



ELIGIBILITY WORKSHEET – SPEECH or LANGUAGE IMPAIRMENT

Student:	Student UID#:	DOB:
School:	Grade:	Age:

The required screenings and formal evaluations required to determine eligibility are as follows:

Date	Evaluation/Screening	Summary of Evaluations/Screening
	Hearing Screening	<input type="checkbox"/> Pass <input type="checkbox"/> Fail _____dB _____Hz Comment: _____
	Articulation Screening	
	Fluency Screening	
	Language Screening	
	Voice/Resonance Screening	
	Social/Developmental History	
	Parent Conference(s)	
	Observation(s) Across Settings (academic, functional and behavioral skills)	
	Educational Evaluation	

Additionally, one of the following evaluations shall be completed. The required evaluation(s) shall be determined based on screening results and shall be individualized to address the specific area(s) of concern.



Eligibility Worksheet – Speech or Language Impairment

	Articulation Evaluation	
	Fluency Evaluation	
	Language Evaluation	
	Voice/Resonance Evaluation	

As a result of the required screenings, evaluations and review of existing information, what do we now know about the student?

Strengths

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Needs

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To be determined eligible in the disability category of Speech or Language Impairment, a child must meet the criteria listed in one or more of the following:

Characteristic	Documentation/Summary
<p>Articulation. It is required that a child's speech have:</p> <ul style="list-style-type: none"> ○ Two or more <i>phonemic</i> errors not expected at a child's age or developmental level observed during testing and/or in conversational speech, and/or ○ Two or more <i>phonological</i> errors not expected at a child's age or developmental level observed during testing and/or in conversational speech 	
<p>Fluency. It is required that a child demonstrates non-fluent speech behavior characterized by repetitions/prolongations/blocks on a regular basis.</p>	
<p>Language. It is required that two diagnostic measures must occur, one assessing comprehension and one assessing production of language.</p> <ul style="list-style-type: none"> ○ Standard scores on the particular standard evaluation instrument suggest a language disorder; and/or ○ Non-standardized/informal assessment indicates that the child has difficulty understanding and/or expressing ideas and/or concepts. 	



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	<p>Voice. It is required that a child must demonstrate consistent deviations in vocal production that are inappropriate for chronological/mental age, gender, and ability.</p>	
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What is the adverse effect on educational performance?

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What evidence exists that the student requires specially designed instruction?

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After completing the Eligibility Worksheet, the IEP Team must determine eligibility. (Complete the Eligibility Report)