|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student:** | **ID #:**  | **DOB:**  | **Gr.:**  | **Campus:**  |
| **Teacher:** | **Subject:** | **Return to:** | **by (date):** |
| **LPAC Recommendations (if applicable) :** |

**DIRECTIONS:** If the referral to the RtI core team indicates speech concerns, each of the student’s teachers must complete this form for supporting documentation of need. In addition, the observation matrix, Form RTI-10B, must also be completed.

Please respond to each of the following statements by checking () the blank that

***best*** describes the student’s speech patterns.

**This teacher’s report is based on observations of the following language:**

|  |  |  |
| --- | --- | --- |
| [ ]  English  | [ ]  Spanish  | [ ]  Other (specify):  |

**ARTICULATION:**

|  |  |  |
| --- | --- | --- |
| **Yes** | **NO** |  |
| [ ]  | [ ]  | 1. Are student errors within developmental norms? [Please refer to attached English and Spanish Articulation Development Chart – Section 5]
 |
| [ ]  | [ ]  | 1. Does the teacher have difficulty understanding the student? Indicate frequency:

[ ]  Occasionally [ ]  Frequently [ ]  When context is not known |
| [ ]  | [ ]  | 1. What does the student do if people can’t understand him/her? Specify:
 |
| [ ]  | [ ]  | 1. Does the student’s speech interfere with his/her learning? Specify:
 |
| [ ]  | [ ]  | 1. Does the student have any dental or physical problems that might affect his/her speech? If so, describe (i.e., are front teeth missing?) Specify:
 |
| [ ]  | [ ]  | 1. Does the student’s articulation interfere with daily communications?
 |
| [ ]  | [ ]  | 1. Does the student produce consistent sound production errors? (i.e., a child might substitute /t/ for /k/.) If *“YES”*, specify the specific sound substitution errors noted:
 |
| [ ]  | [ ]  | 1. Does the student delete entire syllables from words? (i.e., a child might say “nana” for *banana* or “misa” for *camisa.*) If *“YES”*, specify the deletions noted:
 |
| [ ]  | [ ]  | 1. Does the student omit sounds from clusters? (i.e., a child might omit one or more sounds from the “str” combination in string or estrella.) If *“YES”*, specify the deletions noted:
 |
| [ ]  | [ ]  | 1. Does the student have difficulty producing consonant sounds in a particular word position? (i.e., a child might delete most final consonants.) If *“YES”*, specify the difficulties noted:
 |

**Fluency:**

|  |  |  |
| --- | --- | --- |
| **Yes** | **NO** |  |
| [ ]  | [ ]  | 1. Flow of speech is interrupted during conversation by “part word repetition” (i.e., student says “I want some wa-wa water.”)
 |
| [ ]  | [ ]  | 1. Flow of speech is interrupted during conversation by “whole word repetition” (i.e., student says “I want-want-some water.”)
 |
| [ ]  | [ ]  | 1. Flow of speech is interrupted during conversation by “prolongations” (i.e., student says “want sssssome water.”)
 |
| [ ]  | [ ]  | 1. Flow of speech is interrupted during conversation by “interjections” (i.e., student says “I want uh-uh-uh some water.”)
 |
| [ ]  | [ ]  | 1. Secondary characteristics are present while speaking (i.e., eye blinking, jaw jerking, lip rounding, flaring of nostrils, slapping body or table with hand and/or other jerky body movements, and limited or non-existent eye contact.)
 |
| [ ]  | [ ]  | 1. Dysfluency interferes with daily communication (i.e., dysfluencies make it difficult for the student to be understood.)
 |
| [ ]  | [ ]  | 1. Dysfluent speech causes unfavorable listener reaction (i.e., dysfluencies make it unpleasant to listen to the student.)
 |
| [ ]  | [ ]  | 1. Shows signs of frustration because of dysfluent speech (i.e., becomes anxious, upset, angry, etc.)
 |

 **Language: Language Comprehension**

|  |  |  |
| --- | --- | --- |
| **Yes** | **NO** | **Compared to other students in your class, this student exhibits weaknesses in the following areas:** |
| [ ]  | [ ]  | 1. Ability to follow a sequence of directions
 |
| [ ]  | [ ]  | 1. Ability to comprehend main ideas (During classroom discussions, When read to orally, During independent reading)
 |
| [ ]  | [ ]  | 1. Ability to comprehend vocabulary introduced through instruction
 |
| [ ]  | [ ]  | 1. Ability to grasp concepts involving: (Time, Space, Quality, Directionality)
 |
| [ ]  | [ ]  | 1. Ability to comprehend: Question forms (Who? What? Why?), Multiple meanings, Figures of speech, Cause and effect, Temporal aspects
 |
|  | Comments:       |

**Language: Language Pragmatics (Social)**

|  |  |  |
| --- | --- | --- |
| **Yes** | **NO** | **Compared to other students in your class, this student exhibits weaknesses in the following areas:**  |
| [ ]  | [ ]  | 1. Ability to produce statements and questions that are intelligible, organized and appropriate to the situation.
 |
| [ ]  | [ ]  | 1. Ability to carry on a conversation: (Turn taking, Topic maintenance)
 |
| [ ]  | [ ]  | 1. Ability to use oral language to: (Communicate personal wants and needs, Obtain additional information, Clarify previous information)
 |
|  | Comments:       |

|  |  |
| --- | --- |
| Signature of Person Completing Checklist | Date |