

FAIRFIELD PUBLIC SCHOOLS

SPEECH/LANGUAGE SERVICES

Kindergarten – Grade Six

FAIRFIELD, NEW JERSEY 07004

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Purpose of the School Speech and Language Program:

The primary purpose of the speech and language program in the public schools is to develop competence and communication for those students who exhibit delayed or disordered speech and language skills. The program goals and objectives should ensure that each student's needs and behaviors remain central to the provision of services. The program must reflect comprehensive planning and must provide a continuum of services including appropriate procedures for early identification, referral, evaluation, diagnosis, least restrictive environment, consultation, instruction, and dismissal as specified in *NJAC 6A:14-3*.

Each student's speech and language program is individualized. Goals and objectives specific to each individual student's needs are determined based on his or her present levels of performance, results of speech/language testing, and informal assessment. They are stated under the goals section of the Individualized Education Program (IEP.) Goals can address articulation, phonology, fluency, voice, syntax, semantics, hearing, auditory perception, pragmatics, alternative augmentative communication and other communication deficits.

Eligibility for Speech and Language Services**Preschool:**

Preschool child with a disability corresponds to preschool handicapped and means a child between the ages of three and five who either:

- is experiencing developmental delay, as measured by appropriate diagnostic instruments and procedures, in one or more of the areas in (c) 10i(1) through (5) below, and requires special education and related services. When utilizing a standardized assessment or criterion-referenced measure to determine eligibility, a developmental delay shall mean a 33 percent delay in one developmental area, or a 25 percent delay in two or more developmental areas.
 - (1) Physical, including gross motor, fine motor and sensory (vision and hearing);
 - (2) Intellectual
 - (3) Communication**
 - (4) Social and emotional; and
 - (5) Adaptive; or
- has an identified disabling condition, including vision or hearing, that adversely affects learning or development and who requires special education and related services.

School-aged:

The following eligibility criteria must be met to be eligible for speech/language services (*NJAC 6A:14-3.6*).

Speech Services

1. A speech disorder in articulation, phonology, fluency, voice, or any combination unrelated to dialect, cultural differences, or the influence of a foreign language which adversely affects a student's educational performance.
 - a) Articulation/phonology: on a standardized articulation or phonology assessment the student exhibits one or more sound production error patterns beyond the age at which 90% of the population has achieved mastery according to current developmental norms and misarticulates sounds consistently in a speech sample.
 - b) Fluency: the student demonstrates at least a mild rating or its equivalent on a formal fluency rating scale, and in speech sample the student exhibits disfluency on 5% or more of the words spoken.
 - c) Voice: on a formal rating scale the student performs below the normed level for voice, quality, pitch, resonance, loudness or duration and the condition is evident on two separate occasions three to four weeks apart.

Voice disorders may be:

- Functional: due to habits of vocal misuse and hyperfunction and thus are readily amenable to intervention.
- Organic: due to medical or physical conditions and may or may not be amenable to intervention; or
- Psychogenic: due to psychological factors and so intervention may require a team approach.

AND

2. This speech disability has an educational impact (**N.J. 6A:14-3.6(a)1**). That means simply the presence of a disability alone does not qualify a student for services. There must be an educational impact.

If a student who is being assessed due to concerns regarding articulation, phonology, fluency or voice, or has been found eligible for speech language services, demonstrates behavior indicative of other disabilities, that student is to be referred to the Child Study Team.

Language Services

1. Communication impaired: meets the criteria of **NJAC 6A:14** and corresponds to “communication handicapped” and means a language disorder in the areas of morphology, syntax, semantics, and/or pragmatics/discourse which adversely affects a student’s educational performance and is not due to an auditory impairment. The problem shall be demonstrated through functional assessment of language in other than a testing situation and through performance below 1.5 standard deviations, or the 10th percentile on at least two standardized oral language tests, where such tests are appropriate {**N.J.A.C. 6A:14-3.5(c)4**}.

Dismissal

A student may be considered for dismissal for one or more of the following reasons:

- The student has met the goals and objectives of the IEP and no longer exhibits a speech and/or language disorder.
- Parental request, in writing, for termination of services.
- Intervention no longer results in measurable benefits, despite documented use of different approaches and/or strategies.
- The student does not cooperate in the therapy process, has poor or inconsistent attendance, and has not responded to efforts to address these issues.
- Medical, dental, social, etc. factors warrant discontinuance of services either on a temporary or a permanent basis.
- There is no longer an adverse educational impact.
- There is no longer need for special education or related services in order for the pupil to participate in the mainstream.

REFERENCES

New Jersey Department of Education Technical Assistance Document: *The Evaluation of Speech and Language* (1999)

New Jersey Administrative Code, Chapter 14, Special Education (2016)