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| **STUDENT NAME:** | | | **SIMS:** |
| **SCHOOL DISTRICT:** | **SCHOOL:** | **MEETING DATE:** | |
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| **Speech/Language Impairments – 550 ARSD: 24:05:24.01:20 through 24:05:24.01:28** |

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| The Eligibility Team has compared and interpreted the data on the front page of the eligibility document and has the following interpretation: | | | | |
| Speech or language impairment is a communication disorder such as stuttering, impaired articulation, a language disorder, or a voice disorder that adversely affects a child's educational performance.(**Must meet criteria in one of the areas)** | | | |
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| 1 | **Articulation disorders** include all non-maturational speech deviations based primarily on incorrect production of speech sounds. Articulation disorders include omissions, substitutions, additions, or distortions of phonemes within words. Articulation patterns that can be attributed to cultural or ethnic background are not disabilities.  A student may be identified as having an **articulation disorder** if **one of the following** criteria exist: | | | |
| Yes No | | Performance on a standardized articulation test falls two standard deviations below the mean and intelligibility is affected in conversation: | |
| Yes No | | Test performance is less than two standard deviations below the mean, but the student is judged unintelligible by the speech and language clinician and one other adult; | |
| Yes No | | Performance on a phonological assessment fall in the profound or severe range and intelligibility is affected in conversation; | |
| Yes No | | Performance on a phonological assessment fall in the moderate range, intelligibility is affected in conversation, and during a tracking period of between three and six months there was a lack of improvement in the number and type of errors; or | |
| Yes No | | An error persists six months to one year beyond the chronological age when 90 percent of students have typically acquired the sound based on developmental articulation norms. | |
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| 2 | A **fluency disorder** is an interruption in the flow of speaking characterized by atypical rate, rhythm, and repetitions in sounds, syllables, words, and phrases. This may be accompanied by excessive tension, struggle behavior, and secondary mannerisms.  A student may be identified as having a **fluency disorder** if: | | | |
| Yes No | The student consistently exhibits one or more of the following symptomatic behaviors of dysfluency:  Sound, syllable, or word repetition;  Prolongations of sounds, syllables, or words;  Blockages; or  Hesitations. | | |
| Yes No | There is a significant discrepancy from the norm as measured by speech sampling in a variety of contexts. A significant discrepancy from the norm is five dysfluencies a minute;  **Or**  The disruption occurs to the degree that the individual or persons who listen to the individual react to the manner of speech and the disruptions in a way that impedes communication. | | |
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| 3 | A **language disorder** is a reduced ability, whether developmental or acquired, to comprehend or express ideas through spoken, written, or gestural language.  The language disorder may be characterized by limited vocabulary, an inability to function through pragmatics and semantics, syntax and morphology, or phonology. A language disorder may have a direct or indirect effect on a student's cognitive, social, emotional, or educational development or performance and deviates from accepted norms.  The term, language disorder, does not include students whose communication problems result solely from a native language other than English or from their dialectal differences.  A student may be identified as having a **language disorder** as a primary disability if: **(Must meet both criteria)** | | | |
| Yes No | | Through age eight, performance falls 1.5 standard deviations below the mean on standardized evaluation instruments; beginning at age nine, a difference is present of 1.5 standard deviations between performance on an individually administered standardized language assessment instrument and measured expected potential as measured by an individually administered intelligence test; **and** | |
| Yes No | | The student's pragmatic skills, as measured by checklists, language samples, or observation, adversely affect the student's academic and social interactions. | |
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| 4 | A **voice disorder** means that an individual's voice quality, pitch, or loudness differs or is inappropriate for the individual's age, gender, cultural background, or geographic location.  A student may be identified as having a **voice disorder** if: **(Must meet all the criteria)** | | | |
| Yes No | | Consistent deviations exist in one or more of the parameters of voice: pitch, quality, or volume; **and** | |
| Yes No | | The voice is discrepant from the norm for age, gender, or culture and is distracting to the listener; **and** | |
| Yes No | | The disorder is not the result of a temporary problem, such as normal voice changes, allergies, colds, or similar conditions. | |
| Adverse effects in educational performance must be verified through the full and individual evaluation procedures as provided in § 24:05:25:04. **(This is addressed on page 3 of the Main Eligibility Document)** | | | | | |

The Eligibility team determined that:

Yes  No - The student meets criteria under the category of **Speech/Language Impairment**