**Eligibility Criteria Form**

**Speech or Language Impairment**

Chapter 7, Section 4(d)(xi)

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| --- | --- | --- |
| **Name of Student** | **Date of Birth** | **Date of Eligibility Determination** |
|  |  |  |

**Speech or Language Impairment** means a communication disorder, such as Articulation, Stuttering, a Language or a Voice Impairment that adversely affects a child’s educational performance. The Student was evaluated in the areas of: (Check all that apply.)

Articulation Stuttering

Language Impairment Voice Impairment

For each area evaluated, complete the appropriate eligibility criteria AND Part V.

**PART I: ARTICULATION N/A**

**Initial Eligibility Criteria for the qualifying area of Articulation**

**One statement must be checked Yes.**

**Articulation means** speech sound production or phonological errors atypical of a child of comparable age and development.

**Yes No** Documentation that the child exhibits errors of speech sound production beyond the age at which 85% of typically developing children have achieved mastery (based on current developmental norms).

**OR**

**Yes No** Documentation that the child’s performance on a standardized evaluation instrument is 1.5 standard deviations or greater below the mean for chronological age on a

norm-referenced test of articulation or phonology.

**OR**

**Yes No** Documentation that one or more phonological patterns of sound are significantly disordered and evidence that the child’s conversational intelligibility is affected.

**OR**

**Yes No** Documentation that the child’s scores are at a moderate, severe or profound rating on appropriate evaluation instruments.

**PART II: STUTTERING N/A**

**Initial Eligibility Criteria for the qualifying area of Stuttering**

**Statement A or B and C must be checked Yes.**

**Stuttering** means abnormal flow of speech evident in interruptions by hesitations, repetitions or prolongation of sounds, syllables, words or phrases or articulary positions or by avoidance and struggle behaviors.

**A. Yes No** Documentation that the child demonstrates at least a moderate rating or its equivalent on a formal fluency rating scale.

**OR**

**B. Yes No** Documentation that the child exhibits stuttering on 5% or more of words spoken in a representative language sample or demonstrates stuttering in varied speaking situations.

**AND**

**C. Yes No** An observation that documents that the child’s stuttering interferes with communication and calls attention to itself.

**PART III: LANGUAGE N/A**

**Initial Eligibility Criteria for the qualifying area of Language**

**Statement A and B must be checked Yes.**

**Language** means a deficiency in language comprehension or production evident in the content, form or use of oral communication or its equivalent.

**A. Yes No** The child demonstrates on standardized measures an understanding and use of morphologic, syntactic, semantic, or pragmatic patterns at 1.5 standard deviations below the mean for the child’s chronological age.

**AND**

**B. Yes No** Documentation that receptive or expressive language interferes with the child’s oral communication or primary mode of communication.

**PART IV: VOICE N/A**

**Initial Eligibility Criteria for the qualifying area of Voice**

**Statement A and B must be checked Yes.**

**Voice** means a significant deviation in pitch, intensity or quality, which significantly interferes with communication for an extended period of time and is atypical for a child of comparable age and development.

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| **A.** | **Yes** | **No** Documentation that the child exhibits significantly abnormal voice quality, pitch, resonance, loudness, or duration; |
| **B.** | **Yes** | **AND**  **No** Documentation that condition is present for an extended period of time. |
|  |  | **PART V: EXCLUSIONARY FACTORS** |

**All variables must be excluded.**

The evaluation process took into account that the child does not exhibit any one of the exclusionary variables:

Mild, transitory or developmentally appropriate speech or language difficulties that children experience at various times to various degrees; or

Speech or language difficulties resulting from dialectical difference or from learning English as a second language, unless the child has a language impairment in his or her native language; or

Difficulties with auditory processing without a concomitant impairment in speech sound productions; or

A tongue thrust which exists in the absence of a concomitant impairment in speech sound productions; or

Elective or selective mutism or school phobia without a documented oral speech or language impairment.