

# L

## Communication Disorders

### **Section L Forms**

Language Impairment Checklist

Speech Impairment Checklist

Classroom Observation Form: Language Impairment

Classroom Teacher Checklist: Language



## **Speech and/or Language Impairment Guidelines**

Special education eligibility is defined both federally and at the state level. To be found eligible for special education or related services, the student's CCC has determined that "a student's disability or impairment adversely affects the student's educational performance and, by reason thereof, the student needs special education or related services."

For a student to be eligible for special education, they must be found to have a disability with evidence and data to support that their disability adversely affects education performance. It must be found that a student's disability has a consistent and significant negative impact on their academic achievement, functional performance, or both the student's academic achievement and functional performance (511 IAC 7-32-5).

**Adversely affects educational performance:** means that a student's disability has a consistent and significant negative impact on: (1) the student's: (A) academic achievement; or (B) functional performance; or (2) both the student's academic achievement and functional performance.

**Academic achievement:** means a student's performance in relation to the continuum of the Indiana academic standards, including the foundations to the standards. This may include performance on norm-referenced, criterion-referenced, and other achievement measures.

**Functional performance:** means a measure of skills, behaviors, and knowledge necessary to achieve self-sufficiency in areas that support those defined by academic achievement. This may include the following: (1) Physical skills, such as sensory responses and fine and gross motor skills. (2) Personal care skills, such as the following: (A) Eating. (B) Dressing. (C) Maintaining hygiene. (3) Social-emotional adjustment, such as the following: (A) Interpersonal skills. (B) Intrapersonal regulation. (C) Habits of learning. (4) Independent living skills, such as the following: (A) Maintaining a household. (B) Managing health needs. (C) Using tools. (D) Shopping. (E) Budgeting. (F) Practicing safety. (G) Accessing transportation. (H) Recreation. (I) Accessing community.



## **Speech and/or Language Impairment Eligibility Criteria**

### **Prong 1: The student has an impairment as defined under Article 7**

**Language Impairment:** is a disorder in the comprehension or expression of spoken or written language resulting from organic or nonorganic causes that are nonmaturational in nature. Language impairments affect the student's primary language systems, in one or more of the following components: (A) word retrieval, (B) Phonology, (C) Morphology, (D) Syntax, (E) Semantics, (F) Pragmatics.

#### **Language Impairment Eligibility Components:**

- Social and developmental history
- Assessment of current academic achievement (grades, present levels of performance from teacher, standardized tests)
- Assessment of progress in the general education curriculum including an analysis of any interventions
- Assessment of receptive, expressive, and pragmatic language
- Observation of the student in the learning environment in area of difficulty by appropriately licensed multidisciplinary team member that is not the general education teacher
- Educationally relevant medical information

**Speech Impairment:** is a disorder that may include fluency, articulation, and voice disorders in the student's speaking behavior in more than one speaking task that are nonmaturational in nature, including impairments that are the result of a deficiency of structure and function of the oral peripheral mechanism.

#### **Speech Impairment Eligibility Components:**

- Social and developmental history
- Assessment of current academic achievement (grades, present levels of performance from teacher, standardized tests)
- Assessment of articulation, fluency, and voice
- Observation of student's speech by a speech language pathologist
- Available medical information that is educational relevant including a statement from a physician if an organic cause is suspected

#### **Cutoffs and Scoring Considerations:**

1. For standardized measures, scores that are at least 1.5 standard deviations below the mean may be evidence of a disability. Some assessment cutoffs may be -1 standard deviation.
2. For determining special education eligibility, the evaluation should "Not use any single measure



or assessment as the sole criterion for determining whether a child is a child with a disability.”  
34 CFR 300.304

3. For speech and language impairments, consideration must be given to exclusionary factors
  - a. A student is not eligible for special education and related services as a student with a language or speech impairment solely because their native language is not English. A bilingual or multilingual student may be a student with a language or speech impairment **only** if the impairment is exhibited in all languages spoken by the student.
  - b. Students who are deaf or hard of hearing or students with specific learning disabilities, who have language deficits or auditory processing difficulties, are not eligible for services designed solely for students with language impairments in lieu of services designed for
    - i. Students who are deaf or hard of hearing
    - ii. Students with specific learning disabilities

**Prong 2: There is an adverse educational impact**

There is a consistent and significant negative impact on: (1) the student’s: (A) academic achievement; or (B) functional performance; or (2) both the student’s academic achievement and functional performance.

**Please note:** potential for impact is not sufficient for purposes of eligibility, there must be evidence of current adverse educational impact (consistent and significant).

The following list is a sample for discussion and should not be considered exhaustive.

There is an adverse educational impact	
Academic Achievement	<ul style="list-style-type: none"><li>● Student’s spelling is negatively influenced by their speech sound errors/substitutions</li><li>● Curriculum-based assessment</li><li>● Student is demonstrating reading difficulties or deficits in phonological awareness related to their errored sounds<ul style="list-style-type: none"><li>○ May be potentially impacting reading comprehension and fluency</li></ul></li><li>● Difficulty with phonemic awareness activities (e.g., segmenting, blending)</li><li>● Review of student work (e.g., spelling tests, assignments in class)</li><li>● Observations in a natural school setting</li><li>● Review of education records or performance on grade-level or state assessments</li><li>● Norm-referenced measures of academic achievement</li><li>● Curriculum benchmarks</li><li>● Difficulty responding appropriately to questions, both socially and regarding academic material</li><li>● Difficulty understanding basic concepts (e.g., descriptors, adjectives, colors)</li></ul>



<b>Academic Achievement (continued)</b>	<ul style="list-style-type: none"><li>● Difficulty with comprehending oral and/or written directions</li><li>● Difficulty asking clarifying questions</li><li>● Difficulty identifying main idea and relevant supporting details; understanding fact vs. opinion; making predictions and/or inferences; understanding multiple-meaning words</li><li>● Difficulty organizing thoughts for spoken or written academic work</li><li>● Difficulty understanding and using figurative language</li><li>● Difficulty sequencing tasks</li></ul>
<b>Functional Performance</b>	<b>Developmental</b> <ul style="list-style-type: none"><li>● Difficulty building social connections with peers</li><li>● Negative self-perception or low self-esteem</li><li>● Evidence of frustration with decreased intelligibility</li><li>● Lack of participation in class due to speech impairment</li><li>● Difficulty with interpersonal skills or interpersonal regulation (i.e., turn-taking, personal space, answering questions, reciprocity)</li><li>● Difficulty understanding figurative language, jokes, riddles, and puns</li><li>● Difficulty initiating and sustaining conversations</li><li>● Difficulty understanding and utilizing non-verbal cues</li></ul>
<b>Functional Performance</b>	<b>Communication</b> <ul style="list-style-type: none"><li>● Difficulty speaking clearly, resulting in a lack of communication clarity with teachers and peers</li><li>● Speech-sound errors and phonological processes that are outside of the normal age of suppression for such processes</li><li>● Difficulty understanding important ideas and details in conversations or stories</li><li>● Limited vocabulary compared to grade-level peers</li><li>● Difficulty describing objects, events, and/or actions</li><li>● Difficulty maintaining a topic of conversation and clearly conveying ideas</li><li>● Difficulty with word retrieval</li><li>● Difficulty making requests to meet their needs</li><li>● Difficulty with responding appropriately to age-appropriate questions, commands, and requests</li></ul>

**Prong 3: There is a need for specially designed instruction that cannot be provided through general education alone.**

The CCC should consider the efficacy of speech/language services and the potential impact on the student's ability to communicate.



Severe language or speech impairments may require the use of augmentative communication systems, such as: gestures, signed language, communication books or boards, electronic devices or other systems determined by the student's CCC.



## **Speech and/or Language Impairment Reevaluation Procedures**

A public agency must consider reevaluation for each student receiving special education and related services:

1. At least once every three years; however, the reevaluation need not occur if the parent and the public agency agree that it is unnecessary;
2. If the public agency determines, at any time during the three-year cycle, that additional information is needed to address the special education or related services needs of the student;
3. If the student's parent or teacher requests reevaluation.

At the ACR, reevaluation will be discussed as required under Article 7. If a CCC determines at an ACR that reevaluation is necessary to reestablish eligibility for special education and related services; reevaluation must occur by the next ACR. Reevaluation to reestablish eligibility may not occur more than once a year, unless the parent and the public agency agree otherwise.

When the student qualifies for eligibility areas in addition to speech impairment and/or language impairment, **Review of Existing Evaluation Data Worksheet (REED)** will be completed in advance of the ACR as needed (see below) in collaboration with the school psychologist. Recommendations from the REED will be discussed with the CCC at the ACR.

1. If the prior evaluation was less than three years ago, SLPS may reevaluate without the need for a REED to include other eligibility areas, if there are no additional concerns.
2. If the prior evaluation was between three and five years ago, REED completed with school psychologist to recommend areas to be addressed during the reevaluation.
3. Barring extenuating circumstances, if a prior evaluation is five or more years old, REED completed with school psychologist and comprehensive evaluation of all areas of current and suspected eligibility areas will be completed.

Reevaluations to reestablish eligibility for the continuation of special education and related services will contain **all** of the required components per Indiana Article 7.

When considering dismissal of Speech Impairment or Language Impairment as an eligibility category, at a minimum, the following evaluation components will be completed.

### **Language Impairment:**

- Provide a copy of social and developmental history to confirm/update with changes
- Assessment of current academic achievement (grades, present levels of performance from teacher, standardized tests)
- Assessment of receptive, expressive, and pragmatic language

### **Speech Impairment:**

- Provide a copy of social and developmental history to confirm/update with changes
- Assessment of articulation, fluency, and voice
- Observation of student's speech by a speech language pathologist

Exit from speech and or language therapy services occurs when one or more of the following conditions are met.

1. The speech or language impairment is now within normal limits, and goals/objectives of therapy have been met.
2. The student's communication abilities have become comparable to those of others of the same chronological age, gender, ethnicity, or cultural and linguistic background.
3. The student exhibits a speech or language impairment, as defined by Indiana Article 7; however, it no longer adversely affects the student's educational performance.
4. The student who uses and Augmentative Alternative Communication System (AAC) has achieved satisfactory communication across environments and communication partners
5. The parent(s) and/or student, of legal age, request an exit from all special education services.
6. Extenuating circumstances, such as medical or dental problems, warrant discontinuation of services temporarily or permanently.
7. Intervention no longer results in measurable benefits, despite documented use of a variety of appropriate approaches and/or strategies documented over time.



Adams Wells Special Services Cooperative  
Language Impairment (LI) Checklist

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_ School: \_\_\_\_\_ Gr: \_\_\_\_\_ ☐ Initial ☐ Reevaluation

**511 IAC 7-41-8 Language Impairment:** Language impairments in the comprehension or expression of spoken or written language resulting from organic or nonorganic causes that are nonmaturational in nature. Language impairments affect the student's primary language systems, in one (1) or more of the following components: (A) Word retrieval (B) Phonology (C) Morphology (D) Syntax (E) Semantics (F) Pragmatics

Section 1		
Evidence:	Criteria	Data Sources
<p>The student's primary language systems are impacted in one or more of the following:</p> <p><input type="checkbox"/> word retrieval</p> <p><input type="checkbox"/> phonology</p> <p><input type="checkbox"/> morphology</p> <p><input type="checkbox"/> syntax</p> <p><input type="checkbox"/> semantics/vocabulary</p> <p><input type="checkbox"/> pragmatics/social</p> <p><input type="checkbox"/> auditory processing</p>	<p><input type="checkbox"/> Low to minimal impact: Scores on standardized instruments are within: 85-115 or above the 9<sup>th</sup> percentile.</p> <p><input type="checkbox"/> At risk: Scores on standardized instruments are within: 78-84.</p> <p><input type="checkbox"/> Moderate weakness: Scores on standardized instruments are within: 70-77</p> <p><input type="checkbox"/> Severe: Scores on standardized instruments fall 69 or below.</p>	<p>Standardized/Norm Reference test(s) given (See MET report/Speech and Language Evaluation for complete testing information).</p> <p>*Must include one "comprehensive language" assessment: _____</p>
<p>1. Supported by the information above, there is evidence of a language impairment <input type="checkbox"/> Yes <input type="checkbox"/> No</p>		

Section 2		
Evidence:	Criteria	Data Sources
<p><input type="checkbox"/> Adverse Impact on Educational Performance</p>	<p><input type="checkbox"/> No interference with performance in the educational setting: average or above average grades or average to above average progress report, passing state and district-wide assessment, passing classroom assessment.</p> <p><input type="checkbox"/> Minimally impacts performance in the educational setting: majority of grades fall in the average range or average ratings on progress report, state and district assessment are passing or near passing.</p> <p><input type="checkbox"/> Moderately interferes with performance in the educational setting: below average grades or below average progress report, not passing state and district-wide assessments, not passing classroom assessments.</p> <p><input type="checkbox"/> Significantly interferes with the student's performance in the educational setting: failing grades or progress notes, consistently poor performance on state and district-wide testing.</p>	<p>Check data sources used:</p> <p><input type="checkbox"/> ILEARN</p> <p><input type="checkbox"/> Classroom Performance</p> <p><input type="checkbox"/> District Wide Assessments</p> <p><input type="checkbox"/> School Wide Assessments</p> <p><input type="checkbox"/> Grades/Progress Notes</p> <p><input type="checkbox"/> RTI Data</p> <p><input type="checkbox"/> Attendance</p> <p><input type="checkbox"/> Other: _____</p>
<p><input type="checkbox"/> Adverse Impact on Functional Performance</p>	<p><input type="checkbox"/> No interference with performance in the educational setting: adequate social/emotional skills, communication rating scales within normal range, communicates wants/needs, participates in the classroom appropriately.</p> <p><input type="checkbox"/> Minimally impacts performance in the educational setting: a few minor social/emotional concerns, rating scales show low average or inconsistent ratings, minimal assistance to communicate wants/needs, participates in the classroom with minimal cues and redirections.</p> <p><input type="checkbox"/> Moderately interferes with performance in the educational setting: moderately more social/emotional concerns compared to peers, communication rating scales show below average rating across raters, rarely communicates wants and needs without adult assistance, requires adult assistance more than peers to participate.</p>	<p><input type="checkbox"/> Communication rating scale</p> <p><input type="checkbox"/> Teacher checklist</p> <p><input type="checkbox"/> Teacher input</p> <p><input type="checkbox"/> Observation</p> <p><input type="checkbox"/> Other: _____</p>

	<input type="checkbox"/> Significantly interferes with the student's performance in the educational setting: significant social/emotional concerns, communication rating scales are significantly below average compared to peers, rarely or never communicates wants and needs without significant adult assistance, consistently requires adult assistance as compared to peers to participate.	
2. Supported by the information above, evidence of an adverse impact on academic and/or functional performance <input type="checkbox"/> Yes <input type="checkbox"/> No		

Section 3															
Evidence:		Criteria	Data Sources												
<b>Exclusionary Factors</b> <table border="1"> <tr> <th>Factor</th> <th>Criteria Met</th> <th>Criteria Not Met</th> </tr> <tr> <td>A</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>B</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>C</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table> <p>*If any criteria are NOT MET, mark no below because the factor is impacting their eligibility.</p>		Factor	Criteria Met	Criteria Not Met	A	<input type="checkbox"/>	<input type="checkbox"/>	B	<input type="checkbox"/>	<input type="checkbox"/>	C	<input type="checkbox"/>	<input type="checkbox"/>	<p>A. Students with specific learning disabilities, who have language deficits or auditory processing difficulties, cannot receive Language Impairment services INSTEAD of services designed for SLD. If this exclusionary factor is present, this criteria is Not Met.</p> <p>B. A student is not eligible solely because the student's native language is not English. Bilingual speakers include students whose speech or language patterns deviate from those of Standard English and/or are characteristic of dialectical differences. A student who is bilingual may qualify as a student with LI <u>only</u> if the impairment is exhibited in all languages spoken by the student. If this exclusionary factor is present, then this criteria is Not Met.</p> <p>C. Students who are deaf or hard of hearing cannot receive LI services INSTEAD of services designed for DHH. If this exclusionary factor is present, then this criteria is Not Met.</p>	<input type="checkbox"/> Assessment Data <input type="checkbox"/> Hearing Screening <input type="checkbox"/> Teacher Input <input type="checkbox"/> Available Medical History <input type="checkbox"/> Other: _____
Factor	Criteria Met	Criteria Not Met													
A	<input type="checkbox"/>	<input type="checkbox"/>													
B	<input type="checkbox"/>	<input type="checkbox"/>													
C	<input type="checkbox"/>	<input type="checkbox"/>													
3. Exclusionary factors (Disabilities, English Proficiency, and Deaf-Hard Hearing) were considered and do not impact eligibility <input type="checkbox"/> Yes <input type="checkbox"/> No															

**The Case Conference Committee will review this information to make appropriate eligibility determination at the Case Conference.**

Comments:

Speech-Language Pathologist: \_\_\_\_\_

Date: \_\_\_\_\_

Adams Wells Special Services Cooperative  
Speech Impairment (SI) Checklist  
Speech Sounds (Articulation and Phonological Processes)

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_ School: \_\_\_\_\_ Gr: \_\_\_\_\_ ☐ Initial ☐ Reevaluation

**511 IAC 7-41-8 Speech Impairment:** A speech impairment is characterized by one (1) of the following impairments that adversely affects the student's educational performance: Speech impairments that may include fluency, articulation, and voice disorders in the student's speaking behavior in more than one (1) speaking task that are nonmaturational in nature, including impairments that are the result of a deficiency of structure and function of the oral peripheral mechanism.

Section 1																			
Evidence:	Criteria				Data Sources														
<p>The student's speech is impacted in one or more of the following:</p> <p><input type="checkbox"/> A. Speech Sounds: Articulation</p> <p><input type="checkbox"/> B. Speech Sounds: Phonological Processes</p>	<div style="border: 1px solid black; padding: 5px;"> <input type="checkbox"/> A. Sounds: Check errors made at word level <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 25%; padding: 5px;">Age 3</th> <th style="width: 25%; padding: 5px;">Age 4</th> <th style="width: 25%; padding: 5px;">Age 5</th> <th style="width: 25%; padding: 5px;">Age 6/Gr 1 and above</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"> <input type="checkbox"/> m  <input type="checkbox"/> p  <input type="checkbox"/> b  <input type="checkbox"/> h  <input type="checkbox"/> w  <input type="checkbox"/> n  <input type="checkbox"/> d  <input type="checkbox"/> k  <input type="checkbox"/> g  <input type="checkbox"/> f  <input type="checkbox"/> s/z if stopped or lateralized  <input type="checkbox"/> vowels </td> <td style="padding: 5px;"> <input type="checkbox"/> t  <input type="checkbox"/> y  <input type="checkbox"/> ng </td> <td style="padding: 5px;"> <input type="checkbox"/> l  <input type="checkbox"/> sh  <input type="checkbox"/> ch  <input type="checkbox"/> j </td> <td style="padding: 5px;"> <input type="checkbox"/> all blends  <input type="checkbox"/> th  <input type="checkbox"/> r  <input type="checkbox"/> s/z </td> </tr> </tbody> </table> <p style="font-size: small; margin-top: 5px;">*Blends should be produced with two sounds (w is an age appropriate substitution for r in blends).</p> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <input type="checkbox"/> B. Phonological Processes: Check processes present <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 33%; padding: 5px;">Age 3</th> <th style="width: 33%; padding: 5px;">Age 4</th> <th style="width: 33%; padding: 5px;">Age 5</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"> <input type="checkbox"/> Initial consonant deletion  <input type="checkbox"/> Reduplication  <input type="checkbox"/> Final consonant deletion  <input type="checkbox"/> Stopping </td> <td style="padding: 5px;"> <input type="checkbox"/> Fronting  <input type="checkbox"/> Backing </td> <td style="padding: 5px;"> <input type="checkbox"/> Consonant cluster reduction  <input type="checkbox"/> Syllable deletion </td> </tr> </tbody> </table> <p style="margin-top: 10px;">List any other observed phonological processes:</p> <p style="margin-top: 10px;">Other considerations for eligibility include:</p> <ol style="list-style-type: none"> <li>1. Stimulability: List sounds student is stimutable for when given a model: _____</li> <li>2. Intelligibility: <input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor</li> <li>3. Oral motor: <div style="margin-left: 20px;"> <input type="checkbox"/> Oral structures: _____  <input type="checkbox"/> Timing, sequence, and/or coordination of speech sounds: _____ </div> </li> </ol> </div>				Age 3	Age 4	Age 5	Age 6/Gr 1 and above	<input type="checkbox"/> m <input type="checkbox"/> p <input type="checkbox"/> b <input type="checkbox"/> h <input type="checkbox"/> w <input type="checkbox"/> n <input type="checkbox"/> d <input type="checkbox"/> k <input type="checkbox"/> g <input type="checkbox"/> f <input type="checkbox"/> s/z if stopped or lateralized <input type="checkbox"/> vowels	<input type="checkbox"/> t <input type="checkbox"/> y <input type="checkbox"/> ng	<input type="checkbox"/> l <input type="checkbox"/> sh <input type="checkbox"/> ch <input type="checkbox"/> j	<input type="checkbox"/> all blends <input type="checkbox"/> th <input type="checkbox"/> r <input type="checkbox"/> s/z	Age 3	Age 4	Age 5	<input type="checkbox"/> Initial consonant deletion <input type="checkbox"/> Reduplication <input type="checkbox"/> Final consonant deletion <input type="checkbox"/> Stopping	<input type="checkbox"/> Fronting <input type="checkbox"/> Backing	<input type="checkbox"/> Consonant cluster reduction <input type="checkbox"/> Syllable deletion	<div style="border: 1px solid black; padding: 5px;"> <input type="checkbox"/> Standardized/Norm Reference test(s) given for specific area of suspected impairment (See MET/Speech and Language Evaluation report for complete testing information) _____  <input type="checkbox"/> Statement from a physician if organic cause is suspected.  <input type="checkbox"/> Observation of speech  <input type="checkbox"/> Available medical info  <input type="checkbox"/> Oral motor screening </div>
Age 3	Age 4	Age 5	Age 6/Gr 1 and above																
<input type="checkbox"/> m <input type="checkbox"/> p <input type="checkbox"/> b <input type="checkbox"/> h <input type="checkbox"/> w <input type="checkbox"/> n <input type="checkbox"/> d <input type="checkbox"/> k <input type="checkbox"/> g <input type="checkbox"/> f <input type="checkbox"/> s/z if stopped or lateralized <input type="checkbox"/> vowels	<input type="checkbox"/> t <input type="checkbox"/> y <input type="checkbox"/> ng	<input type="checkbox"/> l <input type="checkbox"/> sh <input type="checkbox"/> ch <input type="checkbox"/> j	<input type="checkbox"/> all blends <input type="checkbox"/> th <input type="checkbox"/> r <input type="checkbox"/> s/z																
Age 3	Age 4	Age 5																	
<input type="checkbox"/> Initial consonant deletion <input type="checkbox"/> Reduplication <input type="checkbox"/> Final consonant deletion <input type="checkbox"/> Stopping	<input type="checkbox"/> Fronting <input type="checkbox"/> Backing	<input type="checkbox"/> Consonant cluster reduction <input type="checkbox"/> Syllable deletion																	
1. Supported by the information above, there is evidence of a speech impairment <input type="checkbox"/> Yes <input type="checkbox"/> No																			

Adams Wells Special Services Cooperative  
Speech Impairment (SI) Checklist  
Speech Sounds (Articulation and Phonological Processes)

Section 2		
Evidence:	Criteria	Data Sources
<input type="checkbox"/> Adverse Impact on Educational Performance	<input type="checkbox"/> No interference with performance in the educational setting: average or above average grades or average to above average progress report, passing state and district-wide assessment, passing classroom assessments. <input type="checkbox"/> Minimally impacts performance in the educational setting: majority of grades fall in the average range or average ratings on progress report, state and district assessment are passing or near passing. <input type="checkbox"/> Moderately interferes with performance in the educational setting: below average grades or below average progress report, not passing on state and district-wide assessments, not passing classroom assessments. <input type="checkbox"/> Significantly interferes with the student's performance in the educational setting: failing grades or progress notes, consistently poor performance on state and district-wide testing.	<input type="checkbox"/> ILEARN (if applicable) <input type="checkbox"/> Classroom Performance <input type="checkbox"/> District Wide Assessments <input type="checkbox"/> School Wide Assessments <input type="checkbox"/> Grades/Progress Notes <input type="checkbox"/> RTI Data <input type="checkbox"/> Attendance <input type="checkbox"/> Other Please List:
<input type="checkbox"/> Adverse Impact on Functional Performance	<input type="checkbox"/> No interference with performance in the educational setting: adequate social/emotional skills, communication rating scales within normal range, communicates wants/needs, participates in the classroom appropriately and has intelligible speech in the classroom. <input type="checkbox"/> Minimally impacts performance in the educational setting: a few minor social/emotional concerns, rating scales show low average or inconsistent ratings, minimal assistance to communicate wants/needs, participates in the classroom with minimal cues and redirections, and has speech sound errors that occasionally impact classroom intelligibility. <input type="checkbox"/> Moderately interferes with performance in the educational setting: moderately more social/emotional concerns compared to peers, communicates wants and needs without adult assistance, requires adult assistance more than peers to participate and has speech sound errors that often impact classroom intelligibility. <input type="checkbox"/> Significantly interferes with the student's performance in the educational setting: significant social/emotional concerns, communication rating scales are significantly below average compared to peers, rarely or never communicates wants and needs without significant adult assistance, consistently requires adult assistance as compared to peers to participate and has speech sound errors that consistently impact classroom intelligibility.	<input type="checkbox"/> Communication rating scale <input type="checkbox"/> Teacher checklist <input type="checkbox"/> Teacher output <input type="checkbox"/> Observation <input type="checkbox"/> Other Please List:

2. Supported by the information above, evidence of an adverse impact on academic and/or functional performance ☐ Yes ☐ No

Adams Wells Special Services Cooperative  
Speech Impairment (SI) Checklist  
Speech Sounds (Articulation and Phonological Processes)

Section 3		
Evidence:	Criteria	Data Sources
<input type="checkbox"/> B. Student's primary language is English <u>or</u> student is proficient in his/her primary language <u>or</u> student is not proficient in primary language and/or English.	A. A student is not eligible solely because the student's native language is not English. Bilingual speakers include students whose speech or language patterns deviate from those of Standard English and/or are characteristic of dialectical differences. A student who is bilingual may qualify as a student with SI <u>only</u> if the impairment is exhibited in all languages spoken by the student. If this exclusionary factor is present, then this criteria is Not Met.	<input type="checkbox"/> Assessment Data <input type="checkbox"/> Teacher Input <input type="checkbox"/> Other:
Exclusionary factors (Disabilities, English Proficiency, and Deaf-Hard Hearing) were considered and do not impact eligibility <input type="checkbox"/> Yes <input type="checkbox"/> No		

**The Case Conference Committee will review this information to make appropriate eligibility determination at the Case Conference.**

Comments:

Speech-Language Pathologist Name:

Date:

**Classroom Observation Form – Language Impairment****Observation must be a minimum of 15 minutes and occur during language rich instruction**

Student Name: \_\_\_\_\_ Date of Observation: \_\_\_\_\_  
DOB: \_\_\_\_\_ Grade: \_\_\_\_\_ Length of Observation: \_\_\_\_\_  
Observer: \_\_\_\_\_ School: \_\_\_\_\_  
Setting: \_\_\_\_\_ Activity: \_\_\_\_\_ Noise Level: ☐ High ☐ Low

<b>Vocabulary:</b>			
Seems to understand age-appropriate vocabulary	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not observed
Seems to understand age-appropriate concepts	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not observed
Uses age-appropriate vocabulary when communicating	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not observed
<b>Syntax:</b>			
Uses age-appropriate grammar	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not observed
Uses sentences that are age-appropriate in length	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not observed
Speaks in complete sentences	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not observed
Can form questions correctly	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not observed
<b>Auditory Skills:</b>			
Follows verbal directions age-appropriately	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not observed
Asks me to clarify if they don't understand	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not observed
Answers questions appropriately about stories just read	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not observed
Answers questions appropriately about personal experiences	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not observed
Seems to understand yes/no questions	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not observed
Seems to understand Wh- questions	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not observed
<b>Pragmatics:</b>			
Listens and waits their turn when talking with others	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not observed
Switches activities and tasks easily	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not observed
Interacts appropriately with peers in and outside the classroom	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not observed
Can maintain a topic in conversation	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not observed
Seems to understand nonverbal communication such as facial expressions, gestures, etc.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not observed
<b>Word Retrieval:</b>			
Has difficulty retrieving a specific word	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not observed
Speech is hesitant, filled with pauses or vocalizations ("um", "you know")	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not observed
Uses non-specific words, e.g. "thingy", "stuff"	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not observed

Comments:

Return to Speech-Language Pathologist \_\_\_\_\_

By \_\_\_\_\_



## Teacher Checklist – Language

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

DOB: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_

<b>Vocabulary:</b>					
Seems to understand age-appropriate vocabulary and concepts	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Uses age-appropriate vocabulary when communicating	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Uses sufficient detail when describing an event	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<b>Syntax:</b>					
Uses age-appropriate grammar	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Uses sentences that are age-appropriate in length	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<b>Auditory Skills:</b>					
Follows verbal directions age-appropriately	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Asks me to clarify if they don't understand	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Answers questions appropriately about stories just read	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Answers questions appropriately about personal experiences	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Seems to understand yes/no questions	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Seems to understand Wh- questions	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<b>Pragmatics:</b>					
Listens and waits their turn when talking with others	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Switches activities and tasks easily	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Interacts appropriately with peers in and outside the classroom	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Can maintain a topic in conversation	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Seems to understand nonverbal communication such as facial expressions, gestures, etc.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<b>Word retrieval:</b>					
Has difficulty retrieving a specific word	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Speech is hesitant, filled with pauses or vocalizations ("um", "you know")	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Uses non-specific words, e.g. "thingy", "stuff"	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Is the student's academic performance satisfactory? ☐ Yes, the student meets grade level standards  
☐ No, the student does not meet grade level standards

Other Scores:

MAPS/Acuity/Other:

ILEARN:

LA:

LA:

☐ Pass ☐ Fail

Reading:

Reading:

☐ Pass ☐ Fail

Math:

Math:

☐ Pass ☐ Fail

Current reading level: \_\_\_\_\_ ☐ below expectancy ☐ at expectancy ☐ above expectancy

IREAD Results (if available): \_\_\_\_\_



Based on your observation of this child's communication in the classroom, please rate this student's language skills compared to his/her peers.

☐1                      ☐2                      ☐3                      ☐4                      ☐5  
Low.....High

*Circle one for each of the following :*

Comes to class prepared: rarely sometimes often always

Uses time wisely: rarely sometimes often always

Completes Class Work/Homework: rarely sometimes often always

Follows Direction: rarely sometimes often always

Respectful to Teacher and Others: rarely sometimes often always

Peer Relationships: poor average excellent

*Current Grades:*

Math\_\_\_\_\_

Reading\_\_\_\_\_

Science\_\_\_\_\_

Social

Studies\_\_\_\_\_

English\_\_\_\_\_

Strengths and Interests:

Academic/Behavioral/Social Concerns:

\_\_\_\_\_  
Teacher Signature

Return to Speech-Language Pathologist \_\_\_\_\_ By \_\_\_\_\_