

SPEECH OR LANGUAGE IMPAIRMENT TEAM REPORT

Local Educational Agency (LEA)

Student's Full Name _____
School _____
Parents(s)/Guardian(s) _____
Address _____
City/State/Zip _____

Date: _____
Date of Birth _____
Grade _____
WVEIS# _____
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 or Language Impairment*, the Eligibility Committee (EC) must respond to each item below. The EC must answer “yes,” “no,” “DNA” (does not apply), or “**Functional Communication Assessment Summary (FCAS) was used**” for each statement to appropriately conclude that the student meets the specific criteria as a student with a Speech or Language Impairment.

1. The student’s multidisciplinary evaluation was sufficiently comprehensive to identify the student’s special education or related service needs and administered in accordance with evaluation procedures specified in Policy 2419.	Yes No
<p>2. LANGUAGE DISORDER – Documentation that meets the following: Following consideration of the child’s age, culture, socioeconomic background, language background, or dialect, an EC will determine that a student is eligible for special education and/or related services as a student who has a language disorder when the following criteria are met.</p> <p>1. Three or more speech-language probes or standardized speech-language assessments as listed below are performed as part of the comprehensive language evaluation process. For a student who cannot participate in the assessment process, consider the use of the Functional Communication Assessment Summary (see Speech-Language Pathology Services in West Virginia Schools: Guidance for West Virginia Schools and Districts). A student with a language disorder exhibits at least three of the following characteristics of a through e (For re-evaluation, a norm-referenced test is not required to continue eligibility):</p> <ol style="list-style-type: none"> a. assessment on a composite norm-referenced test of both receptive and expressive language with a diagnostic accuracy (sensitivity/specificity) of 80 percent or higher yields one or more composite scores that align with those who have a language disorder based on the test publisher’s recommended cut score. Note: Only composite test scores may be used. Individual subtest scores may not be considered; b. language sample analysis results in a score of at least 1.5 standard deviations or more below similar-aged peers (e.g., +/- 6 months) on at least two measures of productivity and/or complexity; c. dynamic assessment (test-teach-retest) that demonstrates limited or very limited improvement (see Speech-Language Pathology Services in West Virginia Schools: Guidance for West Virginia Schools and Districts); d. in conjunction with item a (above), norm-referenced test(s) for specific components or processes of language which do not meet the 80 percent diagnostic accuracy, or development scale(s), or criterion-based assessment(s) indicate that the student’s language skills are lower than expected for their age; and/or e. case history, observation, parent and teacher interviews, and informal assessment(s) indicate the student has difficulty understanding or expressing ideas or concepts to such a degree that it significantly interferes with social interaction or educational progress, except for preschool, which is a socio-communicative impact. 	Yes No DNA FCAS was used

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<p>3. SPEECH SOUND DISORDER - Documentation that meets the following:</p> <p>1. Three or more speech probes or standardized speech assessments listed below and application of developmental norms (see Speech-Language Pathology Services in West Virginia Schools: Guidance for West Virginia Schools and Districts) are performed as part of the comprehensive speech sound evaluation process. For students who cannot participate in the assessment process, consider using the Functional Communication Assessment Summary (see Speech-Language Pathology Services in West Virginia Schools: Guidance for West Virginia Schools and Districts). The student with a speech sound disorder exhibits three of the following characteristics in a through e (For re-evaluation a standardized assessment is not required to continue eligibility):</p> <ul style="list-style-type: none">a. a standardized speech assessment demonstrates three or more phonemic errors not expected at the student’s current age or developmental level are observed during direct testing and/or conversational speech;b. one or more phonological processes designated on the Speech Production Assessment Summary (see Speech-Language Pathology Services in West Virginia Schools: Guidance for West Virginia Schools and Districts) that has a moderate to substantial impact observed during direct testing and/or in conversational speech;c. the student is less than 59 percent stimulable for age-appropriate phonemic errors as listed on the Speech Production Assessment Summary (see Speech-Language Pathology Services in West Virginia Schools: Guidance for West Virginia Schools and Districts);d. the student’s speech intelligibility is below the expected range and not due to influences of a second language or dialect. Intelligibility ratings as documented by school staff or caregivers indicate an impact across environments (see Speech-Language Pathology Services in West Virginia Schools: Guidance for West Virginia Schools and Districts); and/ore. the Percentage of Consonants Correct is 84 percent or below.	<p>Yes</p> <p>No</p> <p>DNA</p> <p>FCAS was used</p>
<p>4. CHILDHOOD-ONSET FLUENCY DISORDER (STUTTERING) – Documentation that meets the following:</p> <p>Following considerations of the child’s age, culture, socio-economic status, language background, and dialect, an EC will determine that an individual is eligible for special education and/or related services as a student who has a fluency disorder when all the following criteria are met (For re-evaluation, a fluency assessment is not required to continue eligibility):</p> <p>1. The student has a fluency rating of moderate to severe based on fluency assessments, both formal and informal, and parent, teacher, or another provider information.</p>	<p>Yes</p> <p>No</p> <p>DNA</p>
<p>5. SOCIAL COMMUNICATION DISORDER – Documentation that meets the following:</p> <p>Following consideration of the child's age, culture, socio-economic status, language background, and dialect, an EC will determine that the student is eligible for special education as a student who has a social communication disorder when all of the following are met.</p> <p>1. Multiple speech probes and standardized speech-language assessments listed below, targeted observations, and interviews are performed as part of a comprehensive evaluation. (See Speech Language Pathology Services in West Virginia Schools: Guidance for West Virginia Schools and Districts.) The student with a social communication disorder exhibits all of the following characteristics (For re-evaluation, a norm-referenced test is not required to continue eligibility):</p> <ul style="list-style-type: none">a. Assessment measures included norm-referenced tests, multiple observations, checklists, and structured tasks.b. Assessment procedures were used that are contextually based and involved multiple settings and communication partners.c. Assessment results indicate deficits in functional limitations in effective communication social participation, social relationships, academic achievement and or occupational performance, individually or in combination.d. Assessment results have eliminated the presence of restricted repetitive behaviors, interests, and other activities related to the diagnosis of Autism.	<p>Yes</p> <p>No</p> <p>DNA</p>

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<p>6. VOICE DISORDER - Documentation that meets the following:</p> <p>Following considerations of the child’s age, culture, socio-economic status, language background, and dialect, an EC will determine that a student is eligible for special education or related services as a student who has a voice disorder (speech impairment) when the following criteria are met (For re-evaluation, a standardized voice assessment is not required to continue eligibility):</p> <p>1. Speech probes and standardized assessments listed below indicate that the student meets the criteria for a moderate to substantial impact on the Voice Assessment Summary (see Speech-Language Pathology Services in West Virginia Schools: Guidance for West Virginia Schools and Districts).</p> <ul style="list-style-type: none">a. A voice production rating of moderate or severe on an age-appropriate voice rating scale.b. Consistent problem with voice quality, resonance, loudness, or pitch that is noticeable to all listeners.c. The existence or absence of a structural or functional pathology is verified by an otolaryngologist.	Yes No DNA
<p>7. SPECIAL CONSIDERATIONS</p> <ul style="list-style-type: none">• 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.	Yes DNA
<ul style="list-style-type: none">• Eligibility for speech and language services was not determined on the basis of having a primary language other than English or a language difference.	Yes DNA
<ul style="list-style-type: none">• 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.	Yes DNA
<p>8. The student’s disability adversely affects academic, vocational, and/or social performance. For preschool students, the disability adversely affects social-communicative performance.</p>	Yes No
<p>9. The student needs special education services.</p>	Yes No
<p>10. The symptoms of this communication disorder may be more appropriately defined under another eligibility category. Write an explanation here.</p>	Yes No If “Yes,” explain DNA
<p>11. Note educationally relevant medical findings, if any. (Write DNA if no relevant medical findings apply.)</p>	

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

The student **DOES** meet the eligibility criteria for speech or language impairment that adversely impacts their education and **is eligible** for special education services as a student with speech or language impairment.

The student has met the eligibility criteria. However, the eligibility committee has determined the student's primary exceptionality is not speech or language. The IEP team should consider the student for related services for speech or language.

The student **DOES NOT** meet the eligibility criteria for speech or language impairment and is **not eligible** for special education services as a student with speech or language impairment.

Signatures	Eligibility Committee Members			
	Position	Agreement with EC Determination		
_____	Chairperson	Yes	No	Verbally Confirmed*
_____	Speech-Language Pathologist/Specialist	Yes	No	Verbally Confirmed*
_____	Teacher	Yes	No	Verbally Confirmed*
_____	Parent	Yes	No	Verbally Confirmed*
_____	Student	Yes	No	Verbally Confirmed*
_____	Other: _____	Yes	No	Verbally Confirmed*
	Title			

***NOTE:** If a team member disagrees with the report, that team member may submit a separate statement presenting the member's conclusions.*

Meeting Notes (Optional)

* Used for virtual or phone meetings.