

**Speech or Language Impairment Eligibility Form**

Maine Unified Special Education Regulations (MUSER VII.2.K)

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| Date of Meeting: |  | SAU: |  |
| Child’s Name: |  | School: |  |
| Date of Birth: |  | Grade: |  | School Phone: |  |
| Parent/Guardian Name: |  |  | School Address: |  |
| Parent/Guardian Address: |  |  | City, State Zip: |  |
| Parent/Guardian City, State Zip: |  |  | School Contact: |  |

A child must meet **at least one of the four** criteria listed and to such a degree that it **adversely** **affects** educational performance and requires special education for the child to benefit from his/her education program. **This form is to be completed by the IEP Team whenever there is a meeting to determine eligibility or consider a change in eligibility (including dismissal from special education).**

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| 1. Does the child exhibit an **articulation impairment** based on the articulation severity rating scale?
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| --- | --- |
| **YES** | **NO** |
|[ ] [ ]

 |
| Verification:  |  |
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| 1. Does the child exhibit a **language impairment** based on the language severity rating scale?
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| **YES** | **NO** |
|[ ] [ ]

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| Verification:  |

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| 1. Does the child exhibit a **fluency impairment** based on the fluency severity rating scale?
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| **YES** | **NO** |
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| Verification:  |

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| 1. Does the child exhibit a **voice impairment** based on the voice severity rating scale?
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| **YES** | **NO** |
|[ ] [ ]

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| Verification:  |

If the team has checked YES to any of Questions 1-4, check YES on Question 5, then go to question 6. If not, check NO on Question 5; the child does not qualify as a child with a speech or language impairment.

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| 1. Does a **speech or language impairment** exist?
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| **YES** | **NO** |
|[ ] [ ]

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| 1. Does the child’s **speech or language impairment** adversely affect his/her educational performance?
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| **YES** | **NO** |
|[ ] [ ]

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| Verification:  |

If the answer to Question 6 is YES, go to Question 7. If NO, the child does not qualify as a child with a speech or language impairment.

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| 1. If there is **a speech or language impairment**, the impairment is of such nature and degree that [check one and summarize the basis for that selection in the area marked “Verification”]:
 |
|[ ]  * 1. the child requires special education.
 |
|[ ]  * 1. it can be adequately addressed through general education interventions and/or accommodations.
 |
| Verification:  |  |

If the box in question 7(a) is checked, the child qualifies as a child with a speech or language impairment. If the box in question 7(b) is checked, the child does not qualify as a child with a speech or language impairment.

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|  | **Speech or Language Impairment Eligibility Form/Severity Rating Scales****Articulation Severity Rating Scale** |

**Articulation impairment:** The abnormal production of speech sounds including: substitutions, omissions, distortions or additions of speech sounds not commensurate with child’s chronological age or cultural linguistic background and not related to dialect.

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| [ ]  | No articulation assessment needed. | To find the presence of an impairment, ratings in ***Description of Articulation*, *Standardized Assessments*** and ***Informal Assessments***MUST fall within the moderate or severe category. |
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| ***Description of Articulation*** | [ ]  | **No apparent problem** | [ ]  **Mild** | [ ]  **Moderate** | [ ]  **Severe** |
| No sound errors present or production is developmentally appropriate. | * Sound errors are intelligible but noticeable.
* Errors consist of common types of substitutions and/or distortions.
 | * More numerous articulation errors are present. Intelligibility is difficult for an unfamiliar listener.
* Excessive use (40% or more) of substitution or omission processes which are inappropriate for age.
 | * Many articulation errors are present. Speech is frequently unintelligible to most listeners.
* Excessive use (40% or more) of omission processes or unique processes which are inappropriate for age.
 |
| ***Standardized Assessments*** | [ ]  | **No apparent problem** | [ ]  **Mild** | [ ]  **Moderate** | [ ]  **Severe** |
| * A standard score <1.0 standard deviation below the mean.
* A standard score of ≥86.
* 16th percentile or above.
 | * 1 to 1.4 standard deviations below the mean.
* 7-15th percentile.
* A standard score of 78-85.
* ≤2 speech sound errors outside developmental guidelines. Children may be stimulable for error sounds.
 | * 1.5 to 1.9 standard deviations below the mean.
* 2-6th percentile.
* A standard score of 70-77.
* Substitutions, distortions and some omissions may be present. There is limited stimulability for the error phonemes.
 | * ≥2 standard deviations below the mean.
* <2nd percentile.
* A standard score <70.
* Deviations may range from extensive substitutions and many omissions to extensive omissions.
 |
| ***Informal Assessments*****Ages 3-4** | [ ]  | **No apparent problem** | [ ]  **Mild** | [ ]  **Moderate** | [ ]  **Severe** |
| Intelligible >80% of the time in connected speech. | Intelligible 61-80% of the time in connected speech. | Intelligible 40-60% of the time in connected speech. | Intelligible <40% of the time in connected speech. |
| **Ages 4-5** | Intelligible >80% of the time in connected speech. | Intelligible 60-80% of the time in connected speech. | Intelligible <60% of the time in connected speech. |
| **Ages 5-20** | Intelligible >80% of the time in connected speech. | Intelligible 60-80% of the time in connected speech. | Intelligible <60% of the time in connected speech. |

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|  | **Speech or Language Impairment Eligibility Form/Severity Rating Scales****Language Severity Rating Scale** |

**Language impairment:** Any deviation in form of language (phonology, morphology and syntax), the content of language (vocabulary, semantics), and/or the functional use of language (pragmatics)perceived to be outside the allowable range for an individual’s communication competence and not related to dialect or linguistic/cultural background. A language impairment adversely affects the child’s educational performance as reflected by his/her social interaction, behavior, emotional development, vocational performance, communication, and/or participation in classroom activities as well as academic achievement.

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| [ ]   | No language assessment needed. | To find the presence of an impairment, ratings in ***Standardized Assessments*** and ***Informal Assessments***MUST fall within the moderate or severe category. |
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| ***Standardized Assessments*** | [ ]  | **No apparent problem** | [ ]  **Mild** | [ ]  **Moderate** | [ ]  **Severe** |
| * A composite standard score <1.0 standard deviation below the mean.
* Language quotient or standard score of ≥86.
* ≥17th percentile.
 | * A composite standard score of 1.0 to 1.4 standard deviations below the mean.
* Language quotient or standard score of 78-85.
* 8-16th percentile.
 | * A composite standard score of 1.5 to 2 standard deviations below the mean.
* Language quotient or standard score of 71-77.
* 3-7th percentile.
 | * A composite standard score of >2 standard deviations below the mean.
* Language quotient or standard score at or <70.
* ≤2nd percentile.
 |
| ***Informal*** ***Assessments**** Criterion referenced
* Language or speech samples
* Structured observation
 | [ ]  | **No apparent problem** | [ ]  **Mild** | [ ]  **Moderate** | [ ]  **Severe** |
| The child’s language skills are within his/her expected language performance range on an informal assessment instrument. | Informal assessment indicates a language deficit. | Informal assessment indicates a language deficit that *usually* interferes with communication. | Informal assessment indicates the pupil has *limited* functional language skills. Communication is an effort. Child is nonverbal and cognitive ability has not been ascertained. |

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|  | **Speech or Language Impairment Eligibility Form/Severity Rating Scales****Fluency Severity Rating Scale** |

**Fluency impairment:** Abnormal speech production with reference to continuity, smoothness, rate and effort.

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| [ ]  | No fluency assessment needed. | To find the presence of an impairment, ratings in ***Description of Fluency*** and ***Informal Assessments***MUST fall within the moderate or severe category. |
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| ***Standardized Assessments/******Description of******Fluency*** | [ ]  | **No apparent problem** | [ ]  **Mild** | [ ]  **Moderate** | [ ]  **Severe** |
| Fluency of speech does not draw attention to the child and is developmentally appropriate. | * 3-5% dysfluent syllables of total syllables spoken with two or more speech samples of at least 100 syllables.
* No secondary characteristics, frustration and avoidance behaviors present.
* Fluent speech predominates.
 | * 6-10% dysfluent syllables of total syllables spoken with two or more speech samples of at least 100 syllables.
* Secondary characteristics, frustration and avoidance behaviors *may* be present.
 | * ≥11% dysfluent syllables of total syllables spoken with two or more speech samples of at least 100 syllables.
* Secondary characteristics, frustration and avoidance behaviors are present, typically noticeable and distracting.
 |
| ***Informal Assessments*** | [ ]  | **No apparent problem** | [ ]  **Mild** | [ ]  **Moderate** | [ ]  **Severe** |
|  | Transitory dysfluencies are observed in specific situations. | Frequent dysfluencies are observed in many situations. | Habitual dysfluent behaviors are observed in a majority of situations. |

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|  | **Speech or Language Impairment Eligibility Form/Severity Rating Scales****Voice Severity Rating Scale** |

*When a child is referred for a voice impairment, a medical referral is indicated.*

**Voice impairment:** The absence or abnormal production of voice characterized by: deviant initiation/duration, tonal quality, pitch, loudness and/or resonance for age or speaking situation.

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|[ ]  No voice assessment needed. | To find the presence of an impairment, ratings in ***Description of Voice*** and ***Informal Assessments***MUST fall within the moderate or severe category. |
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| ***Description of******Voice*** | [ ]  | **No apparent problem** | [ ]  **Mild** | [ ]  **Moderate** | [ ]  **Severe** |
|  | Voice production quality (tension, resonance), pitch and intensity are not unusual. | Inconsistent noticeable differences in voice production quality (tension, resonance), pitch or intensity. | Persistent noticeable differences in voice production quality (tension, resonance), pitch or intensity. | Persistent noticeable extreme differences in voice production quality (tension, resonance), pitch or intensity. |
| ***Informal*** ***Assessments*** | [ ]  | **No apparent problem** | [ ]  **Mild** | [ ]  **Moderate** | [ ]  **Severe** |
|  |  | Voice difference including hoarseness, hyper-nasality, hypo-nasality, pitch or intensity is somewhat inappropriate for the child’s age. Voice difference is of little or no concern to a physician. | Voice difference including hoarseness, hyper-nasality, hypo-nasality, pitch or intensity is significantly inappropriate for the child’s age. Voice difference is of concern to a physician. | Voice difference including hoarseness, hyper-nasality, hypo-nasality, pitch or intensity is distinctly abnormal for the child’s age. Voice difference is of concern to a physician. |