

Eligibility Criteria for Language or Speech Impairment (LSI)

Multidisciplinary Team Summary

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| Name: |       | School: |       |
| Birth date:  |       | Grade:  |       |
| Parent(s):  |       | ID #: |       |
| Address:  |       | Date of meeting: |       |
| Phone/cell#:  |       | Psychologist: |       |

A language or speech impairment (LSI) is characterized by one (1) of the following impairments that adversely affects the student’s educational performance:

1. Language impairments in the comprehension or expression of spoken or written language resulting from organic or nonorganic causes that are non-maturational in nature. Language impairments affect the student’s primary language systems, in one (1) or more of the following components:
	1. word retrieval
	2. phonology
	3. morphology
	4. syntax
	5. semantics
	6. pragmatics
2. Speech impairments that may include fluency, articulation, and voice disorders in the student’s speaking behavior in more than one (1) speaking task that are non-maturational in nature, including impairments that are the result of a deficiency of structure and function of the oral peripheral mechanism.

A student is not eligible for special education and related services as a student with a language or speech impairment solely because the student’s native language is not English. Bilingual or multilingual speakers include students whose speech and language patterns:

1. Deviate from those of standard English; and
2. Are characteristics of dialectical differences.

A student who is bilingual or multilingual may be a student with a language or speech impairment only if the impairment is exhibited in all languages spoken by the student.

Students who are deaf or hard of hearing or students with specific learning disabilities (SLD), who have language deficits or auditory processing difficulties, are not eligible for services designed solely for students with language impairments in lieu of services designed for students who are deaf or hard of hearing; or students with specific learning disabilities (SLD).

Eligibility for special education as a student with a language impairment shall be determined by the student’s case conference committee (CCC). This determination shall be based on the multidisciplinary team’s educational evaluation report which includes the following:

1. An assessment of progress in the general education curriculum.
2. An assessment of current academic achievement.
3. A *social and developmental history (doc 6.6)*
4. An observation of the student in the student’s learning environment, including the general classroom setting, to document the student’s academic performance and behavior in the areas of difficulty.
5. Available medical information that is educationally relevant.
6. Any other assessments and information necessary to address the exclusionary factors.

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 [ ]  Student does meet the criteria for language or speech impairment (LSI) in the area of

 [ ]  Speech [ ]  Language [ ]  Both

 [ ]  Student does not meet the criteria for language or speech impairment (LSI) (attach action plan).

Multidisciplinary team members:

|  |  |  |  |
| --- | --- | --- | --- |
| School psychologist: |       | Special education teacher: |       |
| General education teacher: |       | Behavior consultant: |       |
| Speech therapist: |       | Occupational therapist: |       |
| Other: |       | Other: |       |