

<b>Eligibility Criteria Form</b>
<b>Speech or Language Impairment</b>
Chapter 7, Section 4(d)(xi)

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.)

- |   |  |
|---|--|
| <input type="checkbox"/> Articulation<br><input type="checkbox"/> Language Impairment | <input type="checkbox"/> Stuttering<br><input type="checkbox"/> Voice Impairment |
|---|--|

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

**PART I: ARTICULATION**    N/A

<b>Initial Eligibility Criteria for the qualifying area of Articulation</b>
<b>One statement must be checked Yes.</b>

**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

<b>Initial Eligibility Criteria for the qualifying area of Stuttering</b>
<b>Statement A or B and C must be checked Yes.</b>

**Stuttering** means abnormal flow of speech evident in interruptions by hesitations, repetitions or prolongation of sounds, syllables, words or phrases or articulatory 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

<b>Initial Eligibility Criteria for the qualifying area of Language</b>
<b>Statement A and B must be checked Yes.</b>

**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

<b>Initial Eligibility Criteria for the qualifying area of Voice</b>
<b>Statement A and B must be checked Yes.</b>

**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.

A.  Yes  No Documentation that the child exhibits significantly abnormal voice quality, pitch, resonance, loudness, or duration;

AND

B.  Yes  No Documentation that condition is present for an extended period of time.

**PART V: EXCLUSIONARY FACTORS**

<b>All variables must be excluded.</b>
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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.