



**ELIGIBILITY CHECKLIST
SPEECH & LANGUAGE IMPAIRMENT**
ELG-SPL-001 (Rev. 07-09)

This form is provided for Local Use Only.

INSTRUCTIONS: This form is provided to assist school district individualized education program (IEP) teams in determining if a student appropriately can be determined to have an impairment under Chapter 115, Wis. Stats., and the eligibility criteria established in PI 11.36, Wis. Admin. Code. The IEP team should complete this form to document determination of eligibility for special education services and keep it on file with the student record.

Student Name

Date of Eligibility Determination

For Eligibility, THE IEP TEAM MUST DOCUMENT AN IMPAIRMENT IN **AT LEAST ONE** OF THE FOLLOWING FOUR AREAS:

I. LANGUAGE (All three in either method must be checked Yes.)

- Yes No The child scores at or below 1.75 SD on formal test measures.
- Yes No There is documentation that this delay impairs **oral communication** in the child's natural environment: *(method to document)*
 - language sample checklist interview observation report
 - Other: *Describe*
- Yes No This language delay significantly affects the child's educational performance or social, emotional or vocational development.

OR

- Yes No Formal testing is not appropriate. *List reason(s):*
- Yes No Two informal measures are used to document the communication delay. *List two types of measures:*
- Yes No This delay significantly impacts the child's educational performance or social, emotional or vocational development.

II. SPEECH OR SOUND PRODUCTION (All three must be checked Yes.)

- Yes No There is documentation of delayed speech or sound production. **One of the following must be checked:**
 - Scores at or below 1.75 SD on test of articulation or phonology. (or)
 - Has consistent speech sound errors when 90% or typically developing children produce sound correctly. (or)
 - Presence of one or more disordered phonological processes occurring at least 40%. (or)
 - Scoring in the moderate to profound range on a test of phonological process use.
- Yes No The delay in speech or sound production significantly affects the intelligibility of the child's speech. *Document methods:*
- Yes No The delayed speech or sound production significantly affects the child's educational performance or social, emotional or vocational development.

III. VOICE (Both must be checked Yes.)

- Yes No There is documentation of a vocal impairment without short-term physical factors or respiratory virus or infection.
- Yes No The vocal impairment significantly affects the child's educational performance or social, emotional or vocational development.

IV. FLUENCY (Both must be checked Yes.)

- Yes No The child has speaking behaviors characteristic of a fluency disorder.
- Yes No The fluency disorder significantly affects the child's educational performance or social, emotional or vocational development.

EXCLUSIONS

THE IEP **MAY NOT IDENTIFY AN IMPAIRMENT** IN SPEECH AND LANGUAGE IF ANY OF THE FOLLOWING ARE PRESENT.

Please check if present.

- Speech or language skills that are mild, transitory, or developmentally appropriate.
- Speech or language performance that is consistent with developmental levels unless the child requires speech or language services to benefit from their educational program(s).
- Speech or language skills that are a result of a dialectical difference or learning English as a second language.
- Auditory processing unless the IEP team is able to document that the auditory processing results in an impairment of oral communication skills.
- A tongue thrust unless the IEP team can document that the child has an impairment in speech or sound production.
- A child with elective or selective mutism or school phobia must also have documentation of a delay in oral communication skills.

DOCUMENTATION OF PARTICIPATION OF S/L PATHOLOGIST

THE IEP TEAM **MUST INCLUDE A SPEECH AND LANGUAGE PATHOLOGIST** AND INFORMATION FROM THE MOST RECENT ASSESSMENT WHEN DOCUMENTING A SPEECH OR LANGUAGE IMPAIRMENT OR WHEN DISCUSSING THE NEED FOR SPEECH OR LANGUAGE SERVICES.

- Check here to indicate a speech and language pathologist was an IEP team participant and attended IEP meetings when the team discussed eligibility for a speech and language impairment or the need for speech and language services (or both).