Legal Name of Child	DOB	State Child ID (SASID)	Date

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)**

☐ Yes ☐ 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.)

☐ Yes ☐ 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.)
   - ☐ ***is*** ☐ ***is not*** due to a lack of appropriate instruction in reading, including the essential components of reading instruction
   - ☐ ***is*** ☐ ***is not*** due to a lack of appropriate instruction in math; and
   - ☐ ***is*** ☐ ***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)**

- ☐ **Yes** ☐ **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**
- ☐ **Yes** ☐ **No** Auditory processing, including sensation (acuity), perception (discrimination, sequencing, analysis and synthesis) association and auditory attention; **and/or**
- ☐ **Yes** ☐ **No** Deficiency of structure and function of oral peripheral mechanism; **and/or**
- ☐ **Yes** ☐ **No** Articulation including substitutions, omissions, distortions or additions of sound; **and/or**
- ☐ **Yes** ☐ **No** Voice, including deviation of respiration, phonation (pitch, intensity, quality), and/or resonance; **and/or**
- ☐ **Yes** ☐ **No** Fluency, including hesitant speech, stuttering, cluttering and related disorders; **and/or**
- ☐ **Yes** ☐ **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)**

- ☐ **Yes** ☐ **No** Interference with oral and/or written communication in academic and social interactions in his/her primary language; **and/or**
- ☐ **Yes** ☐ **No** Demonstration of undesirable or inappropriate behavior as a result of limited communication skills; **and/or**
- ☐ **Yes** ☐ **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)**