

ISLAND TREES PUBLIC SCHOOLS
SPEECH-LANGUAGE IMPROVEMENT PROGRAM
GUIDELINES



Revised November 2104

INTRODUCTION

The Speech-Language Improvement program is a non-mandated, general education support service offered to those students in kindergarten through second grade whose educational performance is adversely affected by significant difficulty acquiring articulation, language and fluency skills. *An articulation or phonological difficulty* is characterized by “the atypical production of speech sounds characterized by substitutions, omissions, additions, or distortions”.¹ A *language difficulty* is characterized by difficulty comprehending and using language. *Difficulty with fluency* is characterized by disruptions in the production of speech sounds (i.e. repetitions, prolongations, and blocks)².

REFERRAL & ELIGIBILITY CRITERIA FOR SPEECH IMPROVEMENT SERVICES

Referrals for Speech-Language Improvement services may come from a variety of sources, depending on the grade level of the child. All kindergarten and first grade students will be screened for articulation proficiency. All second grade students who have received speech services in first grade will be formally re-screened to determine continued eligibility. Eligibility to receive services is determined based on the specific criteria outlined below:

***Kindergarten* students may be eligible for Speech-Language Improvement services to address speech and/or language difficulties in the following instances:**

1. Incoming kindergarten students who are declassified by the Committee on Preschool Special Education (CPSE) and referred to the Speech-Language Improvement program due to speech and/or language difficulties;
2. Students whose speech production is characterized as being moderately to severely unintelligible, who score at or below the 18th percentile on a speech production protocol;
3. Students who have not yet mastered the production of those sounds which are developmentally appropriate, resulting in a score at or below the 18th percentile on a standardized measure.

***1st and 2nd Grade* students may be eligible for Speech-Language Improvement services to address speech and/or language difficulties in the following instances:**

1. Students whose district-wide screening reflects moderately to severely delayed speech production, with scores at or below the 18th percentile based on the results of a speech production protocol;

¹ Source: ASHA, 1997

² Source: ASHA, 2007

2. The Instructional Support Team may refer first and second grade students who are suspected of having receptive and/or expressive language difficulties that are adversely affecting their academic development. Students who score below their criterion reference point based on the CELF5 Screening Test will be considered for SLIP services.

PROVISION OF SERVICES

Service Delivery Models- Services are provided by a speech and language pathologist consistent with one of the following models:

- **Consultation:** The speech and language pathologist monitors the student's speech and language progress and confers with the classroom teacher and other professionals when necessary to facilitate carry-over of skills into the classroom. No direct intervention is provided to the student.
- **Direct Service:** The speech and language pathologist provides direct service to the student in a small group of up to five youngsters for 30 minute sessions.
- **Combination of Services:** The speech and language pathologist may provide a combination of consultation and direct service.

Frequency of Services- Speech-Language Improvement Services may be provided one or two times per week, depending upon the severity of the difficulty.

Parental Permission- Speech-Language Improvement Services will only be provided after the parent provides written permission on one of the attached parental notification/permission forms.

DISMISSAL CRITERIA FOR STUDENTS IN GRADES K-2

A student will be dismissed from the Speech-Language Improvement Program when one or more of the following occur:

- The child has met all the objectives outlined by the speech and language pathologist, and no additional errors warrant intervention;
- The student scores at the 25th percentile or above on the results of a speech production protocol;
- The student scores above the criterion reference point based on the CELF5 Screening Test;
- The parent requests exit from services;

- Despite the use of a variety of appropriate approaches and/or strategies, progress has plateaued and intervention is no longer recommended within the current educational setting;
- The child has not demonstrated consistent completion of assigned tasks over a reasonable period of time as documented by the clinician;
- Extenuating circumstances (i.e. medical) warrant discontinuation of services temporarily or permanently; or
- The student no longer meets the criterion for Speech-Language Improvement Services.

Parents will be notified of their child's dismissal from the Speech-Language Improvement Program at the time that the student meets one or more of the dismissal criteria outlined above.

**ISLAND TREES PUBLIC SCHOOLS
LEVITTOWN, NEW YORK**

NAME OF CHILD: _____

TEACHER: _____

Dear Parents:

During a recent speech screening your child was observed to have some difficulty with his/her speech. This difficulty can be helped with our Speech-Language Improvement Program.

Your child will be assigned to a group which will meet at a regularly scheduled time. Each child will be asked to bring a hard-covered notebook to class. This will help the parent, the child and the therapist to keep in close contact.

As part of the Speech-Language Improvement Program, parents are expected to:

- remind their child to bring their speech notebook to school on assigned days
- review and reinforce homework
- sign assignments when practiced
- encourage their child to apply newly acquired skills in school, home and community

Please check one of the two statements below, sign and return to your child's teacher. Should you have any questions, please write me a note, so I may address your concerns.

Sincerely,

Speech/Language Pathologist

PERMISSION SLIP FOR SPEECH-LANGUAGE IMPROVEMENT SERVICES

CHILD'S NAME: _____

_____ My child may receive Speech-Language Improvement services.

_____ I do not wish my child to receive Speech-Language Improvement services.

Date: _____ Parent Signature: _____

* Screening → SLIP

**ISLAND TREES PUBLIC SCHOOLS
LEVITTOWN, NEW YORK**

NAME OF CHILD: _____

TEACHER: _____

Dear Parents:

As you are aware, your child was referred to the Speech-Language Improvement Program by the Committee on Preschool Special Education (CPSE) due to continued difficulty with his/her speech and/or language skills. This difficulty can be helped with our Speech-Language Improvement program.

Your child will be assigned to a group which will meet at a regularly scheduled time. Each child will be asked to bring a hard-covered notebook to class. This will help the parent, the child and the therapist to keep in close contact.

As part of the Speech-Language Improvement Program, parents are expected to:

- remind their child to bring their speech notebook to school on assigned days
- review and reinforce homework
- sign assignments when practiced
- encourage their child to apply newly acquired skills in school, home and community

Please check one of the two statements below, sign and return to your child's teacher. Should you have any questions, please write me a note, so I may address your concerns.

Sincerely,

Speech/Language Pathologist

PERMISSION SLIP FOR SPEECH-LANGUAGE IMPROVEMENT SERVICES

CHILD'S NAME: _____

_____ My child may receive Speech-Language Improvement services.

_____ I do not wish my child to receive Speech-Language Improvement services.

Date: _____ Parent Signature: _____

* CPSE → SLIP

**ISLAND TREES PUBLIC SCHOOLS
LEVITTOWN, NEW YORK**

NAME OF CHILD: _____

TEACHER: _____

Dear Parents:

As a result of a recent Instructional Support Team (IST) meeting, it was determined that your child may be having some difficulty with his/her language skills. This difficulty can be helped with our Speech-Language Improvement program.

Your child will be assigned to a group which will meet at a regularly scheduled time. Each child will be asked to bring a hard-covered notebook to class. This will help the parent, the child and the therapist to keep in close contact.

As part of the Speech-Language Improvement Program, parents are expected to:

- remind their child to bring their speech notebook to school on assigned days
- review and reinforce homework
- sign assignments when practiced
- encourage their child to apply newly acquired skills in school, home and community

Please check one of the two statements below, sign and return to your child's teacher. Should you have any questions, please write me a note, so I may address your concerns.

Sincerely,

Speech/Language Pathologist

PERMISSION SLIP FOR SPEECH-LANGUAGE IMPROVEMENT SERVICES

CHILD'S NAME: _____

_____ My child may receive Speech-Language Improvement services.

_____ I do not wish my child to receive Speech-Language Improvement services.

Date: _____ Parent Signature: _____

* IST → SLIP