



The following slides provide guidance on the eligibility category, definition, and criteria for “child with a Speech or Language Impairment” in Colorado public schools.

These slides may also be found within the Comprehensive Overview Training PowerPoint, which provides guidance on every eligibility category.

If these slides are used as a self-standing training tool, it is recommended that they be supplemented with the posted slides specific to the HB11-1277 Overview, which can be found at: [http://www.cde.state.co.us/cdesped/Training\\_ECEAEligibility.asp](http://www.cde.state.co.us/cdesped/Training_ECEAEligibility.asp)

The HB11-1277 Overview slides will detail the history and timelines of implementation of the new eligibility categories, definitions, and criteria.

# Together We Can

## Vision

**All students in Colorado will become educated and productive citizens capable of succeeding in a globally competitive workforce.**

## Mission

**The mission of CDE is to shape, support, and safeguard a statewide education system that prepares all students for success in a globally competitive world.**

## Speech or Language Impairment

- The following slides have been vetted internally within the Colorado Department of Education for training purposes of the definition and eligibility criteria for Speech or Language Impairment.
- If you make any changes to these slides, please acknowledge that they are different from this vetted product and may no longer represent the viewpoint of the CDE.

## Eligibility Checklist for Speech or Language Impairment

- It is recommended that the following training slides be used in conjunction with the post-HB11-1277 Eligibility Checklist for a Child with Speech or Language Impairment, which can be found at:

[http://www.cde.state.co.us/cdesped/IEP\\_Forms.asp](http://www.cde.state.co.us/cdesped/IEP_Forms.asp)

**SPEECH OR LANGUAGE IMPAIRMENT**

**Speech or Language Impairment**

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**This eligibility category does not have changes other than an alignment of new terminology and format.**

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If there are any questions about the definition and eligibility criteria for Speech or Language Impairment, please be in contact with Tami Cassel at [cassel\\_t@cde.state.co.us](mailto:cassel_t@cde.state.co.us) or (303) 866-6114.

If there are any questions about whether a specific child meets the established criteria for Speech or Language Impairment, please be in contact with the administrative unit's Special Education Director

2.08 (9) A child with a Speech or Language Impairment shall have a communicative disorder which prevents the child from receiving reasonable educational benefit from general education.

2.08 (9) (a) Speech or Language Impairment may be classified under the headings of articulation, fluency, voice, functional communication or delayed language development and shall mean a dysfunction in one or more of the following:

2.08 (9) (a) (i) Receptive and expressive language (oral and written) difficulties, including syntax (word order, word form, developmental level), semantics (vocabulary, concepts and word finding), and pragmatics (purposes and uses of language);

The next slides include the exact wording of a Child with a Speech or Language Impairment eligibility criteria that are in the current *Rules for the Administration of the Exceptional Children's Educational Act 1 CCR 301-8*

2.08 (9) (a) (ii) Auditory processing, including sensation (acuity), perception (discrimination, sequencing, analysis and synthesis), association and auditory attention;

2.08 (9) (a) (iii) Deficiency of structure and function of oral peripheral mechanism;

2.08 (9) (a) (iv) Articulation including substitutions, omissions, distortions or additions of sound;

2.08 (9) (a) (v) Voice, including deviation of respiration, phonation (pitch, intensity, quality), and/or resonance;

2.08 (9) (a) (vi) Fluency, including hesitant speech, stuttering, cluttering and related disorders; and/or

2.08 (9) (a) (vii) Problems in auditory perception such as discrimination and memory.

2.08 (9) (b) The Speech or Language Impairment, as set out above, prevents the child from receiving reasonable educational benefit from general education and shall include one or more of the following:

2.08 (9) (b) (i) Interference with oral and/or written communication in academic and social interactions in his/her primary language;

2.08 (9) (b) (ii) Demonstration of undesirable or inappropriate behavior as a result of limited communication skills; and/or

2.08 (9) (b) (iii) The inability to communicate without the use of assistive, augmentative/alternative communication devices or systems.



## To Be Eligible as a Child with a Speech or Language Impairment

- Classified as articulation, fluency, voice, functional communication, or delayed language development
- Evidence of dysfunction in **one or more** of the following areas: Receptive/Expressive Language, Auditory Processing, Oral peripheral structure, Articulation, Voice, Fluency and/or Auditory Perception

**K-12 SLI Guidelines**  
**Including Birth-21 Rating Scale**

- Developed by Colorado school Speech-Language Pathologists.
- Provides guidance in determining severity of speech or language impairment.
- Allows for use of normative assessment data as well as observational data in determining educational disability/
- Provides rubric for all speech or language areas.
- Considers impact of speech or language impairment to educational performance

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Document that provides assistance for SLPs and administrators in determining the eligibility and service provision for students who are suspected of having a speech or language impairment.

Rating scale Matrices are used to rate the student's communication in all areas of suspected disability

Birth -3 Rating Scale are based on Part C State Plan's criteria for significant delay

## Primary Language Considerations

- Social, cultural and linguistic diversity for students whose language is something other than English.
- Impact in areas of speech development, pragmatics, and language development.
- Collaborate with English Language Acquisition (ELA) staff to determine a disability versus a difference.

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When evaluating a student who speaks another language other than English the following areas need to be considered in order to determine if a student has a speech or language impairment versus a speech or language difference due to learning 2 languages.

Articulation – some sounds in a primary language are not present in English (i.e. the rolled /r/ in Spanish)

Pragmatics – Social and cultural differences present through social language. Whereas in Asian cultures, it may not be appropriate to make eye contact with an adult. In American culture it is considered inappropriate not to look at the speaker.

Language development – certain grammatical structures in English are not represented the same way in other languages. The development of a second language takes time and occurs in a developmental pattern which varies based on the primary language. For example students speaking Mandarin may take longer to assimilate plurals whereas students speaking Spanish may develop this skill sooner. Collaboration with ELA will help to determine whether the student is making adequate growth in learning English.

A body of evidence must support a significant delay in the primary language as well as in English

## Family Involvement

- Interview family for input regarding speech or language development concerns
- Family input is critical for students who are learning English as a second language
- Family involvement is necessary for all Eligibility Meetings

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An interview with the family can provide information regarding their child's developmental milestones for learning language. Sometimes they are the best source for a dual language learner as they can provide knowledge as to whether or not there were concerns with the child's learning his or her first language. There must be evidence that the speech or language impairment is present in the first language.

## Dual Language Learners

- Learn social language quicker than academic language
- Up to 7 years to learn social language (BICS)
- 7+ years to learn academic language (CALP)
- May experience a silent period not to be confused with Selective Mutism
- Delay must be present in both languages

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Dual Language Learners will learn the Basic Interpersonal Communication Skills (BICS) quicker than they will the Cognitive Academic Language Proficiency (CALP)

Can take up to 7 years to learn BICS and 7 plus years to acquire academic language.

The silent period is when the student is focusing on the comprehension of a second language. Their responses are often non-verbal or limited to 1-2 words. This time should not be confused with Selective Mutism which is a condition in which the student can communicate but does not talk in certain situations but will converse freely in the home or with friends.

It is important to note that students who are able to communicate in their home language or have typical speech and language skills for their primary language do not have a language impairment. Documentation of language difficulties which is culturally and linguistically sensitive must be present in both languages in order for a student to be determined to have a speech or language impairment.

## Receptive and Expressive Language

- **Syntax** - sequencing words to formulate grammatically correct sentences in verbal or written language.
- Use of morphological structures such as plurals, possessives, verb tense
- **Semantics** – Vocabulary comprehension and use, word retrieval, concept development
- **Pragmatics** – Social language Use involves Using language for different purposes, Changing language for different listeners, Following conversational rules

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Pragmatics is social language use that involves using language for different purposes, changing language to different listeners and following conversational rules. While a student may score average to above average on Standardized assessments such as the CELF-5 or OWLS II with regards to language, they could still demonstrate an inability to use the language in a variety situations like imaginative play, to change language structures to communicate with different audiences or explain a different perspective, and/or to make statements which are considered socially appropriate. Observations in natural communicative environments will help to determine comprehension and use of language skills within a social context.

## Receptive and Expressive Language

- Consideration must be given to the student's receptive and expressive language skills in his or her primary language
- Difficulties must be present in oral and/or written language
- Language development should be compared to same- aged peers of like social, cultural and linguistic backgrounds

## Auditory Processing

- How the brain interprets what it hears
- Auditory processing problems may also be known as a Central Auditory Processing Disorder (CAPD)
- CAPD is NOT due to a higher order cognitive-communicative or language-related dysfunction. It includes Sensation (Acuity), Perception (discrimination, sequencing, analysis and synthesis of sounds and words), Association and Auditory Attention
- Collaboration with Audiologists regarding assessments for CAPD such as Dichotic speech tests and Auditory Discrimination tests
- Consultation with Audiologists for identification

Teams need to utilize the expertise of other professionals to make this determination. Often families will seek an outside diagnosis of this condition and provide the school with the report where CAPD has been diagnosed. Work with your audiologists to interpret results and make recommendations regarding eligibility for special education. Severity of the condition must show educational impact.

Some students with CAPD can receive reasonable benefit from general education through accommodations

The educational team may want to consider other options such as a 504 plan instead



## Deficiency of Structure and Function of Oral Peripheral Mechanism

- Oral structure anomalies such as cleft palate, macroglossia (tongue is large relative to the oral cavity)
- Oral motor difficulties which interfere with speech such as Apraxia
- Nasal cavity anomalies such as deviated septum
- Some structural anomalies may not interfere with speech production such as Macrostomia (one corner of mouth extends into cheek)
- Structural or functional anomaly must have an educational impact

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When considering educational impact of a disability remember that it relates to the overall health and alertness as well as any limitations to access general education which could include recess and lunch. A student with a swallowing disorder may be eligible for special education services to work on feeding so that he or she can participate in lunch or snack time.

A deviated septum may give a hypernasal quality to speech which doesn't typically interfere with intelligibility

## Articulation

- **Substitutions** - replacing one sound for another such as “kitten” becomes “titten”
- **Omissions** – deleting a sound from a word such as “spider” becomes “pider”
- **Distortions** – atypical production of a sound not commonly heard in the primary language such as the lateral /s/
- **Additions of a sound** – another sound is added to a word such as “breakfast” becomes “breakflast”

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These are the areas in which articulation can be classified. Some errors are considered developmental and would not warrant an evaluation. Training can be given to preschool -1<sup>st</sup> grade teachers to help address parental concerns. Consult with your SLPs to provide this training.

## Developmental vs. Delay

- Speech skills develop in a predictable pattern
- Some misarticulations are considered developmental for the student's age ( i.e. a 3 year old who says "wabbit" for "rabbit")
- Dual Language Learners (English as a second language or simultaneous with a native language) may not develop at the same rate or pattern. Consult with ELA staff
- Culture and dialect within the United States must be considered

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Developmental errors are misarticulated speech sounds which are consider typical for the student's age and would not be considered a speech or language impairment.

## Voice

- Disorders in respiration, such as speaking on inhalation
- Phonation which includes pitch, intensity, quality
- Resonance - nasal quality to voice (hyponasal or hypernasal)
- Must have an educational impact

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Often referral for the speech language pathologist to provide services to a student with a voice disorder comes through a doctor. An Individualized Education Program (IEP) staffing team needs to show clear delineation of how an identified voice disorder prevents the student from receiving reasonable educational benefit from general education

In some instances a voice disorder may be prevalent in relationship to another disability such as Autism Spectrum Disorder.

## Fluency

- Stuttering - speech production which is characterized by sound or word repetitions, blocking on a word, or prolonging a word or sound of a word
- Cluttering - speech delivery rate which is either abnormally fast or irregular or both
- Hesitant Speech - interruptions of the flow of speech

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Often students with a fluency disorder have average to above average grades. Teachers may be reluctant to mark them down because of the disorder. Consider all educational settings: recess, lunch and social emotional development: participation in class, taking leadership roles in school when determining educational impact. A student's reluctance to ask questions to get clarification of concepts could result in lower achievement

## Auditory Perception

- Ability to discriminate sound production
- Ability to remember the sequence of sounds which form words
- Positive correlation to reading development
- Must have an educational impact

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A disorder in auditory perception could be secondary to a larger concern such as a reading disability. At a younger age, it could present as inaccurate pronunciation of words such as “animals” becomes “aminals” “specific” becomes “pacific” “because” becomes “ucause.”

## (SLI): The Child Cannot Receive REB from General Education

- Prevents the child from receiving reasonable educational benefit from general education AND includes one or more of the following:
  - Interference with oral and/or written communication in academic and social interactions in his/her primary language;
  - Demonstration of undesirable or inappropriate behavior as a result of limited communication skills;
  - The inability to communicate without the use of assistive, augmentative/alternative communication devices or systems.

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**Reasonable Educational Benefit = REB**

To qualify as a child with Speech or Language Impairment, there must be evidence that the child cannot receive reasonable educational benefit from general education without specially designed instruction.

Often a Speech or Language Impairment is identified as the primary disability and later becomes secondary to a learning disability. IF qualifying for both disabilities the student must meet the criteria for both. This does not mean the students has multiple disabilities

Use the B-3 or K-12 Guidelines for assistance to determine eligibility and provision of specially designed instruction.

## Specially Designed Instruction

- “Specially Designed Instruction” means adapting, as appropriate to the needs of an eligible child, the content, methodology or delivery of instruction to address the child's unique needs resulting from the disability and ensuring the child's access to the general curriculum so that he or she can meet the educational standards that apply to all children within jurisdiction of the public agency. 34 CFR 300.39 (b)(3).
- It involves providing instruction that is different from that provided to children without disabilities, based upon the eligible child's unique needs.

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To qualify as a child with Speech or Language Impairment, there must be evidence that the child cannot receive reasonable educational benefit from general education without specially designed instruction.



## Behavior Related to Limited Communication Skills

- Nonverbal students use behavior as a way of communicating
- Differential Diagnosis to rule out another disability

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Limited communication skills should be pervasive for the inappropriate behavior to be the result of the communication disorder and not just occurring when the student is upset.

Students who have a more encompassing disorder such as Autism could have behavior related to an inability to communicate and should be identified with the broader category.

Some students who have emotional difficulties may not be able to express themselves at the time of the emotional upset. This does not necessarily mean they have a speech or language impairment.

## AAC Devices or Systems

- Assistive Alternative Augmentative Communication devices or systems (AAC)
- Any item that assists a student with a disability in accessing education
- Ranges from simple *low* technology like a picture schedule to sophisticated *high* technology electronic devices
- SWAAC teams can evaluate and assist with procuring devices
- State loan bank for trial with Assistive Technology or AAC devices

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Consult with your Assistive Technology specialist to get further information on assessment, new technology, and implementation plans.

## To be Eligible as SLI, the Child Must Meet All Three Conditions

1. Must have an identified communicative disorder.
2. Educational performance must be adversely impacted by the communicative disorder.
3. Must require specially designed instruction for educational benefit

Thank You!

