

## CULTURALLY & LINGUISTICALLY DIVERSE ELIGIBILITY GUIDE/TEAM SUMMARY

Student: \_\_\_\_\_ Birthdate: \_\_\_\_\_ Date: \_\_\_\_\_

Speech-Language Pathologist: \_\_\_\_\_ Team Member(s): \_\_\_\_\_

Native Language: \_\_\_\_\_ Other Languages Spoken: \_\_\_\_\_

Dialects Spoken: \_\_\_\_\_ Languages Spoken in Home: \_\_\_\_\_

		Suggests Speech or Language DIFFERENCE	Suggests Speech or Language Disorder						
<b>Input</b>	<b>Teacher(s):</b> Interview/observations								
	<b>Bilingual Staff Interview:</b> Obtain information about the student and the culture								
	<b>Parent:</b> Complete parent interview (with interpreter, if needed) to obtain socio-cultural history, developmental history, and information about language competence.								
	<b>Student:</b> Interview/comments								
	<b>Review of Pertinent Information:</b> Educational achievement & other records such as MLPP, DIBELS, student permanent record (CA-60).								
<b>Observations</b>	<b>Family-Student Observation (if available)</b> Observe the student interacting with family.								
	<b>Classroom Observation</b> Observe the student participating in the curriculum								
<b>Curriculum-Presentation/Student-Teacher Interaction</b> Determine whether the student is responding to the presentation format of the classroom or curriculum materials. Does the student expect a different presentation given their cultural background? Is this mismatch causing learning or language difficulties? (For example, students from Asian cultures may need to learn that it is expected to ask questions and to interact in a group.)									
<b>Further Classroom Adaptations/Modifications</b> Select additional classroom accommodations and modifications to support the student during a trial period.									
<b>Dynamic Assessment/Trial Intervention</b> Assist the student with the task during single or over multiple sessions. How well does the student perform with help? Does the student experience success with minimal scaffolding or accommodation (e.g., given a strategy, can do it independently) or does the student continue to have difficulty?									
<b>Referral Decision</b> Together with the student's team, decide whether the student is suspected of having a disability beyond a language difference and needs a formal evaluation. If a formal evaluation is completed, now turn to the appropriate section of these guidelines and follow those procedures along with the considerations.									
<b>Assessment Considerations for Students Suspected of Having a Disability</b> Complete the Eligibility Guide/Team Summary in the section:									
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