

CI Determination of Speech-Language Service Summary

Student _____ Birthdate _____ Date _____
 Speech-Language Pathologist _____ Educational Setting _____
 Extent of Services in General Education _____

<i>This worksheet assists the SLP in determining whether speech-language services are needed as a "Related Service" for students previously found special education eligible under cognitively impaired.</i>		<i>Does not support the need for speech-language as a related service</i> Check	<i>Supports the need for speech-language as a related service</i> Check
Gathering Input	Teacher Input Interview teacher or provide questionnaire specific to educational settings.	Special Ed. Provider	
		General Ed. Provider	
	Parent Input Interview parent regarding the student's needs & communication skills in all settings		
	Student Input Interview (comments and concerns)		
File Review	Prior/Current SLP Intervention Consider outcomes of previous speech-language services, placements.		
	Medical History Consider medical conditions effecting speech/language skills.		
	Educational Assessments Consider results of assessments		
Observation (CBLA) in the in the Classroom, Community, or Vocational setting Watch the student attempt a task. Observe the student's communication behavior relevant to the teacher's.			
Communication Samples/Tasks Level/form of communication. Engage the student in activities informal or standardized. Provide standardized assessment tools if applicable			
Dynamic Assessment Consider how well the student performs the same task with help			
Consideration of cultural / linguistic differences Complete the process in the Culturally and Linguistically Diverse section if indicated. Consider cultural and linguistic differences on parameters of communication.			
Consideration of environmental or economic differences Provide documentation from team reports, teacher, and parent interviews if needed. Consider impact of environment and economic differences on student's communication skills.			
Adverse Educational Effects Summary of Evidence related to adverse effects of communication impairment as indicated by any and all of the above forms. This includes adverse effect on social, vocational or academic achievement.			
Summary of Speech and Language Service Recommendations (Circle one)		Service Not Recommended	Service Recommended

Comments _____