

FLUENCY ELIGIBILITY GUIDE/TEAM SUMMARY

Student: _____ Birthdate: _____ Date: _____

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

Medical History Input—Attach report regarding medical issues that may be relevant (if applicable).

Hearing Screen Pass Fail
 History of chronic otitis media Yes No

	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.		
Teacher(s) Input Collect teacher input		
Parent(s) Input Collect parent(s) input including family history.		
Student Input Collect the student's input including student's self-esteem, motivation/attitude, and self-assessment of communication as it relates to his/her fluency.		
Review of Pertinent Information		
Risk Factors Family history, gender, student's response to disfluency.		
Consideration of cultural/linguistic differences Complete the process in the Culturally and Linguistically Diverse section if needed.		
Test Administration or Analysis of Frequency and Duration of a Connected Speech Sample Administer a formal test of complete frequency and duration analysis.		
Classroom Observation of Adverse Effect Observe the student during a time of day when the teacher indicated that the student's disfluencies interfere with participation. Collect more information regarding whether the student's fluency is adequate for successful participation in that curricular task or whether the student lacks the fluency skills and strategies needed.		
Cluttering Analyze disfluencies for differential diagnosis of stuttering versus cluttering. Please refer to the Cluttering checklist on pages F-17 & 18 of the <i>MSHA Guidelines (2006)</i> .		
Other Assessment Information Complete a broad-based screening of language, articulation, oral-motor, and voice to explore the possibility of additional impairments.		
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 Fluency Comments and decision regarding the student's eligibility (attach as needed).		