

WARE COUNTY SCHOOL SYSTEM
Response-to-Intervention & Student Support Team
Speech/Language Assessment

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|-----------------|--|-----------------------|--|--------|--|
| Student | | Grade | | School | |
| Date of Birth | | Teacher | | | |
| Date Completed: | | Date Referred to SLP: | | | |

Compare the student to others of the same age. Check all that apply.

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| Articulation (speech sounds) | <input type="checkbox"/> | Student omits speech sounds inappropriately. |
| | <input type="checkbox"/> | Student substitutes sounds for other sounds inappropriately. |
| | <input type="checkbox"/> | Student's sound errors interfere with daily communication. |
| | <input type="checkbox"/> | Student shows frustration with communication difficulties. |
| Phonology | <input type="checkbox"/> | Student shows difficulty with phonemic awareness skills (rhyming, blending, segmentation, manipulation, etc.) |
| Language | <input type="checkbox"/> | Student demonstrates a lack of comprehension of basic concepts of time, sequence, quantity, position, direction, and/or quality. |
| | <input type="checkbox"/> | Student responds inappropriately to "wh" questions (who, what, when, where, why, and how). |
| | <input type="checkbox"/> | Student most frequently responds with only one or two word responses and does not use complete sentences. |
| | <input type="checkbox"/> | Student exhibits difficulty giving verbal labels and/or descriptors for common objects in school or home environment. |
| | <input type="checkbox"/> | Student's grammar structure is incorrect when producing sentences and/or incorrect use of plurals, possession, past tense forms, etc. (consider dialect/cultural norms). |
| | <input type="checkbox"/> | Student exhibits difficulty communicating thoughts, ideas, re-telling experiences, stories, or tales in sequential order even with pictures or cues. |
| | <input type="checkbox"/> | Student exhibits frequent difficulty following simple and/or multiple, verbal directions. |
| | <input type="checkbox"/> | Student exhibits difficulty sequencing pictures to demonstrate understanding of an orally presented story or lecture. |
| Pragmatics | <input type="checkbox"/> | Student exhibits difficulty with social language (e.g., no eye contact, limited participation with peers, lack of empathy or awareness of others' needs, etc.) |
| | <input type="checkbox"/> | Student exhibits a speech flow that interferes with communication with adults and peers (i.e., student repeats some words, phrases, etc.). Types of dysfluencies: <ul style="list-style-type: none"> ◆ Repetitions: <i>What ta ta ta time is it?</i> ◆ Prolongations: <i>I ssssssssssssssee a star.</i> ◆ Blocks: ----- <i>want a book.</i> (Blocks occur when the stutterer cannot even get a word out.) |
| Voice | <input type="checkbox"/> | Student's voice may be hoarse, raspy, monotone (i.e., no inflection or variation of tone), and the voice significantly interferes with communication. |

Make additional comments and/or give specific examples for any of the above:

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Section below for completion by SLP only:

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| SLP Name: | | Review Date: | | Recommendation: | |
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