

INSTRUCTIONS FOR SPEECH OR LANGUAGE SCREENING PRIOR TO EVALUATION

Students may be screened for articulation, fluency, voice, or language concerns prior to consideration for referral to special education. It is not necessary to screen all four areas. Only the area(s) of concern indicated on the ***SPEECH OR LANGUAGE SCREENING PERMISSION FORM*** must be screened (articulation, fluency, voice, or language). If a child is referred for articulation concerns and in the process of screening, the SLP discovers possible language difficulties, it will be necessary to obtain consent for screening language if language was not checked on the original ***SPEECH OR LANGUAGE SCREENING PERMISSION FORM***. If parents do not give permission for screening and instead request a complete evaluation, then the Special Education referral process (Process Chart 1 in *Mastering the Maze*) should begin.

1. Individual screenings may be completed with students that are referred by their parent (any age student), classroom teachers, counselors, administrators for K-12 students, private school personnel, preschool personnel, including Head Start teachers or administrators, Office of School Readiness (OSR) teachers or administrators, other preschool program teachers or administrators, or by others with knowledge of the child. This procedure is intended for screening an individual student, not group screening.

2. A ***SPEECH OR LANGUAGE SCREENING PERMISSION FORM*** MUST be signed by the parent/guardian prior to screening. A ***SPEECH OR LANGUAGE SCREENING RESULTS FORM*** MUST be sent to the parent/guardian following the screening.

3. A recognized screening instrument MUST be used.

- You MAY NOT use a “homemade” instrument.
- You MAY NOT use an instrument that would subsequently be used as part of an evaluation if the student proceeded to referral/evaluation. (Ex.: *The Goldman-Fristoe Test of Articulation-3*; *The Preschool Language Scale-5*).

4. Vision and hearing screening should be completed as the initial part of the screening process. If the child does not pass vision or hearing screening, then the remainder of the screening process should not be completed until the problem is corrected or documentation from a physician or audiologist is obtained stating that the problem is chronic in nature and the child is/will be under the on-going care of the physician or audiologist. Screening conditions should be adjusted to accommodate for documented hearing or vision impairments.

5. The teacher checklist(s) should be completed as part of the screening process.

- For school age children (K-12), the checklist should be completed by a current classroom teacher of the child.
- If the child is preschool age, the form should be completed by the current preschool teacher if the child attends a program. If the child does not attend a preschool program, the form should be completed by the parent/guardian, with assistance from the SLP, so that all questions are explained to the parent and not left up to varied interpretations. (Ex.: “comparable to same age peers” or “understandable with some errors noted” need to be explained as speech that is within normal limits.)

6. After the screening is completed, the SLP should send the completed ***SPEECH OR LANGUAGE SCREENING RESULTS FORM*** to the parent/guardian.

- If the child’s articulation, fluency, voice or language is within normal limits, no further procedures are needed.
- For **school-age children**:
 - If the screening indicated possible language problems, then the child must participate in the Response to Instruction (RtI) program in the general education classroom prior to consideration for referral to special education. Follow your LEA’s process for participation in RtI.
 - If the screening indicated that the child’s error patterns are developmentally appropriate at this time, then information that may be incorporated into the classroom’s RtI program in Tier I to assist in fostering continued appropriate development should be provided to the classroom teacher. (Applies to children who attend preschool programs or are in grades K-12.) Materials for preschool children and students in K-2 may be obtained from the “Parent Articles” program that has been provided to the LEA.
 - If the screening indicated that the student might benefit from participation in a RtI program that is designed for children who display mild articulation problems, then attach a consent form designed specifically for use with such a program to this form. An example of the consent form may be obtained from the **ArtIC LAB®** program that was previously purchased for each LEA. The LEA may design its own RtI program for articulation or use a program such as **ArtIC LAB®**. If the screening indicated that the student is experiencing problems with fluency or voice, the LEA may develop an RtI program for use in these areas.
 - If the screening indicated that the student needs a more in-depth articulation, fluency, or voice evaluation, attach a *Notice and Invitation to a Meeting/Consent for Agency Participation* form to this form. Process Chart 1 in *Mastering the Maze* should be followed.
- For **preschool children**, if the screening indicated that the student needs a more in-depth articulation, fluency, voice, or language evaluation, attach a *Notice and Invitation to a Meeting/Consent for Agency Participation* form to this form. Process Chart 1 in *Mastering the Maze* should be followed.