

**Teacher Input - Articulation**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Date: |  | | | SAU: |  |
| Child’s Name: |  | | | School: |  |
| Date of Birth: |  | Grade: |  | School Phone: |  |
| Parent/Guardian Name: |  |  | | School Address: |  |
| Parent/Guardian Address: |  |  | | City, State Zip: |  |
| Parent/Guardian City, State Zip: |  |  | | School Contact: |  |

**Your observations of the above student’s speech will help determine if there is an articulation problem which is adversely affecting educational performance. Check all items that have been observed. Please return the completed form to the Speech-Language Pathologist.**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Yes** | **No** |
| 1) | Is this student’s intelligibility reduced to the extent that you find it difficult to understand him/her? |  |  |
|  | 1. Occasional words are difficult to understand |  |  |
|  | 1. Many words are difficult to understand |  |  |
|  | 1. Words are often difficult to understand |  |  |
| 2) | Does this student appear frustrated or embarrassed because of his/her articulation errors? |  |  |
| 3) | Does the speech problem distract listeners from what the student is saying? |  |  |
| 4) | Has the student shown concern about his/her articulation errors? |  |  |
| 5) | Is the student having difficulty discriminating sounds or words from each other? |  |  |
| 6) | Does the student self-correct articulation errors? |  |  |
| 7) | Does the student have awareness of sounds in words and is able to rhyme, segment, and manipulate sounds in words? |  |  |
| 8) | Does the student have particular patterns of errors that suggest difficulty with rule learning (e.g. deleting beginning or ending consonants, deleting part of all of blends, exchanging the “r”, “l”, “w” and “y” sounds in words?) |  |  |
| 9) | Does the student mispronounce during reading words containing error sounds? |  |  |
| 10) | Does the student have reading problems because of articulation errors? |  |  |
| 11) | Does the student make spelling errors on the same sound symbols that verbal articulation errors occur? |  |  |

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

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

Teacher Signature Date

Adapted from *Standards for the delivery of speech-language services in Michigan public schools,* Michigan Speech-Language Hearing Association (1995)