

## 03.04.11 Speech or Language Impairment (S/LI)

### Before you begin...

The information included in the check boxes below is taken from a state rule. Consult [MN Rule 3525.1343](#) for complete details on the requirements of this disability category.

### Disability Category Criteria

Based on information in the Evaluation Report and the student file, the student must meet the requirements in **ANY ONE of the four boxes below**. Determinations must be made by a multidisciplinary team and supported by information collected from multiple settings and sources and represent a significant difference from peers. The "Eligibility Determination" must have one of the buttons selected for the checklist to be considered complete.

## 1. Fluency Disorder

### Definition

"Fluency disorder" means the intrusion or repetition of sounds, syllables, and words; prolongations of sounds; avoidance of words; silent blocks; or inappropriate inhalation, exhalation, or phonation patterns. These patterns may also be accompanied by facial and body movements associated with the effort to speak.

**The student who meets ALL of the fluency disorder criteria below is eligible for speech or language special education services.**

- Documentation of judgment by an educational speech language pathologist AND another adult or the pupil that the pattern interferes with communication
- Dysfluent behaviors occurring during at least five percent of the words spoken on two or more speech samples:  
Scores
- Fluency patterns are not attributed only to dialectical, cultural, or ethnic differences, or to the influence of a foreign language.

## 2. Voice Disorder

## Definition

"Voice disorder" means the absence of voice or presence of abnormal quality, pitch, resonance, loudness, or duration.

**The student with a voice disorder must meet ALL criteria below to be eligible for speech or language special education services:**

- Documentation in the evaluation report of judgment by an educational speech language pathologist and another adult or the pupil that the pattern interferes with communication
- Two voice profile evaluations noting moderate to severe vocal severity ratings, two weeks apart, and at different times of the day  
**VOICE PROFILE #1:**  
Results:  Moderate  Severe    Date     Time
- VOICE PROFILE #2:**  
Results:  Moderate  Severe    Date     Time
- Voice patterns are not attributed only to dialectical, cultural or ethnic differences, or to the influence of a foreign language.

## 3. Articulation Disorder

### Definition

"Articulation disorder" means the absence of, or incorrect production of speech sounds or phonological processes that are developmentally appropriate. For the purposes of this subpart, phonological process means a regularly occurring simplification or deviation in an individual's speech as compared to the adult standard, usually one that simplifies the adult phonological pattern.

**The student with an articulation disorder may qualify for speech or language special education services if they meet the following:**



Documentation in the evaluation report of judgment by an educational speech language pathologist and another adult or the pupil that the pattern interferes with communication

**AND**



**Documented Articulation Evaluation**

Test performance falls 2.0 standard deviations below the mean on a technically adequate, norm-referenced articulation test.

Articulation evaluation test

Score

**OR**



**Documented Speech Sample**

For students nine years of age or older, documentation exists that indicates one consistent sound error in two three-minute conversational speech samples.

**AND**



Articulation patterns are not attributed only to dialectical, cultural, or ethnic differences, or to the influence of a foreign language.

**4. Language Disorder**

**Definition**

"Language disorder" means a breakdown in communication as characterized by problems in expressing needs, ideas, or information that may be accompanied by problems in understanding.

**The student with a language disorder qualifies for speech or language special education if they meet the following criteria:**



Documentation by an educational speech language pathologist and another adult or the child that the pattern interferes with communication **and**



Analysis of language sample or documented observation of communication interaction indicates that language behavior is below or different from expectations based on age, developmental level, or cognitive level.

**AND**



The pupil scores 2.0 standard deviations or more below the mean on two norm referenced, technically adequate language tests)

Test name	<input type="text"/>	Standard Deviation	<input type="text"/>
Test name	<input type="text"/>	Standard Deviation	<input type="text"/>

**OR**



Two documented measurement procedures indicate a substantial difference from expectations, based on age, developmental level, or cognitive level.

Procedure #1	<input type="text"/>
Results	<input type="text"/>
Procedure #2	<input type="text"/>
Results	<input type="text"/>

**AND**



Language patterns are not attributed only to dialectical, cultural, or ethnic differences, or to the influence of a foreign language.

Save

**Eligibility Determination**

**To determine eligibility, one of the following MUST be checked.**



The documentation supports the team decision that the student is eligible.



The documentation supports the team decision that the student is ineligible.



The documentation does not support the team decision that the student is eligible.