



SPECIAL EDUCATION GUIDANCE

ER-1-SLI Criteria for Disability Category: Speech or Language Impairment

This document is in reference to the criteria form that should be used when the IEP team is considering whether a student meets criteria for the disability category of speech or language impairment as defined under [PI 11.36 \(5\)\(a\)4, Wis. Admin. Code](#). IEP teams use this form to explain or reference data or evidence considered and the disability category determination. This form is used in conjunction with the Evaluation Report (ER-1) as part of a comprehensive special education evaluation. The intent of the form is to guide and document the IEP team's discussion as it considers criteria for speech or language impairment. The form also serves as documentation for a compliance review. For more information on how to identify a student who has a speech or language impairment, go to the [speech or language impairment webpage](#) at the Wisconsin Department of Public Instruction.

FORM CONTENT	CLARIFICATION/EXPLANATION
Date form completed	Enter the date of the IEP team meeting when the IEP team determined if the student met the disability category criteria for speech or language impairment.
Initial Evaluation	Check "initial evaluation" if the student was not previously found eligible as meeting the disability category criteria for speech or language impairment. The IEP team must complete the appropriate sections for I-V as well as all of sections VI-IX.
Reevaluation	Check "reevaluation" if the student was previously found eligible as meeting the disability category criteria for speech or language impairment. A student is not required to meet initial criteria during a reevaluation for this category, but the disability must continue to have an adverse effect on education performance in order to be considered for specially designed instruction. It is recommended that the IEP team consider all appropriate sections on

	this form, but the IEP team must complete sections VIII and IX.
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FORM CONTENT	CLARIFICATION/EXPLANATION
<u>I. Language</u>	For initial evaluations: one or more of the first five areas must be addressed: language, speech sound production, phonology, voice, fluency.
Not applicable	Not applicable means no concerns with this area of communication.
Yes/No	If one or more sections within language are checked “no,” this section would be marked “no.” Data/evidence should be briefly shared that support a “yes” or a “no”.
Following consideration of the student’s age, culture, language background and dialect, the student demonstrates a language impairment in the area of language form, content, or use.	Must be checked “yes” in order to be considered for speech or language impairment in the area of language.
As evidenced through an observation in a natural environment.	The speech-language pathologist (SLP) must conduct an observation in a natural environment. For school-age students the natural environment includes school.
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.	Please explain or reference data for each measurement used. Explain or reference data or evidence for all measurement boxes checked above. If norm-referenced assessment was used, explain whether the student demonstrated a significant discrepancy. If a norm-referenced assessment was used, explain whether the student demonstrated a significant discrepancy. For further clarification of the term “significant discrepancy,” please review the significant discrepancy and consideration of speech or language impairment webpage at the Wisconsin Department of Public Instruction.
There is a delay in communication that adversely impacts the student’s	Must be checked “yes” to be considered for speech or language impairment in the area of

educational performance or social, emotional or vocational development.	<p>language. Data/evidence should be briefly shared that support a “yes” or a “no.”</p> <p>Documentation of this impact cannot indicate that it “may” occur. IEP teams must report impact on educational performance in the classroom, which includes academic tasks, social-emotional or vocational development.</p>
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FORM CONTENT	CLARIFICATION/EXPLANATION
<u>II. Speech Sound Production - Articulation</u>	For initial evaluations: one or more of the first five areas must be addressed: language, speech sound production, phonology, voice, fluency.
Not applicable Yes/No	Not applicable means no concerns with this area of communication. If one or more sections within Speech are checked “no,” this section would be marked “no.” Data/evidence should be briefly shared that support a “yes” or a “no”.
Following consideration of the student’s age, culture, language background and dialect, the student demonstrates a language impairment in the area of language form, content, or use.	Must be checked “yes” in order to be considered for Speech or Language Impairment in the area of speech sound production.
As evidenced through an observation in a natural environment.	The speech-language pathologist (SLP) must conduct an observation in a natural environment. For school-age students the natural environment includes school.
At least one of the following measurements was used:	Please explain or reference data for each measurement used.
Criterion-referenced assessment, such as developmental scales Norm-referenced assessment** of comprehensive language.	If a norm-referenced assessment was used, explain whether the student demonstrated a significant discrepancy. For further clarification of the term “significant discrepancy,” please review the significant discrepancy and consideration of speech or language impairment webpage at the Wisconsin Department of Public Instruction.
The student’s intelligibility is below the expected range for their age.	Must be checked “yes” in order to find the student meets criteria for speech or language

Intelligibility ratings as documented by school staff or caregivers indicate an impact across environments.	impairment in the area of speech sound production. If checked “no,” data/evidence should be briefly shared that support a “yes” or a “no.”
The student is less than 30% stimulable for speech sounds found in error.	Must be checked “yes” in order to find the student meets criteria for speech or language impairment in the area of speech sound production. If checked “no,” data/evidence should be briefly shared that support a “yes” or a “no.”
There is a delay in communication that adversely impacts the student’s educational performance or social, emotional or vocational development.	Must be checked “yes” in order to find the student meets criteria for speech or language impairment in the area of speech sound production. If checked “no,” data/evidence should be briefly shared that support a “yes” or a “no.”

FORM CONTENT	CLARIFICATION/EXPLANATION
<u>III. Speech Sound Production-Phonology</u>	For initial evaluations: one or more of the first five areas must be addressed: language, speech sound production, phonology, voice, fluency.
Not applicable Yes/No	Not applicable means no concerns with this area of communication. If one or more sections within Speech are checked “no”, this section would be marked “no”. Data/evidence should be briefly shared that support a “yes” or a “no.”
Following consideration of the student’s age, culture, language background and dialect, the student demonstrates a language impairment in the area of language form, content, or use.	Must be checked “yes” in order to be considered for speech or language impairment in the area of speech sound phonology.
As evidenced through an observation in a natural environment.	The speech-language pathologist must conduct an observation in a natural environment. For school-age students the natural environment includes school.
At least one of the following measurements was used:	Please explain or reference data for each measurement used.

<p>Presence of one of more disordered phonological processes occurring at least 40%. Norm-referenced assessment of phonology</p>	<p>For further clarification of the term “significant discrepancy,” please review the significant discrepancy and consideration of speech or language impairment webpage at the Wisconsin Department of Public Instruction.</p>
<p>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.</p>	<p>Must be checked “yes” in order to be considered for speech or language impairment in the area of phonology. Data/evidence should be briefly shared that support a “yes” or a “no.”</p>
<p>There is a delay in communication that adversely impacts the student’s educational performance or social, emotional, or vocational development.</p>	<p>Must be checked “yes” in order to be considered for speech or language impairment in the area of phonology. Data/evidence should be briefly shared that support a “yes” or a “no.”</p> <p>Documentation of this impact cannot indicate that it “may” occur. IEP teams must report impact on educational performance in the classroom, which includes academic tasks, social-emotional or vocational development.</p>

FORM CONTENT	CLARIFICATION/EXPLANATION
<p><u>IV. Voice</u></p>	<p>For initial evaluations: one or more of the first five areas must be addressed: language, speech sound production, phonology, voice, fluency.</p>
<p>Not applicable Yes/No</p>	<p>Not applicable means no concerns with this area of communication. If one or more sections within Speech are checked “no,” this section would be marked “no”. Data/evidence should be briefly shared that support a “yes” or a “no.”</p>
<p>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.</p>	<p>Must be checked “yes” in order to be considered for speech or language impairment in the area of voice.</p> <p>Please explain or reference data for each measurement used.</p>

<p>As evidenced through an observation in a natural environment</p>	<p>The speech-language pathologist must conduct an observation in a natural environment. For school- age students the natural environment includes school.</p>
<p>Following consideration of the student’s age, culture, language background, or dialect, the student demonstrates characteristics of a voice impairment, which include any of the following (must check at least one):</p> <p>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.</p>	<p>At least one item must be checked in order to answer “yes” to be considered for speech or language impairment in the area of voice. Data/evidence should be briefly shared that support a “yes” or a “no.”</p>
<p>This impairment in communication adversely impacts the student’s educational performance or social, emotional or vocational development.</p>	<p>Must be checked “yes” in order to be considered for speech or language impairment in the area of voice. Data/evidence should be briefly shared that support a “yes” or a “no.”</p> <p>Documentation of this impact cannot indicate that it “may” occur. IEP teams must report impact on educational performance in the classroom, which includes academic tasks, social-emotional or vocational development.</p>

FORM CONTENT	CLARIFICATION/EXPLANATION
<p><u>V. Fluency</u></p>	<p>For initial evaluations: one or more of the first five areas must be addressed: language, speech sound production, phonology, voice, fluency.</p>
<p>Not applicable</p>	<p>Not applicable means no concerns with this area of communication.</p>
<p>Yes/No</p>	<p>Must be checked “yes” in order to be considered for speech or language impairment in the area of fluency.</p>

	Data/evidence should be briefly shared that support a “yes” or a “no.”
Following consideration of the student’s age, language background, culture, 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 was used: Observation in a natural environment Case history Norm-referenced assessment Disfluency analysis	Check all that apply; at least one must be checked. The speech-language pathologist SLP must conduct an observation in a natural environment.
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.	For further clarification of the term “significant discrepancy,” please review the significant discrepancy and consideration of speech or language impairment webpage at the Wisconsin Department of Public Instruction.
The presence of one or more of the following characteristics indicates a fluency disorder:	Check all that apply; at least one must be checked in order to be considered for speech or language impairment in the area of fluency. Data/evidence should be briefly shared.
Speech disfluencies Speech rate	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. A speech rate that is documented to be rapid, irregular, or both and may be accompanied by sound or syllable omissions, sequencing

	<p>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.</p>
<p>This impairment in communication adversely impacts the student’s educational performance or social, emotional, or vocational development.</p>	<p>Must be checked “yes” in order to be considered for speech or language impairment in the area of fluency. Data/evidence should be briefly shared that support a “yes” or a “no.”</p> <p>Documentation of this impact cannot indicate that it “may” occur. IEP teams must report impact on performance in the classroom, which includes academic tasks, social-emotional or vocational development.</p>

FORM CONTENT	CLARIFICATION/EXPLANATION
<p><u>VI. Augmentative and Alternative Communication (AAC)</u></p>	<p>This prompt would be marked “N/A” unless the student required an alternate means of assessment. Provide justification for checking “yes” or “N/A.” Question to consider: Is the student able to effectively communicate with others without AAC?</p>

FORM CONTENT	CLARIFICATION/EXPLANATION
<p><u>VII. Exclusionary Factors</u></p>	<p>Check “yes” if exclusionary factors apply. If “yes,” list exclusionary factors present (i.e., differences in speech or language are based on home languages, culture, or dialect).</p>
<p>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.</p>	<p>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.</p>

	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.
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FORM CONTENT	CLARIFICATION/EXPLANATION
<u>VIII. Documentation of Required IEP Team Members</u>	Complete this section for both initial evaluations and reevaluations.
A speech-language pathologist was an IEP team participant and attended IEP meetings when the team discussed identification eligibility of for a speech or language impairment or identified the student's speech or language needs (or both).	Must be checked "yes." A speech-language pathologist is a required IEP team member when speech or language impairment is being considered as part of an initial evaluation or reevaluation.
An educator with foundational knowledge in first and second language instruction and second language acquisition if the student is identified as an English Learner. Yes/No/Not Applicable.	When an English Learner (EL) is being evaluated, it is strongly recommended that the ESL (English as Second Language) teacher be an IEP team member. However, the speech-language pathologist may fulfill the role outlined formally in the rule, as speech-language pathologists have foundational knowledge in first and second language instruction and second language acquisition. Students are not designated as EL until kindergarten and therefore ESL teachers are not required to support preschool students who are potentially English Learners. Speech-language pathologists would fill this role during the IEP meeting in this situation.

FORM CONTENT	CLARIFICATION/EXPLANATION
<u>IX. Disability Category Criteria Determination</u>	
Initial Evaluation The documentation of the criteria above demonstrates an impairment of speech or sound production, voice, fluency, or language that adversely affects	Must meet all criteria in at least one section (I-V) and have no exclusionary factors in order to check yes. A student may meet all criteria in more than one section.

<p>educational performance or social, emotional or vocational development. The student meets the disability category criteria for Speech or Language Impairment</p>	<p>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.</p>
<p>Reevaluation The student was previously found to meet 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.</p>	<p>A student who previously met criteria for the disability category of speech or language impairment is not required to meet initial identification criteria upon reevaluation. A speech-language pathologist must be an IEP team member during a reevaluation.</p> <p>The IEP team does not have to consider or complete the initial criteria prompts during a reevaluation (although they may, and best practice might be to do so). If the prompts above are not completed, provide justification as to how the student's disability continues to adversely affect the student's educational performance. Consider and document the continued need for specially designed instruction on the ER-1.</p>



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