

Procedures for the use of the SLI Guidelines

1. Use the Communication Scales' matrices to rate the student's communication in all areas. Identify and circle the scores in each row of a scale. Since scores in each row contribute to the total score, it is necessary to determine a score for each individual subscale. For example, sound production, formal assessment, stimulability, intelligibility, oral motor structure and function, and adverse effect on educational performance/communication are all weighted in importance in the determination of a disability. Do not alter these weighted scores. For example, do not score intelligibility as a "7" or stimulability as a "2.5".

No zeros (0) are to be used on these scales. No 2-3 or 3-4 ratings shall be used.

2. The following scales would be used for students who are served under IDEA Part B (3-21 years):
 - a. Receptive Language Rating Scale
 - b. Expressive Language Rating Scale
 - c. Pragmatics Social Language Rating Scale
 - d. Articulation Rating Scale
 - e. Stuttering Rating Scale
 - f. Voice Rating Scale
3. The following scales would be used for students/children, birth – 3 years of age.
 - a. Birth-3 Communication Rating Scale: On this scale, rate the results of normative assessments (if administered); the observational data on language complexity, vocabulary and evidence of word finding issues (determined using language scales, developmental inventory checklists, language samples, or other observational means); the child's performance as per age-level developmental expectations; and, adverse effect on communication.
 - b. Articulation Rating Scale
 - c. Stuttering Rating Scale
 - d. Voice Rating Scale
4. All of the individual ratings of the subscales should be used to determine the final overall rating. For children who are being evaluated for Part C services, the ratings are based on the Part C State Plan's criteria for significant delay. The final rating will be based on the presence of one or more of the following ratings:

	Part B students	Part C children
Rating of 1 =	1 (Within Normal Limits)	1 (Within Normal Limits)
Rating of 2 =	2 (Mild)	2 (Mild Delay)
Ratings of 3 =	3 (Moderate)	3 (Significant Delay)
Ratings of 4 =	4 (Severe)	4 (Significant Delay)

5. The overall rating is used to determine eligibility for speech-language services.
Overall Rating of 1: Within Normal Limits
Overall Rating of 2: Mild Impairment for Part B students or Mild Delay for Part C children
Overall Ratings of 3 or 4: Impairment is present for Part B students or a Significant Delay is present for Part C children
6. Under Part B, students with overall ratings of 3 or 4 may be eligible for speech or language services. The model of service delivery should be based on the needs of the student, ensuring the least restrictive environment, access to the general education curriculum and/or appropriate age-related activities, and reasonable educational benefit from services. Under Part C, early intervention is indicated if a child is determined eligible by the Community Centered Board (CCB) based on the state's criteria for a significant developmental delay.
7. Individual Administrative Units (AUs) may have unique guidelines regarding eligibility for services for students.

Variance in Determining the Overall Rating

During the evaluation process the SLP determines the Overall Rating based on assessment results and the Rating Scales. At the eligibility meeting, the SLP, in collaboration with the Multidisciplinary Team, may use professional judgment to add or subtract **one** rating point from the Overall Rating. The Multidisciplinary Team may consider the following: student attendance, cognition, rate of progress, response to interventions, cultural and linguistic differences, or other environmental or neurological factors. The use of the variance should be considered only during the eligibility meeting so that all team members are able to discuss the factors involved. Multidisciplinary Team discussion and any changes in the Overall Rating must be documented within the IEP and in the Prior Written Notice.

BIRTH-3 COMMUNICATION RATING SCALE

STUDENT: _____ **SLP:** _____ **DATE:** _____

<p>Normative Assessment: Comprehensive, standardized measure(s) and scores</p> <p>Use overall score (total, quotient, index, etc.). DO NOT use subtest scores alone!!</p>	<p style="text-align: center;">SCORE = 1</p> <p>1 standard deviation from the mean</p> <p>for example: Standard Score (SS) = 85 when the mean is 100 and the standard deviation is 15</p> <p>If NORMATIVE ASSESSMENT IS NOT INDICATED, A RATIONALE MUST BE PROVIDED.</p>	<p style="text-align: center;">SCORE = 2</p> <p>>1.0 - 1.5 standard deviations from the mean</p> <p>for example: Standard Score (SS) = 84-78 when the mean is 100 and the standard deviation is 15</p>	<p style="text-align: center;">SCORE = 3</p> <p>>1.5 – 2.0 standard deviations from the mean</p> <p>for example: Standard Score (SS) = 77-70 when the mean is 100 and the standard deviation is 15</p>	<p style="text-align: center;">SCORE = 4</p> <p>>2.0 standard deviations from the mean</p> <p>for example: Standard Score (SS) = 69 or below when the mean is 100 and the standard deviation is 15</p>
<p>Observational Assessment:</p> <p><i>Check descriptive tool used:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Oral and/or Written Language Sample <input type="checkbox"/> Checklist(s) <input type="checkbox"/> Observations <input type="checkbox"/> Other: _____ <p><i>The lists are possible suggestions and are NOT intended to be all-inclusive lists.</i></p>	<p style="text-align: center;">1</p> <p>Expressive language skills are judged to be within normal limits as compared to same aged peers within cultural norms.</p>	<p style="text-align: center;">2</p> <p style="text-align: center;">At least one of the following areas is deficient</p> <p>Check areas of weakness:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Language complexity <input type="checkbox"/> Mean Length of Utterance in morphemes <input type="checkbox"/> Sentence Complexity <input type="checkbox"/> Syntax/ Morphology <input type="checkbox"/> Vocabulary/ Semantics <input type="checkbox"/> Word Finding 	<p style="text-align: center;">3</p> <p style="text-align: center;">At least two of the following areas are deficient</p> <p>Check areas of weakness:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Language complexity <input type="checkbox"/> Mean Length of Utterance in morphemes <input type="checkbox"/> Sentence Complexity <input type="checkbox"/> Syntax/ Morphology <input type="checkbox"/> Vocabulary/ Semantics <input type="checkbox"/> Word Finding 	<p style="text-align: center;">4</p> <p style="text-align: center;">At least three of the following areas are deficient</p> <p>Check areas of weakness:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Language complexity <input type="checkbox"/> Mean Length of Utterance in morphemes <input type="checkbox"/> Sentence Complexity <input type="checkbox"/> Syntax/ Morphology <input type="checkbox"/> Vocabulary/ Semantics <input type="checkbox"/> Word Finding

<p>6-9 months</p>	<p style="text-align: center;">1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Imitates vocalizing to another. <input type="checkbox"/> Enjoys reciprocal social games structured by adult (peek-a-boo, pat-a-cake) <input type="checkbox"/> Has different vocalizations for different states <input type="checkbox"/> Recognizes familiar people <input type="checkbox"/> Imitates familiar sounds and actions, attends to singing <input type="checkbox"/> Produces reduplicative babbling (“bababa”, “mamama”), vocal play with intonational patterns, lots of sounds that take on the sound of words, attends to music (e.g., babbling a true consonant with a vowel bababa) <input type="checkbox"/> Cries when parent leaves room (9 months) <input type="checkbox"/> Responds consistently to soft speech and environmental sounds <input type="checkbox"/> Reaches to request object <input type="checkbox"/> Object permanence emerging 		<p style="text-align: center;">3</p> <p style="text-align: center;">Any one of the following areas is deficient</p> <ul style="list-style-type: none"> <input type="checkbox"/> Does not appear to understand or enjoy the social rewards of interaction <input type="checkbox"/> Lack of connection with adult (lack of eye contact, reciprocal eye gaze, vocal turn-taking, reciprocal social games, imitation) <input type="checkbox"/> No babbling, or babbling with few or no consonants <input type="checkbox"/> Does not purposefully interact with familiar objects 	
--------------------------	---	--	---	--

<p>9-12 months</p>	<p style="text-align: center;">1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attracts attention (vocalizing, coughing). <input type="checkbox"/> Shakes head "no", pushes undesired objects away <input type="checkbox"/> Waves "bye" <input type="checkbox"/> Indicates requests clearly, directs others' behavior (shows objects, gives objects to adults, pats, pulls) <input type="checkbox"/> Coordinates actions between objects and adults (looks back and forth between adult and object of desire) <input type="checkbox"/> Imitates new sounds/actions <input type="checkbox"/> Shows consistent patterns of reduplicative babbling, produces vocalizations that sound like first words (mama, dada). <input type="checkbox"/> Looks at pictures in a book for short periods of time when named by an adult <input type="checkbox"/> Understands the meaning of "no" <input type="checkbox"/> Object permanence established <input type="checkbox"/> Attends to pictures named by adult 		<p style="text-align: center;">3</p> <p style="text-align: center;">Any one of the following areas is deficient</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is easily upset by sounds that would not be upsetting to others of the same age <input type="checkbox"/> Does not clearly indicate request for object while focusing on the object <input type="checkbox"/> Lack of consistent patterns of reduplicative babbling <input type="checkbox"/> Lack of comprehension of words or communicative gestures <input type="checkbox"/> Exclusive reliance on context for language understanding 	
---------------------------	---	--	--	--

<p>12-18 months</p>	<p style="text-align: center;">1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Single-word productions begin <input type="checkbox"/> Requests objects, points, vocalizes, may use word approximations <input type="checkbox"/> Gets attention: vocally, physically, maybe by using words ("mommy") <input type="checkbox"/> Understands "agency": knows that an adult can do things for him/her (such as activate a wind-up toy) <input type="checkbox"/> Uses ritual words ("bye", "hi", "thank you", "please") <input type="checkbox"/> Protests: says "no", shakes head, moves away, pushes objects away <input type="checkbox"/> Comments: points to object, vocalizes or uses word approximations <input type="checkbox"/> Acknowledges: eye contact, vocal response, repetition of word <input type="checkbox"/> Responds to songs and rhymes by vocalizing or singing along (ASHA) <input type="checkbox"/> Expressive Vocabulary (Nicolosi, Harryman, & Kresheck, 2006²) - 12 months: 2-6 words other than mama and dada; 15 months: 10 words 18 months: 50 words 		<p style="text-align: center;">3</p> <p style="text-align: center;">Any one of the following areas is deficient</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lack of communicative gestures <input type="checkbox"/> Does not attempt to imitate or spontaneously produce single words to convey meaning <input type="checkbox"/> Does not persist in communication (e.g., hands object to adult for help, but then gives up if adult does not respond immediately) <input type="checkbox"/> Limited comprehension vocabulary (understands <50 words or phrases without gesture or context clues) <input type="checkbox"/> Limited production vocabulary (speaks <10 words) <input type="checkbox"/> Lack of growth in production vocabulary over 6 month period (from 12-18 months) 	

² Nicolosi, L., Harryman, E., & Kresheck, J. (2006). *Terminology of communication disorders* (4th ed.). Baltimore: Williams & Wilkins.

<p>18-24 months</p>	<p style="text-align: center;">1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses a combination of words and gestures to communicate <input type="checkbox"/> Begins to use two-word combinations: first combinations are usually memorized forms and used in one or two contexts <input type="checkbox"/> Later combinations (by 24 months) code relational meanings (such as “more cookie”, “daddy shoe”), more flexible in use <input type="checkbox"/> Pats and points to pictures in a book when named by an adult, begins to name colorful pictures in a book (ASHA) <input type="checkbox"/> Shows interest in simple stories for brief periods of time (ASHA) <input type="checkbox"/> Listens to simple stories, songs, and rhymes (ASHA) <input type="checkbox"/> Follows simple commands and understands simple questions (“Roll the ball”, “Kiss the baby”, “Where’s your shoe?”) (ASHA) <input type="checkbox"/> Expressive Vocabulary (Nicolosi, Harryman, & Kresheck, 2006) – 18 months: 50 words 24 months: 200-300 words 		<p style="text-align: center;">3</p> <p style="text-align: center;">Any one of the following areas is deficient</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reliance on gestures without verbalization <input type="checkbox"/> Limited production vocabulary (speaks <50 words) <input type="checkbox"/> Does not use any two-word combinations <input type="checkbox"/> Compulsive labeling of objects in place of commenting or requesting <input type="checkbox"/> Regression in language development, stops talking or begins echoing phrases s/he hears, often inappropriately <input type="checkbox"/> Little or no interest in verbal interactions 	
----------------------------	--	--	---	--

<p>24-36 months</p>	<p style="text-align: center;">1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engages in short dialogues <input type="checkbox"/> Expresses emotion <input type="checkbox"/> Begins using language in imaginative ways <input type="checkbox"/> Begins providing descriptive details to facilitate listener's comprehension <input type="checkbox"/> Narrative development is characterized by collections of unrelated ideas and story elements, loosely linked <input type="checkbox"/> Begins to include articles ("a", "the") and word endings (i.e., "ing" added to verbs; regular plural "s" [cats]; copular "is" [bike is red]; and, regular past tense "ed") <input type="checkbox"/> Knows the function and purpose of written language – understands words have meaning and purposes (ASHA) <input type="checkbox"/> Points to and names many common pictures in a book when named by an adult (ASHA) <input type="checkbox"/> Listens and enjoys being read to for longer periods of time (between 5-15 minutes) (ASHA) <input type="checkbox"/> Expressive Vocabulary (Nicolosi, Harryman, & Kresheck, 2006) – 24 months: 200-300 words 30 months: 450 words 36 months: 1000 words 		<p style="text-align: center;">3</p> <p style="text-align: center;">Any one of the following areas is deficient</p> <ul style="list-style-type: none"> <input type="checkbox"/> Words limited to single syllables with no final consonants <input type="checkbox"/> Few or no multi-word utterances <input type="checkbox"/> Does not demand a response from listeners <input type="checkbox"/> Does not ask questions <input type="checkbox"/> Echoing or "parroting of speech" without communicative intent 	
<p>Adverse Effect On Communication:</p>	<p style="text-align: center;">1</p> <p>Communication skills are adequate for the student's participation in appropriate age-related activities and settings.</p>	<p style="text-align: center;">4</p> <p>Communication difficulties minimally impact communicative performance and can be addressed in appropriate age-related activities and settings.</p>	<p style="text-align: center;">6</p> <p>Communication difficulties frequently impact the student's communicative performance and ability to participate in appropriate age-related activities and settings.</p>	<p style="text-align: center;">8</p> <p>Communication difficulties significantly impact the student's communicative performance and ability to participate in appropriate age-related activities and settings.</p>

BIRTH-3 COMMUNICATION RATING SCALE

STUDENT: _____ **SLP:** _____ **DATE:** _____

Instructions:

1. The Speech-Language Pathologist will determine whether to use the **COMPREHENSIVE BIRTH-3 COMMUNICATION RATING SCALE (ENTIRE MATRIX IS USED) OR THE OBSERVATIONAL ASSESSMENT DATA ONLY SCALE (OBSERVATIONAL ASSESSMENT, OBSERVATIONAL ASSESSMENT OF DEVELOPMENTAL EXPECTATIONS, AND ADVERSE EFFECT SECTIONS ARE USED)**. Circle score for the most appropriate description for each category: *Normative (Standardized), Observational Assessment (Descriptive), Observational Assessment of Developmental Expectations, and Adverse Effect*.
2. Consider a student's regional or dialectal differences when scoring. Refer to test manual.
3. Compute the total score and record below.
4. Circle the total score on the bar/scale below to determine the Overall Rating.

TOTAL SCORE _____

(Normative assessment score ___ + Observational assessment score ___ + Developmental Expectations score ___ + Adverse Effect score ___)

COMPREHENSIVE BIRTH-3 COMMUNICATION ASSESSMENT TOTAL SCORE: <i>Normative (Standardized), Observational Assessment, Observational Assessment of Developmental Expectations, and Adverse Effect</i>																	
4				/ 5 6 7 8 9 10 / 11 12 13 14 15 /												16 17 18 19	
No Impairment				Mild Delay				Significant Delay				Significant Delay					
Rating = 1				Rating = 2				Rating = 3				Rating = 4					

OR

(Observational assessment score ___ + Developmental Expectations score ___ + Adverse Effect score ___)

OBSERVATIONAL ASSESSMENT ONLY - BIRTH-3 COMMUNICATION ASSESSMENT TOTAL SCORE: <i>Observational Assessment, Observational Assessment of Developmental Expectations, and Adverse Effect</i>																
3			/ 4 5 6 7 8 / 9 10 11 12 /												13 14 15	
No Impairment			Mild Delay				Significant Delay				Significant Delay					
Rating = 1			Rating = 2				Rating = 3				Rating = 4					

Final determination of disability is made by the Multidisciplinary Team.

Use the Observational Rating Scale with a student who is culturally-linguistically diverse (CLD). Do not report standard scores unless an assessment tool is administered in the student's native language and has been standardized with a normative sample that matches the demographic background of the student.