

Manchester Public Schools
PPT Report of Eligibility for Speech-Language Services

Child:		DOB:	
School:		Grade:	
SLP:		PPT Meeting Date:	

This report is to be completed by the PPT based on the evaluation findings.

To be eligible for speech and language services as special education, the child must: (1) exhibit an impairment in one or more communication areas listed on the chart in Section A below *and* (2) exhibit an adverse impact on education in the identified areas of impairment. In addition, items 1-7 in Section B must be answered. For children with a voice impairment, items 8 and 9 in Section B must also be answered.

A. Results of the Speech-Language Evaluation and Educational Effect

Indicate “Yes”, “No”, or “N/A” for each communication area. For each area that is checked “Yes”, indicate “Yes or “No” in the column “Adverse Impact on Education”.

Communication Area	Impairment	Adverse Impact on Education
1. Oral language comprehension	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2. Oral language production	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
3. Written language comprehension	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
4. Written language production	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
5. Social communication (pragmatics)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
6. Phonology	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
7. Fluency	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
8. Voice	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

B. Results of the Speech-Language Evaluation and Educational Effect

For the child to qualify under IDEA, all of the following factors must be ruled out:

1. Is the communication impairment related primarily to limited exposure to normal communication building experiences? Yes No
2. Is the communication impairment related primarily to the normal process of acquiring English as a second language? Yes No
3. Is the communication impairment related primarily to dialectical differences? Yes No

4. Is the communication impairment due to lack of instruction in reading? (See 1999 SDE *Guidelines for Identifying Children with Learning Disabilities*, Appendix C.) Yes No
5. Is the communication impairment due to lack of instruction in mathematics? (See 1999 SDE *Guidelines for Identifying Children with Learning Disabilities*, Appendix C.) Yes No
6. Is the relative contribution of cognitive factors greater than communication factors without use of a language-cognition discrepancy formula? (See pages 30-32) Yes No
7. Is the relative contribution of behavioral factors greater than communication factors? Yes No

For children with voice impairments:

8. Is the voice impairment of short duration (less than six weeks)? Yes No
9. Is it related to unresolved upper respiratory infection or allergies that are not being actively treated by a physician? Yes No

C. Determination of a Speech-Language Disability

The PPT has reviewed the information presented and has made the determination the following determinations:

- The child meets the eligibility criteria for a speech-language disability. Yes No
- The child needs speech-language services as special education. Yes No
- The child needs speech-language services as a related service. Yes No
- The team needs more information to make an eligibility determination. Yes No