

## INFANT/TODDLER ELIGIBILITY GUIDE/TEAM SUMMARY (Birth to 3 Years)

Student: \_\_\_\_\_

Birthdate: \_\_\_\_\_

Date: \_\_\_\_\_

SLP: \_\_\_\_\_

Attach documentation as applicable.

		Does NOT Support Eligibility	Supports Eligibility
<b>Gathering Input</b>	<b>Parent Concerns</b> <ul style="list-style-type: none"> <li>• Interview, checklist, or comments</li> <li>• Hearing screening required</li> <li>• Familial History</li> <li>• Medical History</li> <li>• Motoric Development (Gross, Fine, and Oral)</li> <li>• Communication Development</li> </ul>		
<b>Observation of Parent-Child Ineractive Play</b> Observe how the child's language is different when interacting with a caregiver (use more/less words, more/less gestures, increased MLU, other)			
<b>Communication Samples During Dynamic Play</b>  Play with the child: Does the child's speech/ language improve with minimal scaffolding, imitation, modeling?	<b>Use (Pragmatics)</b> Means & Functions Discourse—attend to speaker, initiate, turn-taking.		
	<b>Vocabulary (Semantics)</b> What types of words—names, nouns, verbs, prepositions, other		
	<b>Form (Syntax, Morphology)</b> MLU		
	<b>Intelligibility (Phonological Processing/Articulation)</b> <b>Speech—Motor &amp; Functioning</b>		
<b>Evidence of Communicative Frustration</b> Does the child demonstrate struggle in an effort to communicate? Does the child refuse to communicate, tantrum, retreat to passivity?			
<b>Consideration of Cultural/Linguistic Differences</b> Complete the process in the Culturally and Linguistically Diverse section if needed.			
<b>Consideration of environmental or economic differences</b> Provide documentation from team reports teacher, and parent reviews (if needed).			
<b>Test Profile</b>	<b>Test Scores</b> below age expectancies <b>Variation</b> within language test profile		
<b>Summary of Disability</b> Comments about the presence or absence of disability (attach as needed).		<b>Summary of Adverse Educational Effect</b> Comments about the presence or absence of adverse effects on communication, social, and pre-academic performance based upon <b>all</b> of the above assessment components (attach as needed)	
<b>Summary of Eligibility in Articulation</b> Comments and decision regarding the student's eligibility (attach as needed).			