



Teacher Input – Functional Communication

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 a functional communication 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) Are the communicative interactions (e.g. initiation, topic maintenance, turn-taking, greetings and closings) that convey social use of language adequate for classroom and social setting participation?	<input type="checkbox"/>	<input type="checkbox"/>
2) Is the student usually successful in requesting, commenting, and answering about objects, actions, etc. (note that any mode of communication is acceptable)?	<input type="checkbox"/>	<input type="checkbox"/>
3) Is the student usually successful in using one or more modes of communication (e.g. verbal, sign, pointing, augmentative or alternative system)?	<input type="checkbox"/>	<input type="checkbox"/>
4) Does the student comprehend others by demonstrating knowledge of what was conveyed through action or speech?	<input type="checkbox"/>	<input type="checkbox"/>
5) Does the student use language at ability level to make his/her wants and needs known to others?	<input type="checkbox"/>	<input type="checkbox"/>
6) Does the student use language at ability level to learn new information or to convey what has been learned?	<input type="checkbox"/>	<input type="checkbox"/>

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)