

**ARLINGTON PUBLIC SCHOOLS
BASIS FOR ELIGIBILITY DETERMINATION**

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|--------------|----------------|-----------------------------|
| Name: | School: | |
| ID#: | DOB: | Date of Eligibility: |

SPEECH OR LANGUAGE IMPAIRMENT

DEFINITION

Speech or language impairment means a communication disorder, such as stuttering, impaired articulation, expressive or receptive language impairment, or a voice impairment that adversely affects a child's educational performance.

CRITERIA

A child with a speech or language impairment who requires special education and related services will meet ALL of the following criteria. In interpreting evaluation data, the committee must document and carefully consider information from a variety of sources. For each criterion indicate **Yes** or **No** and provide additional information where indicated.

Yes **No**

1. Communication Disorder

The child has a significant discrepancy from typical communication skills using information from instruments that are culturally and linguistically appropriate, including standardized and criterion-referenced measures in conjunction with information from classroom observations to determine the severity of the communication impairment.

Document a communication disorder, as evidenced through information provided by the speech-language pathologist. The disorder in communication is below what is expected for a child's developmental and age level compared with other children in the general population. (The communication disorder, however, should not be determined by comparison to the child's cognitive abilities.)

- Fluency
- Articulation
- Expressive Language
- Receptive Language
- Voice

| |
|-----------------------|
| <i>Documentation:</i> |
|-----------------------|

Yes **No**

2. Educational Impact

The disability adversely affects the child's educational performance. *Document the areas where the disability and not other factors negatively impacts a child's academic and/or functional performance as compared to average same-aged students.*

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|---|
| <i>Describe the impacted academic/functional performance:</i> |
|---|

Yes **No**

3. Observation

The committee considered the relevant behavior noted during the classroom observation and the relationship of that behavior to the child's academic functioning. *Note relevant behavior, if any:*

Yes **No**

4. Medical Findings

The committee considered educationally relevant medical findings if any. *Note educationally relevant medical findings, if any:*

Yes **No**

5. Exclusionary Factors

A. Lack of appropriate instruction in reading including the essential components of reading instruction (phonemic awareness; phonics; vocabulary development; reading fluency, including oral reading skills; and reading comprehension strategies) has been ruled out as the determinant factor in the eligibility decision.

Yes **No**

B. Lack of appropriate instruction in math has been ruled out as the determinant factor in the eligibility decision.

Yes No

C. Limited English proficiency has been ruled out as the determinant factor in the eligibility decision.

Yes No

D. Socio-cultural dialect, delays/differences associated with acquisition of English as a second language, or within the purview of established norms for articulation and language development have been ruled out as the primary cause of the speech or language impairment.

Yes No

6. Need for Special Education

Specially designed instruction means adapting, as appropriate to the needs of an eligible child, the content, methodology, or delivery of instruction to address the unique needs of the child that result from their disability and to ensure access of the child to the general curriculum, so that the child can meet the educational standards that apply to all children within APS. Specify/Describe:

ELIGIBILITY DETERMINATION

- The disability criteria for **speech or language impairment** have been met and the child needs special education and related services.
- The disability criteria for **speech or language impairment** have NOT been met.