

Name:

**Eligibility Determination
(Speech or Language Impairment) - Code I**

Date:

Definition - Speech or Language Impairment means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.

DETERMINANT FACTORS

The determinant factor for the student's suspected disability is:

Yes No Lack of appropriate instruction in reading, including the essential components of reading instruction.
(Evidence Provided) _____

Yes No Lack of appropriate instruction in math (Evidence Provided) _____

Yes No Limited English Proficiency (Evidence Provided) _____

If any of the above answers is "yes," the student is not eligible for services under IDEA and the team must complete Step 4 below. If all of the answers are "no," complete Steps 1-4.

COMPLETE FOR STUDENTS SUSPECTED OF HAVING A SPEECH OR LANGUAGE IMPAIRMENT

STEP 1 - INCLUSIONARY CRITERIA: The IEP team must document an impairment in at least one of the following four areas.

A. LANGUAGE

Yes No The student scores at or below 1.5 Standard Deviations on 2 or more formal test measures. or

Yes No Formal testing is not appropriate.

List reason(s) _____

Yes No Two informal measures are used to document the communication delay.

List reason(s) _____

B. SPEECH OR SOUND PRODUCTION (Both must be checked yes)

Yes No There is documentation of delayed speech or sound production. (one of the following must be checked)

Scores at or below the 1.5 Standard Deviation on a test of articulation or phonology.

Student has consistent speech sound error(s) when 90% of typically developing students produce sounds correctly.

Presence of one or more disordered phonological processes occurring at least 40% in spontaneous speech.

Scoring in the moderate to profound range on a test of phonological process use.

Yes No The delay in speech or sound production significantly affects the intelligibility of the student's speech.

C. VOICE (Both must be checked yes)

Yes No The student has abnormal voice quality, pitch, resonance, loudness or duration evident at least two weeks apart at different times of day.

Yes No There is documentation of a vocal impairment without physical factors or a medical evaluation by a physician reveals no contraindication to therapy.

D. FLUENCY (One must be checked yes)

Yes No The student demonstrates fluency problems on 5% or more words in a representative language sample.

Yes No The student demonstrates a moderate to severe rating on a formal fluency rating scale.

If one or more of the above criteria are met, proceed to Step 2. If none of the above criteria are met, the student does not have an eligibility of speech or language impairment, complete Step 4.

STEP 2 – EXCLUSIONARY CRITERIA:

Yes No Speech or language delays that are mild, transitory or developmentally appropriate.

Yes No Speech or language performance that is consistent with developmental delays.

Yes No Speech or language skills that are a result of a dialectical difference or English as a second language.

If all of the above criteria are marked "no", proceed to Step 3. If any of the above criteria are marked "yes", the student does not have an eligibility of speech or language impairment, complete Step 4.

STEP 3 - EDUCATIONAL NEEDS (The following three criteria MUST be supported by intervention data)

Yes No Substantial adverse effect on the student's educational functioning – academic and/or medical support is required.

Yes No Evidence that regular education interventions have been found insufficient.

Initiation date of interventions: _____

Interventions attempted: _____

Yes No Interventions require resources and services beyond those available in general education.

If all of the above criteria are marked "yes", proceed to Step 4. If one or more of the above criteria are marked "no" the student does not qualify for services with an eligibility of speech or language impairment, complete Step 4.

STEP 4 – DECISION PROCESS

1. Has the information been obtained from multiple sources? Yes No

2. Has the criteria been supported by standardized measures of behavioral assessment? Yes No

3. Has the criteria been substantiated by the majority of data? Yes No

4. Does the above criteria support eligibility? Yes No

ALL FOUR QUESTIONS MUST BE ANSWERED YES TO SUPPORT THE TEAM'S ELIGIBILITY DECISION

The student meets the criteria for Speech or Language Impairment?

Yes No