\*Tracked changes version follows the clean copy

**Clean Copy**

581-015-2135

Speech or Language Impairment

(1) Definition of Speech or Language Impairment: For Early Childhood and School Age Special Education, “Speech or Language Impairment” means the impairment of speech articulation, voice, fluency, or the impairment or deviant development of language comprehension and/or expression, or the impairment of the use of a spoken or other symbol system that adversely affects educational performance. The language impairment may be manifested by one or more of the following components of language: morphology, syntax, semantics, phonology, and pragmatics.

(2) Comprehensive Evaluation: If a child is suspected of having a Speech or Language Impairment, a comprehensive evaluation for Early Childhood or School Age Special Education services must be conducted, including the following:

(a) Speech-language assessment. A speech and language assessment administered by a speech and language pathologist licensed by a State Board of Examiners for Speech-Language Pathology and Audiology or the Teacher Standards and Practices Commission, including:

(A) When evaluating syntax, morphology, semantics or pragmatics, a representative language sample and comprehensive standardized tests that assess expression and comprehension;

(B) When a voice disorder is suspected, a voice assessment scale; and

(C) When a fluency disorder is suspected, an observation in at least two settings;

(b) Medical examination. For a child suspected of having a voice disorder, documentation of a medical examination by an otolaryngologist licensed by a State Board of Medical Examiners. For other than a voice disorder, if medical information is needed, a medical examination as defined in OAR 581-015-2000 describing relevant medical issues;

(c) Hearing evaluation or screening. An evaluation or screening of the child's hearing acuity and, if needed, a measure of middle ear functioning;

(d) Other.

(A) An evaluation of the child's oral mechanism, if needed;

(B) Any additional assessments necessary to determine the impact of the suspected disability:

(i) On the child's educational performance for a school-age child; or

(ii) On the child's developmental progress for a preschool child; and

(C) Any additional evaluations or assessments necessary to identify the child's educational needs.

(3) Eligibility Criteria:) To be eligible as a child with a specific Speech or Language Impairment for Early Childhood or School Age Special Education services, the child must meet the following criteria:

(a) Voice disorder:

(A) The child demonstrates chronic vocal characteristics that deviate in at least one of the areas of pitch, quality, intensity or resonance;

(B) The child's voice disorder impairs communication or intelligibility; and

(C) The child's voice disorder is rated as moderate to severe on a voice assessment scale.

(b) Fluency disorder:

(A) The child demonstrates an interruption in the rhythm or rate of speech that is characterized by hesitations, repetitions, or prolongations of sounds, syllables, words or phrases;

(B) The child has a fluency disorder that interferes with communication and calls attention to itself across two or more settings; and

(C) The child demonstrates moderate to severe vocal dysfluencies or the child evidences associated secondary behaviors, such as struggling or avoidance as measured by a standardized measure.

(c) Phonological or articulation disorder:

(A) The child's phonology or articulation is rated significantly discrepant as measured by a standardized test; and

(B) The disorder is substantiated by a language sample or other evaluation(s).

(d) Syntax, morphology, pragmatic or semantic disorder:

(A) The child's language in the area of syntax, morphology, semantics or pragmatics is significantly discrepant as measured by standardized test(s) or other evaluation data; and

(B) The disorder is substantiated by a language sample or other evaluation(s).

(C) For a child to be eligible with a syntax, morphology, pragmatic or semantic disorder, the disorder is not the result of another disability.

(4) Eligibility Determination: For a child to be eligible for Early Childhood or School Age Special Education services as a child with a Speech or Language Impairment, the eligibility team must also determine that:

(a) The child has a speech or language impairment as defined in this rule; and

(b) The child is eligible for services in accordance with Early Childhood special education (OAR 581-015-2795) or School Age special education (OAR 581-015-2120).

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