

## 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.

## VOICE RATING SCALE

**STUDENT:** \_\_\_\_\_ **SLP:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

<b>Observational Assessment of Pitch:</b>  Too High Too Low Monotone Excessive Variation Pitch Breaks Disordered Intonation Patterns	<b>Score = 1</b>  Pitch is Within Normal Limits in all educational settings  If Formal Testing is not indicated, a rationale must be provided.	<b>Score = 2</b>  Pitch deviations are present and occasionally interfere with communication.	<b>Score = 3</b>  Pitch deviations are present and frequently interfere with communication.	<b>Score = 4</b>  Pitch deviations are present and consistently interfere with communication.
<b>Observational Assessment of Loudness:</b>  Too loud Too soft Limited Variation Excessive Variation Mono Loudness	<b>1</b>  Loudness is Within Normal Limits in all educational settings.	<b>2</b>  Deviations in loudness are present and occasionally interfere with communication.	<b>3</b>  Deviations in loudness are present and frequently interfere with communication.	<b>4</b>  Deviations in loudness are present and consistently interfere with communication.
<b>Observational Assessment of Quality:</b>  Breathy Strident Harsh Hoarse Tremor Weak Voice Loss of Voice Glottal Fry Hard Glottal Attacks Reverse Phonation	<b>1</b>  Quality is Within Normal Limits in all educational settings.	<b>2</b>  Deviations in quality of voice are present and occasionally interfere with communication.	<b>3</b>  Deviations in quality of voice are present and frequently interfere with communication.	<b>4</b>  Deviations in quality of voice are present and consistently interfere with communication.

## VOICE RATING SCALE

**STUDENT:** \_\_\_\_\_ **SLP:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

<p><b>Observational Assessment of Resonance:</b></p> <p>Hypernasal Hyponasal Nasal Emission Assimilation Nasality Mixed/Cul-de-Sac</p>	<p><b>1</b></p> <p>Resonance is Within Normal Limits in all educational settings.</p>	<p><b>2</b></p> <p>Deviations in resonance occasionally interfere with communication.</p>	<p><b>3</b></p> <p>Deviations in resonance are present and frequently interfere with communication.</p>	<p><b>4</b></p> <p>Deviations in resonance are present and consistently interfere with communication.</p>
<p><b>Adverse Effect on Educational Performance: Part B Students</b></p> <p>Difficulty being heard or communicating Limited participation in oral communication</p>	<p><b>1</b></p> <p>Within Normal Limits</p>	<p><b>4</b></p> <p>Voice deviations are present and occasionally impact the student's participation in educational settings and activities.</p>	<p><b>6</b></p> <p>Voice deviations are present and frequently impact the student's participation in educational settings and activities.</p>	<p><b>8</b></p> <p>Voice deviations are present and consistently impact the student's participation in educational settings and activities.</p>
<p><b>Adverse Effect on Communication: Birth through 3</b></p>	<p><b>1</b></p> <p>Voice characteristics are within normal limits for the student's participation in appropriate age-related activities and settings.</p>	<p><b>4</b></p> <p>Voice deviations are present and occasionally impact the student's participation in appropriate age-related activities and settings.</p>	<p><b>6</b></p> <p>Voice deviations are present and frequently impact student's participation in appropriate age-related activities and settings.</p>	<p><b>8</b></p> <p>Voice deviations are present and consistently impact the student's participation in appropriate age-related activities and settings.</p>

## VOICE RATING SCALE

**STUDENT:** \_\_\_\_\_ **SLP:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

Instructions:

1. Circle score for the most appropriate description for each category: *Pitch, Loudness, Quality, Resonance, Adverse Effect*.
2. Add the scores from each category to determine the Total Score.
3. Circle below to determine the Overall Rating.

**TOTAL SCORE:** \_\_\_\_\_

***VOICE ASSESSMENT TOTAL SCORE:***

5	/	6 7 8 9 10 11 12	/	13 14 15 16 17 18	/	19 20 21 22
No Impairment	/	Mild (Mild Delay - Pt C)	/	Moderate (Sign. Delay - Pt C)	/	Severe (Significant Delay - Pt C)
RATING = 1		RATING = 2		RATING = 3		RATING = 4

**Final determination of disability is made by the Multidisciplinary Team.**