



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

TITLE: Service Completion Criteria for Speech Language Impairment (SLI) Eligibility and Language and Speech (LAS) Services

NUMBER: REF-4568.1

ISSUER: Sharyn Howell, Associate Superintendent
Division of Special Education

DATE: August 24, 2015

ROUTING

All Locations
 Local District Superintendents
 Local District Administrators of Operations
 SESC Administrators
 School Site Administrators
 Administrators of Instruction
 EL Program Coordinators
 Speech & Language Therapists
 School Psychologists
 Teachers

PURPOSE: The purpose of this Reference Guide is to assist IEP teams in following the California Education Code requirements when considering the status of service completion (dismissal) for students who have been identified as having a primary eligibility of Speech Language Impairment (SLI) or who have received Language and Speech (LAS) services as a support to a primary eligibility for special education. This reference guide will assist school site IEP teams and other personnel to appropriately meet the communication needs of students in the least restrictive environment.

MAJOR CHANGES: This Reference Guides replaces REF 4568.0, dated December 11, 2008. This Reference Guide updates procedures for IEP teams to consider when service completion is being recommended for students who may no longer be eligible as Speech Language Impairment or no longer need Language and Speech services as a support service to access their educational curriculum. Service completion is the preferred term indicating that a service has been provided and completed based upon the student’s defined need for the service.

INSTRUCTIONS: The IEP team will consider the following instructions when addressing the issue of service completion. Service completion occurs when the student no longer requires special education and/or related services to successfully access his or her curriculum or when the IEP team determines that the student no longer benefits from the related service.

1. Discussion: Students with Speech or Language Impairment as a primary eligibility or Language and Speech as a related service have communication disorders that may be expected to improve over time. Hence, best practice requires that IEP teams discuss the expectations for receiving services and ultimately, service completion at the initial IEP



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INSTRUCTIONS (Continued):

and at each annual review IEP meeting thereafter. It is anticipated that a student will enter with goals for service, work toward goal mastery and then prepare for service completion. If the services are related to a base program, then a major point of discussion at each IEP will detail the student's ability to access the curriculum of that program without the need for the related service of LAS. The student's progress in the classroom Language Arts instructional areas will be an area of relevant discussion.

Assessment: There must always be an assessment when there is a consideration of service completion. An assessment should detail critical and relevant information related to the student's profile outside of assessment data. Formal and informal testing of all communication areas of concern shall be a part of the assessment. Also, a summary of the student's communication strengths and needs and the impact, if any, that a disorder may have on the student's access to the educational curriculum of the base program is included. If a student has achieved his or her LAS goals and appears to be ready for service completion, an assessment plan must be provided to the parent as soon as possible for consent to assess. Following the assessment, an amendment IEP will be held to discuss the results of the assessment and to determine if there are any needs in the area of speech and language that may warrant a continuance of service. If the student has an eligibility of SLI, and has services other than LAS, he or she must be assessed in all areas of suspected disability concurrently with the LAS assessment to ensure that all of the student's needs are assessed and addressed.

2. In general, the IEP team will consider the following factors of relevance to service completion: a) the student's speech and language disability no longer negatively affects his/her educational performance in the general or special education program; b) the student has received maximum benefit from speech and language services and his/her needs can be addressed more appropriately in the classroom setting or through another program or means of support; c) the student demonstrates reduced motivation and/or chronic absenteeism; d) the student is graduating from high school or receiving a GED; e) the student will be reaching the age of 22 years; f) the student no longer meets the requirements of the SLI eligibility or Language and Speech service certification per Bulletin 4191.1.



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INSTRUCTIONS (Continued):

3. Criteria for Service Completion: The IEP team will consider the guidelines specific to service completion as related to the following areas of Speech Language Impairment:

Articulation guidelines:

Speech and language services for articulation/phonology disorders are completed when it is determined that any one or more of the following conditions exist: a) the student has achieved at least 85% correct and acceptable use of articulation skills(s) targeted on the IEP as demonstrated in a conversational sample and successful transition from a Tier 2 to a Tier 1 level of intervention; b) articulation skills are determined to be commensurate with chronological and/or developmental age; c) other associated and/or disabling conditions prevent the student from benefiting from further therapy: examples are dental abnormalities, velopharyngeal insufficiency, or inadequate physiological support for speech.

Fluency guidelines:

Speech and language services for fluency disorders are completed when it is determined that any one or more of the following conditions exist: a) the student has achieved at least 85% correct and acceptable use of fluency skill(s) targeted on the IEP as demonstrated in a conversational sample and successful transition from a Tier 2 to a Tier 1 level of intervention; b) student perceives him/herself to be a normal speaker; c) other associated and/or disabling conditions such as neurological impairments prevent the student from benefiting from further therapy.

Language guidelines:

Speech and language services for language disorders are completed when it is determined that any one or more of the following conditions exist: a) the student has achieved at least 85% correct and acceptable use of language skill(s) targeted on the IEP as demonstrated in a conversational sample and successful transition from a Tier 2 to a Tier 1 level of intervention; b) the student demonstrated receptive and expressive language skills within the range expected for his/her developmental level; c) the student uses augmentative communication aids appropriately, effectively, and independently; d) the student uses compensatory skills appropriately, effectively, and independently; e) the student's communication skills are best reinforced and monitored in an educational setting.



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INSTRUCTIONS (Continued):

Voice guidelines:

Speech and language services for voice disorders are completed when it is determined that any one or more of the following conditions exist: a) the student has achieved at least 85% correct and acceptable use of voice skill(s) targeted on the IEP as demonstrated in a conversational sample and successful transition from a Tier 2 to a Tier 1 level of intervention; b) the student's voice is within normal limits as related to age, gender, and culture; c) other associated and or disabling conditions prevent the student from benefiting from further therapy: examples are dental abnormalities, velopharyngeal insufficiency, or inadequate physiological support for speech; d) persistent inappropriate vocal behaviors prevent the student from benefiting from therapy.

4. Other Items: a) the school site administrator, with the assistance of the school site Speech-Language Pathologist (SLP), is responsible for ensuring that District policy and procedures are followed for students being considered for LAS service completion; the results of the comprehensive assessment conducted by the school site SLP must be considered by the IEP team members for the purposes of service completion; b) If a student has achieved his or her LAS goals and appears to be ready for service completion, an assessment plan must be provided to the parent as soon as possible for consent to assess. Following the assessment, an amendment IEP will be held to discuss the results of the assessment and to determine if there are any needs in the area of speech and language that may warrant a continuance of service. In the event, based on all assessment data available, LAS service completion appears to be an appropriate recommendation, parent should be notified of this in advance of the IEP (including use of the IEP Meeting Notification); c) at all times, the school site administrator must consider the California Education Code for special education eligibility and the need for related services.
5. Upon service completion, the IEP team will provide to the parent or guardian and teacher of the student, the letter found in Attachment A: "Speech and Language Service Completion Monitoring and Support." Following the completion of LAS service, the general and special education team, including the school site Speech-Language Pathologist (SLP) will follow and monitor the student as needed to ensure that he/she benefits from the ongoing support without negative impact on educational performance. The student's teacher(s) will modify the student's educational program as needed and consult with the school site



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SLP when necessary.

**RELATED
RESOURCES:**

Bulletin 4191.1: “*Speech Language Impairment Eligibility Certification (SLI Certification); and Language and Speech Eligibility Certification (LAS Certification)*”

The LAUSD Position Paper, Speech-Language Pathology Program-From Prevention to Service Delivery, 2011

Special Education Policies and Procedures Manual, IEP Team Guidelines in Determining Eligibility, July 2007

ASSISTANCE:

For assistance or further information, please contact the Speech and Language Program at 213-241-6200 and ask to speak with the LAS Coordinator.

ATTACHMENTS:

Attachment A: Speech and Language Service Completion Monitoring and Support Letter to Parents (English and Spanish)

LOS ANGELES UNIFIED SCHOOL DISTRICT
Division of Special Education
Speech and Language (LAS) Program
LAS Service Completion Monitoring and Support

DATE:

TO:

FROM: Your Child's IEP Team

Speech Language Therapist: _____

Classroom Teacher: _____

School Administrator: _____

We are pleased to report that your child has completed his/her speech and language service. In order to assure that we continue to meet your child's needs in the area of communication, the classroom teacher will informally monitor his/her ability to interact within the classroom and around the school. The teacher will also continue to provide accommodations, as appropriate, your child's educational program so that he or she can successfully participate in classroom activities.

Monitoring may consist of consultation between the teacher and the speech language therapist, making accommodations within the classroom, and ongoing practice of skills at home and in school. The speech language therapist may provide ideas for the classroom teaching staff to build opportunities for continued growth in communication skills at your child's level, when appropriate. If at any time you are concerned that your child is struggling again in the area of speech and language, please contact the school speech therapist or your child's classroom teacher.

Communication occurs at home and in school, and children learn to communicate best in natural environments while interacting with family members and playing with friends. Parents and teachers are the role models for developing language skills in their children. Each interaction is an opportunity for the adults in your child's life to provide good language models and increased chances to use new speech and language skills.

We look forward to being a continuing resource in supporting your child's educational needs.

LOS ANGELES UNIFIED SCHOOL DISTRICT
DISTRITO ESCOLAR UNIFICADO DE LOS ÁNGELES
División de Educación Especial
Programa de Habla y lenguaje (LAS)
Finalización de la Supervisión y Apoyo de los Servicios de LAS

FECHA:

PARA:

DEL: Comité del IEP de su hijo(a)

Terapeuta del habla y lenguaje: _____

Maestro(a) del salón de clases: _____

Administrado(a) escolar: _____

Tenemos el placer de informarle que su hijo(a) ha completado sus servicios de habla y lenguaje. Con el fin de asegurar de que nosotros seguiremos atendiendo las necesidades de su hijo(a) en el campo de la comunicación, el maestro del salón de clases de manera extraoficial supervisaremos la habilidad de su hijo(a) para alternar en el salón de clases y en dentro la escuela. El maestro seguirá modificando, según se considere apropiado, el programa académico de su hijo(a) para que él o ella de manera satisfactoria tenga acceso y participe en las actividades del salón de clases.

La supervisión puede consistir de consulta con el terapeuta de habla y lenguaje, establecer adaptaciones dentro del salón de clases y la práctica continúa de las habilidades en vías de dominar en el hogar y en la escuela. El terapeuta de habla y lenguaje puede proporcionarle ideas al personal de enseñanza del salon de clases con el objeto de crear oportunidades para seguir mejorando en las habilidades de la comunicación al nivel de su hijo(a), cuando sea apropiado. Si en algún momento, usted está preocupado de que su hijo(a) de nuevo está teniendo dificultades en el campo del habla y lenguaje, por favor póngase en contacto con el terapeuta del habla del plantel escolar o al maestro del salón de clases.

La comunicación tiene lugar tanto en la escuela como en el hogar y los niños aprenden a comunicarse mejor en ambientes naturales al relacionarse con los miembros de la familia y al jugar con sus amigos. Los padres de familia y los maestros son los modelos para el desarrollo del lenguaje en los niños. Cada interacción es una oportunidad para los adultos que son parte de la vida de su hijo(a) para proporcionarle buenos ejemplos del lenguaje e incrementar las oportunidades para emplear nuevas habilidades del habla y lenguaje.

Esperamos tener el gusto de continuar siendo una fuente de apoyo para las necesidades de su hijo(a).