mean
- 2.) Educational (academic and non-academic) need
- 3.) Lack of progress despite prior regular education intervention services
- 4.) Overall communicative competency
- 5.) Professional judgment

Marble Falls ISD speech/language pathologists utilize the eligibility guidelines established through the statewide **Language Eligibility Manual** and its companion manuals for students with **Multiple Disabilities** including cognitive differences (ex: intellectual disability, learning disability and autism). The Texas Speech Language Hearing Association (TSHA) recognizes these manuals.

<http://www4.esc13.net/uploads/speech/docs/SILanguageEligibilityGuidelinesManual.pdf>

http://www4.esc13.net/uploads/speech/docs/TSHA_LanguageManual_CE_v2_DP1.pdf

http://www4.esc13.net/uploads/speech/docs/12_13/LangCompanion_III_Autism.pdf

VOICE SEVERITY SCALE

A student may be considered eligible for special education under the handicapping condition of Speech Impaired (SI) with the main disorder of voice after medical diagnosis and recommendations are in place. A visual examination of the vocal mechanism by a laryngologist is required before referral to the school's RtI team. A copy of the physician's report must be received by the school prior to referral for a voice disorder.

To qualify for voice therapy, the following will be considered:

- 1.) Quality, Resonance, Pitch, and Voice control
- 2.) The disorder limits the student's ability to appropriately interact and respond in school situations and/or social situations
- 3.) The student avoids or limits participation in classroom verbal activities and may avoid verbal conversations
- 4.) Professional judgment

Marble Falls ISD speech/language pathologists utilize the eligibility guidelines established through the statewide **Voice Eligibility Manual** recognized by the *Texas Speech Language Hearing Association (TSHA)*.

http://www4.esc13.net/uploads/speech/docs/voice_manual2011.pdf

FLUENCY SEVERITY SCALE

A student may be considered eligible for special education under the handicapping condition of Speech Impaired (SI) with the main disorder in fluency of speech. To

qualify for fluency therapy, the student must have a disorder of stuttering. Stuttering is characterized by prolongations and/or repetitions sometimes accompanied by struggle behaviors, blocks, hesitations, interjections, broken words, revisions, incomplete phrases or additional behaviors that are indicative of stress or struggle.

To be eligible for fluency therapy, the following will be considered:

- 1.) Percentage of stuttering
- 2.) Presence of secondary characteristics
- 3.) Conversational Intelligibility
- 4.) Social interaction
- 5.) Normal developmental dysfluency
- 6.) Professional judgment
- 7.) Academic interactions

http://www4.esc13.net/uploads/speech/docs/TSHA_Fluency2010.pdf

DISMISSAL CRITERIA

Speech therapy in the schools is a related service to support direct special education instruction. Speech therapy services should be discontinued once the student no longer needs the support of the SLP in order to be successful in educational programs.

An ARD committee shall consider a student for dismissal from speech/language therapy when one or more of the following occur:

- 1.) The child has met all objectives in the language and/or speech areas of the I.E.P. and no additional areas warrant intervention as measured by assessment.
- 2.) Intervention no longer results in measurable benefits, despite documented use of evidence-based practice.
- 3.) The child is unwilling or unmotivated to participate in treatment, treatment attendance has been inconsistent or poor, and documented efforts to address these factors have not been successful.
- 4.) Extenuating circumstances such as medical, dental, social issues which warrant discontinuation of services temporarily or permanently.
- 5.) The disorder no longer has an adverse effect on the child's educational performance or ability to benefit from special education services.

- 6.) The child no longer needs special education or related services to participate in the general curriculum.
- 7.) The goals and objectives needing assistance by the student are better met in a less restrictive environment, such as a special education classroom already attended by the student, or the goals and objectives are more appropriately implemented by a professional in the school setting other than the speech/language pathologist.