

**EVALUATION TEAM RECOMMENDATION
Speech and Language Impairment (SLI)**

File #:	MET Date:
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Student: _____ D.O.B: _____ Age: _____
 District: _____ School: _____
 Dom. Language: _____ Grade: _____

PURPOSE

- Initial eligibility, MET recommendation/summary. *(Attach all referenced material)*
 Change of eligibility for special education. *(Attach all referenced material)* Previous Eligibility: _____

EVALUATION FINDINGS AND DOCUMENTATION

The following information and documentation is required to recommend eligibility for special education as a student with a speech and language impairment:

Required Information:

- Speech/language level
- Spontaneous language sample
- Relevant behavior observations (Relationship to achievement)
- Information from parents
- Educationally relevant medical information *(If none, write "NONE")*

Name and Date of Attached Report/Document

ASSURANCE STATEMENTS

The Evaluation Team must consider the following assurance statements before making a recommendation regarding this student's eligibility:

1. The student manifests **1 or more** of the following speech and language impairments: *(Check all that apply)*
 - (a) Language impairment which interferes with the student's ability to understand and use language effectively.*
 - (b) Articulation impairment, including omissions, substitutions, or distortions of sound persisting beyond maturational age.
 - (c) Fluency impairment, including abnormal rate of speaking, speech interruptions, and repetition of sounds, words, phrases, or sentences.
 - (d) Voice impairment, including inappropriate pitch, loudness, or voice quality.
2. Adverse affect on student's educational performance.
3. The suspected disability is not due to the lack of appropriate instruction in the essential components of reading or math; or limited English proficiency.
4. The student requires special education programs/services.

*When recommending a language impairment a spontaneous language sample and test results on not less than 2 standardized instruments or 2 subtests designed to determine language functioning must be completed.

RECOMMENDATION OF ELIGIBILITY

The Evaluation Team **1**) finds **all** the assurance statements to be true; **2**) has considered exclusionary factors; and **3**) recommends, based on the evaluation findings, that this student be considered eligible for special education programs/services under the speech and language impairment rule (R340.1710). Yes* No

* If recommending eligibility, state present levels of academic achievement and functional performance on the back of this form or attach documentation that addresses this issue.

EVALUATION TEAM SIGNATURES

As a member of the Evaluation Team, I agree with the eligibility recommendation:

Speech Pathologist: _____ Other/Title: _____
 Other/Title: _____ Other/Title: _____

This Evaluation Summary **does not** reflect my/our opinion and a separate statement is attached:

Signature/Title _____

EXCLUSIONARY FACTORS WORKSHEET

Speech and Language Impairment

Each factor must be ruled out as the PRIMARY FACTOR for the student's inability to progress in the general education curriculum, and for obtained communication scores.	Yes	No
1. Lack of appropriate instruction in essential components of reading and math		
Does information obtained during assessment indicate lack of appropriate instruction in reading and math as the determinant factor in this student's inability to progress in the general education curriculum?		
2. Limited English Proficiency		
<ul style="list-style-type: none"> • Is there a language other than English spoken by this student? 		
<ul style="list-style-type: none"> • Is there a language other than English spoken by the student's home? 		
<ul style="list-style-type: none"> • Are there any specific dialect or cultural influences that would affect the student's ability to speak or understand English? 		
3. Cultural Background Differences		
<i>Document all information gathered in assessment that would exclude environmental or cultural disadvantage as the determinant factor for this student's inability to access general education curriculum or perform significantly below normal on measures of communication.</i>		
<ul style="list-style-type: none"> • Is there compelling evidence from data gathered and information generated to indicate this student is unable to learn or perform on assessments due to cultural or background difference? 		
4. Medical Conditions That Impact School Performance		
<i>Document all information gathered through assessment that would exclude medical or health reasons for this student's deficient performance on both assessments of communication.</i>		
<ul style="list-style-type: none"> • Does the student have a medical history and/or school history of medical or health-related difficulties causing the student to have difficulty accessing the general education curriculum? 		
<ul style="list-style-type: none"> • Are there school records of illness or health-related conditions that would impact negatively on this student's ability to progress in the general education curriculum? 		
5. Socioeconomic Status, or Communication, Sensory or Motor Impairments		
<i>Document all information gathered through assessment that would exclude sensory or motor impairments as a factor for this student's deficient performance on assessment of communication functioning.</i>		
<ul style="list-style-type: none"> • Does the assessment data indicate that lack of opportunity to learn due to socioeconomic circumstances is the cause or primary reason for the student's deficient scores obtained on cognitive, achievement, and adaptive skills measured? 		
<i>If any of the questions in sections 1-5 are YES, please document the reason a given exclusionary consideration is not the primary reason for the student's deficit communication scores:</i>		
6. Impairment Specific Considerations		
<ul style="list-style-type: none"> • Are the student's measured skills on communication manifested in at least language, articulation, fluency, or voice? 		
<ul style="list-style-type: none"> • If a language impairment, are the student's measured skills include a spontaneous language sample and the test results of not less than 2 standardized assessment instruments or 2 subtests designed to determine language functioning? 		

Present Level of Academic Achievement and Functional Performance: