



# Speech/Language Impairment – LANGUAGE Verification Guidelines for School-Age Students

Documentation of a Speech/Language Impairment in the area of language must demonstrate a pattern communicative performance, which is below the average range and has an adverse effect on the student’s educational performance in the areas of communication, social-emotional, or academics, based on the analysis of multiple data sources.

*A three-part eligibility requirement for a student to be identified as a student with a Speech/Language Impairment in the area of language is as follows:*

## **1. MEETS VERIFICATION CRITERIA (92 NAC 51.006)**

### **❖ Results of standardized and criterion-referenced assessments of language**

- Assessment yields standard score points of 84 or below
  - ✓ Receptive language standard score:
  - ✓ Expressive language standard score:
  - ✓ TOTAL language standard score:

### **❖ Results of criterion-based speech-language sampling based on formal testing responses, language samples, and/or story retells Student demonstrates difficulty with:**

- Sentence Length and Complexity (e.g., MLU, transitions, conjunctions, etc.)
- Semantics/Vocabulary
- Syntax/Grammatical Structures (e.g., verb tense, pronouns, word order, word endings, articles, auxiliary verbs, etc.)
- Word Finding/Word Retrieval
- Linguistic Non-fluencies (e.g., revisions, false-starts, repetitions, fillers)
- Pragmatics
- Retells less than 70% of a grade-level story retell
- Answers less than 70% of comprehension questions

### **❖ Consideration of the student’s intellectual ability**

- \_\_\_\_\_

### **❖ Educationally relevant medical information**

- \_\_\_\_\_

## **2. DOCUMENTATION OF ADVERSE EFFECT ON EDUCATIONAL PERFORMANCE**

### **❖ Information from the parent/teacher survey and/or direct observation of the student in the natural environment or classroom**

- Rating Scale or Checklist, EXAMPLES:
  - o CELF-5 Observational Rating Scale identifies 3 or more descriptors within 2-4 skill areas (listening, speaking, reading, writing) across multiple environments
  - o Teacher Input – LANGUAGE Survey identifies 3 or more descriptors with 2-3 areas (communication, social-emotional, academics) in the general education classroomNOTE: "Often" and "Always" constitute as areas of concern
- SLP observational data from the natural environment or general education classroom

### **❖ Results of criterion-referenced assessments related to the general curriculum**

- Reading – Below Average ability as compared to same-age peers (e.g., DIBELS, MAP Growth, Lexile Level, Guided Reading Level, etc.), Below Standards on NSCAS
- Writing – Beginning or Developing rating on writing prompts, Below Standards on NSCAS
- Math – Beginning or Developing rating on formative assessment measures (e.g., Math District Interim Benchmarks), Below Standards on NSCAS

## **3. DETERMINATION THAT A NEED FOR SPEECH/LANGUAGE SERVICES IS EVIDENT**

### **❖ The student's response to short-term scientific, research-based intervention (Reference to NeMTSS processes/procedures)**

- Intervention strategies implemented and outcome
  
- Student has not made sufficient progress to meet age or state-approved grade-level standards and it would not be likely that without special education intervention the rate of progress would meet that of same-age peers.

### **❖ Description of communication supports provided at home or at school**

- Student requires significant supports (e.g., low- or high-tech communication devices, visual schedules, etc.)

## **ELIGIBILITY DETERMINATION**

Does this student demonstrate a pattern of communicative performance that consistently falls below the average range on multiple data sources (i.e., standardized language assessments, oral narrative retell, state/district assessments, classroom observation, parent/teacher survey), and has a significant adverse effect on the student's educational performance?

- YES, this student meets qualifying criteria as a student with a Speech/Language Impairment in the area of language and demonstrates a need for specialized services.
- NO, this student's performance on both formal and informal language assessments measures was consistently in the average range. The student also exhibited adequate communication skills in functional settings.