

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

C. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS SPEECH AND LANGUAGE IMPAIRED

basis, are screened for language, articulation, fluency and voice disorders prior to staffing for eligibility.

Student evaluation

1. Minimum student evaluations as required in Rule 6A-6.03012(4)(a)-(c), FAC, are:
  - a. Speech-language pathologists shall be responsible for implementing and conducting diagnostic assessments of language, articulation, fluency, or voice disorders.
  - b. A case history shall be included as part of the assessment data when determined appropriate by the speech-language pathologist.
  - c. Medical and psychological evaluations shall, be requested by the speech-language pathologist when appropriate.
2. Evaluations or tests administered may include but are not limited to:
  - a. Language:  
Qualified Evaluator: speech-language pathologist  
See Appendix A for a list of suggested evaluations
  - b. Articulation:  
Qualified Evaluator: speech-language pathologist  
See Appendix A for a list of suggested, evaluations
  - c. Fluency:  
Qualified Evaluator: speech-language pathologist  
See Appendix A for a list of suggested evaluations
  - d. Voice:  
Qualified Evaluator: speech-language pathologist  
See Appendix A for a list of suggested evaluations
  - e. Case history: (See A. above)  
Qualified Evaluators:

Social Worker
---------------

- f. Medical evaluation: (See A. above)  
Qualified Evaluator: physician
- g. Psychological evaluation: (See A. above)  
Qualified Evaluator: psychologist  
See Appendix A for a list of suggested evaluations

Replace these sheets only

Miami-Dade
------------

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

C. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS SPEECH AND LANGUAGE IMPAIRED

Determining eligibility

A speech-language pathologist is a member of any eligibility staffing committee reviewing speech and language evaluation data.

Providing an Individual Educational Plan

A speech-language pathologist is involved in the development of the individual educational plans for eligible speech and language students.

Dismissal criteria

Upon following the reevaluation process, the IEP team determined that the student

- a. is successful in the general education curriculum without special education support; or
- b. the disability no longer interferes with the student's ability to participate in the educational program; or

(Additional criteria may be included.)

~~A student will be dismissed from the Programs for Speech and Language Impaired when:~~

- ~~1. there is documentation of satisfactory achievement in the general curriculum without support, and/or~~
- ~~2. the disability no longer interferes with the student's ability to participate in the educational program, (pre-academic, academic or vocational).~~

~~At the time of transition to the three-five year program, speech and/or language services previously received through B-2 program as a related service, shall be discontinued and eligibility must be met to receive speech and/or language intervention in the prekindergarten program.~~

Revised

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

C. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS SPEECH AND LANGUAGE IMPAIRED

Instructional program

1. Philosophy

Each student with a disability is entitled to receive a free appropriate public education in the least restrictive environment, which will enable the student to progress in the general curriculum to the maximum extent appropriate. Special education and related services are designed to meet the unique needs of the student! and includes specially designed instruction, supportive services, and accommodations and modifications as needed by the student. A range of service delivery options is available to meet the student's special needs. Teachers are trained to provide the unique services identified for each student and are provided with administrative support to assure reasonable class size, adequate funds for materials and inservice training.

(Additional information may be included)

The improvement of communication skills is emphasized within the curriculum of many exceptional student classrooms. When language instruction is integrated throughout the daily activities of the classroom, students acquire more relevant language skills and are therefore better able to generalize those skills to other environments. The emphasis should be placed on establishing or improving functional communication skills recognizing that, in many instances, the exceptionality may preclude establishing normal speech and language.

~~Determining eligibility for the Programs for Language Impaired is a two-step process. For students ages three to five, the first step is documentation of a language impairment based on criteria in the test manual and one of the following:~~

- ~~1. a significant difference of 30% or more between language age scores and other developmental behavior age scores (e.g., cognitive or pre-academic skills), or,~~
- ~~2. a significant difference of 30% or more between receptive language age scores and expressive language age scores measuring similar aspects of language.~~

(Continued under Curriculum section on page 98.)

Revised

2. Curriculum

Appropriate curriculum addresses students' communication disorders, physical abilities, and educational needs. The curriculum for each student with a disability will be determined by the IEP team and will be initiated with the assumption of access to the general curriculum (Sunshine State Standards) with appropriate accommodations. The Sunshine State Standards for Special Diploma provide curriculum direction for the modification of the Sunshine State Standards and provide the other educational needs that are unique skills needed by some students with disabilities. Curriculum decisions reflect progress toward a standard high school diploma for most students with disabilities and progress toward a special diploma only for those students with cognitive disabilities who need a functional curriculum to address appropriate outcomes.

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

C. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS SPEECH AND LANGUAGE IMPAIRED

Students will access the Sunshine State Standards through appropriate programming with support from the exceptional student education teacher. Students will access Sunshine State Standards for Special Diploma as outlined in "Florida Course Descriptions: Exceptional Student Education Grades 6-8" and "Florida Course Descriptions: Exceptional Student Education Grades 9-12." These course descriptions provide instruction in strategies to enable students with disabilities to access the general curriculum through regular class placement or access functional skills needed for adult life as determined by the IEP team.

(Additional information may be included)

~~In determining eligibility for students ages five and above, the first step is documenting a language impairment greater than one standard deviation (SD) below the mean of a standardized test for the student's chronological age, and:~~

- ~~1. a significant difference of one and a half standard deviations or more between language performance and nonverbal performance, or~~
- ~~2. a significant difference of one and a half standard deviations or more between receptive and expressive language scores, or~~
- ~~3. two or more, but not all components of the language system, are rated moderately or severely impaired on a language severity rating scale.~~

~~In determining eligibility for Programs for the Speech Impaired (articulation/phonology), the term "significant difference," is defined as a pattern of:~~

- ~~1. three or more consonantal error sounds delayed by at least one year in either initial or final position, or~~
- ~~2. two or more consonantal error sounds delayed by at least two years in the initial or final position, or~~
- ~~3. one error consonantal sound delayed by at least three years in the initial or final position, or~~
- ~~4. disordered error patterns characterized by atypical phonological patterns which would not be expected as substitutions, distortions, or omission patterns for children of younger ages.~~

Suggested programs for sequential objectives are available in the region offices ACCESS Centers for each of the defined areas of communication disorders. Program designs may include, but not be limited to, the following:

1. Language
  - a) Handbooks of Exercises for Language Processing (HELP)
  - b) Manual of Exercises for Language Processing (HELP)
  - c) Daily Communication - Strategies for the Language Disordered Adolescent
  - d) Activities for Children Involving Everyday Vocabulary (ACHIEV)
  - e) Expressive Language Kit
  - f) Stimulus Pictures for Assessment, Remediation and Carryover (SPARC)
2. Articulation
  - a) Remediation of Common Phonological Processes
  - b) Let's Articulate!
  - c) SPARC Artic Scenes
  - d) SPARC for Phonology
  - e) Webber Phonology Cards
3. Fluency
  - a) Systematic Fluency Training for Young Children
  - b) Easy Does It (I&II) for Fluency: Preschool/Primary
  - c) Easy Does It for Fluency: Intermediate
4. Voice
  - a) Remediation of Vocal Hoarseness
  - b) Symptomatic Voice Therapy
  - c) Easy Does It for Voice

A library shall be maintained in each region ACCESS Center, which includes diagnostic tools, professional books, and periodicals.

Revised