



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).**

☐ **Best Practice: Document conversation/completion of the form in Written Notice**

Compliance: Entire Form

- ☐ **Decision is based on a variety of sources**
- ☐ **Information from sources is documented for Yes or No**
- **IEP Team must first complete the four severity rating scales that follow**
 - **If No due to checking "No Assessment Needed" on Severity Rating Scale, verification should indicate: "Not an area of suspected disability"**

Best Practice: Entire Form

- ☐ **Check the correct box for each question**
- ☐ **Include summaries and explanations according to form directions**
- ☐ **Sources of verification could include: standardized assessments, language samples, checklists, criterion-referenced assessments, rating scales**

1. Does the child exhibit an articulation impairment based on the articulation severity rating scale?	YES ☐	NO ☐
Verification: ☐ Compliance: Information from sources is documented OR "Not an area of suspected disability"		

2. Does the child exhibit a language impairment based on the language severity rating scale?	YES ☐	NO ☐
Verification: ☐ Compliance: Information from sources is documented OR "Not an area of suspected disability"		

3. Does the child exhibit a fluency impairment based on the fluency severity rating scale?	YES ☐	NO ☐
Verification: ☐ Compliance: Information from sources is documented OR "Not an area of suspected disability"		

4. Does the child exhibit a voice impairment based on the voice severity rating scale?	YES ☐	NO ☐
Verification: ☐ Compliance: Information from sources is documented OR "Not an area of suspected disability"		

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.

Child's Name: _____

Date: _____

5. Does a speech or language impairment exist?	YES	NO
☐ Best Practice: Check the correct box (Yes, No)	☐	☐

6. Does the child's speech or language impairment adversely affect his/her educational performance?	YES	NO
☐ Best Practice: Check the correct box (Yes, No)	☐	☐

Verification: ☐ Best Practice: Sources of data may include: classroom grades, child work products, measures of attainment of literacy standards, scores on standardized tests of academic achievement (including reading comprehension scores), teacher and parent reports, evidence of functional communication skills, evidence of social cognitive strengths and social pragmatics, records of attendance, disciplinary evidence or behavior rating scales, and observations or ratings of social/emotional functioning
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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.

7. 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"]:	
☐	a. the child requires special education.
☐	b. it can be adequately addressed through general education interventions and/or accommodations.
Verification: ☐ Compliance: Must include a summary ☐ Best Practice: Check a box (a/b)	

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.

☐ **Compliance: IEP Team must complete and include the four severity rating scales that follow**



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.

☐ **Compliance: Check when not raised as an area of suspected disability**

☐ No articulation assessment needed.	To find the presence of an impairment, ratings in Description of Articulation, Standardized Assessments and Informal Assessments <u>MUST</u> fall within the moderate or severe category.
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☐ **Compliance: Must fill, if "no assessment needed" is not checked**

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 stimutable 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	☐ No apparent problem	☐ Mild	☐ Moderate	☐ Severe
Ages 3-4	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.

☐ **Compliance: Check when not raised as an area of suspected disability**

☐ No language assessment needed.	To find the presence of an impairment, ratings in Standardized Assessments and Informal Assessments <u>MUST</u> fall within the moderate or severe category.
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☐ **Compliance: Must fill, if "no assessment needed" is not checked**

	☐ No apparent problem	☐ Mild	☐ Moderate	☐ Severe
Standardized Assessments	- A composite standard score <1.0 standard deviation below the mean. - Language quotient or standard score of ≥ 86. $\geq 17^{\text{th}}$ 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. $\leq 2^{\text{nd}}$ percentile.
Informal Assessments - Criterion referenced - Language or speech samples - Structured observation	☐ No apparent problem The child's language skills are within his/her expected language performance range on an informal assessment instrument.	☐ Mild Informal assessment indicates a language deficit.	☐ Moderate Informal assessment indicates a language deficit that <i>usually</i> interferes with communication.	☐ Severe Informal assessment indicates the pupil has <i>limited</i> 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.

☐ **Compliance: Check when not raised as an area of suspected disability**

☐ No fluency assessment needed.	To find the presence of an impairment, ratings in Description of Fluency and Informal Assessments <u>MUST</u> fall within the moderate or severe category.
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☐ **Compliance: Must fill, if "no assessment needed" is not checked**

	☐ No apparent problem	☐ Mild	☐ Moderate	☐ Severe
Standardized Assessments/ Description of Fluency	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.
	☐ No apparent problem	☐ Mild	☐ Moderate	☐ Severe
Informal Assessments		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.

☐ **Compliance: Check when not raised as an area of suspected disability**

☐ No voice assessment needed.	To find the presence of an impairment, ratings in Description of Voice and Informal Assessments <u>MUST</u> fall within the moderate or severe category.
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☐ **Compliance: Must fill, if "no assessment needed" is not checked**

	☐ No apparent problem	☐ Mild	☐ Moderate	☐ Severe
Description of Voice	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.
	☐ No apparent problem	☐ Mild	☐ Moderate	☐ Severe
Informal Assessments		Voice difference including hoarseness, hypernasality, hyponasality, 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, hypernasality, hyponasality, pitch or intensity is significantly inappropriate for the child's age. Voice difference is of concern to a physician.	Voice difference including hoarseness, hypernasality, hyponasality, pitch or intensity is distinctly abnormal for the child's age. Voice difference is of concern to a physician.