

Teacher Input – Speech Sound Production (Articulation)

Student _____ School _____ Teacher _____ Grade _____

Your observations and responses concerning the above student will help determine if a sound production problem exists which adversely affects educational performance. (Note: Educational performance refers to the student's ability to participate in the educational process and must include consideration of the student's social, emotional, academic and vocational performance.)

Please return the completed form to the speech-language pathologist by _____

	Yes	No	Sometimes	N/A
1. Is this student's intelligibility reduced to the extent that you find it difficult to understand him/her? If yes, check appropriate description: <input type="checkbox"/> Occasional Difficulty <input type="checkbox"/> Frequent Difficulty <input type="checkbox"/> Considerable Difficulty Student's speech is _____% intelligible even though some sound errors may be present. <i>Check one:</i> <input type="checkbox"/> 25% <input type="checkbox"/> 50% <input type="checkbox"/> 70% <input type="checkbox"/> 80% <input type="checkbox"/> 90% <input type="checkbox"/> 100%				
2. Does this student appear frustrated or embarrassed because of his/her production errors?				
3. Does the student avoid speaking in class or in other situations because of his/her production errors?				
4. Has this student ever expressed concern about his/her production errors?				
5. Does the student's speech distract listeners from what he/she is saying?				
6. Does the student have age-appropriate awareness of sounds in words and ability to rhyme, segment, and manipulate sounds in words?				
7. Does the student make the same errors when reading aloud as he/she does when speaking?				
8. Does the student have difficulty discriminating sounds and/or words from each other?				
9. Does the student make spelling errors that appear to be associated with specking errors?				
10. Does the student self-correct articulation errors?				
11. Does the student have reading problems due to articulation problems?				
12. Does the student mispronounce during reading of words containing error sounds?				
13. Rate the impact of the student's speech errors on his/her social, emotional, academic and/or vocational functioning. <i>Check one:</i> <input type="checkbox"/> does not interfere <input type="checkbox"/> minimal impact <input type="checkbox"/> interferes <input type="checkbox"/> seriously limits				

Do you have any other observations relating to the articulation skills of this student? _____

It is my opinion that these behaviors:
 Do not adversely affect educational performance
 Do adversely affect educational performance

 Classroom Teacher Signature

 Date