

Guidelines for Determining Inadequate Communication Functioning

Updated 12/18/2017

Assessment Type	Assessment Tool Examples	Expected Performance Examples	Inadequate Communication Functioning Considerations/Criteria	Supports Need/Eligibility?
Curriculum-based measures -Benchmark assessments -Progress monitoring	DIBELS, NWEA, AIMSWeb, DRA, Read Naturally, Language Samples, Spelling Inventory Benchmark assessments: Current classroom assessments/ progress monitoring tools PELI, ASQ, Fastbridge, AIMSWEB Progress monitoring: AEPS	40 th percentile or meets Benchmark Standard Performance at or above the Aim line when working toward a current grade-level benchmark goal	-“At-risk” level or 10 th -25 th percentile range may indicate a need for intervention -Deficit is ≤9 th percentile on grade level materials (local or national norms) -Moderate or severe rating -A minimum of 6 data points are required for a baseline to establish a data trend. -Delay of ≥1 grade level -Tier rating (2 or 3)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Curriculum assessments	District writing rubric and writing samples, unit tests, end of chapter tests, quizzes, Reading Street Unit tests or weekly assessments	80-100 percent 65-85% @ Grade Level	70 percent or below Below expectation for district rubric	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Grades	Current and prior year report cards	Meets grade expectations according to district grading system	Does not meet grade expectations according to district grading system	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
State assessment	MEAP, PSAT, MME, M-STEP	M-STEP Level 4 Advanced M-STEP Level 3 Proficient PSAT: 133-142 SAT: 1550	M-STEP Level 2 Partially Proficient M-STEP Level 1 Not Proficient ≤8 th percentile	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Educationally relevant medical information	Medical history, vision/hearing screenings, cumulative record review, pregnancy and birth history, ASQ, well-child information, physician info, outside medical reports, Denver Developmental Screening Test	No educationally relevant medical impact on communication	Medical diagnosis, if verified, is impairing communication	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Relevant observations and input	-Multiple observations (by teacher, SLP, staff) of educational performance as it relates to area(s) of communication concern in a variety of settings -Review CA-60 (patterns, teacher comments on report cards) -Teacher input form structured like REED/IEP -Parent input, student input, agency reports -Preschool Teacher input e.g. TS Gold	Adequate and effective communication functioning relative to same age/grade peers	Professional judgment when comparing student performance relative to same age/grade peers	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Assessment Type	Assessment Tool Examples	Q1: Communication Performance and Functioning	Q2: Impact on General Education Q3: Need for Specialized Instruction	Supports need/Eligibility?
Voice assessment:	-May include play-based, digital recording, picture prompts, story retell, conversation -Buffalo Rating Scale -ENT evaluation may provide medical clearance for therapy if vocal issue	Inappropriate / appropriate pitch, loudness, or voice quality.	-Voice allows for/ interferes with educational performance. <i>Adverse educational impact must be evident.</i> -Errors are inconsistent & rare / consistent & pervasive. - High response / Low response to trial teaching or intervention.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

Determination for articulation, fluency, language, or voice requires:

1) Inadequate communication functioning 2) Adverse impact on general education performance 3) Demonstrated need for specialized instruction.

Assessment Type	Assessment Tool Examples	Q1: Communication Performance and Functioning	Q2: Impact on General Education Q3: Need for Specialized Instruction	Supports need/ Eligibility?
Articulation/ phonology assessment: formal or informal measure of sound production. This may include assessment at the sound, syllable, word, sentence or conversation levels	Developmental norms: *Iowa-Nebraska norms (Smit, Hand, Freilinger, Bernthal, and Bird (1990). Journal of Speech and Hearing Disorders, 55, 779-798.) *Ingham-area agreement to use these norms. Stimulability, oral reading/speech sample, oral motor function, picture prompts Formal assessment (optional): e.g., Goldman Fristoe Test of Articulation 3 Arizona Articulation Proficiency Scale 3	Articulation, phonology and intelligibility are Appropriate/ inappropriate according to articulation, phonological processes and intelligibility norms. Auditory discrimination, stimulability, & oral motor skills are intact/ decreased or absent .	-Articulation, phonological processes or intelligibility allows for / interferes with educational performance. <i>Adverse educational impact must be evident.</i> -Speech behaviors observed are typical / atypical from deviations usually seen or from developmental errors. -Errors are inconsistent & rare / consistent & pervasive . -High response / Low response to trial teaching or intervention.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Fluency assessment:	-May include play-based, digital recording, picture prompts, story retell, conversation - Formal assessment (optional): e.g., Stuttering Severity Index	Appropriate/ inappropriate rate of speaking, speech interruptions, repetition of sounds, words, phrases, or sentences that interferes w/ effective communication.	-Fluency allows for / interferes with educational perf. <i>Adverse educational impact must be evident.</i> -Errors are inconsistent & rare / consistent & pervasive . -High / Low response to trial teaching or intervention.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Language assessment (*Part A): <u>Spontaneous Language Sample</u>	May include play-based, word log, story/event retelling or generation, Q&A after listening to a story or text read aloud, conversation, observation Analysis may include MLU analysis, number of different words, words per minute, grammatical correctness and complexity analysis, retelling rubrics, writing samples, checklists	Language samples demonstrate adequate/ inadequate language functioning for phonology, morphology, syntax, semantics or pragmatics.	-Language allows for / interferes with general education performance. <i>Adverse educational impact must be evident.</i> -Instruction for language skills require / do not require greater intensity, frequency, or specialization to produce learning for the student. -High response / Low response to trial teaching or intervention.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Language assessment (**Part B): <u>Formal assessment</u> 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. *Stand-alone subtests must be designed to be utilized in this way (see assessment manuals).	Standardized assessment examples: PLS-5, CELF-4, CELF-5, PPVT, EOWVT, ROWVT, SLDT, TOLD:P, TOLD: 1, SPELT-P2, SPELT:3, TNL, BOEHM, CELF-P-2. <i>Use assessments with a high level of sensitivity and specificity (greater than 80%) to support accurate identification.</i> Criterion referenced (may be used with a rationale when a standardized measure is not an appropriate means to assess the child) i.e. Rossetti Infant Toddler Language Scale, Functional Communication Profile Revised, CELF Pragmatic checklist, Brown's Stages	Language is within expected range/ delayed for phonology, morphology, syntax, semantics or pragmatics as evidenced by scoring <u>at least -1.33 standard deviations from the mean (Ingham-area)</u> on <u>2 standardized assessments designed to determine language functioning for the student's age</u> . May be SS of 80 or below if mean is 100 and SD is 15 (refer to assessment manuals).	-Language allows for / interferes with general education performance. <i>Adverse educational impact must be evident.</i> -Instruction for language skills require / do not require greater intensity, frequency, or specialization to produce learning for the student. -High response / Low response to trial teaching or intervention.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

*A language impairment must be evidenced in both *Part A (Spontaneous Language Sample) AND **Part B (Test results)

Inadequate functioning /delay was demonstrated in both *Part A & **Part B above. Yes No N/A

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