

# **SI Eligibility Guidelines for Language**

## **Texas Speech Language Hearing Association**

### **Frequently Asked Questions**

1. What has changed since the original Speech Only Language Eligibility Manual?

The SI Eligibility Guidelines for Language include updated norms for informal assessment, expanded information about syntax, semantics and pragmatic skills, and additional guidance on how to interpret and use standard scores obtained on various language tests to determine whether a language disorder is present.

2. How do you determine whether there is an adverse effect on educational performance?

Information gathered from the Teacher and Parent Language Surveys will help provide information about the student's performance within the educational setting. Remember that we're looking for an adverse effect on either academic or functional performance. The TEKS (Texas Essential Knowledge and Skills) should be used as a guideline for determining what is expected at various grade levels for school-age students. In Texas, Prekindergarten Guidelines have also been developed and can be referenced for younger students. Refer to page 15 of the Eligibility Guidelines for Language for additional information.

3. What do I do when the information I gather from the teacher, or parent, doesn't agree with results of the standardized test?

If all four areas (standardized test, parent data, teacher data, and SLP data/evidence) are not in agreement, informal measures should be conducted to obtain additional data to either support or disprove the area of concern. Refer to the Guidelines for Determining the Presence of a Language Disorder chart found on page 143 of the manual.

4. I often receive Teacher Language Surveys that have "rarely" checked on every item. I know this isn't an accurate reflection of the student so what should I do?

It is the teacher's responsibility to provide the SLP with data and the SLP's role to interpret the data in order to determine whether a language disorder is present. Remember you should always follow up with a teacher to clarify any questions you have regarding the data they have provided. In this case, you might want to conduct a teacher interview to better assess the language skills of the student in the classroom. There are also several different ways to document adverse effect on educational performance, including developmental scales, criterion-referenced procedures and behavioral observations.