

Considerations for Speech (Articulation or Phonological) Impairment

Revised 12/2021

This worksheet can be used by IEP teams when considering whether a student has a Speech (Articulation or Phonological) Impairment. A Speech Impairment includes articulation or phonological disorders which are two areas of a Speech or Language Impairment. For each item, circle the item that best represents the student's performance. Students must demonstrate the presence of a delay in communication skills that also has an **educational impact** in order to be identified with a Speech or Language Impairment in WI. When a valid comparison to a normative sample cannot be made or a student has significant impairments, consider completion of the [Functional Communication Summary](#) form.

	Educational (Academic and Social/Emotional) Activities, Tests and Measures		Speech-Language Pathology Probes, Tests and Measures			
	(e.g., writing samples, reading running record, observations in natural settings, participation in groups or class discussions)	Intelligibility ratings across settings and listeners	Speech Sound Production Use Crowe and McLeod 2020 norms Norm-Referenced Tests	Phonological Process use (check only those not developmentally appropriate that occur in 40% or more opportunities)	Stimulability	Percentage of Consonants Correct (PCC) Imitative or Spontaneous
No Apparent Impact	Performs similarly to peers in most areas	ICS 4 or 5 Age 3: >75% Age 4: >85% Age 5+: >90%	Meets norms for acquisition Test score*: • mean to -1 SD • > 85 SS # • >17th %ile	No significant error processes.	Error sounds are developmentally appropriate or are more than 50% stimutable	PCC value more than 95%
Minimal Impact	Evidence of struggles with one or more areas when compared to peers	ICS 3 or lower Age 3: 65 – 75% Age 4: 75 – 85% Age 5+ : 81-90%	1 – 2 sounds do not meet norms for acquisition Test score*: • -1 to -1.5SD • 84 to 77 SS # • 16th-7th %ile	1 or more occur: Gliding CR with /s/ Vowelization post-vocalic /r/ or /l/	Error sounds are developmentally appropriate or are more than 30% stimutable	PCC value of 85 – 94%
Moderate Impact	Evidence of struggles in most areas when compared to peers	ICS 3 or lower Age 3: 50 – 64% Age 4: 65 – 74% Age 5 and up: 70 – 80%	3 – 4 sounds do not meet norms for acquisition Test score*: • -1.5 to -2 SD • 76-70 SS # • 6th -3rd %ile	1 or more occur: WSD DEP initial CR /l/, /r/, /w/ Velar fronting	Error sounds are not developmentally appropriate and are less than 30% stimutable	PCC value of 50 – 84%
Substantial Impact	Evidence of very limited ability in most areas	ICS 3 or lower Age 3: <50% Age 4: <65% Age 5+ : <70%	5 or more sounds do not meet norms for acquisition Test score*: • -2 or greater SD • 69 or below SS # • below 3rd %ile	1 or more occur: ICD BACK FCD Stopping DEP final	Error sounds are not developmentally appropriate and are less than 30% stimutable	PCC value less than 50%

Phonological Process Abbreviations	ICD-initial consonant deletion	BACK-backing
CR – cluster reduction	WSD – Weak syllable deletion	FR – Fronting
Gliding- Gliding of liquids	DEP- depalitzation of singletons	FCD- final consonant deletion

*These scores should be from tests that have been identified as having appropriate sensitivity and specificity. The individual test's cut score should be considered during the process of determining whether a student has a Speech or Language Impairment. This example assumes a mean of 100 and standard deviation of 15 points.

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