

Language-Focused Evaluations and Eligibilities

How to **work collaboratively** to interpret evaluation results, eligibilities, and recommendations.



Language is language



- SLP evaluates **language systems**:
 - Syntax/ Morphology
 - Semantics
 - Pragmatics
 - Metalinguistics
 - Phonology
- LSSP/Diag evaluates the **impact of language** on:
 - Reading
 - Writing
 - Math



Quick review of definitions of eligibilities

- **Learning Disability in Listening Comprehension** – Listening comprehension refers to the ability to understand semantics, grammar, syntax, and pragmatic considerations. A significant deficit in the area of listening comprehension impacts a student's ability to understand rules of language, process auditory information, as well as understand and follow rules or directions.
- **Learning Disability in Oral Expression** – Oral expression requires the use of appropriate syntactic, pragmatic, semantic, and phonological language structures. A significant deficit in the area of oral expression impacts a student's ability to tell or retell stories, verbally answer questions, express his/her opinions, and summarize what he/she read.
- **Speech Impairment in Language** – The American Speech-Language and Hearing Association (ASHA) has defined a language disorder as an impairment in "comprehension and/or use of a spoken, written and/or symbol system. The disorder may involve (1) the form of language (phonology, morphology, and syntax), (2) the content of language (semantics) and/or (3) the function of language in communication (pragmatics), in any combination" (1993, p.40).

Note: LD LC/OE Identification Rubric is in the works!!!

LSSP/Diag is doing an evaluation for LD LC/OR and...

The student is already identified as SI	The student is NOT identified as SI
<ul style="list-style-type: none">- Work with the SLP on evaluation and eligibility<ul style="list-style-type: none">- Complete REED- Review assessment results- Write report	<ul style="list-style-type: none">- Once you have your assessment results, consult with the SLP to determine if additional tests are needed to rule in/out SI.<ul style="list-style-type: none">- Work together and consider:<ul style="list-style-type: none">- Giving a functional screener- Interviewing teachers- Giving additional assessments (ex: OWLS II, etc.)- Making recommendations for teachers
<p>Remember: work together from the START of the evaluation!</p>	<p>Remember: it is expected that you consult with the SLP!</p>



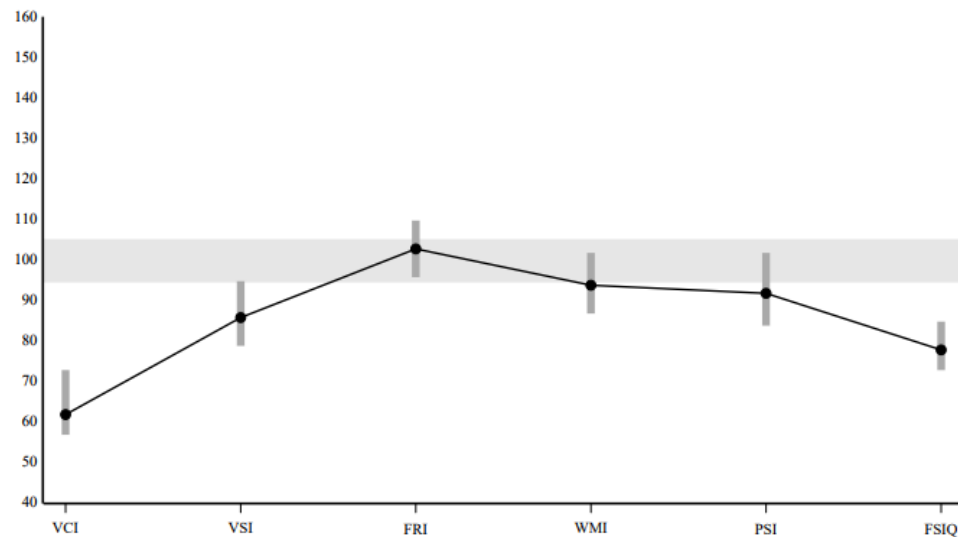
Case Examples

- “At what point is it more than SI?”
 - The student is not making progress on SI goals, despite a history of speech therapy and is not making progress in academic interventions.
 - The student has basic communication skills and is able to get their wants/ needs met, but continues to have academic difficulties. (requirements for SI eligibility academic and/or functional).
 - The student’s greatest areas of need are more closely matched to SLD versus SI.
 - ** See compiled questions to guide the multidisciplinary team
- “The SST referred for LD LC/OE and the student is SI”
 - Start the evaluation **with** the SLP: invite them to CART, complete REED together,
- “The SST referred for LD LC/OE and the student is not SI”
 - Consult with the SLP: review your assessments results....

Case Examples

- LD LC/OE cognitive profiles
 - In general, students with a language impairment will demonstrate difficulties on the language components of the cognitive measures (i.e., low VCI on the WISC, low Gc on the WJ-Cog)
 - The low scores on the cognitive should be convergent with tests of Oral Language

Composite Score Profile



Note. Vertical bars represent the Confidence Intervals.

Interpretation of language-focused evaluations

- *Remember*: Look at the tasks, as well as performance. DO NOT just report the name of the test and the score.
- Work collaboratively to understand areas of deficits
 - Look at error analysis; visual vs. auditory stimuli; etc.
- If assessment results do not match/converge, ask “**why?**”



Examples of report blurbs

- The assessment data indicates that the student has global linguistic deficits affecting the areas of....which appear to be impacting his/her academic performance in the areas of
- The student demonstrated normative deficits in the areas of... Strengths include... and weaknesses include...
- There is a link to academic weaknesses in the areas of (listening comprehension or oral expression). Due to linguistic deficits, this student meets the eligibility criteria as a student with a learning disability in the area of...
- Achievement data in the FIE, dated XXX, supports the presence of a specific Learning Disability in the area of OE/ LC. (The speech eligibility portion of the report should include discussion of how an identified language disorder relates to the learning disability in OE/LC.
- It should be noted that the Communication rating scale reflects the independence/frequency with which XXXX chooses to/ does communicate her needs/wants and other information to these reporters, not her ability to communicate (see Speech/Language section for a description/discussion of her abilities in this area).
- Communicative behaviors reported indicate difficulties with XXXX **choosing** to communicate in various settings or with varying individuals rather than a direct reflection of her communication skills or abilities based on assessment data.

Making recommendations and setting goals

- Remember the final determination of primary disability is made by the multidisciplinary eligibility team and is based on the entire body of evidence.