## Appendix AC: Eligibility Determination Checklist: Language/Speech (L/S) Impairment

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| **District Name:** *Enter District Name* **Date:** *Click to Select a Date* |
| **Student’s Name:** *First Name* *Middle Initial*. *Last Name* |
| **Student’s DOB:** *Select Date of Birth* **Grade:** *Enter Student’s Grade in School* |

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| **DEFINITION:** Language or Speech (LS) Impairment means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child’s educational performance. Speech disorders include impairments in articulation, fluency, and/or voice. Language disorders include developmental or acquired impairments in the ability to receive, send, process, and comprehend concepts or verbal, nonverbal, and graphic symbol systems. A communication disorder may range in severity from mild to profound and may appear in combination with other communication disorders. A communication disorder may be the primary disability or secondary to other disabilities. |
| **The Multidisciplinary Evaluation Team (MET) has determined:** |
| [x] Y | [ ] N | 1. The determinant factor for the child’s performance is due to a lack of appropriate instruction in reading or math, including the essential components of reading instruction as defined in section 1208(3) of ESEA. |
| [ ] Y | [ ] N | 2. The determinant factor for the child’s performance is due to limited English proficiency or social or cultural differences. |
| [ ] Y | [ ] N | 3. The preponderance of the evidence supports the need for special education and related services with any inconsistencies explained. |
| [ ] Y | [ ] N | 4. The child’s evaluation is sufficiently comprehensive, based on the information available, to identify all of the child’s educational needs, regardless of whether those needs are typically linked to the disability category. |
| [ ] Y | [ ] N | 5. The preponderance of the evidence supports the presence of a disability with any inconsistencies documented and explained. |
| ***The child is not eligible for special education at this time if the MET answers “yes” to 1 or 2 or “no” to 3, 4, or 5.*** |
| **ALTERNATE CRITERIA** -- *The child demonstrates:* | **SUPPORTING EVIDENCEA** |
| **Articulation Disorder (A1)** |  |
| [ ] Y | [ ] N | Atypical production of speech sounds with substitutions, omissions, additions, or distortions that may interfere with intelligibility | *Click Here to Enter Text* |
| **Phonological Processing Disorder (A2)** | *Click Here to Enter Text* |
| [ ] Y | [ ] N | Impairment in following the rules governing the addition or substitution of a phoneme including impairments in voicing, deletion, fronting, syllable, phoneme, and other processes |
| [ ] Y | [ ] N | Adverse impact on educational performance | *Click Here to Enter Text* |
| **OROFACIAL EXAM** --*An orofacial exam was conducted:* |
| Examiner: | *Click Here to Enter Text* |  Date of exam: *Select Date* |
| Qualifications: [ ]  Speech-Language Pathologist (215 AA)[ ]  Speech Associate (216 A) [ ]  Other: *Click Here to Enter Text* |
| ***The child must have an Articulation Disorder (A1) OR a Phonological Processing Disorder (A2) AND an adverse educational impact to be eligible for this category using these criteria.*** |

***A****Supporting evidence must contain the results of an orofacial examination and, if necessary, a statement from a medical specialist noting physical problems which would interfere with language/speech production. In addition, evidence of articulation skill below age-appropriate peers based on normative data, including a measure of stimulability, are required for articulation evaluations for children ages 30 months and older.*

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| **ALTERNATE CRITERIA**--*The child demonstrates an interruption in the flow of speaking with:* | **SUPPORTING EVIDENCEB** |
| **Fluency Disorder** |  |
| [ ] Y | [ ] N | (B1) An atypical rate, atypical rhythm, and repetitions in sounds, syllables, words, and phrases | *Click Here to Enter Text* |
| [ ] Y | [ ] N | Adverse impact on educational performance | *Click or tap here to enter text* |
| **OPTIONAL CRITERIA:** *The child demonstrates:* | **SUPPORTING EVIDENCE\*** |
| [ ] Y | [ ] N | (B2) Excessive tension, struggle behavior, and secondary mannerisms | *Click Here to Enter Text* |
| ***The child must have a Fluency Disorder (B1) AND an adverse educational impact and MAY have optional characteristics (B2) to be eligible for this category using these criteria.*** |

***B****Supporting evidence includes the child’s ability to communicate in academic, social and vocational settings and must contain a statement of the number, types, and severity of disruptions, and a description of secondary characteristics in various settings (e.g., reading, monologue, conversation).*

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| **ALTERNATE CRITERIA--***The child demonstrates:* | **SUPPORTING EVIDENCEC** |
| **Voice Disorder** |  |
| [ ] Y | [ ] N | Abnormal production and/or absences of vocal quality, pitch, loudness, resonance, and/or duration inappropriate for the child’s age and/or sex |  |
| *Click Here to Enter Text* |
| [ ] Y | [ ] N | Adverse impact on educational performance | *Click Here to Enter Text* |
| ***The child must have a Voice Disorder AND an adverse educational impact to be eligible for this category using these criteria.*** |

***C****Supporting evidence includes the child’s ability to communicate in academic, social and vocational settings and must contain a statement of release and recommendations for services from a physician, if conducted.*

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| **ALTERNATE CRITERIA--***The child demonstrates impairment in comprehension and/or use of spoken, written, and/or other symbol systems with:* | **SUPPORTING EVIDENCED** |
| **Language Disorder** |  |
| [ ] Y | [ ] N | **(D1)** Impairment in phonology, morphology, and syntax (i.e., form of language) | *Click Here to Enter Text* |
| [ ] Y | [ ] N | **(D2)** Impairment in semantics (i.e., context of language) | *Click Here to Enter Text* |
| [ ] Y | [ ] N | **(D3)** Impairment in pragmatics (i.e., function of language in communication) | *Click Here to Enter Text* |
| [ ] Y | [ ] N | Adverse impact on educational performance | *Click Here to Enter Text* |
| ***The child must have one or more characteristics (D1, D2, D3) of a Language Disorder AND an adverse educational impact to be eligible for this category using these criteria.*** |

***D****Supporting evidence includes the child’s ability to communicate in academic, social and vocational settings and must contain the results of a standardized measure of expressive and/or receptive language including morphology, syntax, semantics, and/or pragmatics.*