

DETERMINATION OF ELIGIBILITY FOR SPEECH-LANGUAGE SERVICES AS SPECIAL EDUCATION OR AS A RELATED SERVICE

Determining appropriate eligibility for speech-language services requires attention to the following legal requirements and good practice suggestions.

1. The decision must be made by a team of qualified professionals and the parents and, when appropriate, the child [IDEA 2004 § 614(c)(1)(A) and 34 CFR § 300.306(a)(1)].
2. The SLP should be present at the eligibility PPT as the individual who can interpret the instructional implications of (the communication) evaluation results [IDEA 2004 § 614(d)(1)(b) and 34 CFR § 300.321(a)]. This will require consideration of an itinerant SLP's site schedule.
3. Information from a variety of sources must be used in interpreting evaluation data [34 CFR § 300.306(c)(1)]. For children with voice impairments, an updated report by a physician (ear, nose and throat and, when appropriate, allergist) is necessary, but not sufficient by itself, for determining special education eligibility. Medical information is necessary to determine the contribution of vocal pathology, upper respiratory infection or allergies to the voice symptoms.
4. The child cannot be determined to be a child with a disability if the determinant factor in the determination is lack of instruction in reading, including in the essential components of reading instruction, or math or limited English proficiency [IDEA 2004, § 614(b)(5) and 34 CFR § 300.306(b)(1)]. (See the CSDE Guidelines for Identifying Children with Learning Disabilities) for procedures to rule out lack of appropriate instruction in reading and math.
5. A copy of the evaluation report and the documentation of determination of eligibility must be given to the parents [IDEA 2004, § 614(b)(4)(B) and 34 CFR § 300.306(a)(2)].
6. When the speech-language disability is the child's sole or primary disability, the child is eligible for speech and language services as special education instruction. When it accompanies some other disability and the child needs speech and language services to benefit from the special education designed to address that disability, the child is eligible for those services as a related service.
7. A dissenting opinion may be filed when there is disagreement with the decision of the team [Commentary following RCSA 10-76a-1(p)].

The eligibility decision should be documented on the PPT Report of Eligibility for Speech-Language Services on pages 61–62.

School District:

PPT Report of Eligibility for Speech-Language Services

PPT Meeting Date _____

Child's Name _____ Date of Birth _____

School _____ Grade _____

This report is to be completed by the PPT based on the evaluation findings.

To be eligible for speech and language services as special education, the child must: (1) exhibit an impairment in one or more communication areas listed on the chart in Section A below *and* (2) exhibit an adverse impact on education in the identified areas of impairment. In addition, items 1–7 in Section B must be answered. For children with a voice impairment, items 8 and 9 in Section B must also be answered.

A. Results of the Speech-Language Evaluation and Educational Effect

Indicate "Yes," "No" or "N/A" for each communication area. For each area that is checked "Yes," indicate "Yes" or "No" in the column "Adverse Impact on Education."

Communication Area	Impairment			Adverse Impact on Education	
	YES	NO	N/A	YES	NO
1. Oral language comprehension					
2. Oral language production					
3. Written language comprehension					
4. Written language production					
5. Social communication (pragmatics)					
6. Phonology					
7. Fluency					
8. Voice					

B. Ruling Out Other Factors

For the child to qualify under IDEA, all of the following factors must be ruled out:

1. Is the communication impairment related primarily to limited exposure to normal communication building experiences? Yes ___ No ___
2. Is the communication impairment related primarily to the normal process of acquiring English as a second language? Yes ___ No ___

PPT Report of Eligibility for Speech-Language Services

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- 3. Is the communication impairment related primarily to dialectical differences? Yes___ No___

- 4. Is the communication impairment due to lack of instruction in reading? (See 1999 SDE *Guidelines for Identifying Children with Learning Disabilities*, Appendix C.) Yes___ No___

- 5. Is the communication impairment due to lack of instruction in mathematics? (See 1999 SDE *Guidelines for Identifying Children with Learning Disabilities*, Appendix C.) Yes___ No___

- 6. Is the relative contribution of cognitive factors greater than communication factors without use of a language-cognition discrepancy formula? (See pages 30–32.) Yes___ No___

- 7. Is the relative contribution of behavioral factors greater than communication factors? Yes___ No___

For children with voice impairments:

- 8. Is the voice impairment of short duration (less than six weeks)? Yes___ No___

- 9. Is it related to unresolved upper respiratory infection or allergies that are not being actively treated by a physician? Yes___ No___

C. Determination of a Speech-Language Disability

The PPT has reviewed the information presented and has made the determination that (circle yes or no for each):

The child meets the eligibility criteria for a speech-language disability.	Yes	No
The child needs speech-language services as special education.	Yes	No
The child needs speech-language services as a related service.	Yes	No
The team needs more information to make an eligibility determination.	Yes	No