



ESE Program Information Sheet - Speech Impaired (SI)

Definition: Speech impairments are disorders of speech sounds, fluency, or voice that interfere with communication, adversely affect performance and/or functioning in the educational environment, and result in the need for exceptional student education.

1. **Speech sound disorder** – A speech sound disorder is a phonological or articulation disorder that is evidenced by the atypical production of speech sounds characterized by substitutions, distortions, additions, or omissions that interfere with intelligibility. A speech sound disorder is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.
 1. **Phonological disorder** – A phonological disorder is impairment in the system of phonemes and phoneme patterns within the context of spoken language.
 2. **Articulation disorder** – An articulation disorder is characterized by difficulty in the articulation of speech sounds that may be due to a motoric or structural problem.
2. **Fluency disorder** – A fluency disorder is characterized by deviations in continuity, smoothness, rhythm, or effort in spoken communication. It may be accompanied by excessive tension and secondary behaviors, such as struggle and avoidance. A fluency disorder is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.
3. **Voice disorder** – A voice disorder is characterized by the atypical production or absence of vocal quality, pitch, loudness, resonance, or duration of phonation that is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.

This definition is found in State Board of Education Rule 6A-6.03012, F.A.C.

Overview: A speech impairment affects spoken language. Examples include:

- Stuttering - repeating syllables or words, prolonging sounds, or “blocking” on a word or sound.
- Phonological or articulation disorders; that is, inability to say sounds properly.
- Speech in the hearing impaired, which may be difficult to understand, nasal-sounding, or unusual in pitch or rhythm.
- Apraxia - facial grimaces or unusual movements may accompany speech; there may be groping to produce sounds, syllables, and words or difficulty planning and sequencing movements for speech within the brain; speech may be unintelligible, or not understandable.

- Voice disorders which affect the sound of the voice itself, such as hoarseness, breathy voice, or strained/tense voice. Such disorders are often caused by changes in the shape of the vocal cords like swelling of the vocal cords, growths on the vocal cords or vocal nodules.

State Laws and Regulations:

The rules referenced below are specific to SI. Please refer to [Volume I-B: Florida Statutes and State Board of Education Rules, Excerpts Related to Exceptional Student Education](#) (PDF, 9MB) for a complete listing of laws and regulations applicable to exceptional student education.

- [6A-6.03012, F.A.C.: Exceptional Student Education Eligibility for Students with Speech Impairments](#)
- [6A-4.0176, F.A.C.: Specialization Requirements for Certification in the Area of Speech-Language Impaired \(Grades K-12\) - Academic Class](#)

[6A-4.01761, F.A.C.: Specialization Requirements for Certification in the Area of Speech-Language Impaired/Associate - Academic Class](#)

General Resources: The following Resources will provide educators with information concerning Students who qualify under speech Impaired.

- [Overview of the Revised Speech and Language Rules](#) (PowerPoint Presentation, 2MB)
 - [Overview of the Revised Speech and Language Rules](#) (RTF, 301KB)
- [Context for Change](#) (PowerPoint Presentation, 8MB)
 - [Context for Change](#) (RTF, 159KB)
- [Problem Solving and Response to Intervention](#) (PowerPoint Presentation, 2MB)
 - [Problem Solving and Response to Intervention](#) (RTF, 209KB)
- [Problem Solving for Speech-Language Pathologists](#) (PowerPoint Presentation, 6MB)
 - [Problem Solving for Speech-Language Pathologists](#) (RTF, 167KB)
- [Speech Impairment Rule Crosswalk](#) (PDF, 377KB)
- [Technical Assistance Paper DPS: 2010-171 Exceptional Student Eligibility for Students with Speech Impairments](#) (PDF)
- [Technical Assistance Paper DPS: 2009-099 – Questions and Answers Regarding Speech/Language as a Related Service](#) (PDF)
- [Technical Assistance Paper K12: 2007-137 - Questions and Answers Regarding Speech-Language Impaired Associate Certification](#) (PDF)
- [Technical Assistance Paper FY 2006-1 - Roles of Speech-Language Pathologists in Regard to Reading](#) (PDF, 117KB)

Websites:

- [Florida Association of Speech-Language Pathologists and Audiologists \(FLASHA\)](#)
- [Florida Department of Health, Division of Medical Quality Assurance, Board of Speech-Language Pathology and Audiology](#)

National Resources:

- [American Speech, Language, and Hearing Association \(ASHA\)](#)

Tips to support inclusion: Although knowing the general characteristics of SI is helpful, teaching strategies for students with SI still need to be individualized. It is important for teachers to realize the wide range of abilities and characteristics students with SI may exhibit.

Below are tips from Bright Hub Education Website.

- Create an environment of acceptance in the classroom. Encourage peers to accept the student with speech impairment.
- Model good listening skills and facilitate participation of all students during group discussions and activities.
- Provide ample response time.
- Allow more time for a student to complete activities, assignments and tests.
- Have a student sit near you in order to better meet her learning needs.
- Discuss possible areas of difficulty and work *with* the student to implement accommodations.
- Always ask before providing assistance, and use positive reinforcement when the student completes an activity independently.
- Use peer assistance, when appropriate.
- Modify activities or exercises so assignments can be successfully completed by the student, but provide the same or similar academic objectives as the rest of the class.
- Create assessments which are appropriate for the student with speech impairment; for example, written instead of oral or vice versa.
- Make sure the student understands test instructions completely and provide additional assistance, if needed.
- Be especially sensitive about the need to create a classroom climate that avoids embarrassing the child with SI, which will certainly discourage the child's participation in future.
- Be patient.