

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

**Initial Eligibility Criteria Checklist  
Speech**

<b>Student:</b>	<b>Date of Birth:</b>
<b>ID#:</b>	<b>Date:</b>

Criteria for eligibility: A student is eligible as a student with a speech impairment in need of exceptional student educational if the student meets the following criteria for one or more of the following disorders as determined by the procedures in rules 6A-6.03012 Exceptional Student Education Eligibility for Student with Speech Impairments and subsection 6A-6.0331(6), F.A.C.

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

	YES	NO
Evaluation was conducted by a Speech/Language Pathologist.	<input type="checkbox"/>	<input type="checkbox"/>
The speech disorder is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.	<input type="checkbox"/>	<input type="checkbox"/>
The 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"/>	<input type="checkbox"/>

**Articulation** (Procedures for evaluation)

	YES	NO
Information was gathered from the student's parent/guardian and teachers and, when appropriate, the student regarding the concerns and description of speech characteristics (interviews, checklists, questionnaires).	<input type="checkbox"/>	<input type="checkbox"/>
One or more standardized, norm referenced instruments was administered to determine the type and severity of the speech sound errors and whether the errors are articulation (phonetic) or phonological (phonemic) in nature.	<input type="checkbox"/>	<input type="checkbox"/>
Examination of the oral mechanism's structure and function was conducted.	<input type="checkbox"/>	<input type="checkbox"/>
Documented and dated observation(s) of the student's speech characteristics during connected speech or conversation was conducted by a Speech Language Pathologist.	<input type="checkbox"/>	<input type="checkbox"/>

**Articulation/ Phonology** (Eligibility Criteria – Evaluation results must reveal all of the following)

1. Based on evaluation results, there is evidence of a significant phonological or articulation disorder characterized by atypical production of speech sounds including substitutions, distortions, additions, or omissions. <b>(and)</b>		
2. The speech sound disorder has a significant impact on the student's intelligibility. <b>(and)</b>		
3. The student's phonetic or phonological inventory must be significantly below that expected for his/her chronological age or developmental level based on normative data.		

## Initial Eligibility Criteria Checklist Speech (Cont'd)

### Voice (Procedures for evaluation)

	YES	NO
1. Information was gathered from the student's parent/guardian and teachers, and when appropriate, the student, regarding the concerns and description of voice characteristics (interviews, checklists, questionnaires).		
2. Documented and dated observation(s) of the student's voice characteristics during connected speech or conversation was conducted by a Speech Language Pathologist, in one or more settings, which must include the typical learning environment.		
3. Examination of the oral mechanism's structure and function was conducted.		
4. A report of a medical examination of laryngeal structure and function was conducted by a physician licensed in Florida and included a description of the state of the vocal mechanism and any medical implications for therapeutic intervention.		

### Voice (Eligibility Criteria- Evaluation results must reveal all of the following )

**YES NO**

1. Based on evaluation results, there is evidence of significant and persistent atypical production of quality, pitch, loudness, resonance, or duration of phonation. Characteristics may include inappropriate range, inflection, loudness, excessive nasality, breathiness, hoarseness or harshness. <b>(and)</b>		
2. If the vocal disorder is found to be the direct result or symptom of a medical condition, it is amenable to improvement with therapeutic intervention.		

### Fluency (Procedures for evaluation)

**YES NO**

1. Information was gathered from the student's parent/guardian and teachers, and when appropriate, the student to determine the social and educational impact of the speech behaviors, the student's attitude toward the speech behaviors, and the motor aspects of the speech behaviors (interviews, checklists, questionnaires)		
2. A minimum of two documented and dated observations of the student's speech and secondary behaviors were conducted by a Speech Language Pathologist in more than one setting, including the typical learning environment.		
3. Examination of the oral mechanism's structure and function was conducted.		
4. All of the following areas were assessed: <ul style="list-style-type: none"> <li>• Motor aspects of the speech behaviors</li> <li>• Students attitude regarding the speech behaviors</li> <li>• Social impact of the speech behaviors</li> <li>• Educational impact of the speech behaviors</li> </ul>		
5. A speech sample of a minimum of 300-500 words was collected and analyzed to determine frequency, duration, and type of dysfluent speech behaviors.		

### Fluency (Eligibility Criteria- Evaluation results must reveal all of the following )

**YES NO**

1. Based on evaluation results, there is evidence of significant and persistent interruptions in the rate or rhythm of speech. <b>(and)</b>		
2. The dysfluency includes repetition of phrases, whole words, syllables and phonemes, prolongations, blocks, and/or circumlocutions (secondary behaviors such as struggle and avoidance may be present).		