



Required Documentation of Criteria for the Disability Category of Speech or Language Impairment

This document is in reference to the criteria [worksheet](#) 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 \(5\) Wis. Admin. Code](#). IEP teams use this worksheet to explain or reference data or evidence considered and the disability category determination. This worksheet is used in conjunction with the Evaluation Report (ER-1) as part of a comprehensive evaluation.

The intent of the worksheet and providing documentation on it is:

- (a) to guide discussion of the IEP team to consider criteria for Speech or Language Impairment
- (b) to provide a succinct summary statement justifying why a box is checked yes or no so all members of the IEP team understand the decision.

The worksheet may also serve as documentation for a compliance review. On the worksheet, documentation may be as short as a sentence and should reflect evidence from the evaluation report but should not be completed by cutting and pasting from the evaluation report.

Note: For initial evaluations, the IEP team must check all boxes “yes” in at least one of the following sections: Section I, Section II, Section III, Section IV, Section V. Sections VI-Section IX must also be filled out for initial evaluations.

For reevaluations, it is recommended that the IEP team review information from the relevant sections I-VI. It is required that documentation in Section IX include continued need for specially designed instruction and educational impact.

FORM CONTENT	CLARIFICATION/EXPLANATION
Date form completed	Enter the date of the IEP team meeting in which the IEP team determined if the student met the disability category criteria for Speech or Language Impairment.
Section I. Language	
Not Applicable.	No concerns with this area of communication. (Note for initial evaluations: one or more of the first five areas must be addressed: language, speech sound production, phonology, voice, fluency).
	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".
<p><input type="checkbox"/> Yes <input type="checkbox"/> 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.</p> <p><input type="checkbox"/> As evidenced through an observation in a natural environment. Explain or reference data or evidence:</p> <p>Measurement of at least two of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Language sample <input type="checkbox"/> Dynamic assessment <input type="checkbox"/> Criterion-referenced assessment, such as developmental scales <input type="checkbox"/> Significant discrepancy** from typical language skills on a norm-referenced assessment of comprehensive language. <p>Explain or reference data or evidence:</p>	<ul style="list-style-type: none"> • Must be checked Yes to be considered for Speech or Language Impairment in the area of language. • The SLP must conduct an observation in a natural environment. For school-age students the natural environment includes school. • For further clarification of the term "significant discrepancy," please review Significant Discrepancy and Consideration of SLI on the Wisconsin DPI Speech-Language webpage. • The norm-referenced assessment box should be checked if used as a source of evidence even if the score did not indicate a significant discrepancy. • Data may include standard scores from norm-referenced tests, but they are not required.

<p><input type="checkbox"/> Yes <input type="checkbox"/> No There is a delay in communication that adversely impacts the student’s educational performance or social, emotional, or vocational development.</p> <p>Explain or reference data or evidence:</p>	<p>Must be checked Yes to be considered for Speech or Language Impairment in the area of 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>
Section II. Speech Sound Production - Articulation	
<p>Not Applicable.</p>	<p>No concerns with this area of communication. (Note for initial evaluations: one or more of the first five areas must be addressed: language, speech sound production, phonology, voice, fluency).</p>
	<p>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><input type="checkbox"/> Yes <input type="checkbox"/> 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.</p> <p><input type="checkbox"/> As evidenced through an observation in a natural environment. Explain or reference data or evidence:</p> <p>Measurement of at least one of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Criterion-referenced assessment, such as a developmental scale or phonetic inventory. <input type="checkbox"/> Scores significantly discrepant from typical on a norm-referenced assessment. 	<p>Must be checked Yes in order to be considered for Speech or Language Impairment in the area of articulation.</p> <p>The SLP must conduct an observation in a natural environment.</p> <p>For further clarification of the term “significant discrepancy,” please review Significant Discrepancy and Consideration of SLI on the Wisconsin DPI Speech-Language webpage.</p>

<p>Explain or reference data or evidence:</p>	
<p><input type="checkbox"/> Yes <input type="checkbox"/> 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.</p> <p>Explain or reference data or evidence:</p>	<p>Must be checked Yes in order to find the student meets eligibility for Speech 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”.</p>
<p><input type="checkbox"/> Yes <input type="checkbox"/> No The student is less than 30% stimulable for speech sounds found in error.</p> <p>Explain or reference data or evidence:</p>	<p>Must be checked Yes in order to find the student meets eligibility for Speech 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”.</p>
<p><input type="checkbox"/> Yes <input type="checkbox"/> No There is a delay in communication that adversely impacts the student’s educational performance or social, emotional, or vocational development.</p> <p>Explain or reference data or evidence:</p>	<ul style="list-style-type: none"> • Must be checked Yes in order to find the student meets eligibility for Speech or Language Impairment in the area of speech sound production. Data/evidence should be briefly shared that support a “yes” or a “no”. • 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>Section III. Speech Sound Production Phonology</p>	
<p>Not Applicable.</p>	<p>No concerns with this area of communication. (Note for initial evaluations: one or more of the first five areas must be addressed: language, speech sound production, phonology, voice, fluency).</p>

	<p>If one or more are checked “no”, this section would be marked “no”. Data/evidence should be briefly shared that support a “yes” or a “no”.</p>
<p><input type="checkbox"/> Yes <input type="checkbox"/> 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.</p> <p><input type="checkbox"/> As evidenced through an observation in a natural environment. Explain or reference data or evidence:</p> <p>Measurement of at least one of the following:</p> <p><input type="checkbox"/> Presence of one or more disordered phonological processes occurring at least 40%.</p> <p><input type="checkbox"/> Significant discrepancy** in performance from typical on a norm-referenced assessment of phonology.</p> <p>Explain or reference data or evidence:</p>	<p>Must be checked Yes in order to be considered for Speech or Language Impairment in the area of phonology.</p> <p>The SLP must conduct an observation in a natural environment.</p> <p>For further clarification of the term “significant discrepancy,” please review Significant Discrepancy and Consideration of SLI on the Wisconsin DPI Speech-Language webpage.</p>
<p><input type="checkbox"/> Yes <input type="checkbox"/> 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.</p> <p>Explain or reference data or evidence:</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><input type="checkbox"/> Yes <input type="checkbox"/> No There is a delay in communication that adversely impacts the student’s educational performance or social, emotional, or vocational development.</p> <p>Explain or reference data or evidence:</p>	<ul style="list-style-type: none"> • 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”. • 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.
Section IV. Voice	
Not Applicable.	No concerns with this area of communication. (Note for initial evaluations: one or more of the first five areas must be addressed: language, speech sound production, phonology, voice, fluency).
	If one or more are checked “no”, this section would be marked “no”. Data/evidence should be briefly shared that support a “yes” or a “no”.
<input type="checkbox"/> Yes <input type="checkbox"/> 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: <input type="checkbox"/> As evidenced through an observation in a natural environment Explain or reference data or evidence:	<p>Must be checked Yes in order to be considered for Speech or Language Impairment in the area of voice.</p> <p>The SLP must conduct an observation in a natural environment.</p>
<input type="checkbox"/> Yes <input type="checkbox"/> No 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): <input type="checkbox"/> The student’s vocal volume, including loudness. <input type="checkbox"/> The student’s vocal pitch, including range, inflection, or appropriateness. <input type="checkbox"/> The student’s vocal quality, including breathiness, hoarseness, or harshness. <input type="checkbox"/> The student’s vocal resonance, including hypernasality. Explain or reference data or evidence:	<p>At least one item 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><input type="checkbox"/> Yes <input type="checkbox"/> No This impairment in communication adversely impacts the student's educational performance or social, emotional, or vocational development.</p> <p>Explain or reference data or evidence:</p>	<ul style="list-style-type: none"> • 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". • 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.
Section V. Fluency	
<p>Not Applicable.</p>	<p>No concerns with this area of communication. (Note for initial evaluations: one or more of the first five areas must be addressed: language, speech sound production, phonology, voice, fluency).</p>
<p><input type="checkbox"/> Yes <input type="checkbox"/> No Following consideration of the student's age, language background, culture, and dialect, the student has speaking behaviors characteristic of a fluency disorder.</p> <p><input type="checkbox"/> Observation in a natural environment</p> <p><input type="checkbox"/> Case history</p> <p><input type="checkbox"/> Norm-referenced assessment</p> <p><input type="checkbox"/> Disfluency analysis</p> <p>Explain or reference data or evidence:</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>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.</p> <p>Check all that apply; at least two must be checked.</p> <p>The SLP must conduct an observation in a natural environment.</p>

<p>The presence of one or more of the following characteristics indicates a fluency disorder:</p> <p><input type="checkbox"/> 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.</p> <p>Explain or reference data or evidence:</p> <p><input type="checkbox"/> 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.</p> <p>Explain or reference data or evidence:</p>	<p>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.</p>
<p><input type="checkbox"/> Yes <input type="checkbox"/> No This impairment in communication adversely impacts the student’s educational performance or social, emotional, or vocational development.</p> <p>Explain or reference data or evidence:</p>	<ul style="list-style-type: none"> • 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”. • 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.

Section VI. Augmentative and Alternative Communication (AAC)	
<p>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.</p> <p>Explain or reference data or evidence:</p>	<p>Check yes if the student’s augmentative and alternative communication skills were assessed to substantiate a speech or language impairment and to determine the need for AAC in educational programming.</p> <p>Provide justification for checking Yes or No. Question to consider: Is the student able to effectively communicate with others without AAC?</p>
Section VII. Exclusionary Factors	
<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:</p> <p>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> <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.</p> <p>There are no exclusionary factors. Yes / No</p> <p>Consideration was given to the student’s age, culture, language background, and dialect and determined to not be the primary reason for the impairment. Yes / No</p>	<p>Check Yes if no exclusions apply.</p> <p>Check Yes if consideration was given to the student’s age, culture, language background, and dialect and determined not to be the primary reason for the impairment found.</p>

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).	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 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). Yes / No / Not Applicable	When an English Learner (EL) is being evaluated, it is strongly recommended that the ESL teacher be an IEP team member. However, the SLP may fulfill the role outlined formally in the rule if the SLP has 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. SLPs would fill this role during the IEP meeting in this situation.
Section IX. Disability Category Criteria Determination	
Initial Evaluation: 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 under Speech or Language Impairment.	Check yes or no. Must meet all criteria in at least one section in order to check yes. A student may meet all criteria in more than one section.
Reevaluation: The student was previously found eligible as meeting the disability category criteria under Speech or Language Impairment and continues to have a disability that adversely affects the student's educational performance. A student whose disability has an adverse effect on educational performance must be found to require specially designed instruction in order to continue to be	A student who previously met criteria under the disability category of Speech or Language Impairment is not required to meet initial identification criteria upon reevaluation.

<p>eligible for special education (document the need for specially designed instruction on the ER-1).</p> <p>(Explain or reference data or evidence.)</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> <p>An SLP must be an IEP team member during a reevaluation.</p>
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