

Disability Worksheet: Speech or Language Impairment

Student Information	
Student: Local ID: State USI: Last Eligibility Meeting Date:	Date of Birth: Grade: Last IEP Annual Review Meeting Date:
LEA/ School Information	
LEA of Enrollment: School/ Site: School Address:	Case Manager: School Phone:

Teams should use the following checklist as a tool to facilitate discussion about the determination of eligibility for speech or language impairment. Teams are expected to use evidence including evaluation information and other existing data to confirm or deny each criterion in order to make a differential determination of eligibility.

Speech or Language Impairment
<p>State definition: Speech or language impairment shall mean a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child’s educational performance. A speech or language impairment shall not be attributed to characteristics of second language acquisition or dialectic differences.</p> <p>Federal and state regulations references: 34 CFR §300.8(c)(11); 5-A DCMR §3011.12</p>

Directions: Check the box below if the team has evidence to show that the student meets the following criteria. The student must meet one or more of Criterion 1 through 4, and must meet Criterion 5 to be eligible for speech or language impairment.

Eligibility Criteria	
1.	<p>The student displays an articulation impairment. This may include atypical production of speech sounds characterized by substitutions, omissions, additions, or distortions that interferes with intelligibility in conversational speech.</p>
2.	<p>The student displays a fluency impairment. This may include interruption in the flow of speech characterized by an atypical rate or rhythm; repetition in sounds, syllables, words and phrases that significantly reduces the child’s ability to participate within the learning environment; excessive tension, struggling behaviors, or ritualistic behaviors or movements; stuttering; and cluttering. This does not include dysfluencies evident in only one setting or reported by one observer.</p>
3.	<p>The student displays a language impairment. This may include impaired comprehension or use of spoken language which may also impair written or other symbol systems; impairment in the form of language (phonology, morphology, and syntax); impairment in the content of language (semantics); and impairment in the use of language in communication (pragmatics).</p>
4.	<p>The student displays a voice impairment. This may include interruption in one or more processes of pitch, quality, intensity, or resonance resonance that significantly reduces the speaker’s ability to communicate effectively; or aphonia, or the abnormal production of vocal quality, pitch, loudness, resonance, or duration, which is inappropriate for an individual’s age or gender; or both.</p>
5.	<p>The speech or language impairment adversely impacts the student’s educational performance.</p> <p>Identify the source of current data used to make a determination regarding this criterion: _____.</p>

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Decision
The team reviewed all relevant evaluation and other existing data and determined that: _____The student meets all of the required criteria for speech or language impairment. _____The student does not meet all of the required criteria for speech or language impairment.
Date of Decision: _____