

DETERMINATION OF ELIGIBILITY/CONTINUED ELIGIBILITY
ARSD 24:05:24:01 & 24:05:25

(SPEECH/LANGUAGE IMPAIRMENT – 550)

STUDENT NAME:		SIMS:
SCHOOL DISTRICT:	SCHOOL:	MEETING DATE:

Speech/Language Impairments – 550	ARSD: 24:05:24.01:20,24:05:24.01:21,24:05:24.01:22 24:05:24.01:23,24:05:24.01:24,24:05:24.01:25 24:05:24.01:26,24:05:24.01:27,24:05:24.01:28
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The Eligibility Team has compared and interpreted the data on the front page of the eligibility document and has the following interpretation:

	Speech or language impairment is a communication disorder such as stuttering, impaired articulation, a language disorder, or a voice disorder that adversely affects a child's educational performance. (Must meet criteria in one of the areas)
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1	<p>Articulation disorders include all non-maturational speech deviations based primarily on incorrect production of speech sounds. Articulation disorders include omissions, substitutions, additions, or distortions of phonemes within words. Articulation patterns that can be attributed to cultural or ethnic background are not disabilities.</p> <p>A student may be identified as having an articulation disorder if one of the following criteria exist:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;">Yes</td> <td style="width: 10%; text-align: center;">No</td> <td>Performance on a standardized articulation test falls two standard deviations below the mean and intelligibility is affected in conversation;</td> </tr> <tr> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> <td>Test performance is less than two standard deviations below the mean but the student is judged unintelligible by the speech and language clinician and one other adult;</td> </tr> <tr> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> <td>Performance on a phonological assessment falls in the profound or severe range and intelligibility is affected in conversation;</td> </tr> <tr> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> <td>Performance on a phonological assessment falls in the moderate range, intelligibility is affected in conversation, and during a tracking period of between three and six months there was a lack of improvement in the number and type of errors; or</td> </tr> <tr> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> <td>An error persists six months to one year beyond the chronological age when 90 percent of students have typically acquired the sound based on developmental articulation norms.</td> </tr> </table>	Yes	No	Performance on a standardized articulation test falls two standard deviations below the mean and intelligibility is affected in conversation;	Yes	No	Test performance is less than two standard deviations below the mean but the student is judged unintelligible by the speech and language clinician and one other adult;	Yes	No	Performance on a phonological assessment falls in the profound or severe range and intelligibility is affected in conversation;	Yes	No	Performance on a phonological assessment falls in the moderate range, intelligibility is affected in conversation, and during a tracking period of between three and six months there was a lack of improvement in the number and type of errors; or	Yes	No	An error persists six months to one year beyond the chronological age when 90 percent of students have typically acquired the sound based on developmental articulation norms.
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2	<p>A fluency disorder is an interruption in the flow of speaking characterized by atypical rate, rhythm, and repetitions in sounds, syllables, words, and phrases. This may be accompanied by excessive tension, struggle behavior, and secondary mannerisms.</p> <p>A student may be identified as having a fluency disorder if:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;">Yes</td> <td style="width: 10%; text-align: center;">No</td> <td> The student consistently exhibits one or more of the following symptomatic behaviors of dysfluency: <ul style="list-style-type: none"> <input type="checkbox"/> Sound, syllable, or word repetition; <input type="checkbox"/> Prolongations of sounds, syllables, or words; <input type="checkbox"/> Blockages; or <input type="checkbox"/> Hesitations. </td> </tr> <tr> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> <td> <input type="checkbox"/> There is a significant discrepancy from the norm as measured by speech sampling in a variety of contexts. A significant discrepancy from the norm is five dysfluencies a minute; <p>Or</p> <input type="checkbox"/> The disruption occurs to the degree that the individual or persons who listen to the individual react to the manner of speech and the disruptions in a way that impedes communication. </td> </tr> </table>	Yes	No	The student consistently exhibits one or more of the following symptomatic behaviors of dysfluency: <ul style="list-style-type: none"> <input type="checkbox"/> Sound, syllable, or word repetition; <input type="checkbox"/> Prolongations of sounds, syllables, or words; <input type="checkbox"/> Blockages; or <input type="checkbox"/> Hesitations. 	Yes	No	<input type="checkbox"/> There is a significant discrepancy from the norm as measured by speech sampling in a variety of contexts. A significant discrepancy from the norm is five dysfluencies a minute; <p>Or</p> <input type="checkbox"/> The disruption occurs to the degree that the individual or persons who listen to the individual react to the manner of speech and the disruptions in a way that impedes communication.
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3	<p>A voice disorder is characterized by the abnormal production or absence of vocal quality, pitch, loudness, resonance, duration which is inappropriate for an individual's age or gender, or both.</p> <p>A student may be identified as having a voice disorder if: (Must meet all the criteria)</p>	
	Yes No	Consistent deviations exist in one or more of the parameters of voice: pitch, quality, or volume; and
	Yes No	The voice is discrepant from the norm for age, gender, or culture and is distracting to the listener; and
	Yes No	The disorder is not the result of a temporary problem, such as normal voice changes, allergies, colds, or similar conditions.
4	<p>A language disorder is a reduced ability, whether developmental or acquired, to comprehend or express ideas through spoken, written, or gestural language.</p> <p>The language disorder may be characterized by limited vocabulary, an inability to function through the use of words (pragmatics) and their meanings (semantics), faulty grammatical patterns (syntax and morphology), or the faulty reproduction of speech sounds (phonology).</p> <p>A language disorder may have a direct or indirect affect on a student's cognitive, social, emotional, or educational development or performance and deviates from accepted norms. The term language disorder does not include students whose communication problems result solely from a native language other than English or from their dialectal differences.</p> <p>A student may be identified as having a language disorder as a primary disability if: (Must meet both criteria)</p>	
	Yes No	Through age eight, performance falls 1.5 standard deviations below the mean on standardized evaluation instruments;
	Yes No	beginning at age nine, a difference is present of 1.5 standard deviations between performance on an individually administered standardized language assessment instrument and measured expected potential as measured by an individually administered intelligence test; and
	Yes No	The student's pragmatic skills, as measured by checklists, language samples, or observation, adversely affect the student's academic and social interactions.

The Eligibility team determined that:

Yes No – The student meets criteria under the category of **Speech**

Yes No – The student meets criteria under the category of **Language Impairment**