

Speech or Language Impairment

Student Name:	DOB:
Building:	Reviewer Name:
Date of Evaluation Report:	Yes1
Evaluation⇒ (Must meet initial criteria)	
Reevaluation⇒ (Must address criteria comp	onents)
Based on information in the Evaluation Repo requirements in any one of the four areas below	rt and the student file, the student must meet the ow.
1. Fluency Disorder	
A student who meets <i>all</i> of the fluency disorder conducation services:	riteria below is eligible for speech or language special
A. The pattern interferes with communicate pathologist and either another adult or the	tion as determined by an educational speech language pupil.
B. Dysfluent behaviors occur during at least speech samples. Scores	ast five percent of the words spoken on two or more
C. Fluency patterns are not attributed only influence of a foreign language.	to dialectical, cultural or ethnic difference, or to the
2. Voice Disorder	
A student with a voice disorder must meet all crite education services.	eria below to be eligible for speech or language specia
A. The pattern interferes with communicate pathologist and either another adult or the	tion as determined by an educational speech language pupil.
	vocal severity rating is demonstrated on a voice parate occasions, two weeks apart, at different times o
Voice Profile # 1	
Results: moderate sev	ere Date Time
Voice Profile # 2	
Results: moderate sev	ere Date Time

For complete information regarding disability criteria requirements, refer to Minnesota Rule 3525.1343.

	C. Voice patterns are not attributed only to dialectical, cultural, or ethnic differences, or to the influence of a foreign language.
3. A	rticulation Disorder
	dent with an articulation disorder qualifies for speech or language special education services if the nt meets <i>both</i> A and D and <i>either</i> B or C:
	A. The pattern interferes with communication as determined by an educational speech language pathologist and either another adult or the pupil.
	B. Test performance falls 2.0 standard deviations below the mean on a technically adequate, norm-referenced articulation test.
	Test
	Score
	C. The pupil is nine years of age or older and a sound is consistently in error as documented by two three-minute conversational speech samples.
	D. Articulation patterns are not attributed only to dialectical, cultural, or ethnic differences, or to the influence of a foreign language.
4. La	anguage Disorder
	dent with a language disorder qualifies for speech or language special education the student meets A, B, and E and <i>either</i> C or D.
	_ A. The pattern interferes with communication as determined by an educational speech language pathologist and either another adult or the child.
	B. Analysis of language sample or documented observation of communication interaction indicates that language behavior is below or different from expectations based on age, developmental level, or cognitive level.
	C. The pupil scores 2.0 standard deviations or more below the mean on two norm-referenced, technically adequate language tests.
	Test name Standard Deviation
	Test name Standard Deviation
	D. If technically adequate, norm-referenced language tests are not available to provide evidence of a deficit of 2.0 standard deviations below the mean in the area of language, two documented measurement procedures indicate a substantial difference from expectations, based on age, developmental level, or cognitive level.

	Procedure #1
	Results
	Procedure #2
	Results
	E. Language patterns are not attributed only to dialectical, cultural, or ethnic differences, or to the influence of a foreign language
Reviev	of Eligibility Determination
To dete	ermine compliance with eligibility determination, one of the following MUST be checked.
Т	he documentation supports the team decision.
Т	he documentation does not support the team decision.