

CRITERIA FOR DISABILITY CATEGORY SPEECH OR LANGUAGE IMPAIRMENT

Form ER-1-SLI (Rev. 06/2023)

Date form completed _____ LEA _____

Name of Student _____ WISEid _____ LEA's Student ID _____

- ☐ Initial evaluation or considering new disability category (*must complete appropriate sections I-V and VI-IX*)
☐ Reevaluating category for continuing identification (*sections I-VII optional, must complete sections VIII-IX*)

This form is provided to assist individualized education program (IEP) teams as one part of a comprehensive special education evaluation to document if a student meets the disability category criteria under [Chapter 115, Wis. Stats.](#), and [PI 11.36, Wis. Admin. Code](#). The IEP team should complete this form to document whether or not the student meets the disability category criteria or continues to meet the criteria during a reevaluation. Attach the criteria form to the Evaluation Report, DPI sample form ER-1, that includes additional information to determine special education eligibility.

Speech or language impairment means an impairment of speech or sound production, voice, fluency, or language that adversely affects educational performance or social, emotional, or vocational development. [PI 11.36 \(5\), Wis. Admin. Code](#). Refer to [Forms Guide](#) for more information.

Criteria for the disability category of speech or language impairment can be documented as follows (the IEP team must check all boxes in at least one of the five areas):

SECTION I. LANGUAGE

Both yes/no questions must be checked yes.

- ☐ Not applicable: no concerns with this area of communication.
- ☐ Yes ☐ No Following consideration of the student's age, culture, language background and dialect, the student demonstrates characteristics of a language impairment in the area of language form, content, or use.
- ☐ As evidenced through an **observation in a natural environment** (*must be checked*).
Explain or reference data or evidence:

At least **two** of the following measurements were used:

- ☐ Language sample
☐ Dynamic assessment
☐ Criterion-referenced assessment, such as developmental scales
☐ Norm-referenced assessment** of comprehensive language

Explain or reference data or evidence for all measurement boxes checked above. If a norm-referenced assessment was used, explain whether the student demonstrated a significant discrepancy:

- ☐ Yes ☐ No There is a delay in communication that adversely impacts the student's educational performance or social, emotional, or vocational development. *Explain or reference data or evidence:*

SECTION II. SPEECH SOUND PRODUCTION-ARTICULATION

All four yes/no questions must be checked yes.

- ☐ Not applicable: no concerns with this area of communication.

- ☐ Yes ☐ No Following consideration of the student's age, culture, language background, and dialect, the student's speech sound production (i.e., articulation) is documented to be delayed.
- ☐ As evidenced through an **observation in a natural environment** (*must be checked*).
Explain or reference data or evidence:

At least **one** of the following measurements were used:

- ☐ Criterion-referenced assessment, such as developmental scale or phonetic inventory
- ☐ Norm-referenced assessment**

Explain or reference data or evidence for all measurement boxes checked above. If a norm-referenced assessment was used, explain whether the student demonstrated a significant discrepancy:

- ☐ Yes ☐ No The student's intelligibility is below the expected range for their age. Intelligibility ratings as documented by school staff or caregivers indicate an impact across environments. *Explain or reference data or evidence:*

- ☐ Yes ☐ No The student is less than 30% stimulable for speech sounds found in error. *Explain or reference data or evidence:*

- ☐ Yes ☐ No There is a delay in communication that adversely impacts the student's educational performance or social, emotional, or vocational development. *Explain or reference data or evidence:*

SECTION III. SPEECH SOUND PRODUCTION- PHONOLOGY

All three yes/no questions must be checked yes.

☐ Not applicable: no concerns with this area of communication.

☐ Yes ☐ No Following consideration of the student's age, culture, language background, and dialect, the student's phonological process use is documented to be non-developmental or outside of the expected developmental range.

☐ As evidenced through an **observation in a natural environment** (*must be checked*).
Explain or reference data or evidence:

At least **one** of the following measurements were used:

☐ Presence of one of more disordered phonological processes occurring at least 40%

☐ Norm-referenced assessment** of phonology

Explain or reference data or evidence for all measurement boxes checked above. If a norm-referenced assessment was used, explain whether the student demonstrated a significant discrepancy:

☐ Yes ☐ No The student's intelligibility is below the expected range for their age and not due to influences of home languages or dialect. Intelligibility ratings as documented by school staff or caregivers indicate an impact across environments. *Explain or reference data or evidence:*

☐ Yes ☐ No There is a delay in communication that adversely impacts the student's educational performance or social, emotional, or vocational development. *Explain or reference data or evidence:*

SECTION IV. VOICE

All three yes/no questions must be checked yes.

☐ Not applicable: no concerns with this area of communication.

☐ Yes ☐ No There is documentation of a vocal impairment not due to temporary physical factors (such as allergies, short-term vocal abuse, or puberty) and not due to an acute respiratory virus or infection. *Explain or reference data or evidence:*

- ☐ As evidenced through an **observation in a natural environment** (*must be checked*).
Explain or reference data or evidence:

- ☐ Yes ☐ No Following consideration of the student's age, culture, language background, or dialect, the student demonstrates characteristics of impairment, which include **any** of the following (*must check at least one*):
- ☐ The student's vocal volume, including loudness
 - ☐ The student's vocal pitch, including range, inflection, or appropriateness
 - ☐ The student's vocal quality, including breathiness, hoarseness, or harshness
 - ☐ The student's vocal resonance, including hypernasality

Explain or reference data or evidence for all boxes checked above:

- ☐ Yes ☐ No This impairment in communication adversely impacts the student's educational performance or social, emotional, or vocational development. *Explain or reference data or evidence:*

SECTION V. FLUENCY

Both yes/no questions must be checked yes.

- ☐ Not applicable: no concerns with this area of communication.

- ☐ Yes ☐ No Following consideration of the student's age, culture, language background, and dialect, the student has speaking behaviors characteristic of a fluency disorder. (*The evaluation must include a variety of measures, including case history, observation in natural environment, norm-referenced assessment or disfluency analysis, and result in evidence of atypical fluency.*)

At least **one** of the following measurements were used:

- ☐ Observation in a **natural environment**
- ☐ Case history
- ☐ Norm-referenced assessment**
- ☐ Disfluency analysis

Explain or reference data or evidence for all measurement boxes checked above. If a norm-referenced assessment was used, explain whether the student demonstrated a significant discrepancy:

The presence of one or more of the following characteristics indicates a fluency disorder (*check all that apply*):

- ☐ Speech disfluencies associated with stuttering or atypical disfluency, which include repetitions of phrases, words, syllables, and sounds or dysrhythmic phonations such as prolongations of sounds or blockages of airflow typically in excess of 2% of total syllables, one second of duration, and two or more iterations in a repetition. Non-verbal physical movements, such as eye blinking or head jerking, may accompany the stuttering. Negative feelings about oral communication may be significant enough to result in avoidance behaviors in an attempt to hide or diminish stuttering. *Explain or reference data or evidence:*

- ☐ A speech rate that is documented to be rapid, irregular, or both and may be accompanied by sound or syllable omissions, sequencing errors, or a high number of non-stuttering speech disfluencies such as interjections, phrase and whole word repetitions, and revisions. The resulting speech fluency pattern is considered to be significantly disruptive to efficient communication. Negative feelings and attitudes about oral communication may or may not be present under this disfluency profile. *Explain or reference data or evidence:*

☐ Yes ☐ No This impairment in communication adversely impacts the student's educational performance or social, emotional, or vocational development. *Explain or reference data or evidence:*

SECTION VI. AUGMENTATIVE AND ALTERNATIVE COMMUNICATION (AAC)

☐ Yes ☐ N/A The IEP team evaluated the student's language by assessing the student's augmentative and alternative communication skills, when appropriate, to determine the student's needs. *Explain or reference data or evidence:*

SECTION VII. EXCLUSIONARY FACTORS

The IEP may not identify a Speech or Language Impairment when differences in speech or language are based on home languages, culture, or dialect unless the student has a Speech or Language Impairment within the student's home languages, culture, or dialect. In determining whether the student has a Speech or Language Impairment, the IEP team must consider the following:

- The student's background knowledge, stage of language acquisition, experience with narratives, and exposure to vocabulary to discern speech or language ability from speech or language difference, such as differences due to lack of exposure, stage of language acquisition, cultural or behavioral expectations.

- Based on information and data collected, the IEP team must determine whether the student's speech or language skills are a result of a speech or language impairment or a difference due to culture, language background, or dialect.

☐ Yes ☐ N/A There are exclusionary factors. *If yes, list exclusionary factors present (differences in speech or language are based on home languages, culture, or dialect):*

SECTION VIII. DOCUMENTATION OF REQUIRED IEP TEAM MEMBERS

- ☐ Yes ☐ No A speech-language pathologist was an IEP team participant and attended IEP meetings when the team discussed eligibility for a speech or language impairment or identified the student's speech or language needs (or both).
- ☐ Yes ☐ No An educator with foundational knowledge in first and second language instruction and
- ☐ Not applicable second language acquisition if the student is identified as an English Learner under 20 USC 7801(20) was an IEP team participant and attended IEP meetings when the team discussed eligibility for a speech or language impairment or the need for speech and language services (or both).

SECTION IX. DISABILITY CATEGORY CRITERIA DETERMINATION

Initial evaluation or considering new disability category

The student must meet criteria in one of the sections (I-V) above and no exclusionary factors exist.

- ☐ Yes ☐ No The documentation of the criteria above demonstrates an impairment of speech or sound production, voice, fluency, or language that adversely affects educational performance or social, emotional, or vocational development. The student meets the disability category criteria for **speech or language impairment**. A student whose disability has an adverse effect on educational performance must be found to require specially designed instruction in order to be eligible for special education (document the need for specially designed instruction on the ER-1).

Reevaluating category for continuing identification*

- ☐ Yes ☐ No The student was previously found eligible for special education, having met the disability category criteria for **speech or language impairment**, and continues to have a disability that adversely affects the student's educational performance or social, emotional, or vocational development. A student whose disability has an adverse effect on educational performance or social, emotional, or vocational development must be found to require specially designed instruction in order to continue to be eligible for special education (document the need for specially designed instruction on the ER-1). *Explain or reference data or evidence that indicates the student continues to have a disability that adversely affects the student's educational performance or social, emotional, or vocational development:*

* A student previously found eligible for special education, having met the disability category criteria for speech or language impairment, is not required to meet initial identification criteria upon reevaluation.

** If a norm-referenced assessment was used, the student must demonstrate a significant discrepancy. For further clarification of the term "significant discrepancy," please review relevant guidance on the Department's [speech-language webpage](#).