

Speech/Language Impairment Basis for Committee Decision

Student Name _____ ID# _____ Date of meeting _____

DEFINITION: Speech/language impairment means a communication disorder, such as stuttering disorder, impaired articulation, expressive language, and/or receptive language, or voice impairments that adversely affects a student's educational performance.

Consider the data from multiple sources, review the definition, consider the criteria below, and document any additional information. Note that a diagnosis included in a report from a medical professional is not sufficient to make an eligibility determination.

CRITERIA. A student with a speech/language impairment who requires special education will meet **ALL** of the following criteria. For each criterion indicate yes or no and provide additional information as appropriate.

Yes No

- A. There is documentation of significant speech/language impairment in articulation, voice, fluency, expressive language, and/or receptive language that is significantly discrepant from typical communication skills.

Specify deficit area(s):

Yes No

- B. The speech/language impairment is not primarily the result of sociocultural dialect, delay, or difference associated with acquisition of English as a second language or within the purview of established norms for articulation and language development.

Describe:

Yes No

- C. The speech/language impairment results in an adverse effect on the student's educational performance.

Describe:

Yes No

- D. The student requires specially designed instruction as a result of the speech/language impairment.

Specify:

- Having reviewed all available written and oral information, the committee finds that the criteria for speech/language impairment ARE met.

Having reviewed all available written and oral information, the committee finds that the criteria for speech/language impairment ARE NOT met.