

**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 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) | 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? | [ ]  | [ ]  |
| 2) | Is the student usually successful in requesting, commenting, and answering about objects, actions, etc. (note that any mode of communication is acceptable)? | [ ]  | [ ]  |
| 3) | Is the student usually successful in using one or more modes of communication (e.g. verbal, sign, pointing, augmentative or alternative system)? | [ ]  | [ ]  |
| 4) | Does the student comprehend others by demonstrating knowledge of what was conveyed through action or speech?  | [ ]  | [ ]  |
| 5) | Does the student use language at ability level to make his/her wants and needs known to others?  | [ ]  | [ ]  |
| 6) | Does the student use language at ability level to learn new information or to convey what has been learned? | [ ]  | [ ]  |
| 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)