

Eligibility Criteria: Speech/Language Impairment

Student's Name: _____

Date: ____/____/____

School: _____

I. SPEECH/LANGUAGE DATA

A. Phonology/Articulation (For identification, there must be a "yes" in one area).

1. Speech Intelligibility: Is the speech intelligibility rating inappropriate for the student's age?
Intelligibility rating in conversational speech: _____ (percentage) Yes No
2. Articulation: Are there consistent speech sound errors as compared to a 90% correct production rate by typically developing children? Yes No
3. Phonological Process errors: Are phonological patterns of sound in the moderate to severe range or at least 40% disordered given the student's developmental age? Yes No
4. Motor Speech: Demonstrates characteristics of a motor-based speech disorder? Yes No

B. Language Development (For identification, there must be a "yes" in one area).

1. Is the standard score 1½ standard deviations below the mean (or do informal measures document a communication delay/disorder) relative to cognitive functioning?
 - a. in receptive language? Yes No
 - b. in expressive language? Yes No
2. Are pragmatic skills delayed relative to cognitive functioning? Yes No

C. Fluency (For identification, there must be a "yes" in one area).

1. Stuttering severity: _____ (percentile score)
 - a. Is the stuttering score significant ($\geq 5^{\text{th}}$ %tile)? Yes No
2. Are struggle, avoidance, or other dysfluency-related coping behaviors observed? Yes No

D. Voice (For identification, there must be a "yes" in both areas).

1. Exhibits atypical loudness, pitch, quality, or resonance? Yes No
2. Voice is impaired in the absence of an acute respiratory virus or infection and not due to temporary physical factors such as allergies, short-term vocal abuse, or puberty (ENT report is secured if voice is the only impairment). Yes No

II. EDUCATIONAL DATA

- A. Does the speech/language impairment adversely affect the student's educational performance? Yes No

If criteria is identified in I-A, B, C, or D and a "yes" response in II-A above, then eligibility may be indicated.

III. EXIT CRITERIA (To be used for reviews or triennials only; a "yes" response terminates eligibility).

- A. Does the evaluation data indicate that one or more of the following criteria has been met?
1. Are speech/language skills commensurate with cognitive ability? Yes No
 2. Are speech/language skills appropriate relative to cultural expectations? Yes No
 3. Are speech/language skills consistent with academic achievement? Yes No
 4. Has it been documented that the student's progress has reached plateau? Yes No

If there is a "yes" response in III-A above, then eligibility may no longer be warranted.

For identification as a student with a disability and subsequently eligible for special education and related services all answers to the following questions must be "yes".

- | | Yes | No |
|---|--------------------------|--------------------------|
| 1. Does the student have a qualifying disability as defined by the Regulations Governing Special Education Programs for Children with Disabilities in Virginia (July 2009) and as defined by this criteria checklist? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. If the student is defined as disabled by application of this criteria, is it also the conclusion of the eligibility committee that the disability has an adverse effect on the student's educational performance? (Please note, this is not just performance on standardized assessments). | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. In addition, is it the conclusion of the eligibility committee that, given evidence of a qualifying disability and of an adverse effect on educational performance, the student's condition requires specially designed instruction (special education) to address identified concerns? | <input type="checkbox"/> | <input type="checkbox"/> |