

ACADEMIC IMPACT

OSPI and ASHA have made clear their policy of the term 'adversely affects education performance' as it relates to speech/language impaired children.

In a memo by the Acting Assistant Secretary Edwin Martin , dated 5/30/1980, of OSPI in Washington D.C., stated that an interpretation of the Education of the Handicapped Act, Part B (as amended by Public Law 94-142) which denies needed services to speech-impaired children who have no problem in academic performance is unreasonably restrictive in effect and inconsistent with the intent of the Act and regulations.

Secretary Martin goes on to write that the extent of a child's mastery of the basic skill of effective oral communication IS clearly includable within the standard of 'educational performance' set by the regulations. Therefore, a speech/language impairment necessarily adversely affects educational performance when the communication disorder is judged sufficiently severe to require the provision of speech pathology services to the child.

In conclusion, Mr. Martin states that in the existence of a speech/language impairment...(that) status cannot have a requirement that there must (also) be a concurrent deficiency in academic performance (in order to receive services).

For more detailed information on this subject, reader is referred to:

American Speech Language Hearing Association issue dated August 18, 2008, in an article *"Adversely Affects Educational Performance" Policy 1080-2002: Nothing has Changed* by Stan Dublinski of ASHA.