

Language Impairment

Assessment Documentation

School District _____
 Student _____

School _____
 Date of Birth ___/___/___

Grade _____
 Age _____

1. Language Impairment Definition		
<ul style="list-style-type: none"> • A significant deficiency in comprehension and/or use of spoken language that may also impair written and/or other symbol systems and is negatively impacting the child’s ability to participate in the classroom environment. The impairment may involve any or a combination of the following: the form of language (phonology, morphology, and syntax), the content of language (semantics), and/or the use of language in communication (pragmatics) that is adversely affects the child’s educational performance. 	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> ○ deficiencies cannot be attributed to characteristics of second language acquisition, cognitive referencing, and/or dialectic differences. 	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. Language Impairment Evaluation Procedures		
<ul style="list-style-type: none"> • hearing screening 	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> • comprehensive standardized measure of receptive and expressive language (vocabulary, syntax, morphology, mean length of utterance, syntax, semantics, morphology) that falls at least 1.5 standard deviations below the mean 	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> ○ consideration of the standard error of measure (SEM) ○ language sample to help with SEM considerations (if needed) 	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> • an additional standardized measure to support identified areas of delay that fall at least 1.5 standard deviations below the mean with consideration to the assessment’s standard error of measure 	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> • evaluation of pragmatics (if identified as an area of concern) 	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> • evaluation of auditory perception: selective attention, discrimination, memory, sequencing, association, and integration 	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> • teacher checklist 	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> • parent Input 	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> • severity rating scale 	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> • documentation (observation and/or assessment) of how Language Impairment adversely impacts educational performance 	<input type="checkbox"/> Yes	<input type="checkbox"/> No

 Signature of Assessment Team Member

Role

_____/_____/_____
 Date

Signature of Assessment Team Member	Role	____/____/____ Date
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Speech Impairments

Assessment Documentation

School System _____
 Student _____

School _____
 Date of Birth ___/___/___

Grade _____
 Age _____

1. Speech Articulation Impairment Definition		
Articulation (Speech Sound Production) Impairment – A significant deficiency in the ability to produce sounds in conversational speech not consistent with chronological age. This includes a significant atypical production of speech sounds characterized by substitutions, omissions, additions, or distortions that interfere with intelligibility in conversational speech and obstructs learning and successful verbal communication in the educational setting. Speech sound errors may be a result of impaired phonology, oral motor or other issues.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Speech Articulation Impairment Evaluation Procedures		
<ul style="list-style-type: none"> • Hearing screening 	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> • Articulation error(s) persisting at least 1 year behind expectancy compared to current developmental norms 	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> • An appropriate standardized instrument to include phonetic inventory (required) and assessment of phonological processes (as appropriate). See state approved norms in guidance document 	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> • Evidence that the child’s scores are at a moderate, severe, or profound rating (i.e., severity rating scale) 	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> • Teacher checklist/input 	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> • Parent input 	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> • Stimulability probes 	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> • Oral peripheral examination 	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> • Analysis of phoneme production in conversational speech 	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> • documentation (observation and/or assessment) of how Articulation Impairment adversely impacts educational performance 	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. Speech Voice Impairment Definition		
An excess or significant deficiency in pitch, intensity, resonance, or quality resulting from pathological conditions or inappropriate use of the vocal mechanism.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Speech Voice Impairment Evaluation Procedures		
<ul style="list-style-type: none"> • hearing screening 	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> • Examination by an otolaryngologist 	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> • Oral peripheral examination 	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> • documentation (observation and/or assessment) of how Voice Impairment adversely impacts educational performance 	<input type="checkbox"/> Yes	<input type="checkbox"/> No
3. Speech Fluency Impairment Definition		
Abnormal interruption in the flow of speech characterized by an atypical rate, or rhythm, and/or repetitions in sounds, syllables, words and phrases that significantly reduces the speaker’s ability to participate within the learning environment.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Speech Fluency Impairment Evaluation Procedures		
<ul style="list-style-type: none"> ▪ hearing screening 	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> ▪ information obtained from parents, students, and teacher(s) regarding non-fluent behaviors/attitudes across communication situations 	<input type="checkbox"/> Yes	<input type="checkbox"/> No

▪ Oral peripheral examination	<input type="checkbox"/> Yes	<input type="checkbox"/> No
▪ documentation (observation and/or assessment) of how Fluency Impairment adversely impacts educational performance	<input type="checkbox"/> Yes	<input type="checkbox"/> No

_____	_____	____/____/____
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