



BROWNWOOD INDEPENDENT SCHOOL DISTRICT SPECIAL EDUCATION OPERATING PROCEDURES: SPEECH OR LANGUAGE IMPAIRMENT

BROWNWOOD ISD Board Policy along with these *Special Education Operating Procedures* constitute the Policies and Procedures of BROWNWOOD ISD, designed to be consistent with the State policies and procedures developed pursuant to the IDEA. BROWNWOOD ISD *Special Education Operating Procedures* are not to be for the purpose of creating a requirement that is not otherwise imposed by the Individuals with Disabilities Education Improvement Act (“IDEA”), together with its implementing federal regulations, state statutes and rules, as they shall from time to time be amended, and shall not be construed to create a higher standard than that established by IDEA. These *Special Education Operating Procedures* will be posted on BROWNWOOD ISD’s website. These *Special Education Operating Procedures* should be interpreted consistent with the IDEA. BROWNWOOD ISD’s *Special Education Operating Procedures* are reviewed and updated, as needed, on at least an annual basis. BROWNWOOD ISD will make timely changes to policies and procedures in response to IDEA amendments, regulatory or rule changes, changes to state policy, or new legal interpretation as are necessary to bring BROWNWOOD ISD into compliance with the requirements of IDEA. BROWNWOOD ISD maintains systems to ensure that all students with disabilities residing in the District, including students with disabilities attending non-public schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and provided a free appropriate public education. BROWNWOOD ISD maintains systems to ensure that students with disabilities and their parents are afforded the procedural safeguards required under the IDEA (and its implementing federal regulations, state statutes and rules) including with respect to the confidentiality of records and personally identifiable information.

SPEECH OR LANGUAGE IMPAIRMENT

A speech or language impairment includes communication disorders, such as stuttering, impaired articulation, expressive or receptive language impairment, or voice impairment that adversely affects a student’s educational performance.¹

The group of qualified professionals that collects or reviews evaluation data in connection with the determination of a student's eligibility based on a speech or language impairment must include a certified speech and hearing therapist, a certified speech and language therapist, or a licensed speech/language pathologist.²

The group of qualified professionals conducting an evaluation of a student suspected of having a speech or language impairment will conduct assessments and observations, and collect data, as necessary for the ARD Committee to make an eligibility determination.

¹ 34 C.F.R. § 300.310(c)(11)

² 19 TEX. ADMIN. CODE § 89.1040(c)(10)

FOR MORE INFORMATION

In Texas, eligibility is determined by the student's Admission, Review and Dismissal (ARD) committee.³ The phrase *multidisciplinary team* refers to the group of District staff tasked with using a variety of assessment tools and strategies to gather relevant functional, academic and developmental information about the student, including information provided by the parent, as part of the special education evaluation process.⁴ For more information, please contact Campus Diagnostician/ Special Populations Director.

LEA Specific Information:

Language:

- Teacher Information
- Parent Information
- Observation, can use TSHA form
- Language Sample, can use TSHA form
- Norm-Referenced Standardized Assessment
 - All areas of language are addressed
 - Syntax & Morphology
 - Semantics
 - Pragmatics, includes teacher rating scale, if age appropriate
 - Metalinguistics

Voice:

- Parent/Teacher Information
 - Voice case history
 - Parent/Teacher Checklist
- Observation of voice production in in academic and nonacademic settings
- Voice sample
- Voice Protocol
- ENT report

Articulation:

- Parent/Teacher Articulation Observation forms completed
- Formal Standardized Testing- percentiles should be used

³ 19 TEX. ADMIN. CODE § 89.1040(b); 19 TEX. ADMIN. CODE § 89.1050(a)(5)

⁴ 34 C.F.R. § 300.306

- Oral Mechanism Evaluation, TSHA forms
- Informal Assessment- record a connected speech sample of 50-100 utterances to analyze for difference between single word productions (from formal testing measure) and connected speech.
 - Can use one of the following for Analyzing:
 - Point to point Comparison
 - Percentage of Consonants Correct
 - Error Consistency Index
 - Intelligibility Factor
- If a difference of 10 points or more exists, it is an indicator of impairment in connected speech productions.
- Developmental Norms for sounds cannot be used for decision making in eligibility

Fluency:

- Parent/Teacher Information
 - Fluency Case History
 - Parent/Teacher Checklist
- Analysis of speech sample
- Assessment of speech behavior (severity rating from standardized test)
- Attitude scales, formal or informal

STAFF RESPONSIBLE:

District Level: Special Populations Director, Lead Diagnostician

Campus Level: Campus Special Education Evaluation Staff

TIMELINES:

- 45 school days from consent for completion of the FIE
- Re-evaluations are completed by the due date
- 30 calendar days from the date of the FIE for completion of the ARD meeting

EVIDENCE OF PRACTICE:

- Training Documents
- Compliance Calendar within Student Special Education System
- Indicator Timeline Reports
- Multi-Tiered Systems of Support or Response to Intervention Data

- Student specific data collection and monitoring
- Observation data
- Evaluation reports
- Collection of information from parents and independent service providers
- ARD committee reports