

Speech-Language Impairment Worksheet

Name: _____ School: _____ Meeting Date: _____
Student ID: _____ D.O.B.: _____ Age: _____ Grade: _____

In application of the Virginia Department of Education's Regulations Governing Special Education Programs for Children with Disabilities in Virginia, this worksheet may assist the eligibility group in applying criteria for students who are being considered for eligibility under the category of Speech-Language Impairment. A diagnosis included in a report from a medical professional is not sufficient to make an eligibility determination. After consideration of data from multiple sources, review the definition, consider the items below, and note any additional information. Attach this worksheet to the Eligibility Summary Form and include any necessary documentation.

STEP 1.

DEFINITION: "Speech-Language Impairment" means a communication disorder, such as dysfluency (stuttering), impaired articulation, expressive or receptive language impairment or a voice impairment that adversely affects a child's educational performance.

STEP 2.

True
 False

There is documentation of a significant discrepancy from typical communication skills in one of the areas below (check all that apply):

- Fluency
- Receptive or expressive language
- Articulation
- Voice

List and/or describe:

AND

STEP 3.

True
 False

The student does not demonstrate Limited English Proficiency (LEP) and/or is not a speaker of a sociocultural dialect that is the primary reason for the speech-language impairment.

AND

STEP 4.

True
 False

There is documentation of an adverse effect on educational performance due to one or more documented characteristics of Speech-Language Impairment.

List and/or describe:

AND

Step 5:

True
 False

Due to the identified Speech-Language Impairment, the student needs specially designed instruction.

List and/or describe:

