



This is a general guideline for service delivery of school based speech and language services. **Professional judgment will be used and recommendations may vary based on the student's age, current district programming, eligibility, previous therapy, and progress.**

Medical History Input: \_\_\_\_\_

Student Name: \_\_\_\_\_

Hearing screening: Pass Fail

Student Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_

General Education Supports Please attach any supporting documents	Yes/no	Supports Eligibility	Does not support Eligibility
Teacher: <input type="checkbox"/> <a href="#">Interview</a> <input type="checkbox"/> <a href="#">Observation</a> See Attachment			
Parent: <input type="checkbox"/> <a href="#">Interview</a> See Attachment <input type="checkbox"/> <a href="#">Cultural and Linguistic Considerations</a> (Use when necessary)			
Student: <input type="checkbox"/> <a href="#">Interview</a> See Attachment			

Definition of a Language Disorder – A language disorder is impaired comprehension and/or use of spoken, written, and/or other symbol systems. [Assessment Tool](#)

	Areas of Concern	Mild***	Moderate	Severe
<b>2 Standardized assessment instruments OR subtests (Required)</b>	___ Phonology ___ Semantics ___ Morphology ___ Syntax ___ Pragmatics	*Standard score of 80-84. * Scaled Score 7 *10th-14th percentile	*Language quotient or standard score of 70-79. * Scaled Score 5-6 *2 <sup>nd</sup> -9 <sup>th</sup> percentile	*Standard score at or below 70. * Scaled score 1-4 *2 <sup>nd</sup> percentile or below
<b>Spontaneous Language Sample (Required)</b>	___ Phonology ___ Semantics ___ Morphology ___ Syntax ___ Pragmatics	Informal assessment indicates a language deficit, but does not interfere with communication.	Informal assessment indicates a language deficit that usually interferes with communication.	Informal assessment indicates the pupil has <i>limited</i> functional language skills. Communication is an effort.
<b>Outside Source input</b> ___ Parent ___ Teacher ___ Student	___ Phonology ___ Semantics ___ Morphology ___ Syntax ___ Pragmatics	*Input indicates that the language concern has a <i>Minimal</i> interference with communication. *Expressive: May have some errors present, but the message comes across to the listener. *Receptive: May need some repetition of information.	*Input indicates that the language concern moderately Interferes with communication. *Expressive: With the errors present, the listener needs clarification to understand the message. *Receptive: May need repetition of information that requires multiple additional prompting throughout their day.	*Input indicates that the language concern <i>Seriously</i> interferes with and/or prevents communication. *Expressive: With the errors present, the listener needs significant amounts of clarification to understand the message. *Receptive: May need significant repetition of information that requires multiple additional prompting significantly impacting their day.
<b>Educational Impact</b> <a href="#">Reading Impact</a> <a href="#">Writing Impact</a>		Acquisition of basic academic, social, and/or vocational skills <i>may be mildly</i> impacted.	Acquisition of basic academic, social, and/or vocational skills <i>is usually</i> impacted.	Acquisition of basic academic, social, and/or vocational skills <i>is impaired</i> .
<b>Intervention ***</b>		Generally does not warrant specialized instruction, instead may warrant general education support and strategies.	Generally warrants 4-6 sessions per month or equivalent. *actual number of sessions depending on student need.	Generally warrants 6-8 sessions per month or equivalent. *actual number of sessions, depending on student need.