Eligibility Determination (Speech or Language Impairment) - Code I

Student Name:		Grade:	Date:	D.O.B.:				
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 perfomance.								
COMPLETE FOR STUDENTS SUSPECTED OF HAVING A SPEECH OR LANGUAGE IMPAIRMENT								
STEP 1 – INCLUSIONARY CRITERIA: The IEP team must document impairment in at least one of the following four areas (A-D).								
1A. ARTICULATION / PHONOLOGICAL DISORDERS								
	Mild	Moderate	Severe	Profound				
Intelligibility	Over 80% in connected speech based on a 100 word passage.	50-80% in connected speech based on a 100 word passage.	20-49% in connected speech based on a 100 word passage.	☐ Unintelligible without gestural cues or knowledge of content.				
Sound Errors	Fewer than 2 errors outside developmental guidelines.	☐ Substitutions, distortions or omissions may be present. Limited stim.	Extensive substitutions. Many to extensive omissions. Difficulty with phoneme sequencing.	☐ Neuro-motor deficits or structural deviations may be present.				
Exclusionary Criteri	a for Articulation/Phonological I	Disorders						
☐ No sound errors are present.								
Sound errors a	re consistent with development	tal age or are within normal artic	culation development.					
Articulation differences are due primarily to unfamiliarity with the English Language, dialectical differences, temporary physical disabilities or environmental, cultural, or economic factors.								
Criteria for an Articulation/Phonological Disorder met:								
1B. RECEPTIVE &	EXPRESSIVE LANGUAGE D							
	Mild	Moderate	Severe	Profound				
Language Skills, as measured by two or more diagnostic procedures. Deficit in receptive, expressive or pragmatic language.	Performance falls from 1-1.5 standard deviations below mean standard scores.	Performance falls from 1.5-2.5 standard deviations below mean standard scores.	Performance is greater than 2.5 standard deviations below mean standard scores.	Deficit prevents appropriate communication in school and/or social situations.				
Exclusionary Criteri	a for Receptive and Expressiv	e Language						
☐ Language performance is within normal limits.								
☐ Language differences are primarily due to environmental, cultural or economic factors including non-standard English and regional dialect.								
☐ Language performance is consistent with developmental age.								
Criteria for Receptive/Expressive Language Disorder met:								
1C. VOICE DISORDERS								
	Mild	Moderate	Severe	Profound				

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Voice Quality	☐ Voice difference including hoarseness, nasality, denasality, pitch or intensity inappropriate for the student's age is of minimal concern to parent, teacher, student or physician.	Voice difference is of concern to parent, teacher, student or physician. Voice is not appropriate for the age and gender of the student.	Voice difference is of concern to parent, teacher, student or physician, voice is distinctly abnormal for age and gender of the student.	Speech is largely unintelligible due to aphonia or severe hypernasality. Extreme effort is apparent in production of speech.				
Exclusionary Criteria for Voice Disorders								
☐ Vocal characteristics are within normal limits for the student's age and gender.								
☐ Vocal characteristics are the result of temporary physical factors such as allergies, colds, abnormal tonsils or adenoids, short-term vocal abuse or misuse.								
☐ Vocal characteristics are the result of regional, dialectic or cultural differences.								
Criteria for Voice Diso		☐ Yes ☐ No						
1D. FLUENCY DISO	RDERS							
	Mild	Moderate	Severe	Profound				
Number of Dysfluencies	2-4% atypical dysfluencies within a sample of at least 100 words.	5-8% atypical dysfluencies within a sample of at least 100 words.	9-12% atypical dysfluencies within a sample of at least 100 words.	More than 12% atypical dysfluencies within a sample of at least 100 words.				
Tensions	No tension to minimal tension.	Noticeable tension and/or secondary characteristics are present.	Excessive tension and/or secondary characteristics are present.	Excessive tension and/or secondary characteristics are present.				
Rate and/or Prosody	Minimal interference with communication.	Limits communication.	Interferes with communication.	Prevents communication.				
Exclusionary Criteria	for Fluency Disorders							
☐ Fluency characte	eristics are within normal limits f	for the student's age.						
☐ Dysfluencies are	part of normal speech develop	oment.						
Dysfluencies do not cause speaker to modify behavior.								
Criteria for Fluency Disorders met:								
If criteria for one or more areas (A-D) 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 2. STEP 2 - DECISION PROCESS								
ALL THREE QUESTIONS MUST BE ANSWERED YES TO SUPPORT THE TEAM'S ELIGIBILITY DECISION								
1. Has the information been obtained from multiple sources?								
2. Has the criteria bee		☐ Yes ☐ No						
3. Has the criteria bee	☐ Yes ☐ No							
The student meets	The student meets the criteria for Speech or Language Impairment?							
Meeting criteria for a disability category does not confer special education eligibility. To determine eligibility for special education the team								