

Rule Crosswalk: Comparison of Current Speech/Language Rule to Recently Approved SI Rule

Current SBE Rule 6A-6.03012, F.A.C., Special Programs for Students Who Are Speech and Language Impaired	SBE Rule 6A-6.03012, F.A.C., Exceptional Student Education Eligibility for Students with Speech Impairments and Qualifications and Responsibilities for the Speech-Language Pathologists Providing Speech Services
-Definitions-	-Definitions-
<p>Broad definition of both speech and language impairments from IDEA:</p> <p><i>Speech and language impairments are defined as disorders of language, articulation, fluency, or voice which interfere with communication, preacademic or academic learning, vocational training, or social adjustment.</i></p>	<p>Definition for speech impairments only:</p> <p><i>Speech impairments are disorders of speech sounds, fluency, or voice that interfere with communication, adversely affect performance and/or functioning in the educational environment, and result in the need for exceptional student education.</i></p>
<p>Speech impairment = Articulation <i>An impairment in articulation is substitutions, distortions, or omissions of speech sounds which are of a nonmaturational nature.</i></p>	<p>Speech impairment = Speech Sound Disorders <i>A speech sound disorder is a <u>phonological or articulation disorder</u> that is evidenced by the atypical production of speech sounds characterized by substitutions, distortions, additions, or omissions that interfere with intelligibility. A speech sound disorder is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.</i> <i>1. <u>Phonological disorder</u>. A phonological disorder is an impairment in the system of phonemes and phoneme patterns within the context of spoken language.</i> <i>2. <u>Articulation disorder</u>. An articulation disorder is characterized by difficulty in the articulation of speech sounds that may be due to a motoric or structural problem.</i></p>
<p>Speech impairment = Fluency <i>An impairment in fluency is abnormal flow of speech which impairs rate and rhythm and may be accompanied by struggle behavior.</i></p>	<p>Speech impairment = Fluency <i>A fluency disorder is characterized by deviations in continuity, smoothness, rhythm, or effort in spoken communication. It may be accompanied by excessive tension and secondary behaviors, such as struggle and avoidance. A fluency disorder is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.</i></p>
<p>Speech impairment = Voice <i>An impairment in voice is absence or abnormal production of voice quality, pitch, loudness, resonance, or duration.</i></p>	<p>Speech impairment = Voice <i>A voice disorder is characterized by the atypical production or absence of vocal quality, pitch, loudness, resonance, or duration of phonation that is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.</i></p>

-Screening-	-Screening-
<p><i>Students being considered for language or speech programs shall be screened for hearing and vision. Students being considered for exceptional student programs, excluding gifted and homebound or hospitalized who may be screened on a referral basis, shall be screened for language, articulation, fluency and voice disorders prior to staffing for eligibility.</i></p>	<p><i>General education procedures and activities. Prior to referral for evaluation, the requirements in subsection 6A-6.0331(1), F.A.C., related to general education procedures for kindergarten through grade twelve students, or subsection 6A-6.0331(2), F.A.C., related to procedures prior to initial evaluation for prekindergarten children, must be met.</i> <u>(At the least = vision & hearing screenings, and review of existing data:</u> Additional screenings to assist in determining interventions may be conducted as appropriate.)</p>
-Evaluation-	-Evaluation-
<p><i>Speech-language pathologists shall be responsible for implementing and conducting diagnostic assessments of language, articulation, fluency, or voice disorders.</i> <i>A case history shall be included as part of the assessment data when determined appropriate by the speech-language pathologist.</i> <i>Medical and psychological evaluations shall be requested by the speech-language pathologist when appropriate.</i></p>	<p>The evaluation section is much more specific, including the minimum required evaluation components for evaluation of speech sound, fluency, or voice disorder. <i>(In addition to the procedures identified in subsection 6A-6.0331(5), F.A.C.)</i></p>
-Eligibility-	-Eligibility-
<p><u>Articulation.</u> <i>An articulation disorder is present when at least one (1) of the following is met:</i></p> <ol style="list-style-type: none"> <i>1. Based on normative data, the frequency of incorrect sound production and the delay of correct sound production are significant; or</i> <i>2. The error pattern is characteristic of disordered rather than delayed acquisition; or</i> <i>3. Articulation is rated as moderately or severely impaired on an articulation severity rating scale.</i> 	<p><i>A student is eligible as a student with a speech impairment in need of exceptional student education if the student meets the following criteria for one or more of the following disorders as determined by the procedures prescribed in this rule and subsection 6A-6.0331(6), F.A.C.</i> <u>Speech sound disorder.</u> <i>A student with a speech sound disorder is eligible for exceptional student education if there is evidence, based on evaluation results, of <u>a significant phonological or articulation disorder</u> that is characterized by the atypical production of speech sound(s). The atypical production of speech sound(s) may be characterized by substitutions, distortions, additions, or omissions. Evaluation results must reveal all of the following:</i></p> <ol style="list-style-type: none"> <i>1. The speech sound disorder must have a <u>significant impact on the student's intelligibility</u>, although the student may be intelligible to familiar listeners or within known contexts;</i> <i>2. The <u>student's phonetic or phonological inventory must be significantly below that expected</u> for his or her chronological age or developmental level based on normative data;</i> <i>3. The speech sound disorder <u>must have an adverse effect</u> on the student's ability to perform and/or</i>

<p><u>Fluency.</u> A fluency disorder is present when:</p> <ol style="list-style-type: none"> 1. Fluency is rated as mildly, moderately, or severely impaired on a fluency severity rating scale, and 2. There are supportive data presented by a primary caregiver, a teacher-educator, or the student when appropriate, in addition to a speech-language pathologist, that a disorder exists. <p><u>Voice.</u> A voice disorder is present when:</p> <ol style="list-style-type: none"> 1. Voice is rated as moderately or severely impaired on a voice severity rating scale, and 2. There are supportive data presented by a primary caregiver, a teacher-educator, or the student when appropriate, in addition to a speech-language pathologist, that a disorder exists. 	<p>function in the student's typical learning environment, thereby demonstrating the need for exceptional student education; and,</p> <ol style="list-style-type: none"> 4. The speech sound disorder is <u>not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.</u> <p><u>Fluency disorder.</u> A student with a fluency disorder is eligible for exceptional student education if there is evidence, based on evaluation results, of significant and persistent interruptions in the rhythm or rate of speech. Evaluation results must reveal all of the following:</p> <ol style="list-style-type: none"> 1. The student must exhibit <u>significant and persistent dysfluent speech behaviors.</u> 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 <u>must have 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,</u> 3. The dysfluency is <u>not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.</u> <p><u>Voice disorder.</u> A student with a voice disorder is eligible for exceptional student education if there is evidence, based on evaluation results, of significant and persistent atypical voice characteristics. Evaluation results must reveal all of the following:</p> <ol style="list-style-type: none"> 1. The student must exhibit <u>significant and persistent atypical production of quality, pitch, loudness, resonance, or duration of phonation.</u> The atypical voice characteristics may include inappropriate range, inflection, loudness, excessive nasality, breathiness, hoarseness, or harshness; 2. The voice disorder <u>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;</u> 3. The voice disorder <u>must have 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,</u>
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	4. The atypical voice characteristics are <u>not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.</u>
-Instructional Program-	-Instructional Program- (renamed "Speech Services")
<p><i>Instructional Program.</i></p> <p><i>(a) The instructional program shall be based on the student's individual educational plan or family support plan.</i></p> <p><i>(b) Speech-language services shall be provided by a speech-language pathologist, pursuant to Rule 6A-4.0176, F.A.C., a licensed speech-language pathologist pursuant to Section 468.1185, Florida Statutes, or a speech-language associate, pursuant to Rule 6A-4.01761, F.A.C.</i></p> <p><i>1. Speech-language services provided by an associate, as specified in Rule 6A-4.01761, F.A.C., must be under the direction of a certified or licensed speech-language pathologist with a master's degree or higher. Services under this subsection can be provided for a period of no more than three (3) years as described in Section 1012.44, F.S., in districts that qualify for the sparsity supplement as described in Section 236.081(6), F.S.</i></p> <p><i>2. Districts shall submit a plan to the Department of Education for approval before implementation of Rule 6A-4.01761, F.A.C. The components of the plan must include a description of:</i></p> <p><i>a. The model specifying the type and amount of direction including, but not limited to, direct observation, support, training, and instruction;</i></p> <p><i>b. The rationale for using this model;</i></p> <p><i>c. The manner in which the associate will demonstrate competency;</i></p> <p><i>d. The process for monitoring the quality of services; and</i></p> <p><i>e. The measurement of student progress.</i></p> <p><i>This plan must also describe the process for changing the intensity of direction for the associate based upon the associate's demonstrated competencies and their students' needs and progress.</i></p>	<p><i>Speech services.</i></p> <p><i>(a) A group of qualified professionals determining eligibility under requirements of this rule and subsection 6A-6.0331(6), F.A.C., must include a speech-language pathologist.</i></p> <p><i>(b) A speech-language pathologist shall be involved in the development of the individual educational plan for students eligible for speech services, whether as special education or as a related service for an otherwise eligible student with a disability.</i></p> <p><i>(c) Speech therapy services shall be provided by a certified speech-language pathologist pursuant to Rule 6A-4.0176, F.A.C., or a licensed speech-language pathologist pursuant to Section 468.1185, Florida Statutes, or a speech-language associate pursuant to Rule 6A-4.01761, F.A.C.</i></p> <p><i>(d) Speech-language associate.</i></p> <p><i>1. Speech therapy services provided by a speech-language associate as specified in Rule 6A-4.01761, F.A.C., must be under the direction of a certified or licensed speech-language pathologist with a master's degree or higher in speech-language pathology. Services can be provided for a period of three (3) years as described in Section 1012.44, Florida Statutes, in districts that qualify for the sparsity supplement as described in Section 1011.62(7), Florida Statutes.</i></p> <p><i>2. Districts shall submit a plan to the Department of Education for approval before implementation of Rule 6A-4.01761, F.A.C. The components of the plan must include a description of:</i></p> <p><i>a. The model, specifying the type and amount of direction including direct observation, support, training, and instruction;</i></p> <p><i>b. The rationale for using this model;</i></p> <p><i>c. The manner in which the associate will be required to demonstrate competency;</i></p> <p><i>d. The process for monitoring the quality of services;</i></p> <p><i>e. The process for measuring student progress; and,</i></p> <p><i>f. The manner in which the speech-language associate will meet the requirements of the annual district professional development plan for instructional personnel.</i></p>