

ARTICULATION ELIGIBILITY GUIDE/TEAM SUMMARY

Student: _____ Birthdate: _____ Date: _____

Speech-Language Pathologist: _____ Team Member(s): _____

Medical History Input—Attach report or interview of student’s doctor or other appropriate medical professionals.

- | | | |
|---|-------------------------------|-------------------------------|
| Hearing Screen | <input type="checkbox"/> Pass | <input type="checkbox"/> Fail |
| History of chronic otitis media | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| History of medical issues related to articulation | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Attach documentation as applicable.

*Collected in part during prereferral phase.

		Does NOT Support Eligibility	Supports Eligibility
Response to Intervention *If early intervening was implemented, that process showed the need for the formal assessment. The student’s response documented on the early intervening form may be transferred to the diagnostic report.			
Input	Teacher(s) <input type="checkbox"/> *Interview <input type="checkbox"/> *Observations/Comments		
	Parent(s) <input type="checkbox"/> *Interview and comments		
	Student <input type="checkbox"/> *Interview and comments		
	Review of Pertinent Information Educational achievement & other records <input type="checkbox"/> CA-60 review <input type="checkbox"/> Report cards <input type="checkbox"/> Curriculum-based assessments <input type="checkbox"/> Other/Trial therapy outcomes		
*Consideration of cultural/linguistic differences If the student uses dialect or languages other than Standard American English, complete the process in the Culturally and Linguistically Diverse Articulation Section, CLD-A			
Consideration of environmental or economic differences Provide documentation from team reports teacher, and parent reviews (if needed).			
Connected Speech Samples Consider evidence of disorder and adverse educational effect	Sound Production Listen for types of errors present in discourse.		
	Intelligibility Does intelligibility impede educational performance?		
Speech-Motor Functioning <input type="checkbox"/> Oral-peripheral examination <input type="checkbox"/> Evidence of Speech/Motor Disorders (i.e., dysarthria, apraxia) <input type="checkbox"/> Diadochokinetics			
Articulation Test Assess articulation and compare to standards set for that assessment instrument.			
Phonological Process Test/Checklist/Analysis Assess the presence of phonological processes and compare to standards set for that assessment instrument.			
Stimulability Is the student stimulable for specific phonemes?			
Summary of Disability Comments about the presence or absence of disability (attach as needed).	Summary of Adverse Educational Effect Comments about the presence or absence of adverse effects on social, vocational, or academic performance based upon all of the above assessment components (attach as needed)		
Summary of Eligibility in Articulation Comments and decision regarding the student’s eligibility (attach as needed).			