

# SPEECH/LANGUAGE IMPAIRMENT TEAM REPORT

\_\_\_\_\_ County Schools

Student's Full Name \_\_\_\_\_

Date \_\_\_\_\_

School \_\_\_\_\_

Date of Birth \_\_\_\_\_

Parent(s)/Guardian(s) \_\_\_\_\_

Grade \_\_\_\_\_

Address \_\_\_\_\_

WVEIS# \_\_\_\_\_

City/State/Zip \_\_\_\_\_

Telephone \_\_\_\_\_

☐ Initial

☐ Reevaluation

When considering whether or not a student may be eligible for special education and related services as a student with a *Speech/Language Impairment*, the Eligibility Committee (EC) must respond to each item below. The EC must answer “yes,” “no,” “true” or “DNA” (does not apply) for each statement to appropriately conclude that the student meets the specific criteria as a student with a Speech/Language Impairment.

1.	The student's multidisciplinary evaluation was sufficiently comprehensive to identify the student's special education and related services needs and administered in accordance with evaluation procedures specified in WV Policy 2419.	<input type="checkbox"/> Yes <input type="checkbox"/> No
2.	<b>LANGUAGE DISORDER</b> – Documentation which meets the following: <ul style="list-style-type: none"> <li>• Two or more procedures, at least one of which yields a standard score, were used to assess both expressive and receptive modalities.</li> <li>• <b>K-12</b> - Language abilities are substantially and quantifiably below those expected for the student's chronological age and cognitive state of development, resulting in functional limitation in effective communication, social participation, academic achievement or occupational performance, individually or in any combination.</li> <li>• <b>PRESCHOOL</b>: Language abilities had a negative impact on social-communicative interaction.</li> <li>• Norm referenced language tests were administered which yield <b>two</b> subtest or total test scores with the following characteristics:                         <ul style="list-style-type: none"> <li>- 1.5 or more standard deviations (SD) below the mean;</li> <li>- a language quotient/standard score of 78 (mean of 100);</li> <li>- a stanine of two and/or a percentile of 8; <b>and/or</b></li> <li>- non-standardized/informal assessment indicates that the student has difficulty understanding and/or expressing ideas and/or concepts to such a degree that it interferes with the student's social/educational progress.</li> </ul> </li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No  <input type="checkbox"/> DNA
3.	<b>SPEECH SOUND DISORDER</b> - Documentation which meets the following: <ul style="list-style-type: none"> <li>• At least two procedures were used to assess the student, one of which is a standardized measure.</li> <li>• Application of developmental norms from diagnostic tests verifies that speech sounds may not develop without intervention.</li> <li>• <b>K-12</b>: The student's speech has a negative impact on academic, social and/or vocational functioning and <b>one</b> of the following characteristics exists:                         <ul style="list-style-type: none"> <li>– Two or more phonemic errors not expected at the student's current age or developmental level were observed during direct testing and/or conversational speech; or</li> <li>– Two or more phonological processes not expected at the student's current age or developmental level were observed during direct testing and/or in conversational speech.</li> </ul> </li> <li>• <b>PRESCHOOL</b>: The student's speech has a negative impact on social-communicative interactions and <b>one</b> of the following characteristics:                         <ul style="list-style-type: none"> <li>– Multiple phonemic errors that significantly reduce the student's speech intelligibility and are not expected at the student's current age or developmental level were observed during direct testing and/or conversational speech.</li> <li>– Two or more phonological processes that significantly reduce the student's speech intelligibility and are not expected at the student's current age or developmental level were observed during direct testing and/or in conversational speech.</li> </ul> </li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No  <input type="checkbox"/> DNA
4.	<b>CHILDHOOD-ONSET FLUENCY DISORDER (STUTTERING)</b> - Documentation which meets the following: <ul style="list-style-type: none"> <li>• The student had a fluency rating of moderate or severe on the Suggested Guidelines for Stuttering Services or Suggested Guidelines for Stuttering Services for Preschool.</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DNA

5.	<b>SOCIAL (PRAGMATIC) COMMUNICATION DISORDER</b> – Documentation which meets the following: <ul style="list-style-type: none"> <li>Assessment measures included norm referenced tests, multiple observations, checklists and structured tasks.</li> <li>Assessment procedures were used that are contextually based and involved multiple settings and communication partners.</li> <li>Assessment results indicate deficits in functional limitations in effective communication, social participation, social relationships, academic achievement and/or occupational performance, individually or in combination.</li> <li>Assessment results have eliminated the presence of restricted repetitive behaviors, interests and other activities related to the diagnosis of Autism.</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DNA
6.	<b>VOICE DISORDER</b> – Documentation which meets the following: <ul style="list-style-type: none"> <li>The student has a voice production rating of moderate or severe on the Voice Rating Scale.</li> <li>The existence or absence of a structural or functional pathology has been verified by an otolaryngologist.</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DNA
7.	<b>SPECIAL CONSIDERATIONS:</b> <ul style="list-style-type: none"> <li>Lack of discrepancy between cognitive level and communication performance was not the sole factor when determining eligibility for a severely speech and language disordered student.</li> </ul>	<input type="checkbox"/> True <input type="checkbox"/> DNA
	<ul style="list-style-type: none"> <li>Eligibility for speech and language services was not determined on the basis of having a primary language other than English or a language difference.</li> </ul>	<input type="checkbox"/> True <input type="checkbox"/> DNA
	<ul style="list-style-type: none"> <li>If verbal communication was not an effective means of communication for this student, an augmentative/alternative communication evaluation was conducted to determine the need for an alternative means of communication.</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> DNA
8.	The student's disability adversely affects educational performance.	<input type="checkbox"/> Yes <input type="checkbox"/> No
9.	The student needs special education.	<input type="checkbox"/> Yes <input type="checkbox"/> No
10.	The symptoms of this communication disorder may be more appropriately defined under another eligibility category.	<input type="checkbox"/> Yes <input type="checkbox"/> No If Yes, explain below. <input type="checkbox"/> DNA
11.	Note educationally relevant medical findings, if any. (Write N/A if no relevant medical findings apply):	

**The Eligibility Committee used the above evaluation data analysis and discussion to determine:**

- ☐ The student **DOES** meet the eligibility criteria for speech/language impairment that adversely impacts his/her education and **is eligible** for special education as a student with speech/language impairment.
- ☐ The student **DOES NOT** meet the eligibility criteria for speech/language impairment and **is not eligible** for special education as a student with speech/language impairment.

## Eligibility Committee Members

**Signature**

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**Position**

Chairperson

Speech-Language Pathologist/Specialist

Teacher

Parent

Student

Other: \_\_\_\_\_

Title

**Meeting Notes** (optional)