



ARTICULATION ELIGIBILITY GUIDE/TEAM SUMMARY

Student: _____ Birthdate: _____ Date: _____

Speech-Language Pathologist: _____ Team Members: _____

Medical History Input

Attach report or interview of students' doctor or other appropriate medical professionals

Hearing Screen	Pass _____	Fail _____
History of chronic otitis media	Yes _____	No _____
History of medical issues related to articulation	Yes _____	No _____

	Does not support Eligibility	Supports Eligibility
Attach documentation as applicable *Collected in part during pre-referral phase		
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"/> Observation and comments	
	Parent <input type="checkbox"/> Interview and comments	
	Student <input type="checkbox"/> Interview and comments	
	Review of Pertinent Information <input type="checkbox"/> CA-60 review <input type="checkbox"/> report cards Educational achievement and other records <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 a 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 <input type="checkbox"/> Diadochokinetics (i.e. dysarthria, apraxia)		
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	Summary of Adverse Educational Effect Comments about the presence or absence effects on social, vocational, or academic performance based upon <u>all</u> of the above assessment components.	
Summary of Eligibility in Articulation Comments and decision regarding the student's eligibility		