

DETERMINATION OF ELIGIBILITY: SPEECH OR LANGUAGE IMPAIRMENT

Definition: A child with a Speech or Language Impairment shall have a communicative disorder which prevents the child from receiving reasonable educational benefit from general education. **ECEA 2.08(9)**

The team has addressed each of the following statements and has determined: **IDEA 34 C.F.R. §§ 300.304(c)(6) and 300.306(b); ECEA 2.08(9)**

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| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 1. The evaluation is sufficiently comprehensive to appropriately identify all of the child's special education and related services needs, whether or not commonly linked to the disability category. (Answer must be "yes" in order for the child to be eligible for services.) |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 2. The child can receive reasonable educational benefit from general education alone. (Answer must be "no" in order for the child to be eligible for services.) |
| | | 3. The child's performance: (All answers below must be "is not" in order for the child to be eligible for services.) |
| | <input type="checkbox"/> is <input type="checkbox"/> is not | due to a lack of appropriate instruction in reading, including the essential components of reading instruction |
| | <input type="checkbox"/> is <input type="checkbox"/> is not | due to a lack of appropriate instruction in math; and |
| | <input type="checkbox"/> is <input type="checkbox"/> is not | due to limited English proficiency. |

To be eligible a child with a Speech or Language Impairment, under the classification headings of articulation, fluency, voice, functional communication or delayed language development, there must be evidence of dysfunction in one or more of the following criteria: (check all that apply) ECEA 2.08(9)(a)

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| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Receptive and expressive language (oral and written) difficulties including syntax (word order, word form, developmental level), semantics (vocabulary, concepts and word finding), and pragmatics (purposes and uses of language); and/or |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Auditory processing, including sensation (acuity), perception (discrimination, sequencing, analysis and synthesis) association and auditory attention; and/or |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Deficiency of structure and function of oral peripheral mechanism; and/or |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Articulation including substitutions, omissions, distortions or additions of sound; and/or |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Voice, including deviation of respiration, phonation (pitch, intensity, quality), and/or resonance; and/or |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Fluency, including hesitant speech, stuttering, cluttering and related disorders; and/or |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Problems in auditory perception such as discrimination and memory. |

The Speech or Language Impairment, as described above, prevents the child from receiving reasonable benefit from general education as evidenced by one or more of the following criteria: (check all that apply) ECEA 2.08(9)(b)

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| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Interference with oral and/or written communication in academic and social interactions in his/her primary language; and/or |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Demonstration of undesirable or inappropriate behavior as a result of limited communication skills; and/or |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | The inability to communicate without the use of assistive, augmentative/alternative communication devices or systems. |

Yes No **The child has a disability as defined in the State Rules for the Administration of the Exceptional Children's Educational Act and is eligible for special education.**

Multidisciplinary Team Members IDEA 34 C.F.R. § 300.306(a)(1); ECEA 4.02(6)(b)	Title

A copy of the evaluation report(s) and the eligibility statement has been provided to the parent(s). **IDEA 34 C.F.R. § 300.306(a)(2)**