



# Miami-Dade County Public Schools

## Division of Special Education

### Speech Impaired K-12 Evaluation Team Report

Student ID #	First Name	M.I.	Last Name	Birth Date
Gender	Grade	School		Date Completed

**Speech Impaired Area(s) to be Considered:**     Articulation     Phonological     Voice     Fluency

**SECTION A: General Education Procedures** *per 6A-6.0031*

- 1. Reviewed existing data:
  - Anecdotal     Attendance     Social     Psychological     Medical     Achievement (classroom, district-wide assessments)
  - Vision and hearing screenings were completed.
  - A variety of assessment tools and strategies were used to gather relevant functional, developmental and academic information.
    - Information was provided by Parent(s)/guardian(s)
    - No single measure was used as sole criterion for eligibility consideration.
  - Technically sound instruments were used as part of the assessment.
  - The student was assessed in all areas related to a suspected disability.
  - The evaluations were administered by trained personnel in accordance with the instructions provided by the publisher of the assessments.
  
- 2. The data obtained from the **Response to Intervention (Rti) process** verifies (data attached):
  - A. Well-delivered, scientific, research-based instruction and interventions addressing the area(s) of concern were provided in the general or exceptional education setting(s).     Yes     No
  - B. Data-based documentation was present of repeated measures of performance and/or functioning at reasonable intervals reflecting the student's response to intervention.     Yes     No
  - C. Parent involvement and communication regarding general education interventions were documented.     Yes     No
  - D. Interventions were implemented for a reasonable period of time with fidelity and intensity that matched student needs.     Yes     No
  - E. The results of the scientific, research-based intervention(s) implemented in Tier 2 are summarized below.  
The student
  - F. The results of the scientific, research-based intervention(s) implemented in Tier 3 are summarized below.  
The student
  
- 3. One or more **standardized instrument(s) designed to measure language skills\*\*** was administered by an SLP (Summary Report FM-7418 or Narrative attached).     Yes     No
  - \*\*If an SLP was unable to use standardized tools, a scientific, research-based alternative was used AND the report documents the rationale for use, results obtained, and basis for recommendations.

**SECTION B: Minimum Evaluation Components** *per 6A-6.03012*

**Speech Sound Disorder**

- 1. Information was gathered from the sources below regarding the concerns and description of speech characteristics:
  - Parent(s)/guardian(s)     Teacher(s)/other service provider(s)     Child/student, when appropriate
  
- 2. Documented and dated observation(s) of the student's speech characteristics were conducted in connected speech or conversation by a speech-language pathologist (SLP) (attached):
  - Date of SLP's observation:     Date of SLP's observation:   
(second observation optional)

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**SECTION B: Minimum Evaluation Components** per 6A-6.03012 (continued)

3. Examination of the oral mechanism structure and function was completed.

4. Standardized Instrument(s):

Articulation

Score

Phonological

Score

**Fluency**

1. Information was gathered from the sources below regarding the motor aspects, student's attitude, and social impact of the speech behaviors:

Parent(s)/guardian(s)

Teacher(s)other service provider(s)

Child/student, when appropriate

2. A minimum of two documented and dated observation(s) of the student's speech and secondary behaviors were completed by an SLP more than one setting including the typical learning environment (attached):

Date of SLP's observation:

Date of SLP's observation:

(second observation required)

3. Examination of the oral mechanism structure and function was completed.

4. Assessments were completed in all of the following areas:

Motor aspects of the speech behaviors

Student's attitude regarding the speech behaviors

Social impact of the speech behaviors

Educational impact of the speech behaviors

5. Speech sample of a minimum of 300-500 words\* was collected and analyzed.

\*Report must include rationale for a smaller sample.

**Voice**

1. Information was gathered from the sources below regarding the concerns and description of voice characteristics:

Parent(s)/guardian(s)

Teacher(s)other service provider(s)

Child/student, when appropriate

2. Documented and dated observation(s) of the student's voice characteristics were conducted by an (SLP):

Date of SLP's observation:

Date of SLP's observation:

(second observation optional)

3. Examination of the oral mechanism structure and function was completed.

4. Report of a medical examination of laryngeal structure and function was completed by a licensed physician. Report must provide a description of the state of the vocal mechanism and any medical implications for therapeutic intervention.

Physician:

Date of Examination:

**SECTION C: Criteria for Eligibility** per 6A-6.0331(6) and 6A-6.03012

Based on the **General Education Procedures AND Minimum Evaluation Components**, the following criteria have been met (for eligibility determination, **ALL** must be met in each area considered):

**Speech Sound Disorder**

1. The speech sound disorder has a **significant** impact on the student's intelligibility, although the student may be intelligible to familiar listeners or within known contexts;

2. The student's phonetic or phonological inventory is **significantly** below that expected for their chronological age or developmental level based on normative data;

3. The speech sound disorder has an **adverse effect** on the student's ability to perform and /or function in the student's typical learning environment, thereby demonstrating the need for exceptional student education; and

4. The speech sound disorder is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.

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**SECTION C: Criteria for Eligibility** per 6A-6.0331(6) and 6A-6.03012 (continued)

**Fluency Disorder**

- 1. The student exhibits **significant** and persistent dysfluent speech behaviors. The dysfluency may include repetition of phrases, whole words, syllables, and phonemes, prolongations, blocks, and circumlocutions. Additionally, secondary behaviors such as struggle and avoidance may be present;
- 2. The fluency disorder has an **adverse effect** on the student's ability to perform and/or function in the educational environment, thereby demonstrating the need for exceptional student education; and
- 3. The dysfluency is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.

**Voice Disorder**

- 1. The student exhibits **significant** and persistent atypical production of quality, pitch, loudness, resonance, or duration of phonation. The atypical voice characteristics may include inappropriate range, inflection, loudness, excessive nasality, breathiness, hoarseness, or harshness;
- 2. The voice disorder does **not** refer to vocal disorders that are found to be the direct result or symptom of a medical condition unless the disorder adversely affects the student's ability to perform and/or function in the educational environment **and** is amenable to improvement with therapeutic intervention;
- 3. The voice disorder has an **adverse effect** on the student's ability to perform and/or function in the educational environment, thereby demonstrating the need for exceptional student education; and
- 4. The atypical voice characteristics are not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.

**SECTION D: Determination of Eligibility for Speech Impaired** per 6A-6.0331(6) and 6A-6.03012

- 1. Are all four boxes checked in one or more subsections in Section C?  Yes  No
- 2. Information gathered from parents/guardians and teachers supports the results of standardized instruments and observations?  Yes  No
- 3. The student was assessed in all areas related to a suspected disability?  Yes  No
- 4. The speech deficits are NOT primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.  Yes  No
- 5. Has the student either not responded adequately to research-based interventions, or have the intensive interventions been effective but required sustained and substantial effort that may have included the provision of specially designed instruction?  Yes  No
- 6. Does the student demonstrate a need for special education services?  Yes  No

- "Yes"** is checked to **all** statements in **Section D** (above); the student **meets** eligibility criteria for Speech Impaired.
- "No"** is checked to one or more statements in **Section D** (above); the student **does not meet** eligibility criteria for Speech Impaired.

Signatures marked (\*) indicate individuals who must be in attendance.

Signature of Speech/Language Pathologist*	Date	Signature of General Education Teacher*	Date
Signature of ESE Teacher/ESE Service Provider	Date	Signature of LEA Representative*	Date
Signature of Student	Date	Signature of Parent/Guardian	Date
Signature of Parent/Guardian	Date	Signature of	Date