

**Speech or Language Impairment Eligibility Form**

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 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).**

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

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

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

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

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

|  |  |  |
| --- | --- | --- |
| 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.

|  |  |
| --- | --- |
|  | **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.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 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. | | | | | | | |
|  |  |  | | | | | | | |
| ***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. |

|  |  |
| --- | --- |
|  | **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.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 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. | | | | |
|  | |  |  |  |  |  |
| ***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. |

|  |  |
| --- | --- |
|  | **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.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 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. | | | | |
|  | |  | |  |  |  |
| ***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. |

|  |  |
| --- | --- |
|  | **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.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | 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. | | | | | |
|  | | |  | |  |  |  |
| ***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. |