

**Los Angeles Unified School District
INDIVIDUALIZED EDUCATION PROGRAM**

Attachment A

SPEECH LANGUAGE IMPAIRMENT ELIGIBILITY CERTIFICATION (SLI CERTIFICATION)

Student _____ **Date of Birth** _____ **Meeting Date** _____

This page is to be completed for initial IEPs, 3-year evaluations, or when a comprehensive speech-language evaluation has been conducted to determine whether SLI eligibility is appropriate.

Complete Step 1A or 1B.

Step 1A. General Education Interventions - Check items as completed

- _____ Intervention strategies implemented, including English Language Instruction or RtI² prevention support (including but not limited to school staff development regarding language standards in the curriculum and referral for Special Education, consultation between the classroom teacher and school speech therapist for appropriate classroom accommodations, consultation with the SSPT that includes an EL expert if student is identified as an English Learner).
- _____ Intervention support monitored over several weeks, and modified interventions as necessary based on student response.
- _____ Interventions were not successful, student referred for special education assessment.
- _____ Screening by a speech therapist or a student success team meeting (including a speech therapist) with the focus being speech and language concerns OR an appropriate screening for non-LAUSD enrolled preschoolers.

Step 1B. Interventions Not Applicable

- _____ Interventions not applicable for non-LAUSD enrolled preschoolers or when determined unnecessary by the speech therapist.

Step 2. Review of Pre-referral Information - Check items as applicable

- _____ The speech or language delay does not appear to be due to unfamiliarity with English.
- _____ The delay does not appear to be due to a lack of instruction in English, dialectical factors, or limited language experience.
- _____ The delay does not appear to be due to environmental factors.
- _____ The delay does not appear to be due to economic factors.
- _____ The delay does not appear to be due to social or cultural factors.

Step 3. Assessment - Check either A or B, and complete the remaining items for TK to grade 12 students

- _____ A. Student has received an assessment by a school psychologist that gives an indication of where the student's general ability lies (if a language impairment is suspected). **OR**
- _____ B. A psychological assessment is not required if the suspected area of disability is voice, fluency, or articulation.
- _____ Student has received a health assessment that rules out whether an inability to communicate effectively is a result of a health or sensory condition.
- _____ A credentialed or licensed speech therapist has conducted a comprehensive evaluation, including assessment in the student's primary language, that consists of multiple measures of assessment, including but not limited to standardized test instruments (or alternate forms of assessment if necessary), formal speech/language sample, parent interview or checklist, teacher interview or checklist, and observation in various communication settings.

Complete Step 4

Step 4. Determination of Eligibility of Speech Language Impairment (as the only identified special education eligibility)

- A. _____ Student meets one or more of the following criteria (check each disorder that applies):
- _____ A language disorder, which has been identified in an assessment that includes use of two or more standardized tests in one or more of the following areas of language development: morphology, syntax, semantics, or pragmatics where the resulting scores are at least 1.5 S.D. below the mean or below the 7th percentile for the student's chronological age or developmental level **and** a 50-utterance representative spontaneous language sample where the student displays inappropriate or inadequate usage of receptive and/or expressive language. Note: When standardized tests are considered to be invalid for the specific student, the expected language performance level shall be determined by alternative means as specified on the assessment plan [5 CCR 3030 (c)(4)].
 - _____ An articulation disorder (e.g. Pronunciation), which draws adverse attention, significantly interferes with communication and has been identified in an assessment that includes a conversational speech sample which reveals significant interference with communication and identifies single or multiple speech sound errors that are below the student's chronological age or developmental level.
 - _____ A fluency disorder (e.g. Stuttering), which has been identified in an assessment that demonstrates that the flow of verbal expression adversely affects communication between the student and the listener in multiple communication settings and the dysfluency has persisted over time.
 - _____ A voice disorder (e.g. Chronic Hoarseness, Pitch Variations), which has been identified in an assessment by a speech therapist after the etiology has been cleared by a Medical Doctor, in writing.
- B. _____ The impairment has a significant adverse effect on the student's academic performance.
- C. _____ The presenting Speech Language Impairment is not due to: social maladjustment, health factors, poor school attendance, environmental, economic, or social disadvantage, or lack of instruction or the unfamiliarity with the English language.

Complete Step 5

Step 5. Consideration for additional special education service(s): Complete A or B.

- A. _____ In the event a student with eligibility of Speech Language Impairment is being considered for special education **academic** services and/or support, an updated District psychoeducational evaluation has been completed to determine that SLI is the overarching eligibility.
- B. _____ Student is not being considered for additional special education academic services and/or support.

If the student is eligible, the IEP Team must consider service delivery models based on the student's identified needs and appropriate placement in the least restrictive environment. Additionally, the IEP team should also include teacher and parent participation in the implementation of goals and supports and accommodations to ensure achievement of goals and objectives in a time-efficient manner and carry-over to multiple communication contexts.