

ELIGIBILITY CRITERIA FOR SPEECH AND LANGUAGE SERVICES

Student Name: _____ Student ID #: _____ DOB: _____
School: _____ Teacher(s): _____ Grade: _____
Speech Language Specialist: _____

THIS FORM MUST BE ATTACHED TO EVERY INITIAL OR REEVALUATION ELIGIBILITY REPORT

Language:

- Student's language abilities are having a *documented* negative impact on his educational performance.
- Student has obtained a standard score of 77.5 below on a comprehensive language evaluation (the *overall, or total test score.*)
- Student has obtained a standard score of 77.5 or below on another language evaluation (does not have to be comprehensive.)
- Student demonstrated impaired language skills during a functional assessment in a situation other than during formal testing.

**Note: The EOWPVT and the ROWPVT are not language evaluations.*

Articulation:

- Student articulation skills are having a *documented* negative impact on his educational performance.
- On a standardized articulation or phonology assessment, Student exhibits one or more sound production error patterns beyond the age at which 90 percent of the population has achieved mastery according to current developmental norms.
- Student consistently misarticulates the same sound(s) in a speech sample.

Fluency:

- Student fluency skills are having a *documented* negative impact on his educational performance.
- Student demonstrates at least a mild rating, or its equivalent, on a formal fluency rating scale.
- In a speech sample, Student exhibits disfluency in five percent or more of the words spoken (so if the speech sample is 1,000 words, he is dysfluent on 20 of them.)

Voice:

- Student's voice is having a *documented* negative impact on his educational performance.
- Student performs below the normed level for voice quality, pitch, resonance, loudness or duration on a formal rating scale
- The condition is evident on two separate occasions, three to four weeks apart, at different times.

For each area, **ALL** items must be checked for the student to qualify. Goals can only be written for the area(s) in which the student qualifies. For instance, if a student qualifies for articulation, he cannot be given language goals.