

Considerations for Speech or Language Impairment

This worksheet can be used by IEP teams in considering speech or language impairment. Students must demonstrate the presence of a delay in communication skills that also has an educational impact in order to be found eligible for speech or language impairment in Wisconsin.

	Evidence of a Delay in Speech or Language Skills	Evidence of Educational or Functional Impact (Academic, Social, Emotional, Behavioral)	Evidence that Skills are Within the Expected Range for Age, Language Background, Culture, or Dialect
Academic Activities (e.g., writing samples, reading running record, observations in natural settings, records)			
Contextualized Measurement (e.g., districtwide and statewide assessments, curriculum benchmarks)			
SLP Probes (e.g., language sample, intelligibility, stimulability, dynamic assessment, play-based assessment, interviews)			
Decontextualized Measurement (e.g., norm-referenced assessments)			

Adapted from Ireland, Marie. "The Real Requirements Behind Eligibility Decision Making in Schools". Lecture. ASHA Connect, Chicago, IL. July 19, 2019.

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