

## Student Speech-Language and Voice Screening Instrument

**Student Name:** \_\_\_\_\_ **Screening Date:** \_\_\_\_\_

Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

Language spoken at home/school: \_\_\_\_\_ / \_\_\_\_\_

Does the student have limited English proficiency? \_\_\_ yes \_\_\_ no

In comparison to his/her peers:

**Please answer by circling N (Never), S (Sometimes), F (Frequently), A (Always)**

The student is difficult to understand. N S F A

The student has a hoarse and/or nasal voice that does not seem related to a cold or allergies. N S F A

The student has difficulty with phonological awareness activities (e.g., rhyming, sound blending, syllable segmentation). N S F A

The student has difficulty following directions and/or responding to questions. N S F A

The student has difficulty making his/her wants and needs known. N S F A

The student has difficulty using complete sentences or correct grammar. N S F A

The student has limited vocabulary. N S F A

The student has difficulty expressing an idea or event (e.g., what he did over the weekend). N S F A

The student appears frustrated when speaking. N S F A

The student exhibits part-word or word repetitions, sound blockages, or excess facial or neck movement when speaking (e.g., stuttering). N S F A

Comments:

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Teacher Signature

Date

## Informal Articulation Screening Evaluation

**Student:** \_\_\_\_\_ **Birthdate:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

Classroom teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Speech-Language Pathologist: \_\_\_\_\_

This screening instrument is designed as an indicator of possible articulation student errors and does not take the place of a formal evaluation. The therapist circles the deviant phoneme(s) and then consults with the school Team regarding possible referral for further evaluation. The individual student repeats each of the following sentences after the Speech-Language Pathologist:

- 1) The panther ran through the forest.
- 2) I did six somersaults on the grass.
- 3) The little lamb is lost.
- 4) The girl is wearing a red ribbon in her hair.
- 5) I like chocolate chip cookies.
- 6) The vacuum is in the living room.
- 7) There are thirty-three teeth in my mouth.
- 8) Should I go to church on Sunday?
- 9) The rabbit ran across the road.
- 10) Santa Claus is sitting on the school bus.
- 11) The shovel is very heavy to lift.
- 12) There are three presents underneath the Christmas tree.
- 13) Father threw the rake over the roof.
- 14) I missed six words on my spelling test.
- 15) Thank-you for my birthday present.
- 16) Kathy kicked the can over the fence.
- 17) My favorite colors are red and orange.
- 18) Pam blew bubbles over the pup.

### Communication Observation Form

**Student:** \_\_\_\_\_ **Birthdate:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

Classroom Teacher: \_\_\_\_\_ Observer: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Length of Observation: \_\_\_\_\_

Reason for Observation: \_\_\_\_\_

**Setting:** (classroom, playground, cafeteria, etc.) \_\_\_\_\_

**Physical Environment:** Where is the student seated? What is student's proximity to teacher?

- \_\_\_ at table                      \_\_\_ at desk                      \_\_\_ on the floor
- \_\_\_ on chair in group            \_\_\_ at listening center            \_\_\_ at learning center
- \_\_\_ at chalkboard                \_\_\_ middle of room
- \_\_\_ front of room                \_\_\_ back of room
- \_\_\_ other: \_\_\_\_\_

**Auditory Environment:** (background noise, outside noise, etc.) \_\_\_\_\_

**Language Demands of the Activity/Instruction:** (include examples)

Comprehension: \_\_\_ low      \_\_\_ high

Verbal Demands: \_\_\_ low      \_\_\_ high

**Responsiveness to Instructional Strategies:**

- \_\_\_ wait time                      \_\_\_ repetition                      \_\_\_ rephrasing
- \_\_\_ visual supports                \_\_\_ graphic organization
- \_\_\_ other: \_\_\_\_\_

**Is the student's communication comparable to the other students?**

\_\_\_ Yes      \_\_\_ No

**Comments:**

## Language Teacher Input Form

**Student's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Teacher's Name: \_\_\_\_\_ Birth Date/Age: \_\_\_\_\_ / \_\_\_\_\_

Language spoken at home/school: \_\_\_\_\_ / \_\_\_\_\_

Please describe your student's top two strengths: \_\_\_\_\_

Please describe your student's main difficulties: \_\_\_\_\_

**Does your student have difficulty with the following:**

Please answer by circling N (Never), S (Sometimes), F (Frequently), A (Always)

					Subject(s) where difficulty occurs
Understanding directions or discussions, lectures?	N	S	F	A	_____
Understanding written directions or text?	N	S	F	A	_____
Recalling words and information?	N	S	F	A	_____
Understanding concepts in math, social studies, and science?	N	S	F	A	_____
Understanding and using age-level vocabulary?	N	S	F	A	_____
Understanding and expressing age-level figurative language?	N	S	F	A	_____
Using age-appropriate sentences?	N	S	F	A	_____
Using age-level grammatical skills?	N	S	F	A	_____
Understanding and asking questions?	N	S	F	A	_____
Participating in classroom discussions?	N	S	F	A	_____
Relating information in an organized, sequential manner?	N	S	F	A	_____
Remembering details?	N	S	F	A	_____
Completing written assignments?	N	S	F	A	_____
Taking notes in class?	N	S	F	A	_____
Test taking?	N	S	F	A	_____
Are written errors similar to oral language errors?	N	S	F	A	_____
Having behavior difficulties in structured situations?	N	S	F	A	_____
Having behavior difficulties in unstructured situations?	N	S	F	A	_____

Does your student try to make himself/herself understood? \_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, please describe: \_\_\_\_\_

Please list any accommodations you have already tried for this student: (e.g., increased wait time, shortened assignments, reading tests etc.), \_\_\_\_\_

Please discuss academic progress concerns here, or attach a current progress/report card:

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

# Language Parent Input Form

**Student's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Parent's Name: \_\_\_\_\_ Birth Date/Age: \_\_\_\_\_ / \_\_\_\_\_

Language spoken at home/school: \_\_\_\_\_ / \_\_\_\_\_

Please describe your child's strength: \_\_\_\_\_ / \_\_\_\_\_

What concerns do you have for your child's education? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Does your child have difficulty with the following:**

**Please answer by circling N (Never), S (Sometimes), F (Frequently), A (Always)**

- Understanding directions or discussions? N S F A
- Understanding written directions or text? N S F A
- Recalling words and information? N S F A
- Understanding and using age-level vocabulary? N S F A
- Understanding and expressing age-level figurative language? N S F A
- Using age-appropriate sentences? N S F A
- Using age-level grammatical skills? N S F A
- Understanding and asking questions? N S F A
- Participating in discussions? N S F A
- Relating information in an organized, sequential manner? N S F A
- Remembering details? N S F A
- Completing homework assignments? N S F A
- Expressing needs and wants? N S F A
- Expressing thoughts and ideas? N S F A
- Expressing feelings or frustrations? N S F A

Does your child appear frustrated by his/her language difficulty? \_\_\_\_\_ Yes \_\_\_\_\_ No

Does your child have difficulty communicating with siblings? \_\_\_\_\_ peers? \_\_\_\_\_ adults? \_\_\_\_\_

If yes, please describe: \_\_\_\_\_

\_\_\_\_\_

How do your child's language difficulties impact him/her? \_\_\_\_\_

\_\_\_\_\_

Comments:

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

## Language Student Input Form

**Student's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

Birth Date/Age: \_\_\_\_\_ / \_\_\_\_\_

Language spoken at home/school: \_\_\_\_\_ / \_\_\_\_\_

1. What are usually your easiest subjects? \_\_\_\_\_
2. Why do you think these subjects are easier for you? \_\_\_\_\_
3. What are usually your hardest subjects? \_\_\_\_\_
4. What is hard about these subjects? \_\_\_\_\_
5. Think of a teacher who has really helped you learn. What did this teacher do that worked for you? \_\_\_\_\_
6. Think of a teacher whose way of teaching was not good for you. What did this teacher do that did not work for you? \_\_\_\_\_
7. How often are you bored in class?  Never  Sometimes  Frequently  Always  
What do you do to pay better attention? \_\_\_\_\_
8. How often do you ask questions in class?  Never  Sometimes  Frequently  Always  
What keeps you from asking questions?  Embarrassed  Not enough time  
 Worried about teacher response  Worried about others response
9. Do you catch onto new lessons  easily, or  do you prefer extra explanation? Does it depend on the class? \_\_\_\_\_
10. When you learn something, do you usually  remember it, or  do you have to go over it a lot to remember? Is it  easier,  harder, or  the same to learn outside of school.
11. How often are you graded down for late or missing assignments? \_\_\_\_\_
12. Do you write your assignments down? \_\_\_\_\_
13. Do you usually remember to bring your books and materials  Home  To School?
14. Can you predict how well you did on a test?  Yes  Often Surprised If surprised do you get a  higher grade, or  lower grade, or  does it vary by test/subject?
15. Are you receiving any special help?  Yes  No If yes what kind of help and by whom? \_\_\_\_\_
16. Do you have trouble understanding teacher directions?  Yes  No What test questions mean?  Yes  No Can you usually explain your ideas  easily, or is it  hard to say what you mean? Do you have more trouble talking to  kids or  adults?
17. Have you ever worked with a Speech-Language Pathologist?  Yes  No If yes what did you work on? \_\_\_\_\_
18. Do you have problems when you're reading  sounding out words, and/or  finding answers to questions? \_\_\_\_\_
19. How often do you have to read something over again?  
 Never  Sometimes  Frequently  Always
20. Does rereading information help?  Yes  No
21. Can you usually tell others about what you have read?  Yes  No
22. How do you feel about reading aloud in class?  Like to,  It's okay,  Dislike
23. Do you enjoy reading?  Yes  No Do you prefer to read  fiction or  nonfiction?
24. Do you have problems when you're writing  finding topics,  getting started in writing,  writing enough, and/or  spelling?
25. Do you misspell words?  Never  Sometimes  Frequently  Always

Adapted from the following source:

See *Adolescents with language and learning needs: A shoulder-to-shoulder collaboration*, by S. Tattershall, 2007. Used with permission.

## Worksheet for Language Characteristics

**Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_

School: \_\_\_\_\_ SLP: \_\_\_\_\_

The purpose of this worksheet is to assist SLPs in considering the many aspects under each of the language categories. Check all the characteristics that apply after assessment and evaluation of student data.

	Yes	No
<b>Auditory Skills:</b>		
Auditory attention	<input type="checkbox"/>	<input type="checkbox"/>
Auditory memory	<input type="checkbox"/>	<input type="checkbox"/>
Auditory discrimination	<input type="checkbox"/>	<input type="checkbox"/>
<b>Form/Structure (Oral and Written):</b>		
Grammar	<input type="checkbox"/>	<input type="checkbox"/>
Morphology	<input type="checkbox"/>	<input type="checkbox"/>
Sentence length	<input type="checkbox"/>	<input type="checkbox"/>
Sentence complexity	<input type="checkbox"/>	<input type="checkbox"/>
Variety of genres	<input type="checkbox"/>	<input type="checkbox"/>
Cohesion	<input type="checkbox"/>	<input type="checkbox"/>
<b>Content/Semantics:</b>		
Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>
Concepts	<input type="checkbox"/>	<input type="checkbox"/>
Classification/Categorization	<input type="checkbox"/>	<input type="checkbox"/>
Semantic relationships	<input type="checkbox"/>	<input type="checkbox"/>
Comprehension of questions	<input type="checkbox"/>	<input type="checkbox"/>
Following directions	<input type="checkbox"/>	<input type="checkbox"/>
Understanding stories and text	<input type="checkbox"/>	<input type="checkbox"/>
Word finding/Retrieval	<input type="checkbox"/>	<input type="checkbox"/>
Semantic appropriateness	<input type="checkbox"/>	<input type="checkbox"/>
<b>Use/Pragmatics:</b>		
Variety of verbal and nonverbal functions	<input type="checkbox"/>	<input type="checkbox"/>
Discourse rules	<input type="checkbox"/>	<input type="checkbox"/>
Prosodic features	<input type="checkbox"/>	<input type="checkbox"/>
Uses context to shift registers	<input type="checkbox"/>	<input type="checkbox"/>
<b>Metalinguistics:</b>		
Phonemic and phonological awareness	<input type="checkbox"/>	<input type="checkbox"/>
Error awareness/Correction	<input type="checkbox"/>	<input type="checkbox"/>
Figurative language	<input type="checkbox"/>	<input type="checkbox"/>
Using language to think and problem solve	<input type="checkbox"/>	<input type="checkbox"/>

## Teacher Language Checklist

**Student's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

Language spoken at home/school: \_\_\_\_\_ / \_\_\_\_\_

Please assign values based on observations of this student. Assign the most appropriate value based on child's **actual ability**, and add any comments. Thank you.

**Does your student have difficulty with the following:**

**Please answer by circling N (Never), S (Sometimes), F (Frequently), A (Always)**

**Receptive Language**

Able to follow verbal directions	N S F A
Comprehends information (does he/she say "huh" or "what" frequently)	N S F A
Attention span appropriate for age	N S F A
Needs clarification and/or repetition of a direction(s)	N S F A
Listening abilities appropriate for age	N S F A
Answers questions appropriately (rather than repeating what has been said)	N S F A
Comprehends/remembers verbal information provided in class	N S F A
Remembers class routines	N S F A

**Expressive Language**

Participates in discussions	N S F A
Uses complete thoughts when speaking	N S F A
Uses correct sentence structure and grammar	N S F A
Uses logical sequence of ideas to tell a story or relate events	N S F A
Verbalizes in a fluent manner (does not get stuck on choice of words)	N S F A
Uses age appropriate vocabulary	N S F A
Verbal communication is understandable	N S F A

**Social Communication Skills**

Able to carry on a meaningful conversation with adults/peers	N S F A
Begins, maintains and ends conversation appropriately	N S F A
Makes relevant comments on the topic	N S F A
Attends to speaker – maintains appropriate eye-contact	N S F A
Understands humor, idioms and other figurative language	N S F A

Other Possible Contributing Factors (Check if appropriate)

\_\_\_ Social/emotional    \_\_\_ Chronological age    \_\_\_ Health    \_\_\_ Mental age

Comments:

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date



## Teacher Listening Comprehension Checklist

**Student's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

Language spoken at home/school: \_\_\_\_\_ / \_\_\_\_\_

Please assign values based on observations of this student. Assign the most appropriate value based on child's **actual ability**, and add any comments. Thank you.

**Does your child have difficulty with the following:**

**Please answer by circling N (Never), S (Sometimes), F (Frequently), A (Always)**

- |   |         |
|---|---------|
| Enjoys having stories read aloud  | N S F A |
| Has an attention span for verbal presentation adequate for age level  | N S F A |
| Attends to all of what is said rather than "tuning out" portions  | N S F A |
| Is able to ignore auditory distractions   | N S F A |
| Faces source of sound directly: does not often ask for things to be repeated  | N S F A |
| Responds after first presentation: does not often ask for things to be repeated   | N S F A |
| Understands materials presented through the auditory channel (lecture) as easily as those presented through the visual channel (written/drawn)  | N S F A |
| Responds to questions within expected time period   | N S F A |
| Follows two- or three-step directions   | N S F A |
| Demonstrates understanding (verbally or nonverbally) of the main idea of a verbal presentation  | N S F A |
| Comprehends who, what, when, where, why and how questions appropriate for age level   | N S F A |
| Demonstrates understanding of vocabulary appropriate for age level  | N S F A |
| Discriminates likenesses and differences in words (toad-told) and sounds (t-d)  | N S F A |
| Demonstrates understanding of temporal (before/after), position (above/below), and quantitative (more/several) concepts   | N S F A |
| Understands subtleties in word or sentence meaning (idioms, figurative language)  | N S F A |
| Interprets meaning from vocal intonation  | N S F A |
| Understands a variety of sentence structures (cause-effect passive voice: The ball was bounced by the girl.) and clauses (clause that modifies the subject: The dog that chased the cat was hit.) | N S F A |

Comments:

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

## Teacher Interview Checklist - Oral Expression

**Student's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

Language spoken at home/school: \_\_\_\_\_ / \_\_\_\_\_

Please assign values based on observations of this student. Assign the most appropriate value based on child's **actual ability**, and add any comments. Thank you.

**Does your child have difficulty with the following:**

**Please answer by circling N (Never), S (Sometimes), F (Frequently), A (Always)**

- |   |         |
|---|---------|
| States identifying information: name ( ), age ( ), birthday ( ), phone number ( ), and family information ( )   | N S F A |
| Uses correct grammatical structure for variety of purposes  | N S F A |
| a. formulates sentences correctly   |         |
| b. uses subject/verb appropriately  |         |
| c. uses verb tenses appropriately   |         |
| d. asks questions correctly: yes/no ( ) and "wh" questions ( )  |         |
| e. answers questions correctly: yes/no ( ) and "wh" questions ( )   |         |
| f. uses negation correctly  |         |
| g. uses pronouns correctly: demonstrative (e.g. this/that) ( )<br>reflexive (e.g. herself/myself) ( ). personal (e.g. I/me) ( )   |         |
| h. formulates plurals correctly: regular ( ) and irregular ( )  |         |
| Labels common objects correctly   | N S F A |
| Uses age appropriate vocabulary   | N S F A |
| Uses appropriate expressions for age level: location (e.g. above/below) ( ),<br>temporal (e.g. before/after) ( ), and quantitative (e.g. more/several) ( )                        | N S F A |
| Makes eye contact when speaking   | N S F A |
| Carries on a conversation with appropriate voice level  | N S F A |
| Knows how to begin, maintain, and end a conversation  | N S F A |
| Restates thoughts in alternative form   | N S F A |
| Tells stories or relates information in the proper sequence with beginning,<br>middle, and/or end   | N S F A |
| Uses speech rather than gestures to express self  | N S F A |
| Speaks easily without seeming to be frustrated  | N S F A |
| Accounts for listener's shared background when formulating expression (e.g.,<br>uses pronouns and articles only with clear referents; gives enough<br>information about the topic | N S F A |
| Responds correctly to humor ( ), sarcasm ( ), and figures of speech ( )   | N S F A |
| Recognizes when to match voice level and intonation to a variety of situations  | N S F A |
| a. place (playground, classroom, assembly   |         |
| b. intent (question/answer in class, show emotions, give reports)   |         |
|   | N S F A |

Comments:

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

## Teacher Checklist - Reading Comprehension

**Student's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

Language spoken at home/school: \_\_\_\_\_ / \_\_\_\_\_

Please assign values based on observations of this student. Assign the most appropriate value based on child's **actual ability**, and add any comments. Thank you.

**Does your child have difficulty with the following:**

**Please answer by circling N (Never), S (Sometimes), F (Frequently), A (Always)**

- |  |         |
|--|---------|
| Orients book in proper position and turns pages left to right  | N S F A |
| Attempts to read, using retelling and remembering text   | N S F A |
| Recognizes common words in stories   | N S F A |
| Begins to use phonetic cueing system   | N S F A |
| Uses decoding skills   | N S F A |
| a. Uses common vowels and consonant sounds and patterns  |         |
| b. Applies rules of syllabication  |         |
| c. Demonstrates knowledge of prefixes, suffixes, and compound words  |         |
| d. Uses context clues  |         |
| Recognizes previously taught vocabulary in print (sight and reading vocab)   | N S F A |
| Comprehends simple sentence structure  | N S F A |
| Comprehends complex sentence structure   | N S F A |
| a. Understands passive voice (Mice were eaten by the cat)  |         |
| b. Understands relative clauses (the cake that Mac ate)  |         |
| c. Understands direct and indirect quotes within a passage   |         |
| d. Understands pronoun reference (he=Billy)  |         |
| Recognizes different uses of words, depending on context   | N S F A |
| a. Recognizes meanings of antonyms and synonyms  |         |
| b. Recognizes multiple meanings (fly: a fly, to fly)   |         |
| c. Understands figurative language (hold your horses)  |         |
| d. Differentiates homonyms (rode-road)   |         |
| Comprehends age- and/or grade appropriate passages   | N S F A |
| a. Summarizes a story or passage   |         |
| b. Identifies the main idea of a selection   |         |
| c. Identifies supporting details   |         |
| d. Compares and contrasts stories, characters, events, etc.  |         |
| Uses printed materials for a variety of purposes   | N S F A |
| a. Makes and confirms predictions  |         |
| b. Understands author's purpose  |         |
| c. Locates details and facts to answer questions and draw conclusions  |         |
| d. Uses printed material to gather information (for reports/personal interest, etc.  |         |
| e. Evaluates quality of material to meet a given purpose   |         |
| f. Reads for pleasure  |         |
| Comprehends material from a variety of sources (newspaper, magazine, content area text, trade books, reference materials)    | N S F A |
| Follows a sequence of written directions to complete a task (worksheet directions, recipes, directions for building a model) | N S F A |

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

## Teacher Checklist - Phonological Awareness Progression<sup>1</sup>

**Student's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

Language spoken at home/school: \_\_\_\_\_ / \_\_\_\_\_

Does this child demonstrate the ability to:

- \_\_\_\_\_ respond to the rhythm/prosodic elements of nursery rhymes, songs, fingerplays etc., by imitating vocal patterns?
- \_\_\_\_\_ use beginning temporal sequencing, pairing a phrase in a rhyme or song with a corresponding movement, picture, or object?
- \_\_\_\_\_ visually follow pointing and auditory cues that track from top to bottom and left to right of a page?
- \_\_\_\_\_ distinguish between pictures and written words in a book (e.g., "Show me the pictures. Now show me the words")?
- \_\_\_\_\_ respond appropriately to beginning word games (e.g., "What does the cow say?")?
- \_\_\_\_\_ recognize that some visual symbols stand for an entity (e.g., When this child sees the golden arches, does this child say "McDonald's")?
- \_\_\_\_\_ understand that a word is separate from its meaning and what constitutes a "long" word versus a "short" word (e.g., *caterpillar* is long and *snake* is short)?
- \_\_\_\_\_ demonstrate an understanding of the language of literacy: \_\_top, \_\_bottom, \_\_same/not the same/different, \_\_first or beginning, \_\_last or ending, \_\_before, \_\_after?
- \_\_\_\_\_ hear and see that portions of words are the same (e.g., *thirteen*, *fourteen*, *fifteen*)?
- \_\_\_\_\_ use rhymes where syllables are emphasized (e.g., Ee nie, mea nie, mi nie, mo...)?
- \_\_\_\_\_ segment or count syllables in multisyllabic words?
- \_\_\_\_\_ use top-to-bottom sequencing on a page?
- \_\_\_\_\_ use left-to-right sequencing to sweep across lines in a text?
- \_\_\_\_\_ point to individual words for reading, even though the words spoken may not be the correct ones?
- \_\_\_\_\_ recognize his or her own written name?
- \_\_\_\_\_ see his or her own first initial in other words?
- \_\_\_\_\_ recognize other letters from his or her name in words that he or she sees?
- \_\_\_\_\_ have sound-to-symbol correspondence for any alphabet letters? Which ones? \_\_\_\_\_
- \_\_\_\_\_ think of a rhyming word for a word given by the teacher?
- \_\_\_\_\_ segment a two-phoneme word into two parts (e.g., *sew* into /s/ and /ou/)?
- \_\_\_\_\_ segment a three-phoneme word into three parts (e.g., *rope* into /r/, /ou/, /p/)

<sup>1</sup>Note. See "Facilitating development of preliterate children's phonological abilities," by R. Jenkins and L. Bowen, 1994, Topics in Language Disorders, 14, (2), p. 26-39. Copyright 1994. Reprinted with permission.

# Teacher Checklist - At Risk Language-based Reading Disabilities<sup>1</sup>

**Student's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

Language spoken at home/school: \_\_\_\_\_ / \_\_\_\_\_

This checklist is designed to identify children who are at risk for language-based reading disabilities. It is intended for use with children at the end of kindergarten or beginning of first grade. Each of the descriptors listed below should be carefully considered and those that characterize the child's behavior/history should be checked. A child receiving a large number of checks should be referred for a more in-depth evaluation.

### Speech Sound Awareness

- \_\_\_\_\_ Doesn't understand and enjoy rhymes
- \_\_\_\_\_ Doesn't easily recognize that words may begin with the same sound
- \_\_\_\_\_ Has difficulty counting the syllables in spoken words
- \_\_\_\_\_ Has problem clapping hands or tapping feet in rhythm with songs and/or rhymes
- \_\_\_\_\_ Demonstrates problems learning sound-letter correspondences

### Word Retrieval

- \_\_\_\_\_ Has difficulty retrieving a specific word (e.g., calls a sheep a "goat" or says "you know, a woolly animal")
- \_\_\_\_\_ Shows poor memory for classmate's names
- \_\_\_\_\_ Speech is hesitant, filled with pauses or vocalizations (e.g., "um", "you know")
- \_\_\_\_\_ Frequently uses words lacking specificity (e.g., "stuff," "thing," "what you call it")
- \_\_\_\_\_ Has a problem remembering/retrieving verbal sequences (e.g., days of the week, alphabet)

### Verbal Memory

- \_\_\_\_\_ Has difficulty remembering instructions or directions
- \_\_\_\_\_ Shows problems learning names of people or places
- \_\_\_\_\_ Has difficulty remembering the words to songs or poems
- \_\_\_\_\_ Has problems learning a second language

### Speech Production/ Perception

- \_\_\_\_\_ Has problems saying common words with difficult sound patterns (e.g., animal, cinnamon, specific)
- \_\_\_\_\_ Mishears and subsequently mispronounces words or names
- \_\_\_\_\_ Confuses a similar sounding word with another word (e.g., saying "The Entire State Building is in New York")
- \_\_\_\_\_ Combines sound patterns of similar words (e.g., saying "escavator" for escalator)
- \_\_\_\_\_ Shows frequent slips of the tongue (e.g., saying "brue blush" for blue brush)
- \_\_\_\_\_ Has difficulty with tongue twisters (e.g., She sells seashells by the seashore.)

### Comprehension

- \_\_\_\_\_ Only responds to part of a multiple element request or instruction
- \_\_\_\_\_ Requests multiple repetitions of instructions/directions with little improvement in comprehension
- \_\_\_\_\_ Relies too much on context to understand what is said
- \_\_\_\_\_ Has difficulty understanding questions
- \_\_\_\_\_ Fails to understand age-appropriate stories
- \_\_\_\_\_ Has difficulty making inferences, predicting outcomes, drawing conclusions
- \_\_\_\_\_ Lacks understanding of spatial terms such as left-right, front-back

### Expressive Language

- \_\_\_\_\_ Talks in short sentences
- \_\_\_\_\_ Makes errors in grammar (e.g., "he goed to the store" or "me want that")
- \_\_\_\_\_ Lacks variety in vocabulary (e.g., uses "good" to mean happy, kind, polite)
- \_\_\_\_\_ Has difficulty giving directions or explanations (e.g., may show multiple revisions or dead ends)
- \_\_\_\_\_ Relates stories or events in a disorganized or incomplete manner
- \_\_\_\_\_ May have much to say, but provides little specific detail
- \_\_\_\_\_ Rules of conversation difficulties (e.g., turn taking, staying on topic, indicating lack of understanding)

### Other Important Factors

- \_\_\_\_\_ Has a prior history of problems in language comprehension and/or production
- \_\_\_\_\_ Has a family history of spoken or written language problems
- \_\_\_\_\_ Has limited exposure to literacy in the home
- \_\_\_\_\_ Lacks interest in books and shared reading activities
- \_\_\_\_\_ Does not engage readily in pretend play

Comments:

<sup>1</sup>Note. See "The early identification of language-based reading disabilities," by H.W. Catts, 2007, Language Speech and Hearing Services in the Schools, 28, p. 86-87. Copyright 2007. Reprinted with permission.

## Teacher Checklist Interview - Written Expression

**Student's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

Language spoken at home/school: \_\_\_\_\_ / \_\_\_\_\_

Please assign values based on observations of this student. Assign the most appropriate value based on child's **actual ability**, and add any comments. Thank you.

**Does your child have difficulty with the following:**

Please answer by circling **N (Never)**, **S (Sometimes)**, **F (Frequently)**, **A (Always)**

- |   |         |
|---|---------|
| Follows left-to-right orientation   | N S F A |
| Copies materials correctly from board   | N S F A |
| Uses correct spacing for letters ( ) and words ( )  | N S F A |
| Writes fluently; is not slow and labored  | N S F A |
| Uses a variety of sentence structures   | N S F A |
| Recognizes own letter/numeral reversals   | N S F A |
| Uses correct spelling in daily work   | N S F A |
| Uses correct capitalization and punctuation in daily work   | N S F A |
| Uses correct grammar in written work  | N S F A |
| a. uses plurals correctly: regular ( ) and irregular ( )  |         |
| b. uses subject and verb appropriately  |         |
| c. expresses questions correctly: yes/no ( ) and "wh" questions ( )   |         |
| d. uses negation correctly  |         |
| e. uses pronouns correctly: personal ( ), demonstrative ( ), and reflexive ( )  |         |
| Uses writing to communicate information   | N S F A |
| a. provides reader with appropriate amount of information (detail, background, context)   |         |
| b. uses appropriate degree of familiarity (e.g. business vs. friendly letter)   |         |
| c. approaches written tasks in prescribed format, using appropriate conventions (e.g. fiction, informational, requesting, personal) |         |
| Uses content skills appropriately   | N S F A |
| a. writes about a single event, experience, or point of view  |         |
| b. adds descriptive detail  |         |
| c. expresses original ideas, humor, and imagination   |         |
| Evidences overall organizational pattern in written composition   | N S F A |
| a. sequences events or points logically within paragraphs and/or composition  |         |
| b. reports a clear beginning, middle, and end   |         |
| c. uses topic statements and maintains topic  |         |
| d. uses age-appropriate vocabulary  |         |
| e. avoids fragments and run-on sentences  |         |
| f. presents details and facts to develop and support the main idea  |         |
| Uses effective writing process  | N S F A |
| a. pre-writing activities (e.g. topic choice)   |         |
| b. demonstrates use of drafting   |         |
| c. uses proofing skills (e.g. precise phrasing)   |         |
| d. uses editing/self-correction skills  |         |
| e. shares written work (e.g. peer editing)  |         |

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

# Discourse Analysis<sup>1</sup>

After conversing with a student, use this form to make observations about their discourse.

**Student's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Birth Date/Age:** \_\_\_\_\_ / \_\_\_\_\_

Teacher's Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Language Spoken at home/school: \_\_\_\_\_ / \_\_\_\_\_

Quantity

Insufficient information \_\_\_\_\_

Nonspecific vocabulary \_\_\_\_\_

Need for repetition \_\_\_\_\_

Quality

Message inaccuracy \_\_\_\_\_

Relation

Poor topic maintenance \_\_\_\_\_

Inappropriate response \_\_\_\_\_

Failure to ask relevant questions \_\_\_\_\_

Situational inappropriateness \_\_\_\_\_

Inappropriate speech style \_\_\_\_\_

Manner

Linguistic nonfluency \_\_\_\_\_

Revision \_\_\_\_\_

Delay before responding \_\_\_\_\_

Failure to structure discourse \_\_\_\_\_

Turn-taking difficulty \_\_\_\_\_

Gaze inefficiency \_\_\_\_\_

Inappropriate intonational contour \_\_\_\_\_

If numeric data is needed, the following analysis may help you to quantify your observations

Total utterances \_\_\_\_\_

Total discourse problem behaviors \_\_\_\_\_

Total utterance with these behaviors \_\_\_\_\_

Percentage of problem utterances \_\_\_\_\_

<sup>1</sup>Note. See *Clinical discourse analysis: A functional approach to language assessment*, by J.S. Damico, 1985. Reprinted with permission.

# Conversational Effectiveness Profile<sup>1</sup>

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Birth Date/Age: \_\_\_\_\_ / \_\_\_\_\_ Languages Spoken: \_\_\_\_\_

**Rating Scale** - For all responses, use the following behavioral rating scores:

1. Behavior is appropriate.
2. Behavior is somewhat inappropriate.
3. Behavior is extremely inappropriate.

## SOCIAL INTERACTION

This section is designed to compare the individual's ability to interact with others as well as the style of interaction the individual frequently employs.

- \_\_\_ 1. Interaction with adults
- \_\_\_ 2. Interaction with age-appropriate peers
- \_\_\_ 3. Interaction with younger children
- \_\_\_ 4. Ability to interact with many individuals simultaneously
- \_\_\_ 5. Ability to establish multiple friendships
- \_\_\_ 6. Participation in group activities
- \_\_\_ 7. Passive tendencies
- \_\_\_ 8. Aggressive tendencies
- \_\_\_ 9. Responsiveness
- \_\_\_ 10. Ability to handle being 'left out'

## SOCIAL COMMUNICATION

This section is designed to compare the individual's ability to communicate with others using nonverbal and verbal means.

### Topic Maintenance

- \_\_\_ 11. Ability to establish a topic
- \_\_\_ 12. Ability to maintain topic relevancy
- \_\_\_ 13. Ability to change topic using signals
- \_\_\_ 14. Ability to verbally change topic
- \_\_\_ 15. Relevancy of information
- \_\_\_ 16. Ability to interrupt
- \_\_\_ 17. Ability to terminate the conversation

## Conversational Structure

- \_\_\_ 18. Ability to initiate a conversation
- \_\_\_ 19. Ability to establish a conversation outside of interest area
- \_\_\_ 20. Ability to acknowledge others in conversation
- \_\_\_ 21. Ability to delete redundant information
- \_\_\_ 22. Ability to order information (new info follows old)
- \_\_\_ 23. Use of pedantic speech

## Word Structure

- \_\_\_ 24. Ability to use generals/specifics
- \_\_\_ 25. Pronoun use
- \_\_\_ 26. Use of word referents
- \_\_\_ 27. Ability to employ Theory of Mind (presupposition)

## Manner/Effectiveness

- \_\_\_ 28. Provides ambiguous information
- \_\_\_ 29. Provides relevant information
- \_\_\_ 30. Truthfulness of information (grandiosity)
- \_\_\_ 31. Ability to establish joint activity
- \_\_\_ 32. Tendency to present personal opinions as factual

## Repair Structures

- \_\_\_ 33. Requests clarification as needed
- \_\_\_ 34. Provides additional information upon request
- \_\_\_ 35. Provides additional information upon request
- \_\_\_ 36. Requests repetition of information for clarification purposes



**Functional Intent****A. RESPONSIVENESS**

- 37. Looks at speaker when called
- 38. Delay of response
- 39. Ability to label information
- 40. Ability to describe objects
- 41. Ability to describe events
- 42. Ability to state facts
- 43. Ability to provide clarification

**B. REQUESTING**

- 44. Ability to request information
- 45. Ability to request permission
- 46. Ability to request yes-no responses
- 47. Ability to use Wh-Questions
- 48. Ability to request an action of another
- 49. Ability to request clarification
- 50. Ability to request attention
- 51. Ability to request help

**C. PROSODY**

- 52. Ability to use appropriate rate of speech
- 53. Ability to use appropriate tone of voice
- 54. Ability to use appropriate pitch
- 55. Ability to use appropriate loudness
- 56. Ability to comprehend implied meanings via tone of voice
- 57. Ability to comprehend implied meaning via inflectional cues

**D. PROTESTS**

- 58. Ability to state his opinion using appropriate means
- 59. Ability to disagree

**E. STYLE OF CONVERSATION**

- 60. Ability to shift the style of conversation according to person
- 61. Ability to shift the style of conversation according to setting
- 62. Ability to shift the style of conversation according to humor
- 63. Ability to engage a listener
- 64. Ability to use politeness
- 65. Appropriateness to the situation
- 66. Ability to recognize other's moods
- 67. Ability to differentiate requests from demands

**F. HUMOR**

- 68. Comprehends humor
- 69. Uses humor

**G. GREETINGS/ACKNOWLEDGEMENTS**

- 70. Provides greetings
- 71. Uses greetings
- 72. Ability to acknowledge the presence of another individual

**H. PROBLEM SOLVING**

- 73. Ability to solve problems affecting himself
- 74. Ability to solve problems affecting others
- 75. Ability to recognize problems affecting himself
- 76. Ability to recognize problems affecting himself
- 77. Ability to establish cause-effect
- 78. Ability to use conflict-resolution

**I. Deceit**

- 79. Uses language to deceive
- 80. Lies

**ACADEMIC COMMUNICATION**

This section is designed to compare the individual's ability to communicate in an academic setting with other students.

- 81. Ability to respond to teacher requests
- 82. Ability to reorient to academic agenda
- 83. Ability to obtain teacher's attention
- 84. Ability to request clarification from teacher
- 85. Ability to participate in classroom discussions
- 86. Ability to interact with classroom peers
- 87. Ability to paraphrase text
- 88. Ability to summarize a story providing key information
- 89. Ability to respond to questions requiring inferential reasoning

**NONVERBAL COMMUNICATION**

This section is designed to compare the individual's ability to communicate with others using nonverbal means.

- \_\_\_ 90. Ability to recognize 'personal space'
- \_\_\_ 91. Ability to touch
- \_\_\_ 92. Comprehends facial expression
- \_\_\_ 93. Comprehends eye gaze
- \_\_\_ 94. Comprehends gestures
- \_\_\_ 95. Comprehends body language
- \_\_\_ 96. Ability to use facial expression
- \_\_\_ 97. Ability to use eye gaze
- \_\_\_ 98. Ability to use gestures
- \_\_\_ 99. Ability to use body language
- \_\_\_ 100. Ability to use eye contact

**PERSPECTIVE TAKING**

This section is designed to compare the individual's ability to recognize and use appropriate perspective taking.

- \_\_\_ 101. Ability to recognize another's viewpoints
- \_\_\_ 102. Ability to recognize another's interests
- \_\_\_ 103. Ability to recognize another's feelings
- \_\_\_ 104. Ability to demonstrate concern for another's problems

**SOCIAL-EMOTIONAL**

This section is designed to compare the individual's ability to recognize emotional states and use appropriate terminology.

- \_\_\_ 105. Ability to recognize personal emotional states
- \_\_\_ 106. Ability to recognize emotional states in others
- \_\_\_ 107. Ability to express personal emotional state
- \_\_\_ 108. Ability to use appropriate self-control
- \_\_\_ 109. Ability to lose a game graciously
- \_\_\_ 110. Perfectionist quality
- \_\_\_ 111. Degree of anxiety in social settings

<sup>1</sup>Note. See *Assessing communication skills in Asperger's Syndrome: An introduction to the conversational effectiveness profile*, by T. P. Kowalski, Professional Communication Services Inc. Reprinted with permission.

## Pragmatic Protocol<sup>1</sup>

The pragmatic protocol is completed after observing individuals, age 5 years and older, engaged in spontaneous unstructured conversation with a communicative partner for 15 minutes. At this time, each pragmatic aspect of language on the protocol is judged as appropriate, inappropriate or not observed. Detailed instructions are attached.

**Please answer by circling A (Appropriate), I (Inappropriate), NOO (No Opportunity to Observe)**

Communicative Acts	Judgment	Examples and Comments
<b>Verbal Aspects</b>		
A. Speech Acts		
1. Speech act pair analysis	<b>A I NOO</b>	
2. Variety of speech acts	<b>A I NOO</b>	
B. Topics		
3. Selection	<b>A I NOO</b>	
4. Introduction	<b>A I NOO</b>	
5. Maintenance	<b>A I NOO</b>	
6. Change	<b>A I NOO</b>	
C. Turn Taking		
7. Initiation	<b>A I NOO</b>	
8. Response	<b>A I NOO</b>	
9. Repair/revision	<b>A I NOO</b>	
10. Pause time	<b>A I NOO</b>	
11. Interruption/overlap	<b>A I NOO</b>	
12. Feedback to speakers	<b>A I NOO</b>	
13. Adjacency	<b>A I NOO</b>	
14. Contingency	<b>A I NOO</b>	
15. Quantity/conciseness	<b>A I NOO</b>	
D. Lexical selection/use across speech acts		
16. Specificity/accuracy	<b>A I NOO</b>	
17. Cohesion	<b>A I NOO</b>	
E. Stylistic variations		
18. The varying of communicative style	<b>A I NOO</b>	
<b>Paralinguistic Aspect</b>		
F. Intelligibility and prosodics		
19. Intelligibility	<b>A I NOO</b>	
20. Vocal intensity	<b>A I NOO</b>	
21. Vocal quality	<b>A I NOO</b>	
22. Prosody	<b>A I NOO</b>	
23. Fluency	<b>A I NOO</b>	
<b>Nonverbal aspects</b>		
G. Kinesics and proxemics		
24. Physical proximity	<b>A I NOO</b>	
25. Physical contacts	<b>A I NOO</b>	
26. Body posture	<b>A I NOO</b>	
27. Foot/leg and hand/arm movements	<b>A I NOO</b>	
28. Gestures	<b>A I NOO</b>	
29. Facial expression	<b>A I NOO</b>	
30. Eye gaze	<b>A I NOO</b>	

<sup>1</sup>Note. See "A clinical appraisal of the pragmatic aspects of language," by C.A. Prutting and D. M. Kirchner, 1987, Journal of Speech and Hearing Disorders, 52, p, 105-119. Copyright 1987. Reprinted with permission.

**PRE-K LANGUAGE DEVELOPMENT TRACKING SHEET**

**NAME:** \_\_\_\_\_ **SCHOOL:** \_\_\_\_\_ **BIRTHDATE:** \_\_\_\_\_

AGE	SEMANTICS	DATE	SYNTAX/MORPHOLOGY	DATE	PRAGMATICS	DATE
0-9 mo.	Attending phase is a pre-requisite for semantic dev.		(Syntax does not develop until about age 1)			
0-3 Mo.	Startle response to loud or unusual sound				Briefly looks at people	
	Mouthing of some objects				Follows with eyes a moving person	
	Moves eyes to source of sound				Smiles/coos in response to another (1-4)	
	Fixes gaze on spoon or bottle				Excites when caregiver approaches (1-4)	
	Briefly holds & inspects 2 objects				Cries differently when hungry, tired or in pain (1-4)	
					Aware of strangers & unfamiliar situations	
					Quiets to a familiar voice.	
					Responds to name by looking for source of voice	
3-6 Mo.	Smiles at sight of a face				Occasionally vocalizes in response to speech	
	Laughs when playing with some objects				Pitch and intonation vary	
	Self initiated vocal play- coos, gurgles, chuckles & laughs				Imitates facial expressions	
					Maintains eye contact	
					Comprehends parental gestures	
6-9 Mo.	Looks at some objects, pictures & family members when named				Stops behavior when told "no"	

**PRE-K LANGUAGE DEVELOPMENT TRACKING SHEET**

**NAME:** \_\_\_\_\_ **SCHOOL:** \_\_\_\_\_ **BIRTHDATE:** \_\_\_\_\_

AGE	SEMANTICS	DATE	SYNTAX/MORPHOLOGY	DATE	PRAGMATICS	DATE
	<b>Interest in pictures</b> maintained for a full minute when named				<b>Vocalizes</b> to another person & interrupts vocalizations	
	Searches for <b>partially hidden object</b> (emerging nomination)				<b>Imitates</b> familiar sounds and actions	
	Performs appropriate <b>actions on objects</b> (tears, shakes, slides, rubs etc.)				<b>Initiates vocalizing</b> to another person. Attempts to <b>imitate</b> gross <b>gestures</b>	
	<b>Babbles</b> (p, b, m, n, t, d, z)				Indicates <b>displeasure</b> when person or object is removed	
					<b>Maintains attention</b> to speaker	
					Waves in <b>response to bye-bye</b>	
9-12 Mo.	<b>Relates symbol &amp; object</b> (first true word)				<b>Shouts or laughs</b> to attract attention	
	Will <b>give object</b> on request				<b>Shakes head "no"</b> & pushes undesired objects away	
	Understands and follows simple body action <b>commands</b>				Reaches to <b>request</b> object	
	Responds with searching movements to simple <b>questions</b>				Displays <b>fear of strangers</b>	
	<b>Looks</b> in correct place <b>for toys out of sight</b>				Participates in <b>social games</b> (pat-a-cake, peek-a-boo)	
	Can name or <b>look for object out of sight</b>				<b>Affectionate</b> to familiar people	
	<b>Turns head</b> immediately to own name				<b>Directs others</b> physically (pats, pushes, pulls, tugs)	
	Shows <b>awareness of more than one object</b>				<b>Extends arms</b> to be picked up	
	Recognizes <b>inverted object</b> (emerging:top/bottom/front/back)				Perceives other's <b>emotions</b>	

**PRE-K LANGUAGE DEVELOPMENT TRACKING SHEET**

**NAME:** \_\_\_\_\_ **SCHOOL:** \_\_\_\_\_ **BIRTHDATE:** \_\_\_\_\_

AGE	SEMANTICS	DATE	SYNTAX/MORPHOLOGY	DATE	PRAGMATICS	DATE
	<b>Gestures/vocalizes to indicate wants/needs</b> (Emerging: state recurrence, nomination)				<b>Varies behavior according to response</b> of others - repeats actions laughed at	
	Says 2 words spontaneously & <b>“mama” / “dada”</b> meaningfully				Initiates wave to <b>“hi”</b> and <b>“bye-bye”</b>	
1-1/2 Yrs.	<b>Follows simple 1 step commands</b>		<b>50%</b> of all utterances are <b>nouns</b>		<b>Solicits attention</b> physically/ vocally (“Mommy”)	
	<b>Points to</b> recognized & wanted objects (emerging nomination)		<b>Mean length of utterance</b> is 1 or 2 words		<b>Gestures</b> assistance (may give back toy to be wound)	
	Points to <b>1-3 body parts</b> on command				<b>Social ritual words</b> emerging (bye, hi, please, thank you)	
	<b>Identifies</b> 2 or more objects/ <b>pictures</b> from a group				Acknowledges another with <b>eye contact</b> , or vocal response	
	<b>Uses 3-20 single words.</b> <b>Understands 50 words.</b>				<b>Teases, scolds &amp; warns</b> with gesture or vocalization	
	Says, “all gone” ( <b>emerging negation</b> )				Uses <b>sentence-like intonation (jargon)</b>	
	Asks for more ( <b>emerging recurrence</b> )				<b>Protests</b> by saying, “no”, shaking head, moving away	
	Responds vocally to some <b>“wh” questions</b> (“What’s this?”)				Initiates <b>turn-taking</b> routines	
	Begins to claim certain objects ( <b>emerging possession</b> )				Uses single words or phrases to express <b>intentions.</b>	
	Demonstrates <b>functional use</b> of objects					
1 1/2-2 Yrs.	<b>Comprehends @ 300 words</b>		<b>Follows directions</b> using 1 or 2 spatial concepts (in/on)		<b>Gains attention by asking questions</b> like “What’s that?”	

**PRE-K LANGUAGE DEVELOPMENT TRACKING SHEET**

**NAME:** \_\_\_\_\_ **SCHOOL:** \_\_\_\_\_ **BIRTHDATE:** \_\_\_\_\_

AGE	SEMANTICS	DATE	SYNTAX/MORPHOLOGY	DATE	PRAGMATICS	DATE
	Listens to simple stories especially likes ones heard before		Mean length of utterance is 1.8 words (33% are nouns)		Uses single and 2 word phrases to <b>command</b>	
	Responds by shaking head to <b>yes/no questions</b>		<b>Negation</b> used in form of “no”		Much <b>verbal turn-taking</b>	
	<b>Object permanence</b> fully acquired		<b>Possessive</b> emerging (Daddy car)			
	<b>Discriminates</b> food from objects (will unwrap before eating)		Refers to <b>self with pronoun</b> and name (me Tommy)			
	Uses @ 50 recognizable words & <b>names</b> familiar objects.		By 2, <b>combines 2 words</b> into noun+ verb or noun + adjective phrase			
	Identifies & <b>names</b> 5 or more picture by 2					
	<b>Says own name</b> and refers to self by full name					
	<b>Verbalizes immediate</b> (not past) experiences					
	Combines at least <b>2 words into phrases</b> (uses 3-4 words by 2)				<b>2-3 Years</b> Engages in <b>short dialogues</b>	
2-2 1/2 Yrs.	<b>Comprehends @ 500 words</b> Uses 200 intelligible words		Mean length of utterance is 3.1 words (25% nouns & 25% verbs)		Verbally <b>introduces topic</b> and <b>changes topic</b> of discussion	
	Answers simple “where” and “what” <b>questions</b>		Present progressive ( <b>ing</b> ) added to verbs		Expresses <b>emotion</b>	
	Carries out <b>2 related commands</b>		Regular <b>plural</b> forms emerging (cat > cats)		Begins using <b>language in imaginative ways</b>	
	Identifies <b>actions</b> in pictures		Uses the <b>prepositions</b> in/on correctly		Begins supplying details to improve <b>comprehension</b>	
	Acquires <b>basic concepts</b> “one” and “all”		Irregular <b>plurals</b> emerging (child > children)		(Uses <b>attention</b> getting words such as “hey”)	



**PRE-K LANGUAGE DEVELOPMENT TRACKING SHEET**

**NAME:** \_\_\_\_\_ **SCHOOL:** \_\_\_\_\_ **BIRTHDATE:** \_\_\_\_\_

AGE	SEMANTICS	DATE	SYNTAX/MORPHOLOGY	DATE	PRAGMATICS	DATE
	<b>Listens</b> to 5-10 minute story		<b>Articles</b> “a” and the appear in sentences		Clarifies and requests; <b>clarification</b> emerging	
	Names six objects by <b>function</b> (use)		Asks <b>basic</b> questions (Mommy gone?)		<b>Pre-narrative devt.</b> begins with group of unrelated ideas & sequences	
	<b>Repeats</b> 2 numbers correctly		Uses some <b>contractions</b> in memorized form (don’t, can’t, it’s)			
	Answers some “ <b>where</b> ” and “ <b>what</b> ” questions		Uses at least 2 <b>pronouns</b> & understands 1 <sup>st</sup> & 2 <sup>nd</sup> person (you, I)			
			<b>Combines 3-4 words</b> into subject + verb + object format			
21/2-3 Yrs.	<b>Comprehends</b> @ 900 words Says 500 words		<b>Mean length of utterance</b> is 3.4 words (20%nouns & 25% verbs)		(same as above)	
	Points to 10 objects described by <b>use / function</b> (Show me what you eat with.)		Uses <b>pronouns</b> (I, me, you, mine,it) understands pronouns (he/she/they.we)			
	Knows <b>concepts/ opposites</b> big/little		Asks simple “ <b>what/where</b> ” questions			
	Matches <b>colors, shapes</b>		<b>Yes/no</b> questions emerging (Is he sleeping?)			
	Answers 6-7 ( <b>agent/action</b> questions What runs?)		<b>Auxiliary is/am + ing</b> (dog is running)			
	Answers <b>who, why, where, how many</b> questions		<b>Regular past tense verbs</b> start to appear (walk > walked)			
	Knows own sex and the <b>difference</b> between		Emerging ‘s for <b>possession</b> (daddy’s car)			
			<b>Negation</b> - “not” emerging			



**PRE-K LANGUAGE DEVELOPMENT TRACKING SHEET**

**NAME:** \_\_\_\_\_ **SCHOOL:** \_\_\_\_\_ **BIRTHDATE:** \_\_\_\_\_

AGE	SEMANTICS	DATE	SYNTAX/MORPHOLOGY	DATE	PRAGMATICS	DATE
			<b>Contracted form of “is” emerging (He’s running.)</b>			
			<b>Location adverbs emerging (here, there)</b>			
			<b>Emerging future tense (do, can and will)</b>			
			<b>Emerging imperatives (commands like “Go get it!”)</b>			
			<b>Comparatives - Understands “est” adjective marker</b>			
			<b>Infinitive complement emerging (“I want to play”)</b>		<b>3-4 Years Engages in longer dialogues</b>	
3-31/2 Yrs.	<b>Comprehends 1200 words and uses 800 words</b>		<b>Mean length of utterance = 4.3 words</b>		<b>Use of inference in stories emerging</b>	
	<b>Answers 2/3 association questions, “What goes with…”</b>		<b>Uses pronouns he, she, we, they</b>		<b>Assumes the role of another person in play</b>	
	<b>Follows preposition directions w/ under, inside, in front of and behind.</b>		<b>Combines 4-5 word sentences. Uses compound sentence w/ “and”</b>		<b>(Uses fillers to acknowledge partner’s message -Ok, uh-huh etc.)</b>	
	<b>Asks some “what”, “who”, “why” &amp; “how many” questions</b>		<b>Contracted forms of modals (can’t, won’t)</b>		<b>Begins code switching (uses simpler language) when talking to younger children</b>	
	<b>Responds to 2 unrelated commands (“Pick up your cup and turn off the TV.”)</b>		<b>Regular plural forms are now consistent. Irregular plural forms are emerging.</b>		<b>Requests permission</b>	
	<b>Names 8-10 pictures</b>		<b>Use of “is” to begin questions emerging</b>		<b>Begins using language for fantasies, jokes &amp; teasing</b>	
	<b>States action. Responds to commands involving 2 actions.</b>		<b>3<sup>rd</sup> person singular present tense emerging (He runs)</b>		<b>Makes conversational repairs if listener hasn’t understood</b>	

**PRE-K LANGUAGE DEVELOPMENT TRACKING SHEET**

**NAME:** \_\_\_\_\_ **SCHOOL:** \_\_\_\_\_ **BIRTHDATE:** \_\_\_\_\_

AGE	SEMANTICS	DATE	SYNTAX/MORPHOLOGY	DATE	PRAGMATICS	DATE
	Identifies <b>concepts/ opposites:</b> hard /soft, rough/smooth, circle/square		<b>Noun verb agreement</b> is emerging. (Uses “are” with plural nouns.)		<b>Corrects others</b>	
	<b>Categorizes</b> 2/3 by pointing when asked “Show me all the .....”		Uses consistent <b>regular past tense</b> forms (jump > jumped)		<b>Primitive narratives</b> emerge: events follow from central core	
	Able to <b>group objects</b> (“Show me the animals.”) Able to <b>match</b> <b>sets.</b>					
	Can <b>supply last word</b> of the sentence (“The can is on the___”)					
	Can <b>count</b> 3 objects, pointing to each.					
31/2-4 Yrs.	<b>Comprehends</b> 1,500- 2,000 words and <b>uses</b> 1,000 – 1,200 words		<b>Mean length of utterance</b> =4.4 Combines 4-5 word sentences.		Understands <b>turn taking</b>	
	Does simple verbal <b>analogies</b> (Sister is a girl, brother is a boy.)		<b>Possessive</b> marker (‘s) is consistent		Varies <b>vocal loudness</b> intentionally	
	Responds to <b>commands</b> <b>involving 3 actions.</b>		Regular <b>third person singular</b> <b>verbs</b> are consistent (She jumps.)			
	Consistently gives use or <b>function</b> of common objects		Simple <b>regular past tense</b> is consistent			
	Recognizes 4 <b>colors</b> Names 1 color		Present <b>progressive (ing)</b> is consistent			
	Answers 13 <b>agent-action</b> <b>questions</b>		<b>Negation:</b> “not” used consistently Contractions are consistent			
	Tells 2 events in order of <b>sequence</b>		Consistent <b>pronouns:</b> she, he, I, ,you, me, mine. Emerging: Our, they, their & reflex. pron.”myself”			
	Can tell a story mixing <b>real with</b> <b>unreal</b>		Yes/no <b>questions</b> with “Was...?”, “Were...?” format are emerging			

**PRE-K LANGUAGE DEVELOPMENT TRACKING SHEET**

**NAME:** \_\_\_\_\_ **SCHOOL:** \_\_\_\_\_ **BIRTHDATE:** \_\_\_\_\_

**AGE**                      **SEMANTICS**                      **DATE**      **SYNTAX/MORPHOLOGY**      **DATE**                      **PRAGMATICS**                      **DATE**

	Has long <b>detailed</b> conversations		More <b>adverbs</b> of time and manner are being used			
	Appropriately <b>answers “What if...” questions</b>		<b>Complex sentences</b> used often. <b>Conjunction</b> “because” emerging.			
	Asks simple <b>“how”, “when”, “why”</b> questions & wants details.		<b>Parts of speech</b> are now in stable relationship.			
	<b>Describes</b> pictures & actions in pictures		Uses the <b>pronouns</b> I, you, me more accurately		<b>4-5 Years</b> Uses <b>indirect requests</b>	
4-4 1/2 Yrs.	<b>Understands</b> 2,000-2,500 words and <b>uses</b> 1,500 words.		<b>Mean length of utterance</b> = 4.6 words with 4-7 words in sentences.		Terms to express <b>emotions</b> used 3x more than a 3-year-old	
	Recognize & match 5-6 <b>colors</b> – names only 1-3 colors		<b>Deictic reference:</b> this, that, here, there used correctly.		<b>Narratives:</b> unfocused chains -stories have sequence but no central character of theme	
	Answers <b>“How far...”</b> questions, but not necessarily correctly.		<b>Causal conjunctions:</b> “If” and “so” emerging in sentences		<b>Asks for help</b> when needed	
	Answers 14 <b>agent – action questions</b>		<b>Irregular plurals</b> used fairly consistently		Offers to <b>help</b>	
	Defines 4 words in terms of their use <b>or function</b>		<b>Pronouns:</b> our, they and their used consistently		<b>Stands up</b> for their rights	
	Knows <b>spatial concepts / prepositions:</b> between, above, below, top, bottom, under.		<b>Modals:</b> “could” and “would” emerging in sentences.			
			Uses: “What do...does...did” <b>questions</b>			
			<b>Irregular past tense</b> are consistent			
			<b>Mean length of utterance</b> 5.7 words Combines 5-8 words in sentences.			

**PRE-K LANGUAGE DEVELOPMENT TRACKING SHEET**

**NAME:** \_\_\_\_\_ **SCHOOL:** \_\_\_\_\_ **BIRTHDATE:** \_\_\_\_\_

**AGE**                      **SEMANTICS**                      **DATE**      **SYNTAX/MORPHOLOGY**      **DATE**                      **PRAGMATICS**                      **DATE**

4 1/2-5 Yrs.	<b>Understands 2,500-2,800 words and uses 2,000 words</b>		<b>Noun/verb and adjective noun agreements are emerging.</b>		(Same as above, plus the following.)	
	<b>Names 4-8 basic colors</b>		<b>Reflexive pronouns are becoming more consistent</b>		<b>Cooperative play begins.</b>	
	<b>Answers 2 complex comprehension questions</b>		<b>Comparative -er is emerging (bigger)</b>		<b>Tattles to gain attention.</b>	
	<b>Executes 3 commands in sequence</b>		<b>Complex sentences are frequent. (We went to the park and played on the swings.)</b>		<b>Tells familiar stories without picture cues.</b>	
	<b>Knows concepts / opposites: heavy/light, loud/soft, like/unlike, long/short</b>		<b>Answers "What" and "Why" questions. Asks: "Why", "When" &amp; "How" questions.</b>			
	<b>Classifies according to form, color or use- names the category</b>		<b>Understands passive voice sentences</b>			
	<b>Repeats 2 non-sense syllables . Can repeat a 6-7 word sentence.</b>					
	<b>Answers simple when questions &amp; 15 agent-action questions</b>					
	<b>Asks for meanings of words</b>					
	<b>Counts 10 objects</b>					
	<b>Identifies missing object from group of 3</b>					
	<b>Repeats days of week in sequence</b>					
	<b>Can define everyday words when asked, "What is a (fork)?"</b>					
	<b>Knows all important, visible body parts</b>					

**ELEMENTARY AGE LANGUAGE DEVELOPMENT TRACKING SHEET**

**NAME:** \_\_\_\_\_ **SCHOOL:** \_\_\_\_\_ **BIRTHDATE:** \_\_\_\_\_

AGE	SEMANTICS	DATE	SYNTAX/MORPHOLOGY	DATE	PRAGMATICS	DATE
5-6 Yrs.	<b>Comprehends 13,000 words</b> (by age 6)		<b>Mean length of utterance = 6.6</b> words		(Gives threats & insults)	
	<b>Expressive vocabulary—2500</b> words (by age 6)		All pronouns used consistently		<b>Symbolic language is</b> emerging	
	Can answer: “What happens if...” <b>questions</b>		<b>Superlative –est</b> used (biggest)		May give <b>praise</b>	
	Knows <b>quantity concepts:</b> few/every, more/less, most/ least, some/many, several/few, before/after, half/whole, full/empty, pair, etc.		<b>Adverbial word endings</b> emerging (slowly, carefully, faster)		<b>Narratives</b> have focused chains-stories have logical sequence, but ending unclear.	
	Knows <b>spatial concepts:</b> right/left, across, far, top, away from, corner, row, center, below, wide/narrow, etc		Uses all <b>basic sentence structures</b>		<b>Comforts</b> friends in distress	
	Comprehends <b>directional</b> <b>commands</b> (Put your right hand on your right knee)				Understands & explains <b>rules</b> to others	
	Has <b>prepositions:</b> through, away, from, toward, over				Talks about <b>feelings</b>	
	Knows <b>temporal/ sequential</b> <b>concepts:</b> first/last, beginning, after, etc				Directly <b>asks, commands</b> <b>and forbids</b> (uses mostly direct requests, and Can I__?)	
	Differentiates <b>time concepts:</b> am/pm, yesterday/ tomorrow, now/later				Recognizes need to attract <b>attention</b> and does so appropriately	
	Names <b>days of the week</b> in order				Uses <b>interrogative forms</b> Shouldn't you? Should you?	
	Understands “ <b>Opposite of</b> ”				Repeats for <b>conversational</b> <b>repair</b>	

**ELEMENTARY AGE LANGUAGE DEVELOPMENT TRACKING SHEET**

**NAME:** \_\_\_\_\_ **SCHOOL:** \_\_\_\_\_ **BIRTHDATE:** \_\_\_\_\_

**AGE**                      **SEMANTICS**                      **DATE**      **SYNTAX/MORPHOLOGY**      **DATE**                      **PRAGMATICS**                      **DATE**

	Has <b>number concepts</b> to 10/ Counts 12 objects /Points to named # To 25/ rote counts to 30				Appropriately <b>invites others</b> to participate	
	Can shift <b>classification</b> (Can shift from shape to color etc.)				Issues <b>promises</b>	
	<b>Repeats</b> 4 digits correctly				<b>Retells story</b> from picture book with reasonable acc. w/ beginning, middle, end	
	Can name basic <b>colors</b>				Emerging <b>turn taking</b> in group and conversation	
	Knows <b>same (alike) and different</b> . States 1 similiarity and 1 difference between objects					
	Uses <b>adjectives</b> to describe people and places					
	Understands <b>derivational endings</b> for nouns (-er, -ist dancer, artist)					
	<b>Defines</b> words by responding to: What is ? Or <i>Tell me about</i> __					
	Verbalizes <b>causal relationships</b>					
	Sorts by <b>category</b> - animal, food, toys, clothing, vehicles, tools, appliances, furniture, etc.					
	Knows <b>function of body parts</b>					
	Knows <b>negation</b> , "n't"					
	Understands <b>questions</b> : How long? How often? When?					
	Names positions: <b>1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup></b>					

**ELEMENTARY AGE LANGUAGE DEVELOPMENT TRACKING SHEET**

**NAME:** \_\_\_\_\_ **SCHOOL:** \_\_\_\_\_ **BIRTHDATE:** \_\_\_\_\_

AGE	SEMANTICS	DATE	SYNTAX/MORPHOLOGY	DATE	PRAGMATICS	DATE
6-7 Yrs.	<b>Comprehends 20,000 to 26,000 words</b>		<b>Mean length of utterance = 7.3 words</b>		<b>True narratives-well developed plots, characters, sequenced w/clear endings</b>	
	<b>Roughly understands differences in time intervals</b>		<b>Is aware of mistakes in other’s speech</b>		<b>(Accepts mild, friendly teasing w/ little agitation)</b>	
	<b>Understands seasons and what you do in each one.</b>		<b>Uses most morphological markers consistently</b>		<b>Waits for turn when playing in group</b>	
	<b>Sequences numerals 1-10, rote counts to 100, sequences numbers 1 to 10</b>		<b>Causal conjunctions “If” and “so” developed by most children</b>		<b>Accepts valid criticism without crying, pouting etc.</b>	
	<b>(Grasps basic idea of addition &amp; subtraction)</b>		<b>Reflexive pronouns developed by most children</b>		<b>Gains/holds adult attention in socially acceptable manner</b>	
	<b>States preceding and following days of week (and numbers)</b>		<b>Irregular comparatives mostly developed (good,better,best)</b>		<b>Uses others as resource for assistance or information</b>	
	<b>(Apt to pick up slang and mild profanity)</b>		<b>Perfect tense (have,had) emerging</b>		<b>Expresses affection, hostility and anger.</b>	
	<b>Second emergence of question stage (why)</b>		<b>Nominalization developing (Noun forms developed from verb forms).</b>		<b>Directs and follows peers</b>	
	<b>Recites alphabet sequentially. Sight reads 10 printed words.</b>		<b>Irregular plurals are improved</b>		<b>(Competes with peers in storytelling and boasts)</b>	
	<b>Tells time related to a specific daily schedule.</b>		<b>Iteration developing (You have to clean clothes to make them clean,)</b>		<b>Expresses pride in self and in accomplishments.</b>	
	<b>Understands and uses neither/nor</b>		<b>Participial complements emerging</b>		<b>Emerging role play</b>	
	<b>Knows temporal / sequential concepts: skip, separate, match, before, always, never</b>		<b>Passive voice developing in most children.</b>		<b>Conversational repair by elaborating detail in repetition</b>	
	<b>Knows spatial concepts: right/left, forward, backward</b>		<b>Knows comparatives- er (bigger)</b>		<b>Gives imperative commands</b>	



**ELEMENTARY AGE LANGUAGE DEVELOPMENT TRACKING SHEET**

**NAME:** \_\_\_\_\_ **SCHOOL:** \_\_\_\_\_ **BIRTHDATE:** \_\_\_\_\_

AGE	SEMANTICS	DATE	SYNTAX/MORPHOLOGY	DATE	PRAGMATICS	DATE
	Knows <b>quantity concepts</b> : as many, zero, pair, second, third, medium sized		Uses “many” with <b>plural nouns</b> (many hats)		Beginning to respond to <b>indirect hints</b>	
	Knows adverbial <b>conjunctions</b> now, then, so, through					
7-8 years	<b>Receptive vocabulary</b> -26,000 words		<b>Exclamations</b> are emerging		<b>Requests</b> using “may” and “will”	
	<b>Expressive vocabulary</b> — 3600-5469 words		Follows adult ordering of <b>adjectives</b>		Uses indirect <b>requests</b> (hints)	
	Knows common concrete <b>antonyms</b> : clean/dirty, wrong/right, day/night, alive/dead		<b>Imperatives</b> are emerging		Understands social rules for <b>requests</b> including code switching for adults/peers	
	Knows <b>temporal/sequential concepts</b> : since, in order				<b>Negative</b> forms of interrogatives-“please don’t, you shouldn’t”	
	Knows <b>quantitative concepts</b> : least, equal				<b>Requests</b> “please do, you should”	
	Uses <b>spatial concepts</b> : left/right; front/back				Uses which, why, and how <b>questions</b>	
	Knows <b>days of the week</b>				Uses <b>deictic reference</b> : this, that, these, those	
	Beginning to understand <b>cause/effect relationships</b> , because				Participates in <b>cooperative play</b> , and carries out simple projects	
					Emerging social awareness of <b>other’s expectations</b>	
					Responds appropriately when <b>introduced to strangers</b>	
					Can <b>terminate conversation</b> appropriately	



**ELEMENTARY AGE LANGUAGE DEVELOPMENT TRACKING SHEET**

**NAME:** \_\_\_\_\_ **SCHOOL:** \_\_\_\_\_ **BIRTHDATE:** \_\_\_\_\_

AGE	SEMANTICS	DATE	SYNTAX/MORPHOLOGY	DATE	PRAGMATICS	DATE
					Appropriately <b>takes turn</b> in conversations	
8-10 years	Knows <b>months</b> of the year		Uses full <b>passives</b>		Provides additional input to listener for <b>conversational repair</b>	
	Emerging abstract <b>antonyms</b> : remember/forget; shallow/deep;				Repairs <b>conversational breakdown</b> by defining & providing context	
	Emerging <b>synonyms</b>				<b>Sustains concrete topics</b> through several turns	
	Emerging <b>multiple meanings</b>				Begins consideration for <b>others' topics</b>	
10-12 years	Comprehends <b>absurdities</b>		<b>Combines two sentences</b>		Emerging fictional <b>narratives</b> with sense of plot, definite character-generated solutions	
	Comprehends <b>idioms</b>		Emerging <b>conjunctions</b> : "if, though"		Emerging-- <b>sustained abstract discussion and topics</b>	
	Comprehends in and on used for <b>temporal relations</b>		Uses " <b>much</b> " with mass nouns		Refrains from comments that might <b>offend or hurt</b> others	
	Comprehends most <b>familial terms &amp; relationships</b>		<b>Answers question</b> with a sentence		Gives complex <b>directions</b> to others	
	Can give standard & abstract <b>definitions</b>				Asks <b>time questions</b> using "What time" or "when....?"	
	Uses <b>multiple meaning words</b>				Gives <b>persuasive argument</b> with 2 supporting points and appropriate details	
	Names 2 <b>similarities</b> and 2 <b>differences</b> of given items				Appropriately <b>joins group</b> in conversations	

**ELEMENTARY AGE LANGUAGE DEVELOPMENT TRACKING SHEET**

**NAME:** \_\_\_\_\_ **SCHOOL:** \_\_\_\_\_ **BIRTHDATE:** \_\_\_\_\_

**AGE**                      **SEMANTICS**                      **DATE**      **SYNTAX/MORPHOLOGY**      **DATE**                      **PRAGMATICS**                      **DATE**

	Uses simple <b>similes &amp; metaphors</b>				Appropriately <b>praises and encourages</b>	
	Names concrete <b>synonyms</b>					
	Knows abstract <b>antonyms</b>					
	Follows a <b>sequence</b> of ideas and information					
	States <b>main point</b> and supporting details accurately					

**ADOLESCENT COMMUNICATIVE COMPETENCY TRACKING SHEET**

**NAME:** \_\_\_\_\_ **SCHOOL:** \_\_\_\_\_ **BIRTHDATE:** \_\_\_\_\_

AGE	SEMANTICS	DATE	SYNTAX/MORPHOLOGY	DATE	PRAGMATICS	DATE
12-13 years	Comprehends <b>proverbs</b>		Knows <b>adverbial conjunctions</b> otherwise, anyway, therefore, however, really, probably		<b>Orders own meal</b> at restaurant	
	Comprehends <b>temporal relations:</b> at . . .		Comprehends: <b>unless</b>		Uses telephone for all kinds of calls without assistance	
	Uses basic and concrete <b>synonyms</b>		Comprehends <b>embedding</b> of all types		<b>Narratives:</b> Presents resolutions for problems	
	Follows a <b>sequence</b> of ideas and information/ sequence of directions		Uses <b>independent clauses</b> in embedded sentences		Uses complete <b>introduction</b> and specific (not extraneous) detail	
	Notes a speaker's <b>main point</b> and <b>supporting examples</b>		Given 5 words, make <b>sentence</b>		Uses <b>time and place</b> markers	
	Emerging distinction of <b>fact from opinion</b>		Combines 2 sentences to make one sentence with <b>conjunctions</b> .		Close <b>adherence</b> to story <b>grammar model</b>	
	Emerging <b>prediction of outcomes</b> of the talk		Uses <b>adverbial conjunctions:</b> otherwise, anyway, therefore, however, really, probably		<b>Conversation skills:</b> Sustains topic of conversation	
	Emerging drawing <b>conclusions</b> from the talk				Gives <b>support for point of view</b>	
	Emerging distinction between <b>relevant and irrelevant</b> materials				Emerging --- <b>modifies and clarifies message</b> upon listener request	
					<b>Gains attention</b> appropriately	
					Emerging detection of <b>speaker bias</b> and competency	
14-17 years	Uses abstract <b>synonyms and antonyms</b>		Uses clear <b>noun referents</b> (pronouns)		<b>Initiates conversation</b> on topics important to others	
	Uses flexible, <b>precise vocabulary</b>		Uses <b>complexity and variety of syntax</b>		Responds to <b>hints or indirect cues</b> in conversation	

**ADOLESCENT COMMUNICATIVE COMPETENCY TRACKING SHEET**

**NAME:** \_\_\_\_\_ **SCHOOL:** \_\_\_\_\_ **BIRTHDATE:** \_\_\_\_\_

**AGE**                      **SEMANTICS**                                      **DATE**      **SYNTAX/MORPHOLOGY**                      **DATE**                      **PRAGMATICS**                                      **DATE**

	Uses <b>subordinators</b> to relate different ideas: otherwise, on the other hand, nevertheless, but if....		<b>Morphological rules mastered</b> (Including irregular grammatical forms)		Expresses questions, comments and responses in <b>organized</b> fashion	
	<b>Sustains topic</b> of conversation		<b>Mastery of tense reference and subject verb agreement</b>		Uses appropriate <b>social register</b> in differing situations	
	Finds <b>appropriate words</b> easily to express thoughts				Appropriately asks <b>questions</b> of adults	
	Uses <b>sarcasm, jokes, and double meanings</b>				Uses <b>tact</b>	
	Uses <b>metaphors</b>				<b>Modifies and clarifies</b> message as appropriate	
	Follows <b>sequence</b> of ideas and information				Uses comfortable <b>speech rate, volume, phrasing, intonation</b>	
	Notes details accurately				Uses <b>appropriate proximity</b> (distance)	
	Notes <b>transitional expressions</b>				Knows <b>partner's perspective</b> and knowledge differ from his own	
	Distinguishes between <b>relevant and irrelevant</b> materials				Responds to <b>hints or indirect cues</b> in conversation	
	Distinguishes <b>fact from opinion</b>				Notes possible <b>speaker bias</b> and competency	
	Recognizes a speaker's <b>inferences</b>				Notes <b>emotional appeals</b>	
	<b>Predicts outcomes</b> of the talk					
	<b>Draws conclusions</b> from the talk					
	Summarizes a <b>speaker's main points</b>					

## Phonology and Articulation Rating Scale

**Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**School:** \_\_\_\_\_ **SLP:** \_\_\_\_\_

<b>Sound Production</b>	Score = 0	Score = 2	Score = 3	Score = 4
	No sound errors and/or phonological processes; errors consistent with typical development SD = 0 - 0.99 SS: 86 - 100 PR: 17 - 50	Speech contains sound errors and/or phonological processes 6 mos. - 1 year below age SD = 1.0 - 1.49 SS: 79 - 85 PR: 8 - 16	Speech contains sound errors and/or phonological processes 1 - 2 years below age SD = 1.5 - 1.99 SS: 71 - 78 PR: 3 - 7	Speech contains sound errors and/or phonological processes > than 2 years below age SD = 2.0 or more SS: <62 - 70 PR: <1 - 2
<b>Stimulability</b>	Score = 0	Score = 2	Score = 3	Score = 4
	Errors stimulable in several contexts	Errors stimulable in at least one context	Although not correct, errors approximate correct production	Most errors not stimulable for correct production
<b>Intelligibility</b>	Score = 0	Score = 4	Score = 6	Score = 8
	Connected speech intelligible	Connected speech intelligible but errors are noticeable	Connected speech substantially unintelligible when context is unknown	Connected speech mostly unintelligible, gestures/cues needed
<b>Oral Motor and/or Motor Sequencing</b>	Score = 0	Score = 2	Score = 3	Score = 4
	Oral motor and/or sequencing adequate for speech production	Oral motor and/or sequencing difficulties are minimal and do not contribute to speech production problems	Oral motor and/or sequencing difficulties interfere with speech production	Oral motor and/or sequencing greatly interferes with speech production; use of cues, gestures, AT needed
<b>Adverse Affect on Educational Performance</b> (Social, Emotional, Academic, Vocational)	Score = 0	Score = 4	Score = 6	Score = 8
	Articulation does not interfere with student's participation in educational settings	Articulation minimally impacts the student's participation in educational settings	Articulation interferes with student's participation in educational settings	Articulation seriously limits student's participation in educational settings
<b>Total Score</b>	<b>0 2 3 4 5 6 7 8 9</b>	<b>10 11 12 13 14 15 16</b>	<b>17 18 19 20 21 22 23 24</b>	<b>25 26 27 28</b>
<b>Final Rating</b>	<b>No Disability A</b>	<b>Mild B</b>	<b>Moderate C</b>	<b>Severe D</b>

Comments:

# Phonology and Articulation Teacher Input Form

**Student's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Teacher's Name: \_\_\_\_\_ Birth Date/Age: \_\_\_\_\_/\_\_\_\_\_

Language spoken at home/school: \_\_\_\_\_

What are your concerns regarding your child's speech skills? Please check all that apply.

- Student deletes sounds when speaking
- Student changes sounds when speaking
- Student distorts sounds when speaking
- Other concerns please explain: \_\_\_\_\_

Is your student aware of his/her speech difficulty?  Yes  No

Does your student appear to be frustrated by his/her speech difficulty?  
 Never  Sometimes  Frequently  Always

Does your student avoid speaking?  
 Never  Sometimes  Frequently  Always

Is it difficult to understand your student?  
In known context  Never  Sometimes  Frequently  Always  
Unknown context  Never  Sometimes  Frequently  Always

Have your student's parents expressed concerns regarding your student's speech skills?  
 Yes  No

How do your student's speech difficulties impact his/her reading, writing, or other academic skills? \_\_\_\_\_

How do your student's articulation difficulties impact him/her socially, emotionally and/or vocationally? \_\_\_\_\_

Comments:

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

# Phonology and Articulation Parent Input Form

**Student's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Parent's Name: \_\_\_\_\_ Birth Date/Age: \_\_\_\_\_ / \_\_\_\_\_

Language spoken in the home: \_\_\_\_\_

Medical History: (i.e., premature, ear infections, tonsils & adenoids, allergies, a quiet baby, developmental milestones such as cooing, babbling, etc.) Explain \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

What are your concerns regarding your child's articulation skills? Please check all that apply.

- Child deletes sounds when speaking
- Child changes sounds when speaking
- Child distorts sounds when speaking
- Other concerns please explain \_\_\_\_\_

Is your child aware of his/her speech difficulty?  Yes  No

Does your child appear to be frustrated by his/her speech difficulty?  
 Never  Sometimes  Frequently  Always

Does your child avoid speaking?  
 Never  Sometimes  Frequently  Always

Is it difficult to understand your child?  
 Never  Sometimes  Frequently  Always

Is it difficult for others to understand your child?  
Familiar people  Never  Sometimes  Frequently  Always  
Unfamiliar people  Never  Sometimes  Frequently  Always

Are there any situations that make it harder for you to understand your child?  
\_\_\_\_\_  
\_\_\_\_\_

How does your child's speech difficulties affect him/her? \_\_\_\_\_  
\_\_\_\_\_

Comments:

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

### Phonology and Articulation Student Input Form

**Student's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Parent's Name: \_\_\_\_\_ Birth Date/Age: \_\_\_\_\_ / \_\_\_\_\_

Language spoken at home/school: \_\_\_\_\_ / \_\_\_\_\_

What is your concern regarding your speech skills? Please check all that apply.

- Leaves out sounds when speaking
- Changes sounds when speaking
- Inexact sounds when speaking
- Other concerns please explain: \_\_\_\_\_

Do you think you have a speech difficulty?  Yes  No

Are you frustrated by your speech difficulty?  
 Never  Sometimes  Frequently  Always

Do you avoid speaking?  
 Never  Sometimes  Frequently  Always

Is it hard for people to understand you?  
People you know well  Never  Sometimes  Frequently  Always  
Other people  Never  Sometimes  Frequently  Always

How does your speech difficulty impact you educationally? \_\_\_\_\_  
\_\_\_\_\_

How does your speech difficulty impact you socially, emotionally and/or vocationally?  
\_\_\_\_\_  
\_\_\_\_\_

Comments:

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date



## Checklist of Factors Related to Speech Intelligibility

**Student's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

Language spoken at home/school: \_\_\_\_\_ / \_\_\_\_\_

Check which of the following factors affect the intelligibility of the child's speech.

- \_\_\_\_\_ Number of speech sound errors
- \_\_\_\_\_ Consistency of errors (e.g., some positions/all positions, some/all words containing sound)
- \_\_\_\_\_ Frequency of occurrence of errors
- \_\_\_\_\_ Types of sound errors
- \_\_\_\_\_ Types of phonological processes used
- \_\_\_\_\_ Morphology
- \_\_\_\_\_ Syntax
- \_\_\_\_\_ Length of utterance
- \_\_\_\_\_ Complexity of utterance
- \_\_\_\_\_ Type of speaking task (e.g., imitation/spontaneous, reading/speaking)
- \_\_\_\_\_ Prosody (e.g., inflection, stress, pauses)
- \_\_\_\_\_ Rate of speech
- \_\_\_\_\_ Accompanying nonverbal language (e.g., gestures)
- \_\_\_\_\_ Environmental noise/distractions
- \_\_\_\_\_ Familiarity of listener with speaker
- \_\_\_\_\_ Familiarity of listener with content of speaker's message
- \_\_\_\_\_ Foreign accent or dialect (and familiarity of listener with same)
- \_\_\_\_\_ Fatigue of speaker (time of day)
- \_\_\_\_\_ Positioning/posture of speaker (e.g., lying/sitting/standing/slouched/erect)
- \_\_\_\_\_ Volume of speaker's voice
- \_\_\_\_\_ Hearing status of listener
- \_\_\_\_\_ Listener's patience
- \_\_\_\_\_ Motivation of speaker and listener

Comments:

Adapted from the following sources:

From "Assessing intelligibility: Children's expressive phonologies," by M. Gordon-Brannan, 1994, Topics in Language Disorders, 14 (2), p. 17. Copyright 1994. Used with permission.

From "Clinical evaluation of developmental motor speech disorders," by M. A. Crary, 1995, Seminars in Speech and Language, 16 (2), p. 110-125. Copyright 1995. Used with permission.

## Oral-Peripheral Examination

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Examiner: \_\_\_\_\_

(✓ if typical; Circle abnormalities and describe:)

STRUCTURE	APPEARANCE	MOBILITY
Lips	Symmetry Strength Cleft or Repair Drooling	Pucker Smile Close lips, puff cheeks Bite lower lip Say /p/, /b/, /m/
Tongue	Symmetry Strength Size Surface Frenulum	Protrude Tip up/down Tip left/right Wag right/left quickly Tip to hard palate, draw back Typical swallow Tongue thrust
Oral Cavity Teeth Hard Palate Soft Palate Tonsils Uvula	Missing, Orthodontics Cleft, Repair, Height, Width Symmetry, Movement Enlarged, Absent Deviation, Bifid, Swollen	Say "aah" "aah" "aah"  Yawn
Jaw	Symmetry Stability Overjet Underjet	Stable with tongue wag, lift  "Clicks" on open/shut Lateral shifts
Breathing	Mouth breathing Nasal congestion Poor breath control	
Voice	Intensity, Pitch, Quality, Breathiness, Gurgles, Resonance	

**DIADOCHOKINESIS** (one breath)

(✓ if typical; Circle abnormalities and describe:)

**L (Labored), A (Arrhythmic), I (Inaccurate)**

puh	L	A	I
tuh	L	A	I
kuh	L	A	I
puh-tuh	L	A	I
puh-kuh	L	A	I
tuh-kuh	L	A	I
puh-tuh-kuh	L	A	I

Comments:

**SPEECH DEVELOPMENT TRACKING SHEET  
Provo School District**

**NAME:** \_\_\_\_\_ **SCHOOL:** \_\_\_\_\_ **BIRTHDATE:** \_\_\_\_\_

**AGE            SPEECH DEVELOPMENT            DATE**

<b>0-3 months</b>	<b>Birth cry -- Non-differentiated</b>					
	<b>Reflexive sound making:</b> produces glottal catch and sounds (eh, uh, ah)					
	<b>Vegetative sounds w/ phonation</b> but incomplete resonance					
	<b>Coos and gurgles</b>					
	<b>Begins blowing bubbles</b>					
	<b>Definite stop and start to oral movement</b>					
	<b>Starts differentiated crying</b> (true vocal communication occurs)					
<b>3-6 months</b>	<b>Babbling begins:</b> Double syllables -- (VCV aga) Puts lips together—says m Nasal tone is heard					
	<b>Vocalizes pleasure and displeasure</b>					
	<b>Stops vocalizing</b> when adult enters					
	<b>Self-initiated vocal play</b>					
	<b>Coos, chuckles, gurgles, and laughs</b>					

**SPEECH DEVELOPMENT TRACKING SHEET  
Provo School District**

**NAME:** \_\_\_\_\_ **SCHOOL:** \_\_\_\_\_ **BIRTHDATE:** \_\_\_\_\_

<b>AGE</b>	<b>SPEECH DEVELOPMENT</b>	<b>DATE</b>				
	Babbles to self, others, and objects					
	Babbling shows some pitch and inflection change					
	Greater independent control of tongue					
<b>6-9 Months</b>	May use <b>m,n,t,d,b,p,z</b> , in babbling multiple syllables					
	Babbles in singing tones					
	Inflected vocal play					
	Repetitive syllable production					
	Increased lip control					
<b>9-12 Months</b>	Vocalizes during play and to mirror					
	Jabbers loudly using most sounds					
	Variegated babbling begins – combines different syllables in vocal play					
	May acquire <b>first true word</b> (10-18 months)					
<b>1-1 1/2 Years</b>	Uses <b>jargon</b> (sentence like intonation)					
	Some <b>echolalia</b>					
	Uses vocables – <b>sound-meaning relationships</b>					

**SPEECH DEVELOPMENT TRACKING SHEET  
Provo School District**

**NAME:** \_\_\_\_\_ **SCHOOL:** \_\_\_\_\_ **BIRTHDATE:** \_\_\_\_\_

<b>AGE</b>	<b>SPEECH DEVELOPMENT</b>	<b>DATE</b>				
	Basically <b>unintelligible except for a few words</b>					
	Accurately <b>imitates some words</b>					
	First words primarily <b>CV, VC, CVCV reduplicated, and CVCV</b>					
	Predominance of <b>m,w,b,p</b>					
	<b>Elevates tongue tip</b>					
<b>1 1/2- 2 Years</b>	More words than jargon—jargon almost gone by 2					
	Asks questions by <b>raising intonation</b>					
	Approximately <b>65% intelligible</b> by 2 years					
	Starting to use <b>CVC words</b>					
<b>2-2 1/2 Years</b>	Approximately <b>70% intelligible</b>					
	May omit <b>final consonants; reduce consonant blends; substitution</b> of one consonant for another					
<b>2 1/2 – 3 Years</b>	Still some <b>substitution and distortion of consonants</b>					
	About <b>80% intelligibility</b>					
	About <b>90% correct vowel production</b>					

**SPEECH DEVELOPMENT TRACKING SHEET  
Provo School District**

**NAME:** \_\_\_\_\_ **SCHOOL:** \_\_\_\_\_ **BIRTHDATE:** \_\_\_\_\_

<b>AGE</b>	<b>SPEECH DEVELOPMENT</b>	<b>DATE</b>				
<b>3-3 1/2 Years</b>	Uses <b>final consonants</b> most of time, still <b>omits medial consonants</b> frequently					
	<b>Phonological processes disappearing</b> by age 3: Consonant assimilation Diminutization Doubling Final consonant deletion Prevocalic voicing Reduplication Unstressed syllable deletion Velar fronting					
<b>3 1/2 –4 Years</b>	<b>98%</b> of speech is <b>intelligible</b>					
	Consonants mastered by age 4: <b>/b, d, k, g, f, y /</b>					
	Phonological processes continuing after age 3: Cluster reduction Depalatalization Final devoicing Gliding Stopping Vocalization					
<b>4-4 1/2 Years</b>	<b>Few omissions and substitutions</b> of consonants					
	<b>Very intelligible</b> in connected speech					

**SPEECH DEVELOPMENT TRACKING SHEET  
Provo School District**

**NAME:** \_\_\_\_\_ **SCHOOL:** \_\_\_\_\_ **BIRTHDATE:** \_\_\_\_\_

<b>AGE</b>	<b>SPEECH DEVELOPMENT</b>	<b>DATE</b>				
<b>4 1/2- 5 Years</b>	Most <b>consonant</b> sounds used consistently and accurately, but not in all contexts					
	More errors present in difficult <b>blends</b>					
<b>5-6 Years</b>	<b>Intelligibility</b> of speech is almost <b>100%</b>					
	Consonants mastered by age 6: ( <b>t, ng, l</b> )					
<b>6-7 Years</b>	Consonants mastered by age 7: ( <b>sh, ch, r, v, j, voiceless th</b> )					
	Blends mastered by age 7: ( <b>dr, cl, bl, gl, tr, st, sl, sw, sp</b> )					
<b>7-8 Years</b>	Consonants mastered by age 8: ( <b>voiced th, s, z, zh</b> )					

## Stuttering and Fluency Rating Scale – SSI-4

**Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_

School: \_\_\_\_\_ SLP: \_\_\_\_\_

<b>Stuttering Severity Instrument 4</b>	Score = 0	Score = 4	Score = 6	Score = 8
	Formal assessment reveals that stuttering is within the normal limits; Percentile 1 - 11	Stuttering characteristics are present, but are fleeting and without concomitant behaviors; Percentile 12 - 40	Stuttering characteristics are present and are accompanied by concomitant behaviors; Percentile 41 - 77	Stuttering characteristics are present in majority of speaking situations and are accompanied by concomitant behaviors; Percentile 78 - 99
<b>Adverse Affect on Educational Performance</b> (Social, Emotional, Academic, Vocational)	Score = 0	Score = 4	Score = 6	Score = 8
	Stuttering characteristics do not interfere with the student's participation in educational settings	Stuttering characteristics minimally impact the student's participation in educational settings	Stuttering characteristics interfere with the student's participation in educational settings	Stuttering characteristics seriously limit the student's participation in educational settings
<b>Total Score</b>	<b>0 1 2 3 4</b>	<b>5 6 7 8 9</b>	<b>10 11 12</b>	<b>13 14 15 16</b>
<b>Final Rating</b>	<b>No Disability A</b>	<b>Mild B</b>	<b>Moderate C</b>	<b>Severe D</b>

Comments:



## Stuttering and Fluency Rating Scale – TOCS

**Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_

School: \_\_\_\_\_ SLP: \_\_\_\_\_

<b>Speech Fluency Measure</b>	Score = 0	Score = 2	Score = 3	Score = 4
	Formal assessment reveals that stuttering is within the normal limits;  Raw Scores 0-8	Stuttering characteristics are present, but are fleeting and without concomitant behaviors;  Raw Scores 9-18	Stuttering characteristics are present and may be accompanied by concomitant behaviors;  Raw Scores 19-46	Stuttering characteristics are present in majority of speaking situations and are accompanied by concomitant behaviors;  Raw Scores >46
<b>Observational Rating Scales</b>	Score = 0	Score = 2	Score = 3	Score = 4
	Stuttering characteristics are within normal limits for student's age and gender  Fluency Rating Consequences Rating	Speech contains some sound, syllable, and/or word repetitions produced without noticeable tension or concomitant behaviors; rate of speech does not interfere with intelligibility  Raw Scores 8-16 and Raw Scores 0-6	Speech contains sound, syllable, and/or word repetitions or prolongations, and/or silent blocks; concomitant behaviors may be noticeable; rate may interfere with intelligibility  Raw Scores 17-23 and Raw Scores >6	Speech contains a high frequency of sound, syllable and/or word repetitions or prolongations and/or silent blocks; concomitant behaviors are noticeable and frequent; rate significantly interferes with intelligibility  Raw Scores >23 and Raw Scores >6
<b>Adverse Affect on Educational Performance</b> (Social, Emotional, Academic, Vocational)	Score = 0	Score = 4	Score = 6	Score = 8
	Stuttering characteristics do not interfere with the student's participation in educational settings	Stuttering characteristics minimally impact the student's participation in educational settings	Stuttering characteristics interfere with the student's participation in educational settings	Stuttering characteristics seriously limit the student's participation in educational settings
<b>Total Score</b>	<b>0 1 2 3 4</b>	<b>5 6 7 8 9</b>	<b>10 11 12</b>	<b>13 14 15 16</b>
<b>Final Rating</b>	<b>No Disability A</b>	<b>Mild B</b>	<b>Moderate C</b>	<b>Severe D</b>

Comments:

## Stuttering and Fluency Teacher Input Form

**Student's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Teacher's Name: \_\_\_\_\_ Birth Date/Age: \_\_\_\_\_ / \_\_\_\_\_

Language spoken at home/school: \_\_\_\_\_ / \_\_\_\_\_

This student has been referred for or is receiving stuttering/fluency services. Please answer the following questions to help me gain a better overall view of this student's skills.

**Please answer by circling N (Never), S (Sometimes), F (Frequently), A (Always)**

- |   |  |   |   |   |   |
|---|--|---|---|---|---|
| 1. This student:                        |  |   |   |   |   |
| volunteers to participate in class.     |  | N | S | F | A |
| is difficult to understand in class.    |  | N | S | F | A |
| avoids speaking in class.               |  | N | S | F | A |
| demonstrates frustration when speaking. |  | N | S | F | A |
| 2. This student stutters when he/she:   |  |   |   |   |   |
| speaks to the class.                    |  | N | S | F | A |
| gets upset.                             |  | N | S | F | A |
| shares ideas or tells a story.          |  | N | S | F | A |
| answers questions.                      |  | N | S | F | A |
| talks with peers.                       |  | N | S | F | A |
| carries on a conversation.              |  | N | S | F | A |
| reads aloud.                            |  | N | S | F | A |
| talks to adults.                        |  | N | S | F | A |

3. Check any of the following behaviors you have noticed in this child's speech:

- |  |  |
|--|--|
| <p>___ revisions (starting and stopping and starting over again)</p> <p>___ frequent interjections (um, like, you know)</p> <p>___ word repetitions (we-we-we-)</p> <p>___ phrase repetitions (and then, and then)</p> <p>___ part-word repetitions (ta-ta-take)</p> <p>___ sound repetitions (t-t-take)</p> | <p>___ prolongations (n-----obody)</p> <p>___ block (noticeable tension/no speech comes out)</p> <p>___ unusual face or body movements (visible tension, head nods, eye movements)</p> <p>___ abnormal breathing patterns</p> <p>___ other _____</p> |
|--|--|

4. When this child has difficulty speaking he/she reacts by: \_\_\_\_\_

5. When this child has difficult speaking, I respond by: \_\_\_\_\_

6. Has this student been teased or mimicked because of his/her speech? \_\_\_ Yes \_\_\_ No If yes, please explain: \_\_\_\_\_

7. How does the student's stuttering affect classroom participation or educational performance?  
\_\_\_\_\_  
\_\_\_\_\_

8. Some questions I have about stuttering or about helping this student be successful in the classroom would be: \_\_\_\_\_  
\_\_\_\_\_

9. Comments:

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

# Stuttering and Fluency Parent Input Form

**Student's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Parent's Name: \_\_\_\_\_ Birth Date/Age: \_\_\_\_\_ / \_\_\_\_\_

Language spoken at home/school: \_\_\_\_\_ / \_\_\_\_\_

Your input will help us understand your child's speech skills better.

**Please answer by circling N (Never), S (Sometimes), F (Frequently), A (Always)**

- |  |   |   |   |   |
|--|---|---|---|---|
| 1. My child makes revisions (starting and stopping over again).  | N | S | F | A |
| 2. My child uses frequent interjections (um, like, you know).  | N | S | F | A |
| 3. My child repeats whole words (we-we-we-).   | N | S | F | A |
| 4. My child repeats phrases (and then, and then).  | N | S | F | A |
| 5. My child repeats part of words (ta-ta-take).  | N | S | F | A |
| 6. My child repeats sounds (t-t-t-take).   | N | S | F | A |
| 7. My child prolongs or holds onto a sound (n-----obody).  | N | S | F | A |
| 8. My child blocks (noticeable tension – no sound comes out).  | N | S | F | A |
| 9. My child makes associated face or body movements to help get the words out (visible tension, head nods, eye blinking, grimacing). | N | S | F | A |
| 10. My child has abnormal breathing patterns.  | N | S | F | A |
| 11. My child has vocal tension.  | N | S | F | A |
| 12. My child speaks rapidly.   | N | S | F | A |
| 13. My child avoids speaking situations.   | N | S | F | A |
| 14. My child avoids eye contact.   | N | S | F | A |
| 15. My child is frustrated by his/her speech difficulty.   | N | S | F | A |
| 16. My child is teased or mimicked because of his/her speech.  | N | S | F | A |
| 17. Rate your concern for your child's communication skills.   |   |   |   |   |

None    0                    1                    2                    3                    4                    A lot

18. When did your child first begin to stutter? \_\_\_\_\_

19. What things seem to help your child's speech? \_\_\_\_\_

20. What things seem to make your child's speech worse?

21. What situations seem to be the most difficult/stressful for your child? \_\_\_\_\_

22. Does he/she stutter more during these situations? \_\_\_\_\_

23. What reaction does your child have when he/she stutters? \_\_\_\_\_

24. What do you do when your child stutters? \_\_\_\_\_

25. How do you help your child speak differently or better? \_\_\_\_\_

26. Has anything changed during the last 6 months or have there been any significant life events (e.g., death, divorce, major illness)? \_\_\_\_\_

27. Are there any other members of your family that stutter? \_\_\_\_\_ Who? \_\_\_\_\_

Please describe their speech: \_\_\_\_\_

28. Has your child had any previous therapy experiences? \_\_\_\_\_ If yes, please describe:  
\_\_\_\_\_

29. Is there any other information you think would be helpful?

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

## Stuttering and Fluency Student Input

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Birth Date/Age: \_\_\_\_\_ / \_\_\_\_\_ Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_

Language spoken at home/school: \_\_\_\_\_ / \_\_\_\_\_

Discuss the following questions with the student:

1. Tell me about your speech. \_\_\_\_\_

\_\_\_\_\_

2. Tell me what you do when your speech is bumpy. \_\_\_\_\_

\_\_\_\_\_

3. Tell me what you think about when your speech is bumpy. \_\_\_\_\_

\_\_\_\_\_

4. Is your speech sometimes smooth? When? \_\_\_\_\_

\_\_\_\_\_

5. Why do you think your speech is bumpy? \_\_\_\_\_

\_\_\_\_\_

6. Can you make your speech smooth or bumpy? How do you make it smooth? \_\_\_\_\_

\_\_\_\_\_

7. Has anyone helped you before to speak smoothly? \_\_\_\_\_

\_\_\_\_\_

8. Tell me what they did to help you. \_\_\_\_\_

\_\_\_\_\_

9. Have other kids ever teased you or said things you didn't like about your speech? \_\_\_\_\_

\_\_\_\_\_

10. Do you like to talk in class? \_\_\_\_\_

\_\_\_\_\_

11. Do you ever do things to get out of talking in class? What? \_\_\_\_\_

\_\_\_\_\_

12. Are you ever embarrassed by your speech in school? When? \_\_\_\_\_

\_\_\_\_\_

## Stuttering and Fluency Student Input (Adolescent)

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Birth Date: \_\_\_\_\_ Grade/Program: \_\_\_\_\_ Teacher: \_\_\_\_\_

Discuss the following questions with the student. You can take notes on the comments lines between questions.

1. Tell me about your speech. \_\_\_\_\_

2. Who referred you? \_\_\_\_\_

3. With regard to your stuttering: How often? How long? What does it feel like?  
How does it change? \_\_\_\_\_  
\_\_\_\_\_

4. Tell me about your good speaking times. \_\_\_\_\_  
\_\_\_\_\_

5. Why do you think you stutter? \_\_\_\_\_  
\_\_\_\_\_

6. Has anything changed recently? \_\_\_\_\_  
\_\_\_\_\_

7. Tell me how you spend a typical day. \_\_\_\_\_  
\_\_\_\_\_

8. When is your speech better or worse? \_\_\_\_\_  
\_\_\_\_\_

9. Are there some things you do to make your speech more fluent (smooth)? \_\_\_\_\_  
\_\_\_\_\_

10. Have you been in speech therapy before? If so, where? \_\_\_\_\_  
\_\_\_\_\_

11. Tell me about your therapy: \_\_\_\_\_  
\_\_\_\_\_

12. Have other kids ever teased you or said things you didn't like about your speech?  
\_\_\_\_\_

13. Do you like to talk in class? \_\_\_\_\_

14. Do you ever do things to get out of talking in class? What? \_\_\_\_\_  
\_\_\_\_\_

15. Are you ever embarrassed by your speech in school? When? \_\_\_\_\_  
\_\_\_\_\_

## Quick Screen For Voice<sup>1</sup>

Name: \_\_\_\_\_ Birthdate/Age: \_\_\_\_\_ / \_\_\_\_\_

Speech-Language concerns/services : \_\_\_\_\_

Hearing concerns/status: \_\_\_\_\_

Pertinent medical and social history: \_\_\_\_\_

Directions: The Quick Screen for Voice should be conducted in a quiet area. Elicit verbal activities, such as spontaneous conversation, picture description, imitated sentences, recited passages, counting, and other natural samples of voice and speech, or perform the tasks requested. The screening test is failed if one or more disorders in production are found in any area, indicating that a more thorough evaluation is needed.

**Mark all observations that apply, as the individual produces connected speech:**

**Respiration**

- |   |   |
|---|---|
| <input type="checkbox"/> Inhalatory stridor or expiratory wheeze<br><input type="checkbox"/> Infrequent breaths; talking too long on one breath<br><br><input type="checkbox"/> Normal respiration for speech | <input type="checkbox"/> Limited breath support for speech<br><br><input type="checkbox"/> Reduced loudness or vocal weakness |
|---|---|

**Phonation**

- |   |  |
|---|--|
| <input type="checkbox"/> Rough or hoarse quality<br><input type="checkbox"/> Vocal strain and effort<br><input type="checkbox"/> Persistent glottal fry<br><input type="checkbox"/> Conversational pitch is too high or too low<br><input type="checkbox"/> Conversational voice is limited in pitch or loudness variability<br><br><input type="checkbox"/> Normal voice quality | <input type="checkbox"/> Breathy quality<br><input type="checkbox"/> Aphonia<br><input type="checkbox"/> Hard glottal attacks<br><input type="checkbox"/> Conversational voice is too loud or too soft |
|---|--|

**Resonance**

- |   |  |
|---|--|
| <input type="checkbox"/> Hyponasality (observed during humming, nasal consonant contexts: Mommy makes me muffins; Man on the moon; Many men make money, etc.)<br><br><input type="checkbox"/> Consistent mouth breathing<br><input type="checkbox"/> Hypernasality (observed during vowel and oral consonants)<br><br><input type="checkbox"/> Normal Resonance | <input type="checkbox"/> Nasal turbulence or audible nasal emission (observed during pressure consonant contexts: Counting from 60 to 69; Popeye plays baseball; Give Kate the cake; Buy Bobby a puppy; Take a ticket to Daddy; etc.)<br><br><input type="checkbox"/> Juvenile resonance characteristics |
|---|--|

**Nonverbal Vocal Range and Flexibility**

Model the series of nonverbal tasks that are described on the test form. Multiple trials are allowed. Visual cues such as hand gestures, moving a toy car across that table (for maximum phonation time) or up and down a hill (for pitch range), etc. may be used to supplement the auditory model.

1. Habitual pitch and loudness task: "Count from 1 to 10. Repeat, but stop at 'three' and hold out the /i/."

Abnormal pitch and/or loudness

Normal pitch and loudness

2. Maximum phonation time (MPT) task: "Take your biggest breath and hold out an /a/ as long as possible."

Number of seconds /a/ sustained

MPT less than:

Age (years)	Normal Mean in Seconds (Range)*
3	7 (3-11)
4	9 (5-15)
5	10 (5-16)
6-7	13 (5-20)
8-9	16 (5-29)
10-12	20 (9-39) Males 16 (5-28) Females
13-17	23 (9-43) Males 20 (9-34) Females
18+	28 (9-62) Males 22 (6-61) Females

MPT within normal limits

3. Pitch range task: "Make your voice go from low to high like this (demonstrate upward pitch glide on the word 'whoop'). Now go down from your highest to low (demonstrate rapid downward pitch glide like a bomb falling)." Or, model and elicit a fire siren sound.

Little pitch variation

Voice breaks in pitch glides up or down

Acceptable pitch range and flexibility

Other Comments or Observations: \_\_\_\_\_

\* MPT values are related to age and height; multiple attempts also influence results. Data summarized from Kent, Kent, & Rosenbek (1997).

<sup>1</sup>Note. See *Quick Screen for Voice*, by L. Lee, J. C. Stemple, & L. Galze, in press, Gainesville, FL: Communicare Publishing. Copyright 2003 by Communicare. Reprinted with permission.

## Oral-Peripheral Examination

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Examiner: \_\_\_\_\_

(✓ if typical; Circle abnormalities and describe:)

STRUCTURE	APPEARANCE	MOBILITY
Lips	Symmetry Strength Cleft or Repair Drooling	Pucker Smile Close lips, puff cheeks Bite lower lip Say /p/, /b/, /m/
Tongue	Symmetry Strength Size Surface Frenulum	Protrude Tip up/down Tip left/right Wag right/left quickly Tip to hard palate, draw back Typical swallow Tongue thrust
Oral Cavity Teeth Hard Palate Soft Palate Tonsils Uvula	Missing, Orthodontics Cleft, Repair, Height, Width Symmetry, Movement Enlarged, Absent Deviation, Bifid, Swollen	Say "aah" "aah" "aah"  Yawn
Jaw	Symmetry Stability Overjet Underjet	Stable with tongue wag, lift  "Clicks" on open/shut Lateral shifts
Breathing	Mouth breathing Nasal congestion Poor breath control	
Voice	Intensity, Pitch, Quality, Breathiness, Gurgles, Resonance	

**DIADOCHOKINESIS** (one breath)

(✓ if typical; Circle abnormalities and describe:)

**L (Labored), A (Arrhythmic), I (Inaccurate)**

puh	L	A	I
tuh	L	A	I
kuh	L	A	I
puh-tuh	L	A	I
puh-kuh	L	A	I
tuh-kuh	L	A	I
puh-tuh-kuh	L	A	I

Comments:



## Buffalo III Voice Profile Voice Problems of Children<sup>1</sup>

Name: \_\_\_\_\_ Birth Date: \_\_\_\_\_ Age: \_\_\_\_\_ Gender: \_\_\_\_\_

Rater: \_\_\_\_\_ Date: \_\_\_\_\_ Time of Day: \_\_\_\_\_ Place: \_\_\_\_\_

Collect a speech sample and rate the following aspects of the student's voice.

**Severity Rating**

	Normal	Mild	Moderate	Severe	Very Severe
<b>Laryngeal Tone</b>	1	2	3	4	5
Breathy					
Harsh					
Hoarse					
<b>Pitch</b>	1	2	3	4	5
Too high					
Too low					
<b>Loudness</b>	1	2	3	4	5
Too loud					
Too soft					
<b>Nasal Resonance</b>	1	2	3	4	5
Hypernasal					
Hyponasal					
<b>Oral Resonance</b>	1	2	3	4	5
Throatiness					
<b>Breath Supply</b>	1	2	3	4	5
Amount					
<b>Muscles</b>	1	2	3	4	5
Hypertense					
Hypotense					
<b>Voice Abuse</b>	1	2	3	4	5
Amount and degree					
<b>Rate</b>	1	2	3	4	5
Too fast					
Too slow					
<b>Speech Anxiety</b>	1	2	3	4	5
Amount and degree					
<b>Speech Intelligibility</b>	100%	75%	50%	20%	0%
<b>Overall Voice Rating</b>	1	2	3	4	5
<b>Summary/Comments:</b>					

<sup>1</sup>Note. See *Voice Problems in Children*, 3<sup>rd</sup> edition. Baltimore, MD: Williams & Wilkins. Reprinted with permission.

### Buffalo III Voice Abuse Profile<sup>1</sup>

Name: \_\_\_\_\_ Birth Date/Age: \_\_\_\_\_/ \_\_\_\_\_ Gender: \_\_\_\_\_

Rater: \_\_\_\_\_ Date: \_\_\_\_\_ Time of Day: \_\_\_\_\_ Place: \_\_\_\_\_

Collect a speech sample and rate the following aspects of the student's voice.

**Severity Rating**

	Normal	Mild	Moderate	Severe	Very Severe
<b>Shouting, Yelling, Screaming, Cheering</b>	1	2	3	4	5
<b>Loud Talking</b>	1	2	3	4	5
<b>Excessive Talking</b>	1	2	3	4	5
<b>Loud Whispering</b>	1	2	3	4	5
<b>Strained Vocalizations</b>	1	2	3	4	5
<b>Explosive Vocalizations</b>	1	2	3	4	5
<b>Abrupt Glottal Attack</b>	1	2	3	4	5
<b>Reverse Phonation</b>	1	2	3	4	5
<b>Throat Clearing</b>	1	2	3	4	5
<b>Coughing</b>	1	2	3	4	5
<b>Talking in Noise</b>	1	2	3	4	5
<b>Overall Voice Rating</b>	1	2	3	4	5

**Comments:**

Three Major Voice Abuses:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

<sup>1</sup>Note. See Wilson, D.K. (1987). *Voice problems in children*, 3<sup>rd</sup> edition. Baltimore, MD: Williams & Wilkins. Reprinted with permission.

## IOWA Pressure Articulation Test

The Iowa Pressure Articulation Test measures sounds and words in order of decreasing discrimination levels. This test should be used with cleft palate children to assess levels of intra-oral pressure related to velopharyngeal function.

These sounds are listed in sequence beginning with those needing the most intra-oral pressure (1, 2) and progressing to those needing the least intra-oral pressure (8). Information obtained from administration may aid in selection of target sounds for remediation. Sounds are shown according to position in word, e.g. initial /s-/, medial /-s-/, and final /-s/.

<u>Level</u>	<u>Sounds</u>	<u>Words</u>
1	/s-, sk-/	<u>s</u> un, <u>s</u> kates
2	/-k-, sm-, -sm, sn-, str-/	p <u>o</u> cket, <u>s</u> moke, <u>p</u> ossum, <u>s</u> nowman, <u>s</u> tring
3	/sh-, -z-, -k-, st-/	<u>s</u> hoe, <u>s</u> cissors, <u>c</u> racker, <u>s</u> tairs
4	/-s-, -sh-, kr-/	<u>d</u> resses, <u>d</u> ishes, <u>c</u> rayons
5	/-g-, -s, sp-, tr-, gr-, -g-, -k, -pt, kl-, gl-, -mps/	w <u>a</u> gon, m <u>o</u> use, <u>s</u> poon, <u>t</u> ree, <u>g</u> ross, t <u>i</u> ger, f <u>o</u> rk, st <u>o</u> pped, <u>c</u> lown, <u>g</u> lasses, <u>s</u> tamps,
6	/k-, g-, -g, -sh, j-, -sh-, bl-, -ks/	<u>c</u> at, <u>g</u> irl, <u>d</u> og, <u>f</u> ish, <u>j</u> ump, <u>w</u> asher, <u>b</u> locks, <u>s</u> ocks
7	/-k, br-, dr-, tw-/	<u>t</u> ruck, <u>b</u> read, <u>d</u> rum, <u>t</u> wins
8	/t-, -f-, -f, -p-, pl-, -lf/	<u>t</u> wo, <u>t</u> elephone, <u>k</u> nife, <u>p</u> aper, <u>p</u> lanting, <u>w</u> olf

Adapted from the following sources:

From *Voice problems in children*, 3<sup>rd</sup> ed, by D. K. Wilson, 1987. Baltimore, MD: Williams & Wilkins. Used with permission.

## Voice Rating Scale

**Student:**

**Date:**

School:

SLP:

<b>Pitch</b>	Score = 0	Score = 1	Score = 2	Score = 3
	Pitch within normal limits; Buffalo III Voice Profile Rating - 1	Pitch noticeably different but intermittent; does not distract or interfere with communication; Buffalo III Voice Profile Rating - 2	Pitch persistently too high or low, inappropriate to age/gender, interferes with communication; Buffalo III Voice Profile Rating - 3	Pitch persistently different and/or inappropriate to age/gender and greatly interferes with communication; Buffalo III Voice Profile Rating - 4-5
<b>Intensity</b>	Score = 0	Score = 1	Score = 2	Score = 3
	Intensity within normal limits; Buffalo III Voice Profile Rating - 1	Intensity is noticeably different, but intermittent; does not distract or interfere with communication; Buffalo III Voice Profile Rating - 2	Intensity persistently too loud, soft or dysphonic; inappropriate to situations, interferes with communication; Buffalo III Voice Profile Rating - 3	Intensity persistently too loud, soft or dysphonic; inappropriate to situations, greatly interferes with communication; Buffalo III Voice Profile Rating - 4-5
<b>Quality</b>	Score = 0	Score = 1	Score = 2	Score = 3
	Quality within normal limits; Buffalo III Voice Profile Rating - 1	Quality noticeably different, but intermittent; does not distract or interfere with communication; Buffalo III Voice Profile Rating - 2	Quality persistently hoarse, breathy, tense, strident or contains other abnormal attributes, inappropriate for age/gender; interferes with communication; Buffalo III Voice Profile Rating - 3	Quality persistently hoarse, breathy, tense, strident or contains other abnormal attributes, inappropriate for age/gender; greatly interferes with communication; Buffalo III Voice Profile Rating - 4-5
<b>Resonance</b>	Score = 0	Score = 1	Score = 2	Score = 3
	Resonance within normal limits; Buffalo III Voice Profile Rating - 1	Resonance noticeably different, but intermittent; does not distract or interfere with communication; Buffalo III Voice Profile Rating - 2	Resonance persistently different and inappropriate; interferes with communication; Buffalo III Voice Profile Rating - 3	Resonance persistently different and inappropriate; greatly interferes with communication; Buffalo III Voice Profile Rating - 4-5
<b>Adverse Affect on Educational Performance</b> (Social, Emotional, Academic, Vocational)	Score = 0	Score = 2	Score = 3	Score = 4
	No interference with the student's participation in educational settings	Minimal impact on the student's participation in educational settings	Interferes with the student's participation in educational settings	Greatly interferes with the student's participation in educational settings
<b>Total Score</b>	<b>0 1 2 3 4</b>	<b>5 6 7 8</b>	<b>9 10 11 12</b>	<b>13 14 15 16</b>
<b>Final Rating</b>	<b>No Disability A</b>	<b>Mild B</b>	<b>Moderate C</b>	<b>Severe D</b>

## Voice Teacher Input Form

**Student's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Teacher's Name: \_\_\_\_\_ Birth Date/Age: \_\_\_\_\_ / \_\_\_\_\_

Language spoken at home/school: \_\_\_\_\_ / \_\_\_\_\_

Please help me gain a better overall view of this student's voice skills by completing the information below.

**Does your student have difficulty with the following:**

Please answer by circling **N (Never)**, **S (Sometimes)**, **F (Frequently)**, **A (Always)**

- |  |         |
|--|---------|
| 1. Is this student able to speak loudly enough to be adequately heard in your classroom?   | N S F A |
| 2. Does this student appear to avoid talking or reading aloud in your classroom?   | N S F A |
| 3. Is there a decrease in the student's vocal quality during the day (e.g., sounding hoarse, raspy)?<br>If so please describe: _____ | N S F A |
|  |         |
| 4. Does this student use an unusually loud voice or shout a great deal in your classroom?  | N S F A |
| 5. Does this student engage in an excessive amount of throat clearing or coughing?   | N S F A |
| 6. Does it appear to disturb the other student's concentration or listening?   | N S F A |
| 7. Do the student's voice characteristics detract from what he/she is saying?  | N S F A |
| 8. Has this student ever mentioned to you that he/she thinks he/she has a voice problem or shown embarrassment?                      | N S F A |
| 9. Have the parents of this student ever talked to you about this student's voice?   | N S F A |
| 10. Do other students comment about this student's voice?  | N S F A |

How do your student's voice difficulties impact him/her academically, socially, emotionally and/or vocationally? \_\_\_\_\_

Comments:

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

## Voice Parent Input Form

**Student's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Parent's Name: \_\_\_\_\_ Birth Date/Age: \_\_\_\_\_ / \_\_\_\_\_

Language spoken at home/school: \_\_\_\_\_ / \_\_\_\_\_

**Does your child have difficulty with the following:**

**Please answer by circling N (Never), S (Sometimes), F (Frequently), A (Always) and provide additional information as needed.**

- |  |   |   |   |   |
|--|---|---|---|---|
| Does your child's voice sound like that of other family members?   | N | S | F | A |
| Does your child complain about ear aches or have ear infections?   | N | S | F | A |
| Does your child have and/or complain about having a sore throat?   | N | S | F | A |
| Does your child have allergy symptoms?   | N | S | F | A |
| Does your child have chronic colds or upper respiratory infections?                                      | N | S | F | A |
| Does your child breathe through his/her mouth?   | N | S | F | A |
| Does your child snore while sleeping?  | N | S | F | A |
| Does your child's voice sound strained when speaking?  | N | S | F | A |
| Does your child's voice sound hoarse?  | N | S | F | A |
| Does your child seem short of breath when speaking?  | N | S | F | A |
| Does your child's voice sound like it is coming through his/her nose?                                    | N | S | F | A |
| Does your child's voice sound like he/she has a stuffy nose?   | N | S | F | A |
| Does your child's voice sound worse in the morning?  | N | S | F | A |
| Does your child's voice sound worse in the evening?  | N | S | F | A |
| Does your child lose his/her voice?  | N | S | F | A |
| Does your child speak more loudly than necessary?  | N | S | F | A |
| Does your child speak too quietly?   | N | S | F | A |
| Does your child use a pitch that is unusual for his/her age or gender?                                   | N | S | F | A |
| Does your child speak in a monotone?   | N | S | F | A |
| Does your child's voice cut in and out when he/she is speaking?  | N | S | F | A |
| Does your child cough or clear his/her throat?   | N | S | F | A |
| Does your child have problems swallowing?  | N | S | F | A |
| Does your child have heartburn or acid indigestion?  | N | S | F | A |
| Does your child use tobacco products?  | N | S | F | A |
| Does your child consume caffeinated drinks?  | N | S | F | A |
| Does your child consume alcoholic beverages?   | N | S | F | A |
| Does your child argue, yell, or play loud games?   | N | S | F | A |
| Does your child participate in sports that include shouting?   | N | S | F | A |
| Does your child attend loud social events (parties, concerts, games)?                                    | N | S | F | A |
| Does your child participate in choral groups, cheerleading, or choir?                                    | N | S | F | A |
| Is your child exposed to environmental factors like dust, mold, kerosene fumes, wood or cigarette smoke? | N | S | F | A |
| Is your child frustrated/embarrassed by his/her speech difficulty?                                       | N | S | F | A |

Is there a history of cleft palate, head/neck/throat injury, or intubation? Yes \_\_\_ No\_\_\_

If yes, please describe:

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

# Voice Student Input Form

**Student's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Teacher's Name: \_\_\_\_\_ Birth Date/Age: \_\_\_\_\_

Language spoken at home/school: \_\_\_\_\_ / \_\_\_\_\_

Please help me gain a better overall view of your voice skills by completing the information below.

**Please answer by circling N (Never), S (Sometimes), F (Frequently), A (Always)**

1. Are you concerned about your voice being hoarse, raspy or nasal? If so, please describe \_\_\_\_\_

2. Do you lose your voice often? If so, please describe \_\_\_\_\_

3. Do you participate in activities that require you to use a loud voice such as cheerleading or sports?

4. Are you ever embarrassed by your voice? \_\_\_\_\_

5. Do other people comment about your voice?

6. Rate our voice in the following situations:	Better	Worse
Morning	_____	_____
Afternoon	_____	_____
Evening	_____	_____
Weekend	_____	_____
Spring	_____	_____
Summer	_____	_____
Winter	_____	_____
Fall	_____	_____
Home	_____	_____
School	_____	_____

7. Do you participate in the following activities or behaviors? Check all that apply.

- |   |  |
|---|--|
| <input type="checkbox"/> Sports that include shouting           | <input type="checkbox"/> Choir or singing  |
| <input type="checkbox"/> Cheerleading                           | <input type="checkbox"/> Exposure to allergens, e.g., dust, pollen, fumes, smoke, etc. |
| <input type="checkbox"/> Excessive yelling/screaming            | <input type="checkbox"/> Cigarette smoking   |
| <input type="checkbox"/> Talking loudly                         | <input type="checkbox"/> Drug Use  |
| <input type="checkbox"/> Excessive talking or arguing           | <input type="checkbox"/> Alcohol Use   |
| <input type="checkbox"/> Clearing your throat or coughing a lot |  |

8. How does your voice difficulty impact you academically, socially, emotionally, and/or vocationally? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Student Signature

Date

## Voice Referral Form

### General Information

Student's Name: \_\_\_\_\_ Gender: \_\_\_\_ Birth Date: \_\_\_\_\_  
 Address: \_\_\_\_\_ Parent's Name: \_\_\_\_\_  
 School: \_\_\_\_\_ Grade: \_\_\_\_ Date: \_\_\_\_\_  
 Speech-Language Pathologist Name: \_\_\_\_\_

### Speech-Language Evaluation Results (completed by SLP)

Reason for referral: \_\_\_\_\_  
 Student's complaint: \_\_\_\_\_

Clinical Impressions: Rate each attribute (**1**=Normal, **2**=Mild Impairment, **3**= Moderate Impairment, **4**= Severe Impairment, and **X**=Not Observed).

Quality (breathy, hoarse, harsh) _____	Muscle tension _____
Pitch (too high/too low) _____	Oral resonance _____
Nasal resonance (hypo/hyper/mixed) _____	Phonation breaks _____
Loudness (too soft/too loud) _____	Breathing pattern _____
Pitch breaks _____	Abusive vocal behaviors _____
Glottal attack (hard/soft) _____	

Maximum phonation time: /a/= \_\_\_\_\_ seconds  
 s/z ratio (maximum /s/= \_\_\_\_\_ seconds/maximum /z/= \_\_\_\_\_ seconds):

Brief description of voice (e.g., onset pattern, variations, impact on communication, student's level of awareness and motivation for possible therapy). Include relevant oral-peripheral and hearing screening/evaluation results.

\_\_\_\_\_  
 Speech-Language Pathologist Signature

\_\_\_\_\_  
 Date

#### Enclosures:

\_\_\_\_ Parent Input Form  
 \_\_\_\_ Teacher Input Form

\_\_\_\_ Physician Response Form  
 \_\_\_\_ HIPAA Form



### Physician Response to Voice Referral (To be completed by a licensed physician)

What is the physical condition of the patient's larynx? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Are there any abnormal growths/edema on any part of the vocal mechanism? Yes/No  
If so, please specify type and location \_\_\_\_\_  
\_\_\_\_\_

Are there vocal fold asymmetries during phonation? Yes/No  
If so, please describe \_\_\_\_\_  
\_\_\_\_\_

Is there evidence of inadequate velopharyngeal function? Yes/No  
If so, please describe \_\_\_\_\_

Are there any obstructions in the nasal passages? Yes/No  
If so, please describe \_\_\_\_\_  
\_\_\_\_\_

Is there presence of any sinus infection or nasal allergy? Yes/No

During phonation did the vocal folds exhibit normal amplitude? Yes/No

Is there evidence of excessive muscular tension during phonation? Yes/No

How were the vocal folds visualized during the examination? \_\_\_\_\_

What is your medical diagnosis? \_\_\_\_\_  
\_\_\_\_\_

Are there any contraindications for voice therapy? Yes/No

How may the Speech-Language Pathologist best contact you for consultation if needed?  
(HIPAA enclosed)

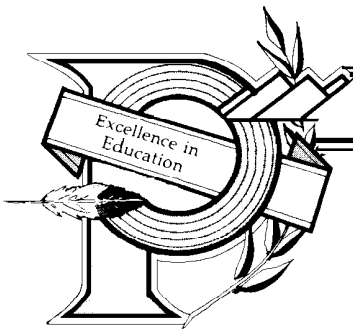
Phone # \_\_\_\_\_ E-mail \_\_\_\_\_

Examining Physician's Signature

Date

Please return this form to \_\_\_\_\_ (at fax) \_\_\_\_\_ or  
address \_\_\_\_\_

Thank you.



PROVO CITY SCHOOL DISTRICT

**Release of Information Authorization**

Student Name: \_\_\_\_\_  
Last First MI (Other)

Date of Birth: \_\_\_\_/\_\_\_\_/\_\_\_\_ Phone #: \_\_\_\_-\_\_\_\_-\_\_\_\_

I authorize \_\_\_\_\_ FAX: \_\_\_\_-\_\_\_\_-\_\_\_\_

to release information to:

Name: **PROVO CITY SCHOOL DISTRICT**

Address:

City:

**Information to be Released:**

- All Medical Records  Other (Specify) \_\_\_\_\_
- History and Physical Exam  Immunization Records
- Psychological/Psychiatric Testing

**Purpose of Disclosure:**

1. I understand this authorization expires 6 months after signed.
  2. I understand that I may revoke this authorization at any time by notifying organization in writing and that it will be effective on the date written notice is received (except to extent of action taken prior to receiving written notice).
  3. I understand that information used or disclosed related to this authorization may be subject to re-disclosure by the recipient and no longer be protected by Federal Privacy Regulations.
  4. By authorizing this release of information, I understand that my health care and payment for health care will not be affected.
  5. I understand that I may have a copy of the information described on this form and a copy of this form after I have signed it.
- Parent/Legal Guardian has received a copy of this form.

\_\_\_\_\_  
Signature of Parent/Legal Guardian Date

\_\_\_\_\_  
Witness Date

FOR OFFICE USE ONLY

Date request completed and sent: \_\_\_\_\_  
 School District person sending request: \_\_\_\_\_  
 Date records received: \_\_\_\_\_

## Voice Conservation Index for Children<sup>1</sup>

**Name:** \_\_\_\_\_ **Birth Date/Age:** \_\_\_\_\_/\_\_\_\_

**Gender:** \_\_\_\_\_

**Please answer by circling: A (All the time), M (Most of the time), H (Half of the time), O (Once in a while), or N (Never).**

- |   |           |
|---|-----------|
| When I get a cold, my voice gets hoarse.  | A M H O N |
| After cheering at a ball game, I get hoarse.                                    | A M H O N |
| When I'm in a noisy situation, I stop talking because I think I won't be heard. | A M H O N |
| When I in a noisy situation, I speak very loudly.                               | A M H O N |
| At home or at school, I spend a lot of time talking every day.                  | A M H O N |
| Outside, I like to talk to people who are far away from me.                     | A M H O N |
| When I play outside with my friends, I yell a lot.                              | A M H O N |
| I lose my voice when I don't have a cold.                                       | A M H O N |
| People tell me I talk too loudly.   | A M H O N |
| People tell me I never stop talking.  | A M H O N |
| I like to talk.   | A M H O N |
| I talk on the phone.  | A M H O N |
| At home, I talk to people who are in another room.                              | A M H O N |
| I like to make car or other noises when I play.                                 | A M H O N |
| I like to sing.   | A M H O N |
| People don't listen to me unless I talk loudly.                                 | A M H O N |

<sup>1</sup>Note. See "Vocal abuse behaviors in young children," by R. D. Sangia, M. F. Carlin, 1993, *Language, Speech, and Hearing Services in the Schools*, 24, 2, p. 79-83. Reprinted with permission.

## Easy Talking and Voice Rules

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

1. Slow down
2. Talk with your lips and say every sound.
3. Start words in a gentle, easy way.
4. Flow your words together-- smooth, not choppy.
5. Do not yell or raise your voice.
6. Do not clear your throat or talk a lot.
7. Do not sing or try to imitate voices from TV or movies.

## Culturally and Linguistically Diverse Bilingual Speaker Teacher/Staff Input for Phonology/Articulation

**Student's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Teacher/Staff: \_\_\_\_\_ / \_\_\_\_\_ Grade: \_\_\_\_\_

Dialect variation: \_\_\_\_\_ Language at home/school: \_\_\_\_\_ / \_\_\_\_\_

Please assign values based on observations of this student. Assign the most appropriate value based on child's **actual ability**, and add any comments. Thank You.

**Please answer by circling N (Never); S (Sometimes); F (Frequently); A (Always)**

Is it difficult to understand this student in his/her primary language?	N	S	F	A
Is it difficult to understand in his/her primary language with known context?	N	S	F	A
When speaking in his/her primary language does this student delete sounds?	N	S	F	A
When speaking in his/her primary language does this student distort sounds?	N	S	F	A
When speaking in his/her primary language does this student produce some sounds inappropriately?	N	S	F	A
Is this student aware of his/her speech difficulty?	N	S	F	A
Does this student appear to be frustrated by his/her speech difficulty?	N	S	F	A
Does this student seem to avoid speaking in his/her primary language?	N	S	F	A
Does this student seem to avoid speaking in English?	N	S	F	A
Are this student's parents concerned about his/her articulation skills?	N	S	F	A
Do this student's articulation difficulties impact his/her reading, writing, or other academic skills?	N	S	F	A
Do this student's articulation difficulties impact him/her socially and/or vocationally?	N	S	F	A
Does this student demonstrate language difficulties in their native language?	N	S	F	A
Does this student demonstrate narrative language difficulties in their primary language comparative of their peers?	N	S	F	A
Does this student receive teacher provided support in the classroom?	N	S	F	A
Is this student unable to repeat single words so that his/her speech is understood in his/her primary language?	N	S	F	A
Does this student have difficulty initiating verbal interactions with peers?	N	S	F	A
Does this student have difficulty initiating or organizing play activities with peers?	N	S	F	A

What strategies have you found to be useful for developing academic success for this student?

What support services have been provided for this student in the classroom?

Comments:

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Signature/Title \_\_\_\_\_ Date \_\_\_\_\_

## Culturally and Linguistically Diverse Teacher Input for Language

**Student's Name:** \_\_\_\_\_ **Date** \_\_\_\_\_

Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

Language spoken at home/school: \_\_\_\_\_ / \_\_\_\_\_

Please assign values based on observations of this student. Assign the most appropriate value based on child's **actual ability**, and add any comments. Thank you.

**Does your child have difficulty with the following:**

**Please answer by circling N (Never), S (Sometimes), F (Frequently), A (Always)**

- |   |   |   |   |   |
|---|---|---|---|---|
| Do you have concerns with this student's communication in the classroom?  | N | S | F | A |
| Are the student's difficulties the result of adaptation to a different culture in the classroom environment?                              | N | S | F | A |
| Does this student appear to be going through a "silent period"?   | N | S | F | A |
| Does this student appear to be comfortable using English in social contexts?  | N | S | F | A |
| Does this student appear to be comfortable using their primary language in social contexts?   | N | S | F | A |
| Does this student appear to be comfortable using English in academic contexts?  | N | S | F | A |
| Does this student appear to be comfortable using their primary language in academic contexts?   | N | S | F | A |
| Does this student demonstrate that language dominance has been established?   | N | S | F | A |
| Do this student's communication skills compare equally with peers of the same linguistic background?                                      | N | S | F | A |
| Does this student initiate verbal interactions with peers of the same linguistic background?  | N | S | F | A |
| Does this student initiate verbal interactions with peers of different linguistic backgrounds?  | N | S | F | A |
| Does this student initiate or organize play activities with peers of the same linguistic background?                                      | N | S | F | A |
| Does this student initiate or organize play activities with peers of different linguistic backgrounds?                                    | N | S | F | A |
| Does this student demonstrate facial eye contact and gestures deemed culturally appropriate by peers of the same linguistic background?   | N | S | F | A |
| Does this student demonstrate facial eye contact and gestures deemed culturally appropriate by peers of different linguistic backgrounds? | N | S | F | A |

Does this student receive ESL support in/out of the classroom? \_\_\_\_\_ Yes \_\_\_\_\_ No

How has that support benefited this student?

What intervention measures have you tried? Have they been effective?

Comments:

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

## Culturally and Linguistically Diverse Parent Input Form

**Student's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

Parent's Name: \_\_\_\_\_ Teacher's Name: \_\_\_\_\_

Person Interviewing: \_\_\_\_\_ Interpreter: \_\_\_\_\_

Please assign values based on observations of student. Assign the most appropriate value based on child's **actual ability**, and add any comments. Thank you.

**Please answer by circling N (Never), S (Sometimes), F (Frequently), A (Always)**

- |   |         |
|---|---------|
| How often does your child speak English at home?  | N S F A |
| How often does your child speak their first language at home?   | N S F A |
| How often does your child hear English at home?   | N S F A |
| How often does your child hear their first language at home?  | N S F A |
| How often does your child talk with people who speak English outside of the home?   | N S F A |
| How often does your child talk with people who speak their first language outside of the home?  | N S F A |
| How often do you have difficulty understanding what your child is saying because of poor pronunciation when they are speaking English?              | N S F A |
| How often do you have difficulty understanding what your child is saying because of poor pronunciation when they are speaking their first language? | N S F A |
| How often do other children make fun of your child when they speak English?   | N S F A |
| How often do other children make fun of your child when they speak their first language?  | N S F A |
| How often do adults have difficulty understanding what the child says when they speak English?  | N S F A |
| How often do adults have difficulty understanding what the child says when they speak their first language?   | N S F A |
| How often does your child use incomplete sentences when they speak English?   | N S F A |
| How often does your child use incomplete sentences when they speak their first language?  | N S F A |
| How often does your child have difficulty following directions when they are given in English?  | N S F A |
| How often does your child have difficulty following directions when they are given in their first language?   | N S F A |
| How often does your child use gestures to communicate in English?   | N S F A |
| How often does your child use gestures to communicate in their first language?  | N S F A |
| How often does your child have difficulty relating to children who speak English?   | N S F A |
| How often does your child have difficulty relating to children who speak their first language?  | N S F A |
| How often does your child have difficulty beginning verbal interactions with other children?  | N S F A |
| How often does your child have difficulty using appropriate facial expressions, eye contact, gestures?  | N S F A |
| How often does your child have difficulty when organizing play activities with other children?  | N S F A |
| How often does your child have difficulty telling stories that are similar to other children's?   | N S F A |
| How often does your child pause, repeat words or parts of words when they speak English?  | N A F A |
| How often does your child pause, repeat words or parts of words when they speak their first language?   | N A F A |

At what age did your child begin speaking their first language? \_\_\_\_\_

At what age was your child exposed to English? \_\_\_\_\_

What language is used most often by your child at home? \_\_\_\_\_

What language is used most often by your child's brothers, sisters, friends? \_\_\_\_\_

What language do you use most often when you talk to your child? \_\_\_\_\_

What language do you use most often when you talk to your spouse? \_\_\_\_\_

How do your child's communication skills compare with those of younger siblings? \_\_\_\_\_

How does your child's speaking ability compare with other children? \_\_\_\_\_

Has your child's voice ever sounded strained, hoarse, raspy, or have a nasal voice quality? If yes, When and for how long?

How do you feel about your child's speaking ability? \_\_\_\_\_

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

## Aportación para los Padres Diversidad Cultural y Linguistica

**Nombre del Estudiante:** \_\_\_\_\_ **Fecha:** \_\_\_\_\_ **Grado:** \_\_\_\_\_  
 Nombre de los Padres: \_\_\_\_\_ Nombre de la Maestra: \_\_\_\_\_  
 Persona Entrevistada: \_\_\_\_\_ Interprete: \_\_\_\_\_

Por favor asigne un valor basado en observaciones al estudiante. Asigne el valor mas' apropiado basado en **las habilidades actuales** Del niño/a y mencione cualquier comentario. Gracias.

**Por favor conteste circulando N (Nunca), A (Algunas veces), F (Frecuentemente), S (Siempre)**

- |  |         |
|--|---------|
| ¿Que tan frecuente habla Ingles su niño en la casa?  | N A F S |
| ¿Que tan frecuente habla su primer idioma su niño en la casa?  | N A F S |
| ¿Que tan frecuente escucha su niño Ingles en la casa?  | N A F S |
| ¿Que tan frecuente escucha su niño su primer idioma en la casa?  | N A F S |
| ¿Que tan frecuente su niño habla con personas que hablan Ingles afuera de la casa?   | N A F S |
| ¿Que tan frecuente su niño habla con personas que hablan su primer idioma afuera de la casa?   | N A F S |
| ¿Que tan frecuente usted tiene dificultad para entender lo que su niño le esta diciendo por que tiene una pronunciación muy pobre cuando habla en Ingles?        | N A F S |
| ¿Que tan frecuente usted tiene dificultad para entender lo que su niño le esta diciendo por que tiene una pronunciación muy pobre cuando habla su primer idioma? | N A F S |
| ¿Que tan frecuente otros niños se burlan de su niño cuando habla Ingles?   | N A F S |
| ¿Que tan frecuente otros niños se burlan de su niño cuando habla su primer idioma?   | N A F S |
| ¿Que tan frecuente los adultos tienen dificultad para entender que dice su niño cuando habla Ingles?   | N A F S |
| ¿Que tan frecuente los adultos tienen dificultad para entender que dice su niño cuando habla su primer idioma?   | N A F S |
| ¿Que tan frecuente su niño usa oraciones incompletas cuando habla Ingles?  | N A F S |
| ¿Que tan frecuente su niño usa oraciones incompletas cuando habla su primer idioma?  | N A F S |
| ¿Que tan frecuente su niño tiene dificultad para seguir instrucciones que le son dadas en Ingles?  | N A F S |
| ¿Que tan frecuente su niño tiene dificultad para seguir instrucciones que le son dadas en su primer idioma?  | N A F S |
| ¿Que tan frecuente su niño usa gestos para comunicarse en Ingles?  | N A F S |
| ¿Que tan frecuente su niño usa gestos para comunicarse en su primer idioma?  | N A F S |
| ¿Que tan frecuente su niño tiene dificultad para relacionarse con otros niños que hablan Ingles?   | N A F S |
| ¿Que tan frecuente su niño tiene dificultad para relacionarse con otros niños que hablan su primer idioma?   | N A F S |
| ¿Que tan frecuente su niño tiene dificultad para iniciar una interacción verbal con otros niños?   | N A F S |
| ¿Que tan frecuente su niño tiene dificultad para usar expresiones faciales apropiadamente, contacto con los ojos o gestos?                                       | N A F S |
| ¿Que tan frecuente su niño tiene dificultad para organizar una actividad de juego con otros niños?   | N A F S |
| ¿Que tan frecuente su niño tiene dificultad para decir historias que son similares a las de otros niños?   | N A F S |
| ¿Que tan frecuente su niño hace pausas, repite o dice solo parte de las palabras cuando habla su primer idioma?  | N A F S |
| ¿Que tan frecuente su niño hace pausas, repite o dice solo parte de las palabras cuando habla Ingles?  | N A F S |

¿A que edad su niño empezo a hablar su primer idioma? \_\_\_\_\_

¿A que edad fue expuesto a su niño al idioma Ingles? \_\_\_\_\_

¿Cual idioma es mas' hablado por su niño en la casa? \_\_\_\_\_

¿Cual idioma es mas' hablado por los hermanos, hermanas o amigos de su niño? \_\_\_\_\_

¿Cual idioma le habla usted a su niño en la casa? \_\_\_\_\_

¿Cual idioma le habla usted mas con su esposo? \_\_\_\_\_

¿Como se comparan las habilidades de comunicación de su niño a las habilidades de sus hermanos? \_\_\_\_\_

¿Como son las habilidades para hablar de su niño comparados con otros niños? \_\_\_\_\_

¿Su niño alguna vez le ha sonado la voz tensa, ronca o mormada? ¿Si responde que si, cuando y por cuanto tiempo? \_\_\_\_\_

¿Como padre como se siente usted acerca de la habilidad que tiene su niño para hablar? \_\_\_\_\_

Firma del Padre

Fecha



## Culturally and Linguistically Diverse Teacher Interview for Language

**Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

Dialect variation: \_\_\_\_\_ Language at home/school: \_\_\_\_\_ / \_\_\_\_\_

What are your major concerns with the student's communication in the classroom? \_\_\_\_\_

Give examples of concerns: \_\_\_\_\_

Are the student's difficulties, the result of adaptation to a different culture in the classroom environment? \_\_\_ Yes \_\_\_ No

Students in the beginning stage of learning another language may be in what is called the "silent period." How long has the student been exposed to the second language? \_\_\_\_\_

What language does the student feel comfortable using in social contexts? \_\_\_\_\_

What language does the student feel comfortable using in academic contexts? \_\_\_\_\_

Has language dominance been determined? (From parents' perspective, or bilingual staff's perspective?) \_\_\_ Yes \_\_\_ No Comments: \_\_\_\_\_

Does the student receive ESL support in/out of the classroom? \_\_\_ Yes \_\_\_ No

How has that support benefited the student's learning in your classroom? \_\_\_\_\_

What other intervention measures have you tried? \_\_\_\_\_

Did the interventions work? How long has the intervention program been in place? \_\_\_\_\_

Has the student participated in reading interventions? \_\_\_ Yes \_\_\_ No

How do the student's communication skills compare with other students with his or her linguistic background? \_\_\_\_\_

Does the student initiate verbal interactions with peers? \_\_\_ Yes \_\_\_ No

Does the student initiate or organize play activities with peers? \_\_\_ Yes \_\_\_ No

Does the student demonstrate facial, eye contact, and gestures deemed culturally appropriate by peers? \_\_\_ Yes \_\_\_ No Describe: \_\_\_\_\_

## Comprehensive Bilingual Classroom Communication Profile Teacher Interview by SLP

**Student's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Teacher's Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Parent's Name: \_\_\_\_\_ Birthdate/Age: \_\_\_\_\_

Speech-Language Pathologist's Name: \_\_\_\_\_

Language spoken at home/school: \_\_\_\_\_ / \_\_\_\_\_

**Background Information** – The first step in using the Bilingual Classroom Communication Profile (BCCP) is to collect information about the student's background:

1. Names of individuals residing in the home with the student and their relationship to the student.
2. Countries where the student has resided. The time period of residence should be recorded for each country listed.
3. First language or languages learned by the student.
4. Language used most often by the student both at home and at school.
5. Individuals who are responsible for caring for the student. The name, relationship to the student, and language(s) spoken by each of these individuals should be recorded.
6. Date and circumstances in which the student was first exposed to English.
7. Previous schools attended, location of these schools and dates of attendance.

**Health Information:**

1. Specific health concerns:
2. Results of hearing and vision screening tests:

**Instructional Strategies:** Special programs in the regular classroom that are available to students (e.g., tutors, ESL, etc.) and classroom modifications made to accommodate the student (e.g., preferential seating, special materials used, etc.)

**Classroom Language Use:** – The student’s performance in this section of the BCCP is evaluated by asking the parent/teacher to respond “Yes”, or “No”, or “I don’t know” to each item. Performance is evaluated separately in English and in the home language.

1. Answers simple questions about everyday activities
2. Communicates basic needs to others
3. Interacts appropriately and successfully with peers
4. Tells a simple story, keeping the sequence and basic facts accurate
5. Describes familiar objects and events
6. Maintains a conversation appropriately

**School Social Interaction Problems:** A plus (+) is recorded on the record form for each statement that describes the child accurately, and a minus (-) is recorded for each statement that is false. Responses should be based on observations of the student during interactions with peers from a similar cultural and linguistic background.

1. Communicates ineffectively with peers in both English and the home language
2. Often plays alone
3. Is ridiculed or teased by others
4. Is often excluded from activities by peers
5. Does not get along well with peers

**Language and Learning Problems:** The parent/teacher indicates areas of concern by responding “Yes”, or “No”, or “I don’t know” to each item.

*Items 1-10 in this sections provide an “overall performance summary.”*

1. Appears to have difficulty communicating in English
2. Appears to have difficulty communicating in the primary language
3. Has difficulty learning when instruction is provided in English
4. Has difficulty learning when instruction is provided in the primary language
5. Acquires new skills in English more slowly than peers
6. Acquires new skills in the primary language more slowly than peers
7. Shows academic achievement significantly below his/her academic English language proficiency, as assessed by an ESL or bilingual professional
8. Is not learning as quickly as peers who have had similar language experiences and opportunities for learning
9. Has a family history of learning problems or special education concerns
10. Parents state that student learns language more slowly than siblings

*Items 11 through 26 are used to pinpoint specific problems observed.*

11. Rarely initiates verbal interaction with peers
12. Uses gestures and other nonverbal communication (on a regular basis) rather than speech to communicate
13. Is slow to respond to questions and/or classroom instructions
14. Is not able to stay on a topic: conversation appears to wander
15. Often gives inappropriate responses

## Dismissal Consideration Worksheet for Speech-Language Services

**Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**School:** \_\_\_\_\_ **SLP:** \_\_\_\_\_

Rate of Progress	Yes	No	Comments
1. Does the student show a potential for change?	_____	_____	_____
2. Has the student made minimal or no measurable progress, or has progress shown a lengthy plateau during the past year?	_____	_____	_____
3. Has the student met all the speech-language goals?	_____	_____	_____
4. Having met his/her speech-language goals, can he/she make progress within his/her current educational setting without further services?	_____	_____	_____
5. Given the student's current medical or other conditions, is his/her speech-language performance within the expected, maximum compensatory skill level?	_____	_____	_____
6. Is there documented carry-over or generalization of speech-language skills in one or more environments?	_____	_____	_____
7. Have program modifications and/or a variety of approaches been attempted?	_____	_____	_____

Discrepancy From Peers/Standards	Yes	No	Comments
1. Does the student exhibit language differences as a result of a bilingual environment?	_____	_____	_____
2. Does the speech-language concern still exist?	_____	_____	_____
3. Does the speech-language concern continue to interfere with the student's educational performance including academic, vocational, or social functioning?	_____	_____	_____
4. Is the student less discrepant from peers and ready for reintegration into the general educational classroom?	_____	_____	_____
5. Are the student's communication skills functional and effective within the student's current educational setting?	_____	_____	_____

<b>Instructional Need</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
1. Can the student's communication needs be met by the efforts of teachers and other professionals?	_____	_____	_____
2. Is the student unmotivated to participate in treatment?	_____	_____	_____
3. Are the student's communication skills functional and effective within his/her current educational setting?	_____	_____	_____
4. Has the student's progress been limited due to poor therapy attendance, school attendance, school transfers etc.?	_____	_____	_____
5. Has the student's parent/guardian requested speech-language services be discontinued?	_____	_____	_____
6. If services are not maintained, is there a potential for regression?	_____	_____	_____

## Dismissal Considerations for Speech- Language Services

**Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_

School: \_\_\_\_\_ SLP: \_\_\_\_\_

Re-evaluation is required by IDEA 04(34 CFR 300.303(a)) to determine that a child no longer has a disability. Re-evaluation should include current performance data and IEP progress data. Exit decisions must be individualized based on developmental norms, progress data, assessment information, educational need and the current best practices as determined by the IEP team. The IEP team may choose one or more of the following conditions as reason for discontinuation of speech-language services. It is important that the IEP process drive decisions regarding speech-language services. These decisions must be made on a case-by-case basis determined by the rate of progress, discrepancy from peers/standards, instructional need of the student and the IEP process.

**Check the conditions that apply and have the parent initial following an explanation:**

### Rate of Progress

- \_\_\_ The student has met all speech-language goals and data indicates no additional needs. The IEP team determines that the child can make progress in general education without the support of speech-language services.
- \_\_\_ Given current medical, dental, neurological, physical, emotional, and/or developmental factors, the student's speech-language performance is within his/her expected performance range and maximum compensatory skills have been achieved and documented on the IEP.
- \_\_\_ The student has made minimal or no measurable progress and there has been a lengthy plateau. During this time, program modifications, varied approaches, and/or colleague consultations have been attempted and documented. Lack of progress is specified and documented on the IEP.
- \_\_\_ Limited carry-over, self-monitoring or generalization has been documented in one or more environments. Limited progress is documented on the IEP.
- \_\_\_ Data indicates that the student does not demonstrate the potential for change as documented in IEP progress reports.

### Discrepancy from Peers/Standards

- \_\_\_ Data indicates that the speech and/or language concern no longer exists as documented on the IEP.
- \_\_\_ Speech-language concern no longer interferes with the student's educational performance including academic, vocational, and social functioning and is documented on the IEP.
- \_\_\_ Data indicates the student is more independent and less discrepant from peers as indicated on the IEP and is ready for reintegration into the general education classroom.
- \_\_\_ The student's communication skills are functional and effective within the student's current educational setting (special education and/or general education.)

**Instructional Need**

- \_\_\_\_\_ The student is unwilling or unmotivated to participate in treatment, attendance has been limited and/or participation precludes progress through therapeutic intervention. Attendance record over a period of time with attempts to improve attendance and participation are documented on the IEP.
- \_\_\_\_\_ Parent/legal guardian of student requests that speech-language services be discontinued (consider free appropriate public education, FAPE.)
- \_\_\_\_\_ Carryover goals can be met through the efforts of teachers and other professionals as documented on the IEP.
- \_\_\_\_\_ Data indicates that with modifications and/or alternative methods of responding to academic/social tasks the student performs satisfactorily within their current educational setting (special education and/or general education.)

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Speech-Language Pathologist Signature

\_\_\_\_\_  
Date

Adapted from the following sources:

From "IDEA and your caseload: A template for eligibility and dismissal criteria for students ages 3 to 12, 1999, (ASHA), Technical Report. Rockville, MD. Reprinted with permission.

From "Developing educationally relevant IEP's: A technical assistance document for speech-language pathologists, 2000, Council for Exceptional Children. Reston, VA. Reprinted with permission.

From "Individuals with Disabilities Education Improvement Act, Public Law 108-446, 2004, U.S. Congress, Utah Utah State Board of Education Special Education Rules. Reprinted with permission.

## Dismissal Considerations for Stuttering and Fluency Service

**Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**School:** \_\_\_\_\_ **SLP:** \_\_\_\_\_

Students who are dismissed from stuttering/fluency therapy, may be referred again at a later date. This could be related to the presence of a disability or adverse educational effect.

People who stutter will experience stuttering relapses throughout their life. Dependent upon the age of the student, this relapse may be handled through the early intervention process or formal speech therapy. The IEP Team will need to determine the level of service required to address the specific student’s needs.

Although stuttering may present as a lifelong disability, the adverse affect of the disability may vary at different times in the student’s education. This may result in times when the student may not need (or be eligible) for services. At a later date, eligibility and services could be re-examined.

**Check the conditions that apply and have the parent initial the condition, following an explanation**

<u>Behavior</u>	<u>Comments</u>
<p>The student demonstrates the knowledge and skills to maintain a feeling of control over stuttering</p> <ul style="list-style-type: none"> <li>• Student can use appropriate vocabulary to describe the stuttering episode</li> <li>• Student can use appropriate vocabulary to describe stuttering shaping or stuttering modification techniques</li> <li>• Student can use appropriate skills to change stuttering behavior</li> </ul>	
<p>The student demonstrates an ability to advocate for his/her own needs</p> <ul style="list-style-type: none"> <li>• Student can describe his stuttering and his abilities to others</li> <li>• Student uses effective interpersonal skills to handle discrimination, teasing, bullying</li> </ul>	
<p>The student desires dismissal and expresses a degree of satisfaction with his/her current success in therapy</p> <ul style="list-style-type: none"> <li>• Student can relate speech goals in the context of other career and personal goals and desires</li> <li>• Student understands how to get additional professional assistance, if needed</li> </ul>	
<p>The student generalizes an array of techniques to maintain appropriate fluency across multiple settings.</p>	

---

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

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Speech-Language Pathologist Signature \_\_\_\_\_ Date \_\_\_\_\_



## Dismissal Considerations for Voice Service

**Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**School:** \_\_\_\_\_ **SLP:** \_\_\_\_\_

**Check the conditions that apply and have the parent initial the condition, following an explanation**

- | Behavior:   | Comments: |
|---|-----------|
| _____ The student demonstrates the skills to discriminate oral vs. hypernasal resonance and uses appropriate oral and nasal resonance in a variety of speaking situations/environments  |           |
| _____ The student demonstrates the skills to discriminate between phonation/tone focused in the throat, mouth and nose areas and the ability to use appropriate phonation/tone in a variety of speaking situations/environments           |           |
| _____ The student demonstrates the skills to discriminate between 3 vocal loudness levels and the ability to select and use appropriate loudness levels in a variety of speaking situations/environments                                  |           |
| _____ The student demonstrates the skills to discriminate between low and high pitch and uses optimal pitch in a variety of speaking situations/environments  |           |
| _____ The student demonstrates the skills to discriminate between breathy, hard attack and adequate onset of phonation and uses appropriate vocal quality/easy onset in a variety of speaking situations/environments                     |           |
| _____ The student desires dismissal and expresses a degree of satisfaction with his/her current success in therapy  |           |
| <ul style="list-style-type: none"> <li>• Student can relate speech goals in the context of other career and personal goals and desires</li> <li>• Student understands how to get additional professional assistance, if needed</li> </ul> |           |
| _____ The student generalizes an array of techniques to maintain appropriate resonance across multiple settings.  |           |

\_\_\_\_\_  
Parent Signature Date

\_\_\_\_\_  
Speech-Language Pathologist Signature Date

## Speech and Language Schedule Enhanced Service Delivery Week

Schools:	( )	( )	( )	( )	( )
Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30					
7:45					
8:00					
8:15					
8:30					
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