

RESOURCE PACKET

Speech and Language Impairments Severity Rating Scales

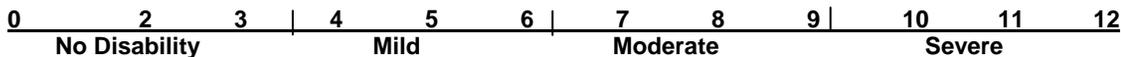


LANGUAGE SEVERITY RATING SCALE
Determination of Language Impairment

Student _____ School _____ Grade _____ Date of Rating _____ DOB _____ Age _____ SLP _____

FORMAL ASSESSMENT Comprehensive, standardized measure(s) and scores:	<p align="center">0</p> Standard score* of 78 or above	<p align="center">2</p> >1.5 SD below test mean (standard score between 70-77) or 2 nd - 6 th Percentile	<p align="center">3</p> >2 SD below test mean (standard score between 62-69) or 1 st -2 nd Percentile	<p align="center">4</p> >2.5 SD below test mean (standard score below 62) or below 1 st Percentile
INFORMAL ASSESSMENT <i>Check descriptive tools used:</i> <input type="checkbox"/> Language/communication sample <input type="checkbox"/> Checklist(s) <input type="checkbox"/> Observations <input type="checkbox"/> Other: _____	<p align="center">0</p> Language skills are within expected range.	<p align="center"><i>At least one of the following areas are deficient</i></p> <p align="center">2</p> Check areas of weakness: <input type="checkbox"/> Sentence length/complexity <input type="checkbox"/> Word order/syntax <input type="checkbox"/> Vocabulary/semantics <input type="checkbox"/> Word finding <input type="checkbox"/> Word form/morphology <input type="checkbox"/> Use of language/pragmatics <input type="checkbox"/> Auditory perception	<p align="center"><i>At least two of the following areas are deficient</i></p> <p align="center">3</p> Check areas of weakness: <input type="checkbox"/> Sentence length/complexity <input type="checkbox"/> Word order/syntax <input type="checkbox"/> Vocabulary/semantics <input type="checkbox"/> Word finding <input type="checkbox"/> Word form/morphology <input type="checkbox"/> Use of language/pragmatics <input type="checkbox"/> Auditory perception	<p align="center"><i>At least three of the following areas are deficient</i></p> <p align="center">4</p> Check areas of weakness: <input type="checkbox"/> Sentence length/complexity <input type="checkbox"/> Word order/syntax <input type="checkbox"/> Vocabulary/semantics <input type="checkbox"/> Word finding <input type="checkbox"/> Word form/morphology <input type="checkbox"/> Use of language/pragmatics <input type="checkbox"/> Auditory perception
FUNCTIONAL/ACADEMIC LANGUAGE SKILLS	<p align="center">0</p> Functional/Academic Language skills within expected range.	<p align="center">2</p> The student performs effectively most of the time with little or no assistance required.	<p align="center">3</p> The student needs more cues, more explanations, and checks on progress or assistance than the typical student in class	<p align="center">4</p> The student does not perform effectively most of the time, despite the provision of general education modifications and supports

- Instructions:
- Do not include regional or dialectal differences when scoring.
 - Circle score for the most appropriate description for each category: *Formal (Standardized) Assessment* and the *Informal (Descriptive) Assessment*.
 - Compute the total score and record below.
 - Circle the total score on the bar/scale below to determine the severity rating.



TOTAL SCORE _____

Based on compilation of the assessment data, this student scores in the *Mild*, *Moderate* or *Severe* range for a Language Disability. Yes No
 There is documentation/supporting evidence of adverse effects of the Language Disability on educational performance. Yes No
 (BOTH STATEMENTS ABOVE MUST BE CHECKED YES)

*Standard scores are based on a mean of 100 and a standard deviation of 15. The standard score can be a receptive, expressive or total language quotient

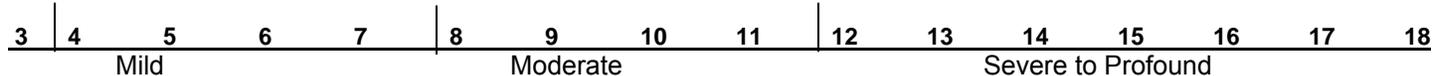
SPEECH SOUND PRODUCTION SEVERITY RATING SCALE
Determination of Speech Impairment: Articulation

Student _____ School _____ Grade _____ Date of Rating _____ DOB _____ Age _____ SLP _____

Sound Production	0 No sound/phonological process errors; errors consistent with normal development	1 Sound errors/ phonological processes less than one year below age	3 Sound errors/phonological processes one to two years below age	4 Sound errors/phonological processes two or more years below age
Stimulability	0 Most errors stimuable in several contexts	1 Most errors stimuable in at least one context	2 Although not correct, most errors approximate correct production	4 No error sounds are stimuable for correct production
Oral Motor and/or Motor Sequencing	0 Oral motor and/or sequencing adequate for speech production	0 Oral motor and/or sequencing difficulties are minimal and do not contribute to speech production problems	3 Oral motor and/or sequencing difficulties interfere with speech production	4 Oral motor and/or sequencing greatly interfere with speech production, use of cues, gestures or AD needed
Intelligibility	0 Connected speech is intelligible	2 Connected speech is intelligible; some errors noticeable; more than 80% intelligible	4 Connected speech sometimes unintelligible when context is unknown; 50-80% intelligible	6 Connected speech mostly unintelligible; gestures/cues usually needed; less than 50% intelligible

- Instructions:
1. Do not include regional or dialectal differences when scoring.
 2. Circle the score for the most appropriate description for each of the four categories, i.e., *Sound Production, Stimulability, Oral Motor, Intelligibility*.
 3. Compute the total score and record below.
 4. Circle the total score on the bar/scale below.

Note: Disability standards for Phonological Processing require ratings at the Moderate, Severe, or Profound Levels of Severity.



TOTAL SCORE _____

Based on compilation of the assessment data, this student scores in the *Mild, Moderate* or *Severe* range for Speech Sound Production on the rating scale for Speech Sound Production.

There is documentation/supporting evidence of adverse effects of the Speech Sound Production on educational performance.

- Yes No
 Yes No

Determination of eligibility as a student with a Speech and/or Language Impairment is made by the IEP Team.

FLUENCY SEVERITY RATING SCALE

Determination of Speech Impairment: Fluency

Student _____ School _____ Grade ____ Date of Rating _____ DOB _____ Age _____ SLP _____

Formal/Informal Assessment	0	1	2	3
Frequency	<input type="checkbox"/> Frequency of dysfluency is within normal limits for age, sex and speaking situation and/or <input type="checkbox"/> ≤ 2 stuttered words per minute and/or <input type="checkbox"/> ≤ 4 % stuttered words	<input type="checkbox"/> Transitory dysfluencies are observed in speaking situations and/or <input type="checkbox"/> 3-4 stuttered words per minute and/or <input type="checkbox"/> 5% to 11% stuttered words	<input type="checkbox"/> Frequent dysfluent behaviors are observed in many speaking situations and/or <input type="checkbox"/> 5-9 stuttered words per minute and/or <input type="checkbox"/> 12% to 22% stuttered words	<input type="checkbox"/> Habitual dysfluent behaviors are observed in majority of speaking situations and/or <input type="checkbox"/> More than 9 stuttered words per minute and/or <input type="checkbox"/> ≥23% stuttered words
Descriptive Assessment	<input type="checkbox"/> Speech flow and time patterning are within normal limits. Developmental dysfluencies may be present	<input type="checkbox"/> Whole-word repetitions <input type="checkbox"/> Part-word repetitions and/or <input type="checkbox"/> Prolongations are present with no secondary characteristics. Fluent speech periods predominate	<input type="checkbox"/> Whole-word repetitions <input type="checkbox"/> Part-word repetitions and/or <input type="checkbox"/> Prolongations are present. Secondary symptoms, including blocking avoidance and physical concomitants may be observed.	<input type="checkbox"/> Whole-word repetitions <input type="checkbox"/> Part-word repetitions and/or <input type="checkbox"/> Prolongations are present. Secondary symptoms predominant. Avoidance and frustration behaviors are observed.
Speaking Rate	<input type="checkbox"/> Speaking rate not affected	<input type="checkbox"/> Speaking rate affected to mild degree. Rate difference rarely notable to observer, listener and/or <input type="checkbox"/> 82-99 WSM 125-150 WSM	<input type="checkbox"/> Speaking rate affected to moderate degree. Rate difference distracting to observer, listener and/or <input type="checkbox"/> 60-81 WSM 150-175 WSM	<input type="checkbox"/> Speaking rate affected to severe degree and distracting to listener/observer and/or <input type="checkbox"/> <59 WSM > 175 WSM

- Instructions:
1. Circle the score for the most appropriate description for each of these categories: *Frequency, Descriptive Assessment, Speaking Rate*.
 2. Compute the total score and record below.
 3. Circle the total score on the rating bar/scale below.

2 3 | 4 5 6 | 7 8 9
WNL | Mild Moderate | Severe

TOTAL SCORE _____

Based on compilation of the assessment data, this student scores in the *Mild, Moderate* or *Severe* range for Fluency disorder. Yes No
 *This assessment provides documentation/supporting evidence of adverse effects of the Fluency Disability on educational performance. Yes No

Determination of eligibility as a student with a Speech and/or Language Impairment is made by the IEP Team.

VOICE SEVERITY RATING SCALE

Determination of Speech Impairment: Voice

Student _____ School _____ Grade _____ Date of Rating _____ DOB _____ Age _____ SLP _____

Pitch	0 Pitch is within normal limits.	1 There is a noticeable difference, which may be intermittent.	3 There is a persistent, noticeable inappropriate raising or lowering of pitch for age and sex.
Intensity	0 Intensity is within normal limits.	1 There is a noticeable difference in intensity, which may be intermittent.	3 There is persistent, noticeable, inappropriate increase or decrease in the intensity of speech or the presence of aphonia.
Quality	0 Quality is within normal limits.	1 There is a noticeable difference in quality, which may be intermittent.	3 There is persistent, noticeable, breathiness, glottaltry, harshness, hoarseness, tenseness, stridency or other abnormal quality.
Resonance	0 Nasality is within normal limits.	1 There is a noticeable difference in nasality, which may be intermittent.	3 There is persistent, noticeable cul de sac, hyper or hyponasality, or mixed nasality.

- Instructions:
1. Do not include regional or dialectal differences when scoring.
 2. Circle the score for the most appropriate description for each category, i.e., Pitch or Intensity.
 3. Compute the total score and record below.
 4. Circle the total score on the bar/scale below.

2
3
4
5
6
7
8
9
10
11
12

Mild
Moderate
to
Severe

TOTAL SCORE _____

Based on compilation of the assessment data, this student scores in the *Mild, Moderate or Severe* range Voice Disorder.
 There is documentation/supporting evidence of adverse effects of the Voice disorder on educational performance.

Yes No
 Yes No

Determination of eligibility as a student with a Speech and/or Language Impairment is made by the IEP Team.