

# Speech-Language Eligibility Rubrics

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*Mid-Valley Special Education Cooperative  
Multi-District Speech-Language Committee*

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### Purpose

These rubrics are to be used as guidelines to ensure that speech-language pathologists are consistently qualifying students or dismissing students from speech-language services across grade levels, across buildings, and across districts.

During the 2015-2016 school year, these guidelines were developed by a multi-district committee represented by speech-language pathologists (SLPs) from early childhood, elementary, middle school and high school from districts U-46, 101, 301, 302, 303, and 304. The committee's purpose was to develop a framework to be used by speech-language pathologists as a tool to aid in the determination of a student's eligibility for speech language services, severity of need for these services, and recommendations for minutes of service. Many documents and examples from various sources were reviewed and considered in the creation of this document. The criteria set forth in these rubrics has been designed to serve as a guideline and may vary as special circumstances affect an individual student. Throughout this process, the committee attempted to quantify factors that are generally determined to be clinical judgment. In addition, the individual needs of the student, adverse educational effect of the disability, and other available supports in the educational environment for that student were acknowledged in the development of the document.

### Use of Guidelines

- The Eligibility Rubrics are to be used for initials and reevaluations.
- They are also to be used when considering dismissing students from speech-language (S-L) services as a related service.
- For dismissals, if S-L is a primary or secondary eligibility category, a full evaluation is required, but testing is not always necessary.
- The guidelines will be kept in the SLPs working files as they are part of the SLP's rationale for service, but not intended to be the explicit, documented reasons for recommendations. The information from the guidelines can be shared, but not copied and given to the parents.

### Use of Teacher Rating Scale for Educational Impact of Speech-Language Concerns

- The Teacher Rating Scale's primary use is prior to possible domain/evaluation planning meeting and can be given to multiple staff members prior to completing the domain.

- The Teacher Rating Scale is to be used when students are not making expected progress in literacy interventions.
- The scale is to be used when students are in S-L services, but there may be other areas of impact.
- This scale is suggested, but a different form may be used. However, some documentation of educational impact must be provided.
- It also will be used to inform the Educational Impact row in the rubrics.
- It can also be used in the annual review to see if the services have had an impact in the educational environment and/or would need to be continued.
- The rating scale should be paired with observations, student interviews and sometimes parent information or outside provider information.
- The rating scale tool will facilitate collaboration between the SLP and the teacher to improve service delivery and recommendations.

### Consultation Services

- If the student is exiting from the service or from a skill, then consultation would be appropriate if the progress is still monitored and maintained.
  - This is a short-term option and there must be a goal that is monitored.
  - It should be used thoughtfully, not to reduce conflict.
  - It can also be recorded under Supports for School Personnel, if the consultation for school personnel (or parents) is regularly scheduled.

### Complex disabilities

- The IEP team will consider the student's instructional day and document what is embedded throughout the day in the student's placement and the embedded supports that are available.
  - The eligibility rubrics address some of these components and facilitates comparison to same-aged peers and same disability category in order to support rationale for recommendations.
  - When considering students with multi-impairments, speech-language pathologists' professional knowledge and expertise may influence service delivery time and further recommendations beyond the scope of the Eligibility Rubrics.
- Recommendations for students with the eligibility category of autism will be uniquely considered and individualized to the student.

### Swallowing therapy

Schools will follow-up with recommendations from a medically-supervised swallowing therapy program. No school personnel will do swallowing therapy.

### Voice therapy

An evaluation can be conducted in the schools when a physician's script is provided.