

**ELIGIBILITY SUMMARY ADDENDUM
FOR IDENTIFICATION OF SPEECH AND LANGUAGE IMPAIRMENT**

Name _____ Date _____

DEFINITION

Speech/language impairment means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.

Articulation Disorder: Defective production of phonemes (speech sounds) that interferes with ready intelligibility of speech. Types of misarticulations include: substitution of one phoneme for another, omission of phonemes in words, phonemic distortions, and inappropriate additions of phonemes.

Fluency (Stuttering) Disorder: Disruptions in the normal flow of verbal expression that occur frequently, or are markedly noticeable, and are not readily controllable by the student. These disruptions may include repetitions, hesitation, prolongations, interjections and associated secondary behaviors. Interruptions in the production of connected speech causes adverse reaction in the student and/or the listener.

Voice Disorder: Chronic or persistent abnormality in pitch, loudness, or quality resulting from pathological conditions or abnormal use of the vocal mechanism that interferes with communication. Voice quality disorders may be characterized by laryngeal dysfunction that is spasmodic, strident, hoarse, breathy, and/or dysphonic. Medical information is necessary to rule out upper respiratory infection or allergies or to determine the contribution of vocal pathology to the voice symptoms.

Oral Language Disorder: Impaired ability in verbal learning with resultant disability in the acquisition, production, and/or comprehension of oral language. Deficits may be reflected in semantics, syntax, morphology, metalinguistics and pragmatics.

CRITERIA

A student with speech/language impairment who requires special education will meet ALL of the following criteria. For each criterion the committee must indicate "Yes" or "No" and provide additional information as appropriate.

- I. The student has a communication disorder in articulation, voice, fluency, expressive language and/or receptive language.** Yes No
The committee must specify the disability.

- II. The communication disorder adversely affects educational performance as demonstrated by academic and non-academic performance that is significantly below the level of students of similar age.** Yes No
The committee must provide data and describe the adverse effect in terms of social interaction, communication behavior, academic achievement.

- III. The student requires specialized instruction to address the identified disability that cannot reasonably be provided solely through the student's current educational setting.** Yes No
The committee must specify why.

- IV. Result**
This student meets the "first prong" of the eligibility determination for special education services. The student has a disability that meets the criteria as defined by Albemarle County Schools. Yes No