



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## REFERENCE GUIDE

**TITLE:** Service Completion Criteria for Speech Language Impairment (SLI) Eligibility and Language and Speech (LAS) Services

**NUMBER:** REF-4568.0

**ISSUER:** Donnalyn Jaque-Antón, Associate Superintendent  
Division of Special Education

**DATE:** December 11, 2008

**PURPOSE:** To assist IEP teams in following the requirements of California Education Code when considering on-going needs of students with Speech Language Impairment eligibility and/or Language and Speech (LAS) services. This reference guide will assist school site IEP teams to appropriately meet the communication needs of students in the least restrictive environment.

**MAJOR CHANGES:** Establishes procedures for determination of criteria for the consideration by IEP teams of service completion (dismissal) for students with Language and Speech services. Service completion (dismissal) occurs when the student no longer requires special education or related services in order to access the curriculum, or when the IEP team decides the student no longer benefits from the services.

**BACKGROUND:** The California Education Code (56333) defines eligibility for special education and related services. "A pupil shall be assessed as having a language and speech disorder when he or she demonstrates difficulty understanding or using spoken language to such an extent that it adversely affects his or her educational performance and cannot be corrected without special education and related services." This difficulty may be assessed in one or more of the following areas:

- ✓ *Articulation disorder*
- ✓ *Fluency disorder*
- ✓ *Language disorder*
- ✓ *Abnormal voice*

These criteria are specified in more detail in Bulletin 4191.0 - Speech Language Impairment (SLI) and Language and Speech (LAS) Eligibility Certification.

**PROCEDURES:** Speech Language Impairment and LAS services are among the IEP eligibilities that often will be corrected over time. Best practice requires that IEP teams discuss the expectations for service completion at each initial and annual review IEP meetings. Many students need LAS services for several years in order to learn specific communication skills. Once these goals are achieved, their on-going speaking and

### ROUTING

All Locations  
Local District Superintendents  
Administrators of Instruction  
Local District Directors  
Support Unit Administrators  
School Site Administrators  
EL Program Coordinators  
Bridge Coordinators  
Speech and Language Therapists  
School Psychologists  
Teachers



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**PROCEDURES:** communication needs will be more appropriately addressed in the context of the classroom through the Listening and Speaking Standards in the California Language Arts Curriculum or the Communication Strand goals in the Alternate Curriculum.

Service completion (dismissal) occurs when the student no longer requires special education or related services in order to successfully access the curriculum, or when the IEP team decides the child no longer benefits from the services. The following factors must be considered by IEP teams when making decisions regarding speech and language service completion:

1. The student's speech and language disability no longer negatively affects his or her educational performance in the regular or special education program.
2. The student has received maximum benefit from speech and language services and his or her needs can be addressed more appropriately in the classroom setting or through another program or service.
3. The student no longer meets the requirements of the SLI Eligibility or LAS Service certification form (Bulletin 4191.0).
4. The student consistently demonstrates behavior that inhibits progress in speech therapy such as lack of cooperation, motivation, or chronic absenteeism. In these circumstances the IEP team must consider the eligibility decision since these behaviors may reflect social maladjustment, environmental, cultural, or economic factors rather than an actual disability. The IEP team must also explore alternative services or strategies to remedy interfering behaviors or conditions.
5. The student graduates from high school.
6. The student reaches the age of 22 years.

The school site administrator is responsible for assuring that the District policy and procedures are followed for students who are being considered for service completion (dismissal). In order to legally consider the requirements specified in California Education Code for special education eligibility and the need for related services, the school site administrator is responsible for assuring that the IEP team consider Speech and Language service completion criteria listed above. The IEP team must utilize the information provided by comprehensive assessment completed by the school site licensed or credentialed speech therapist in considering completion of services. The student would also no longer receive services if he or she no longer meets the criteria of the SLI Certification form found in the Welligent IEP. If the student has achieved his or her IEP goals and/or appears ready for service completion, an assessment plan must be signed immediately and an amendment IEP scheduled in order to address the students' needs.



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**PROCEDURES:** Upon service completion, the IEP team will provide the parents or guardians and teachers of the student with the letter found in Attachment A, "Speech and Language Service Completion Monitoring and Support". Following the completion of LAS service, the general and special education team, including the school site speech therapist will watch and monitor the student as needed to be sure that he or she benefits from the on-going supports without negative impact on educational performance. The pupil's teacher will modify the student's educational program as needed and consult with the school site speech and language therapist when and if questions or concerns arise.

**RELATED RESOURCES:**

1. BUL-4191.0 - Speech Language Impairment (SLI) Eligibility and Language and Speech (LAS) Services Certification.
2. The Los Angeles Unified School District Position Paper, Speech-Language Pathology Program – From Prevention to Service Delivery, Summer 2004 available at [sped.lausd.net](http://sped.lausd.net).
3. Special Education Policies and Procedures Manual, IEP Team Guidelines, Determining Eligibility, July 2007.

**ATTACHMENTS:** Attachment A: Speech and Language Service Completion Monitoring and Support – English and Spanish Letter to Parents

**ASSISTANCE:** For assistance or further information, please contact the appropriate Support Unit Office.

Support Unit North	(818) 256-2800
Support Unit Central/West	(323) 421-2950
Support Unit East	(323) 932-2155
Support Unit South	(310) 354-3431

Or contact Shellie Bader, Coordinator, Speech and Language Program at (213) 241 – 3325, or Deborah Rubenacker, Director, Related Services Department at (213) 241-3325.

**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**Division of Special Education**  
**Speech and Language (LAS) Program**

**LAS Service Completion Monitoring and Support**

DATE:

TO:

FROM: Your Child's IEP Team

Speech Language Therapist: \_\_\_\_\_

Classroom Teacher: \_\_\_\_\_

School Administrator: \_\_\_\_\_

We are pleased to report that your child has completed his/her speech and language service. In order to assure that we continue to meet your child's needs in the area of communication, the classroom teacher will informally monitor his/her ability to interact within the classroom and around the school. The teacher will also continue to modify, as appropriate, your child's educational program so that he or she can successfully participate in classroom activities.

Monitoring may consist of consultation between the teacher and the speech language therapist, making accommodations within the classroom, and ongoing practice of skills at home and in school. The speech language therapist may provide ideas for the classroom teaching staff to build opportunities for continued growth in communication skills at your child's level, when appropriate. If at any time you are concerned that your child is struggling again in the area of speech and language, please contact the school speech therapist or your child's classroom teacher.

Communication occurs at home and in school, and children learn to communicate best in natural environments while interacting with family members and playing with friends. Parents and teachers are the role models for developing language skills in their children. Each interaction is an opportunity for the adults in your child's life to provide good language models and increased chances to use new speech and language skills.

We look forward to being a continuing resource in supporting your child's educational needs.

**DISTRITO ESCOLAR UNIFICADO DE LOS ÁNGELES**  
**División de Educación Especial**  
**Programa de Habla y lenguaje (LAS)**

**Finalización de la Supervisión y Apoyo de los Servicios de LAS**

FECHA:

PARA:

DE : Comité del IEP de su hijo(a)

Terapeuta del habla y lenguaje: \_\_\_\_\_

Maestro(a) del salón de clases: \_\_\_\_\_

Administrado(a) escolar: \_\_\_\_\_

Tenemos el placer de informarle que su hijo(a) ha completado sus servicios de habla y lenguaje. Con el fin de asegurar de que nosotros seguiremos atendiendo las necesidades de su hijo(a) en el campo de la comunicación, el maestro del salón de clases de manera extraoficial supervisaremos la habilidad de su hijo(a) para alternar en el salón de clases y en dentro la escuela. El maestro seguirá modificando, según se considere apropiado, el programa académico de su hijo(a) para que él o ella de manera satisfactoria tenga acceso y participe en las actividades del salón de clases.

La supervisión puede consistir de consulta con el terapeuta de habla y lenguaje, establecer adaptaciones dentro del salón de clases y la práctica continua de las habilidades en vías de dominar en el hogar y en la escuela. El terapeuta de habla y lenguaje puede proporcionarle ideas al personal de enseñanza del salón de clases con el objeto de crear oportunidades para seguir mejorando en las habilidades de la comunicación al nivel de su hijo(a), cuando sea apropiado. Si en algún momento, usted está preocupado de que su hijo(a) de nuevo está teniendo dificultades en el campo del habla y lenguaje, por favor póngase en contacto con el terapeuta del habla del plantel escolar o al maestro del salón de clases.

La comunicación tiene lugar tanto en la escuela como en el hogar y los niños aprenden a comunicarse mejor en ambientes naturales al relacionarse con los miembros de la familia y al jugar con sus amigos. Los padres de familia y los maestros son los modelos para el desarrollo del lenguaje en los niños. Cada interacción es una oportunidad para los adultos que son parte de la vida de su hijo(a) para proporcionarle buenos ejemplos del lenguaje e incrementar las oportunidades para emplear nuevas habilidades del habla y lenguaje.

Esperamos tener el gusto de continuar siendo una fuente de apoyo para las necesidades de su hijo(a).