



## 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 <b>articulation impairment</b> based on the articulation severity rating scale?	<b>YES</b> <input type="checkbox"/>	<b>NO</b> <input type="checkbox"/>
Verification: <input type="checkbox"/> <b>Compliance: Information from sources is documented OR "Not an area of suspected disability"</b>		

2. Does the child exhibit a <b>language impairment</b> based on the language severity rating scale?	<b>YES</b> <input type="checkbox"/>	<b>NO</b> <input type="checkbox"/>
Verification: <input type="checkbox"/> <b>Compliance: Information from sources is documented OR "Not an area of suspected disability"</b>		

3. Does the child exhibit a <b>fluency impairment</b> based on the fluency severity rating scale?	<b>YES</b> <input type="checkbox"/>	<b>NO</b> <input type="checkbox"/>
Verification: <input type="checkbox"/> <b>Compliance: Information from sources is documented OR "Not an area of suspected disability"</b>		

4. Does the child exhibit a <b>voice impairment</b> based on the voice severity rating scale?	<b>YES</b> <input type="checkbox"/>	<b>NO</b> <input type="checkbox"/>
Verification: <input type="checkbox"/> <b>Compliance: Information from sources is documented OR "Not an area of suspected disability"</b>		

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?☐ **Best Practice: Check the correct box (Yes, No)**

YES	NO
<input type="checkbox"/>	<input type="checkbox"/>

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

YES	NO
<input type="checkbox"/>	<input type="checkbox"/>

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

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"]:

<input type="checkbox"/>	a. the child requires special education.
<input type="checkbox"/>	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**

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

<b>Description of Articulation</b>	<input type="checkbox"/> <b>No apparent problem</b>	<input type="checkbox"/> <b>Mild</b>	<input type="checkbox"/> <b>Moderate</b>	<input type="checkbox"/> <b>Severe</b>
	No sound errors present or production is developmentally appropriate.	<ul style="list-style-type: none"> <li>Sound errors are intelligible but noticeable.</li> <li>Errors consist of common types of substitutions and/or distortions.</li> </ul>	<ul style="list-style-type: none"> <li>More numerous articulation errors are present. Intelligibility is difficult for an unfamiliar listener.</li> <li>Excessive use (40% or more) of substitution or omission processes which are inappropriate for age.</li> </ul>	<ul style="list-style-type: none"> <li>Many articulation errors are present. Speech is frequently unintelligible to most listeners.</li> <li>Excessive use (40% or more) of omission processes or unique processes which are inappropriate for age.</li> </ul>
<b>Standardized Assessments</b>	<input type="checkbox"/> <b>No apparent problem</b>	<input type="checkbox"/> <b>Mild</b>	<input type="checkbox"/> <b>Moderate</b>	<input type="checkbox"/> <b>Severe</b>
	<ul style="list-style-type: none"> <li>A standard score &lt;1.0 standard deviation below the mean.</li> <li>A standard score of ≥86.</li> <li>16<sup>th</sup> percentile or above.</li> </ul>	<ul style="list-style-type: none"> <li>1 to 1.4 standard deviations below the mean.</li> <li>7-15<sup>th</sup> percentile.</li> <li>A standard score of 78-85.</li> <li>≤2 speech sound errors outside developmental guidelines. Children may be stimutable for error sounds.</li> </ul>	<ul style="list-style-type: none"> <li>1.5 to 1.9 standard deviations below the mean.</li> <li>2-6<sup>th</sup> percentile.</li> <li>A standard score of 70-77.</li> <li>Substitutions, distortions and some omissions may be present. There is limited stimulability for the error phonemes.</li> </ul>	<ul style="list-style-type: none"> <li>≥2 standard deviations below the mean.</li> <li>&lt;2nd percentile.</li> <li>A standard score &lt;70.</li> <li>Deviations may range from extensive substitutions and many omissions to extensive omissions.</li> </ul>
<b>Informal Assessments</b>	<input type="checkbox"/> <b>No apparent problem</b>	<input type="checkbox"/> <b>Mild</b>	<input type="checkbox"/> <b>Moderate</b>	<input type="checkbox"/> <b>Severe</b>
<b>Ages 3-4</b>	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.
<b>Ages 4-5</b>	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.
<b>Ages 5-20</b>	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**

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

	<input type="checkbox"/> <b>No apparent problem</b>	<input type="checkbox"/> <b>Mild</b>	<input type="checkbox"/> <b>Moderate</b>	<input type="checkbox"/> <b>Severe</b>
<b>Standardized Assessments</b>	<ul style="list-style-type: none"> <li>• A composite standard score &lt;1.0 standard deviation below the mean.</li> <li>• Language quotient or standard score of ≥86.</li> <li>• ≥17<sup>th</sup> percentile.</li> </ul>	<ul style="list-style-type: none"> <li>• A composite standard score of 1.0 to 1.4 standard deviations below the mean.</li> <li>• Language quotient or standard score of 78-85.</li> <li>• 8-16<sup>th</sup> percentile.</li> </ul>	<ul style="list-style-type: none"> <li>• A composite standard score of 1.5 to 2 standard deviations below the mean.</li> <li>• Language quotient or standard score of 71-77.</li> <li>• 3-7<sup>th</sup> percentile.</li> </ul>	<ul style="list-style-type: none"> <li>• A composite standard score of &gt;2 standard deviations below the mean.</li> <li>• Language quotient or standard score at or &lt;70.</li> <li>• ≤2<sup>nd</sup> percentile.</li> </ul>
<b>Informal Assessments</b> <ul style="list-style-type: none"> <li>• Criterion referenced</li> <li>• Language or speech samples</li> <li>• Structured observation</li> </ul>	<input type="checkbox"/> <b>No apparent problem</b> The child's language skills are within his/her expected language performance range on an informal assessment instrument.	<input type="checkbox"/> <b>Mild</b> Informal assessment indicates a language deficit.	<input type="checkbox"/> <b>Moderate</b> Informal assessment indicates a language deficit that <i>usually</i> interferes with communication.	<input type="checkbox"/> <b>Severe</b> 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**

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

<b>Standardized Assessments/ Description of Fluency</b>	<input type="checkbox"/> <b>No apparent problem</b>	<input type="checkbox"/> <b>Mild</b>	<input type="checkbox"/> <b>Moderate</b>	<input type="checkbox"/> <b>Severe</b>
	Fluency of speech does not draw attention to the child and is developmentally appropriate.	<ul style="list-style-type: none"> <li>• 3-5% dysfluent syllables of total syllables spoken with two or more speech samples of at least 100 syllables.</li> <li>• No secondary characteristics, frustration and avoidance behaviors present.</li> <li>• Fluent speech predominates.</li> </ul>	<ul style="list-style-type: none"> <li>• 6-10% dysfluent syllables of total syllables spoken with two or more speech samples of at least 100 syllables.</li> <li>• Secondary characteristics, frustration and avoidance behaviors may be present.</li> </ul>	<ul style="list-style-type: none"> <li>• ≥11% dysfluent syllables of total syllables spoken with two or more speech samples of at least 100 syllables.</li> <li>• Secondary characteristics, frustration and avoidance behaviors are present, typically noticeable and distracting.</li> </ul>
<b>Informal Assessments</b>	<input type="checkbox"/> <b>No apparent problem</b>	<input type="checkbox"/> <b>Mild</b>	<input type="checkbox"/> <b>Moderate</b>	<input type="checkbox"/> <b>Severe</b>
		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**

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

	<input type="checkbox"/> <b>No apparent problem</b>	<input type="checkbox"/> <b>Mild</b>	<input type="checkbox"/> <b>Moderate</b>	<input type="checkbox"/> <b>Severe</b>
<b>Description of Voice</b>	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.
	<input type="checkbox"/> <b>No apparent problem</b>	<input type="checkbox"/> <b>Mild</b>	<input type="checkbox"/> <b>Moderate</b>	<input type="checkbox"/> <b>Severe</b>
<b>Informal Assessments</b>		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.