

SPEECH OR LANGUAGE IMPAIRMENT
BASIS FOR ELIGIBILITY DETERMINATION



Student Name: _____ Home Phone: _____ Date: _____
 Date Of Birth: _____ Home Address: _____
 Student No.: _____ State Student ID: _____

| | | | | |
|----------------------|--------|------------------------------------|-----------------|---------------------------------|
| Age | Gender | Grade | Home School | Attending School |
| Ethnicity | | Primary Language - Date Determined | | Home Language - Date Determined |
| Parent/Guardian Name | | | Cell | Name |
| Address | | | Work Phone | Address |
| | | | Emergency Phone | Emergency Phone |

SPEECH OR LANGUAGE IMPAIRMENT

DEFINITION:

"Speech-Language Impairment" means a communication disorder, such as dysfluency (stuttering), impaired articulation, expressive or receptive language impairment or a voice impairment that adversely affects a child's educational performance.

CRITERIA:

After consideration of data from multiple sources, review the definition, consider the items below, and note any additional information. Attach this worksheet to the Special Education Committee (SEC-R) Review and include any necessary documentation. Complete all steps.

A child with a speech or language impairment who requires special education and related services will meet ALL of the following criteria.

- Yes No Step 1
Team reviewed the IDEA definition of Speech-Language Impairment.
- Yes No Step 2
There is documentation of a significant discrepancy from typical communication skills in one of the areas below (check all that apply):
- Fluency
 - Receptive or expressive language
 - Articulation
 - Voice
 - Other:

List and/or describe:

- Yes No Step 3
The student does not demonstrate Limited English Proficiency (LEP) and/or is not a speaker of a sociocultural dialect that is the primary reason for the speech-language impairment.

| | | | | |
|------|-------------------|---------------|----------------|---------------|
| Name | Organization Name | Date of Birth | Student Number | Document Date |
|------|-------------------|---------------|----------------|---------------|

Yes No Step 4

There is documentation of an adverse effect on educational performance due to one or more documented characteristics of Speech-Language Impairment. List and/or describe:

Yes No Step 5

Due to the identified Speech-Language Impairment, the student needs specially designed instruction.

"Specially designed instruction" is defined in Virginia regulations as "adapting, as appropriate to the needs of an eligible child under this chapter, the content, methodology, or delivery of instruction: (34 CFR 300.39(b)(3))

1. To address the unique needs of the child that result from the child's disability; and
2. 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 the jurisdiction of the local educational agency". List and/or describe:

ELIGIBILITY DETERMINATION

- The disability criteria for speech or language impairment have been met and the child needs special education (and related services, if applicable).
- The disability criteria for speech or language impairment have NOT been met.