

Eligibility Determination (Speech or Language Impairment) - Code I

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|---------------|--|---|---|---|
| Voice Quality | <input type="checkbox"/> Voice difference including hoarseness, nasality, denasality, pitch or intensity inappropriate for the student's age is of minimal concern to parent, teacher, student or physician. | <input type="checkbox"/> Voice difference is of concern to parent, teacher, student or physician. Voice is not appropriate for the age and gender of the student. | <input type="checkbox"/> Voice difference is of concern to parent, teacher, student or physician, voice is distinctly abnormal for age and gender of the student. | <input type="checkbox"/> Speech is largely unintelligible due to aphonia or severe hypernasality. Extreme effort is apparent in production of speech. |
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Exclusionary Criteria for Voice Disorders

- Vocal characteristics are within normal limits for the student's age and gender.
- Vocal characteristics are the result of temporary physical factors such as allergies, colds, abnormal tonsils or adenoids, short-term vocal abuse or misuse.
- Vocal characteristics are the result of regional, dialectic or cultural differences.

Criteria for Voice Disorder Met: Yes No

1D. FLUENCY DISORDERS

- | | Mild | Moderate | Severe | Profound |
|------------------------|--|--|---|---|
| Number of Dysfluencies | <input type="checkbox"/> 2-4% atypical dysfluencies within a sample of at least 100 words. | <input type="checkbox"/> 5-8% atypical dysfluencies within a sample of at least 100 words. | <input type="checkbox"/> 9-12% atypical dysfluencies within a sample of at least 100 words. | <input type="checkbox"/> More than 12% atypical dysfluencies within a sample of at least 100 words. |
| Tensions | <input type="checkbox"/> No tension to minimal tension. | <input type="checkbox"/> Noticeable tension and/or secondary characteristics are present. | <input type="checkbox"/> Excessive tension and/or secondary characteristics are present. | <input type="checkbox"/> Excessive tension and/or secondary characteristics are present. |
| Rate and/or Prosody | <input type="checkbox"/> Minimal interference with communication. | <input type="checkbox"/> Limits communication. | <input type="checkbox"/> Interferes with communication. | <input type="checkbox"/> Prevents communication. |

Exclusionary Criteria for Fluency Disorders

- Fluency characteristics are within normal limits for the student's age.
- Dysfluencies are part of normal speech development.
- Dysfluencies do not cause speaker to modify behavior.

Criteria for Fluency Disorders met: Yes No

If criteria for one or more areas (A-D) are met, proceed to Step 2. If none of the above criteria are met, the student does not have an eligibility of speech or language impairment, complete Step 2.

STEP 2 - DECISION PROCESS

ALL THREE QUESTIONS MUST BE ANSWERED YES TO SUPPORT THE TEAM'S ELIGIBILITY DECISION

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| 1. Has the information been obtained from multiple sources? | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 2. Has the criteria been supported by appropriate measures of assessment? | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 3. Has the criteria been substantiated by the majority of data? | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| The student meets the criteria for Speech or Language Impairment? | <input type="checkbox"/> Yes <input type="checkbox"/> No |

Meeting criteria for a disability category does not confer special education eligibility. To determine eligibility for special education the team must consider adverse affects and educational needs and complete Eligibility Determination Form.