

**SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA
EXCEPTIONAL STUDENT EDUCATION (772) 429-4570
SPEECH/LANGUAGE IMPAIRED PROGRAM**

**Initial Eligibility Criteria Checklist
Language**

Student :	ID#:	
DOB:	School:	Date:
Criteria for eligibility: A student is eligible for special programs in speech and language if the student meets the criteria as determined by the procedures in rules 6A-6.03012,FAC and if a disorder exists in one or more of the following:		

General Section (Evaluation results must reveal all of the following)

		YES	NO
1. Evaluation was conducted by a Speech/Language Pathologist.	<input type="checkbox"/>		
2. The language impairment is not primarily the result of factors related to chronological age, gender, culture, ethnicity or limited English proficiency.	<input type="checkbox"/>		
3. The language disorder has an adverse effect on the student's ability to perform and/or function in the student's typical learning environment resulting in the need for exceptional student education.	<input type="checkbox"/>		

Evaluation Procedures

		YES	NO
1. Information was gathered from the parent(s), guardian, teacher(s), other service providers, or others as appropriate (student) regarding the concerns and a description of language skills. <p style="text-align: center;">(and)</p>	<input type="checkbox"/>		
2. Documented and dated observation(s) of the student's language skills was conducted by a Speech Language Pathologist. (at least two observations by the SLP have been conducted if eligibility is based solely on a pragmatic deficit and standardized testing is not possible). <p style="text-align: center;">(and)</p>	<input type="checkbox"/>		
3. Response to intervention data demonstrate that the student was provided with well delivered, scientific, research-based instruction and interventions addressing the identified areas of concern. (n/a for pre-k) <p style="text-align: center;">(and)</p>	<input type="checkbox"/>		
4.a. One or more standardized, norm-referenced instruments designed to measure language skills was administered to determine the nature and severity of the language deficit. <p style="text-align: center;">(or)</p>	<input type="checkbox"/>		
4.a. For students unable to respond to a norm-referenced instrument, a scientific, research-based alternative instrument was used and the rationale for use of the alternative instrument was included. <p style="text-align: center;">(and)</p>	<input type="checkbox"/>		
b. Documentation of the rationale for its use, the results obtained, and the basis for recommendations derived from this assessment are included in the Speech Language Summary Report.	<input type="checkbox"/>		

**Initial Eligibility Criteria Checklist
Language (Cont'd)**

Eligibility Criteria

	YES	NO
1. Student does not perform and/or function adequately for chronological age or to meet grade level standards in one or more of the following areas: <ul style="list-style-type: none"> • Oral expression • Listening comprehension • Social interaction • Written expression • Phonological processing • Reading comprehension • Emergent literacy skills (pre-k only) 		
2. The lack of sufficient progress due to identified language deficits (above) persists when using a process based on the student's response to scientific, research-based intervention. (n/a for pre-k)		
3. Results of standardized norm-referenced instruments(s) indicate a significant language deficit, as determined by specifications in the test manual, in one or more of the areas listed above.		
4. Information gathered from the parent(s), guardian(s), teacher(s), and when appropriate, the student, supports the results of the standardized instrument and observations conducted.		