**TSHA SI DISABILITY DETERMINATION GUIDELINES FOR**

**LANGUAGE DISORDER**

**REVISED 2023**

**Including Forms for:**

**Language Disorder**

**Autism with Language Disorder**

**Students from Culturally**

**or Linguistically Diverse Backgrounds**

**Forms For District Use**

****

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**Evaluation Phase I: Assessment Plan**

Teacher Checklist – Initial Referral for Language Concerns

Parent Information - Initial Referral for Language Concerns

Student Interaction: Low Structure Language Sample Form

Story Retell Screener – Picture Stimulus

Kindergarten

First Grade

Second Grade

Third Grade

Fourth Grade

Fifth Grade

Assessment Planning Worksheet

RTI/MTSS Pre-Referral Intervention

Assessment Plan

**Teacher Checklist - Initial Referral for Language Concerns**

**Speech-Language Pathology**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
| Student: |  | Teacher: |  |  |  |
|  |  |  |  | | |
| Date: |  | SLP: |  | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Compared to other students in the class:** | **Usually** | **Sometimes** | **Rarely** | **Not Observed** |
| 1. Does the student consistently initiate verbal interaction with others? |  |  |  |  |
| 2. Is the student’s communication easily understood? |  |  |  |  |
| 3. Do classmates regularly initiate interaction with this student? |  |  |  |  |
| 4. Does the student respond appropriately when classmates attempt to initiate interaction? |  |  |  |  |
| 5. Does the student seem to notice if his/her communication is misunderstood?  5a. If yes, is the student able to modify  their communication attempt? |  |  |  |  |
|  |  |  |  |
| 6. If the student is upset, are they able to use words appropriately to express feelings? |  |  |  |  |
| 7. When the student is communicating, do their facial expressions and body language seem to match the situation? |  |  |  |  |
| 8. Does the student volunteer information in class?  8a. If so, are comments relevant to the  discussion? |  |  |  |  |
|  |  |  |  |
| 9. Does the student respond appropriately when asked a question? |  |  |  |  |
| 10. During class discussions, does the student ask questions that are relevant? |  |  |  |  |
| 11. Does the student ask for help when needed? |  |  |  |  |
| 12. Does the student need more repetition of instructions than classmates? |  |  |  |  |
| 13. As a listener, do you frequently have to ask questions to determine the student’s exact meaning? |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***If the student has trouble communicating ideas clearly, answer the following questions:*** | | | | |
| **Compared to other students in the class:** | **Usually** | **Sometimes** | **Rarely** | **Not observed** |
| 14. Does the student mispronounce words? |  |  |  |  |
| 15. Does the student use excessive nonspecific vocabulary, such as “thing” or “stuff”? |  |  |  |  |
| 16. Is the student’s sentence structure appropriate for age/grade? |  |  |  |  |
| 17. Does the student jump from one topic to another? |  |  |  |  |
| 18. Does the student fail to provide necessary background information? |  |  |  |  |
| 19. When speaking, does the student pause, revise, or repeat so much that it is noticeable? |  |  |  |  |
| **Comments:** | | | | |

**Parent Information - Initial Referral for Language Concerns**

**Speech-Language Pathology**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Student: |  | Teacher: |  |  |  |
|  |  |  | | |  |
| Date: |  |

Is a language other than English spoken in your home? YES NO

If yes, what language does your child use when speaking to:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | | | | | | |
| Parents: |  | | | | | | |
|  |  | | | | | | |
| Siblings: |  | | | | | | |
|  |  | |  | | | | |
| Grandparents or other family members: | | |  | | | | |
|  | |  | |  | | | |
| Friends: |  | | | | | | |
|  |  | | | | | | |
| **Compared to other children your child’s age, is your child able to:** | | | | | **Most of the Time** | **Sometimes** | **Never** |
| 1. Follow directions when you ask your child to do something? | | | | |  |  |  |
| 2. Answer questions with yes or no? | | | | |  |  |  |
| 3. Answer questions with relevant information? | | | | |  |  |  |
| 4. Use complete sentences when speaking? | | | | |  |  |  |
| 5. Speak without too many errors? | | | | |  |  |  |
| 6. Use as many words as other children the same age? | | | | |  |  |  |
| 7. Play well with other children? | | | | |  |  |  |
| 8. Ask for help or information when needed? | | | | |  |  |  |
| 9. Start conversations with others? | | | | |  |  |  |
| 10. Seem interested in what other people say? | | | | |  |  |  |
| 11. Carry on a conversation with others? | | | | |  |  |  |
| 12. Does your child become frustrated if you cannot understand what your child is trying to communicate? | | | | |  |  |  |
| **Compared to other children your child’s age, is your child able to:** | | | | | **Most of the Time** | **Sometimes** | **Never** |
| 13. Are you worried about your child’s language development?  *If so, give examples:* | | | | |  |  |  |

**Phase I Student Interaction**

**Low Structure Language Sample**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | |  | |  | |
| **Student:** |  | **Campus:** |  | **Date:** |  |
|  |  |  |  |  |  |
| **SLP:** |  | | |  | |
|  |  | | |  | |

**Description of Context for Language Sampling:**

Engage the student in conversational interaction in transition to the speech room and as a “warm-up” to completing the Phase I Story Retell Task. Complete this form and use the pattern of observations for planning the language evaluation.

|  |  |  |  |
| --- | --- | --- | --- |
| **Skill/behavior** | **Appropriate** | **Inappropriate** | **Not Observed** |
| Responds to greeting from examiner |  |  |  |
| Uses appropriate facial expressions and body language for situation |  |  |  |
| Makes eye contact |  |  |  |
| Answers questions |  |  |  |
| Makes relevant comments |  |  |  |
| Maintains topic of conversation / can switch topics |  |  |  |
| Demonstrates conversational turn-taking |  |  |  |
| Follows directions |  |  |  |
| Attends to conversation and instructions |  |  |  |
| Observations: | | | |

**Story Retell Screener – Picture Stimulus**



Picture Stimulus for Phase I Story Retell Screener

**Phase I of Evaluation: Story Retell Screener for Kindergarten**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
| **Name:** |  | **Grade:** |  | **Date:** |  |
|  |  |  |  |  |  |
| **School:** |  | **Teacher:** |  | **SLP:** |  |

Instructions: Show the stimulus picture to the child and say: *“I am going to tell you a story about this picture. Listen carefully, so you can tell me the story.”* SLP tells the story about the picture.

*One day Anna and Thomas go to the park so they can play soccer. Thomas kicks the ball and it gets stuck in the tree. They were very sad. How can they get it down? They jump as high as they can, but they can’t reach it. Then, they see a very tall mailman and ask him for help. He stands on his tippy toes and reaches it! Anna and Thomas are very excited. They tell the mailman “thank you” and start playing soccer again. This time they play far away from the tree.*

Scoring: (Do not penalize for articulation errors.)

|  |  |  |
| --- | --- | --- |
| **Kindergarten Skills Based on ELAR TEKS** | **Skill present** | **Skill not present** |
| Describes setting – who (with assistance) | 1 | 0 |
| Describes setting - when, (with assistance) | 1 | 0 |
| Describes setting – where, (with assistance) | 1 | 0 |
| Describes initiating event (problem) with assistance | 1 | 0 |
| Describes character emotions (sad, happy) | 1 | 0 |
| Describes resolution of problem with assistance | 1 | 0 |
| Retell contains an abbreviated episode | 1 | 0 |
| Uses simple complete sentences | 1 | 0 |
| Uses is + verbing | 1 | 0 |
| Uses prepositions | 1 | 0 |
| Uses pronouns correctly | 1 | 0 |

Age 6 should have:

Abbreviated episode: provides aims or intentions of a character but does not explicitly state the character's plan to achieve aims; planning must be inferred. Event statement with consequence or internal response with consequence may be included.

**Phase I of Evaluation: Story Retell Screener for First Grade**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
| **Name:** |  | **Grade:** |  | **Date:** |  |
|  |  |  |  |  |  |
| **School:** |  | **Teacher:** |  | **SLP:** |  |

Instructions: Show the stimulus picture to the child and say: *“I am going to tell you a story about this picture. Listen carefully, so you can tell me the story.”* SLP tells the story about the picture.

*One day Anna and Thomas went to the park so they could play soccer. Thomas kicked the ball and it got stuck in the tree. They were very sad. How can they get it down? They tried jumping as high as they could, but they couldn’t reach it. It was still stuck. Then they saw a very tall mailman and decided to ask him for help. He stood on his tippy toes and finally reached it! Anna and Thomas were very excited. They told the mailman “thank you” and started playing soccer again. This time they played far away from the tree.*

Scoring: (Do not penalize for articulation errors.)

|  |  |  |
| --- | --- | --- |
| **First Grade Skills Based on ELAR TEKS** | **Skill present** | **Skill not present** |
| Describes setting – who | 1 | 0 |
| Describes setting – when | 1 | 0 |
| Describes setting – where | 1 | 0 |
| Describes initiating event (problem) | 1 | 0 |
| Describes character emotions | 1 | 0 |
| Describes attempts to resolve problem | 1 | 0 |
| Describes resolution of problem | 1 | 0 |
| Describes character plan (decide to ask mailman for help) | 1 | 0 |
| Retell contains an abbreviated episode | 1 | 0 |
| Uses compound sentences | 1 | 0 |
| Uses pronouns correctly | 1 | 0 |
| Uses prepositions | 1 | 0 |
| Uses past tense – regular | 1 | 0 |
| Uses past tense – irregular | 1 | 0 |

Abbreviated episode: Provides aims or intentions of a character but does not explicitly state the character's plan to achieve aims; planning must be inferred. Event statement with consequence or internal response with consequence may be included.

**Phase I of Evaluation: Story Retell Screener for Second Grade**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
| **Name:** |  | **Grade:** |  | **Date:** |  |
|  |  |  |  |  |  |
| **School:** |  | **Teacher:** |  | **SLP:** |  |

Instructions: Show the stimulus picture to the child and say: *“I am going to tell you a story about this picture. Listen carefully, so you can tell me the story.”* SLP tells the story about the picture.

*One day Anna and Thomas’ mother takes them to the park because it is a beautiful day. Thomas is Anna’s older brother and he wants to teach her how to play soccer. They are so excited to play with their brand-new soccer ball. Thomas accidently kicks the ball high over his head and when it comes down, it is stuck in the tree. They are very sad and afraid their mother will be mad. They talk about how they can get it down. First, they try jumping as high as they can, but they can’t reach it. The ball is still stuck in the tree. Next, they try to knock the ball out of the tree with a stick. The ball was too high. Then, they see a very tall mailman and ask him for help. He stands on his tippy toes and finally reaches it! Anna and Thomas tell the mailman “thank you” and start playing soccer again. Now, they always play far away from the tree.*

Scoring: (Do not penalize for articulation errors.)

|  |  |  |
| --- | --- | --- |
| **Second Grade Skills Based on ELAR TEKS** | **Skill present** | **Skill not present** |
| Describes main characters – (name, brother and sister) | 1 | 0 |
| Describes setting – when | 1 | 0 |
| Describes setting – where | 1 | 0 |
| Describes initiating event (problem) | 1 | 0 |
| Describes character emotions (excited, sad, afraid, happy) | 1 | 0 |
| Includes character plan of action | 1 | 0 |
| Describes attempts to resolve problem | 1 | 0 |
| Describes resolution of problem | 1 | 0 |
| Has incomplete episode | 1 | 0 |
| Has complete episode | 1 | 0 |
| Has multiple episodes | 1 | 0 |
| Compound sentences | 1 | 0 |
| Uses conjunctions – and, but | 1 | 0 |
| Uses conjunctions for cohesion – then, finally, because | 1 | 0 |
| Uses prepositions | 1 | 0 |
| Uses adverbs (really, accidently, finally, always) | 1 | 0 |

Child age 7-8 may have:

* Incomplete episode: States planning, but one or more of the three essential story grammar parts of a complete episode is missing: Initiating Event, Attempt, or Consequence.
* Complete episode: includes aims and plans of a character; may reflect evidence of planning in the attempts of a character to reach the goal; has at minimum an initiating event, an attempt, and a consequence; uses words like decided to.
* Multiple episodes: is a chain of reactive sequences or abbreviated episodes, or a combination of complete and incomplete episodes.

**Phase I of Evaluation: Story Retell Screener for Third Grade**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
| **Name:** |  | **Grade:** |  | **Date:** |  |
|  |  |  |  |  |  |
| **School:** |  | **Teacher:** |  | **SLP:** |  |

Instructions: Show the stimulus picture to the child and say: “*I am going to tell you a story about this picture. Listen carefully, so you can tell me the story.”* SLP tells the story about the picture.

*One day, Anna and Thomas’ mother takes them to the park because it is a beautiful day. Thomas is older than Anna and he wants to teach her how to play soccer. They are so excited to play with their brand-new soccer ball. Thomas accidently kicks the ball high over his head and when it comes down, it is stuck in the tree. They are very sad and afraid their mother will be mad. They talk about how they can get it down. First, they try jumping as high as they can, but they can’t reach it. The ball is still stuck in the tree. Then, they see a very tall mailman and ask him for help. He stands on his tippy toes and finally reaches it! Anna and Thomas tell the mailman “thank you” and start playing soccer again. Now, they always play far away from the tree.*

Scoring: (Do not penalize for articulation errors.)

|  |  |  |
| --- | --- | --- |
| **Third Grade Skills Based on ELAR TEKS** | **Skill present** | **Skill not present** |
| Describes main characters – name | 1 | 0 |
| Describes character relationship | 1 | 0 |
| Describes setting – when | 1 | 0 |
| Describes setting – where | 1 | 0 |
| Describes initiating event (problem) | 1 | 0 |
| Describes character emotions (sad, happy) | 1 | 0 |
| Describes attempts to resolve problem | 1 | 0 |
| Describes resolution of problem | 1 | 0 |
| Has incomplete episode | 1 | 0 |
| Has complete episode | 1 | 0 |
| Has multiple episodes | 1 | 0 |
| Compound sentences | 1 | 0 |
| Uses conjunctions – and, but, or | 1 | 0 |
| Uses conjunctions for cohesion – then, finally, | 1 | 0 |

Child age 7-8 may have:

* Incomplete episode: states planning, but one or more of the three essential story grammar parts of a complete episode is missing: Initiating Event, Attempt, Consequence.
* Complete episode: includes aims and plans of a character; may reflect evidence of planning in the attempts of a character to reach the goal; has at minimum an initiating event, an attempt, and a consequence; uses words like “decided to.”
* Multiple episodes: is a chain of reactive sequences or abbreviated episodes, or a combination of complete and incomplete episodes.

Sixty percent of 8-year-olds' stories are complete episodes. Stories include internal goals, motivations, and reactions that are largely absent in stories produced by younger children; some episodes will be incomplete.

**Phase I of Evaluation: Story Retell Screener for Fourth Grade**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
| **Name:** |  | **Grade:** |  | **Date:** |  |
|  |  |  |  |  |  |
| **School:** |  | **Teacher:** |  | **SLP:** |  |

Instructions: Show the stimulus picture to the child and say: *“I am going to tell you a story about this picture. Listen carefully, so you can tell me the story.”* SLP tells the story about the picture.

*One day Anna and Thomas’ mother takes them to the park because it is a beautiful day. Thomas is Anna’s older brother and wants to teach her how to play soccer. They are excited to play with their brand-new soccer ball. Thomas accidently kicks the ball high over his head and when it comes down, it is stuck in the tree. They are very sad and afraid their mother will be mad. How can they get it down? They decide to try and reach the ball. They try jumping as high as they can, but they can’t reach it. Then, they find a long stick and try to hit the ball and knock it out of the tree. The ball is still higher than they can reach, even with the stick. After that, Thomas says, “We need someone to help us.” When they see a very tall mailman, they ask him for help. He reaches up, then stands on his tippy toes and finally reaches it! Anna and Thomas tell the mailman “thank you” and are happy to have their ball. They decided that the next time they play soccer, they always will play far away from trees.*

Scoring: (Do not penalize for articulation errors.)

|  |  |  |
| --- | --- | --- |
| **Fourth Grade Skills Based on ELAR TEKS** | **Skill present** | **Skill not present** |
| Describes main characters – internal and external traits | 1 | 0 |
| Describes character relationship | 1 | 0 |
| Describes setting – when | 1 | 0 |
| Describes setting – where | 1 | 0 |
| Describes initiating event (problem) | 1 | 0 |
| Describes character emotions (excited, sad, happy) | 1 | 0 |
| Describes attempts to resolve problem | 1 | 0 |
| Describes resolution of problem | 1 | 0 |
| Has incomplete episode | 1 | 0 |
| Has complete episode | 1 | 0 |
| Has multiple episodes | 1 | 0 |
| Complex sentences | 1 | 0 |
| Uses conjunctions – and, but, or | 1 | 0 |
| Uses conjunctions for cohesion – then, finally, before after | 1 | 0 |
| Comparative adjectives (older, higher) | 1 | 0 |
| Uses negatives | 1 | 0 |

By age 9, child should have:

* Incomplete episode: states planning, but one or more of the three essential story grammar parts of a complete episode is missing: Initiating Event, Attempt, Consequence.
* Complete episode: includes aims and plans of a character; may reflect evidence of planning in the attempts of a character to reach the goal; has at minimum an initiating event, an attempt, and a consequence; uses words like decided to.
* Multiple episodes: is a chain of reactive sequences or abbreviated episodes, or a combination of complete and incomplete episodes.

**Phase I of Assessment: Story Retell Screener for Fifth Grade +**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
| **Name:** |  | **Grade:** |  | **Date:** |  |
|  |  |  |  |  |  |
| **School:** |  | **Teacher:** |  | **SLP:** |  |

Instructions: Show the stimulus picture to the child and say: *“I am going to tell you a story about this picture. Listen carefully, so you can tell me the story.”* SLP tells the story about the picture.

*One day Anna and Thomas’ mother takes them to the park because it is a beautiful day. Thomas is Anna’s older brother and wants to teach her how to play soccer. They are excited to play with their brand-new soccer ball. Thomas accidently kicks the ball high over his head and when it comes down, it is stuck in the tree. They are very sad and afraid their mother will be mad. How can they get it down? They decide to try and reach the ball. They try jumping as high as they can, but they can’t reach it. Then, they find a long stick and try to hit the ball and knock it out of the tree. The ball is still higher than they can reach with the stick. After that, Thomas says, “We need someone to help us.” They don’t see anyone nearby, so they decide to walk over to the sidewalk and look for someone. When they see a very tall mailman, they ask him for help. He reaches up, then stands on his tippy toes and finally reaches it! Anna and Thomas tell the mailman “thank you” and are happy to have their ball. They decided that the next time they play soccer, they always will play far away from trees.*

Scoring: (Do not penalize for articulation errors.)

|  |  |  |
| --- | --- | --- |
| **Fifth Grade Skills Based on ELAR TEKS** | **Skill present** | **Skill not present** |
| Describes main characters – internal and external traits | 1 | 0 |
| Describes character relationship | 1 | 0 |
| Describes setting – when | 1 | 0 |
| Describes setting – where | 1 | 0 |
| Describes initiating event (problem) | 1 | 0 |
| Describes character emotions (excited, sad, happy) | 1 | 0 |
| Describes attempts to resolve problem | 1 | 0 |
| Describes resolution of problem | 1 | 0 |
| Has complex episode | 1 | 0 |
| Has embedded episode | 1 | 0 |
| Complex sentences | 1 | 0 |
| Uses conjunctions – and, but, or | 1 | 0 |
| Uses conjunctions for cohesion – then, finally, before after | 1 | 0 |
| Comparative adjectives (older, higher) | 1 | 0 |
| Uses negatives | 1 | 0 |

By age 10, child can manage interactive episodes when retelling a story, but may be limited in number of embedded or interactive episodes. Child can tell coherent, goal-based, fictional stories, although reference to internal states narratives is still rare.

By age 11, child should have:

* Complex episode: includes elaboration of a complete episode by including multiple plans, attempts, or consequences within an episode; includes an obstacle to the attainment of a goal; may include a trick, as in "trickster tales."
* Embedded episode: embeds another complete episode or reactive sequence within an episode

**Assessment Planning Worksheet**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | |  |  |
| Student: |  | DOB: |  | | Date: |  |
|  |  |  | |  | | |
| School: |  | SLP: | |  | | |
|  |  |  | |  | |  |
| Teacher: |  | Grade: | |  | |  |

|  |  |
| --- | --- |
| **Referral Concerns** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Significant Student Factors** | **No Concern** | **Some**  **Concern** | **Significant**  **Concern** |
| **Attendance**  *Comments:* |  |  |  |
| **Discipline Incidents**  *Comments:* |  |  |  |
| **Instability at Home**  *Comments:* |  |  |  |
| **History of Homelessness**  *Comments:* |  |  |  |
| **Number of Schools Attended**  *Comments:* |  |  |  |
| **English Learner**  *Comments:* |  |  |  |
| **Recent Immigrant**  *Comments:* |  |  |  |
| **Poor Academic Progress in spite of intervention support**  *Comments:* |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Area** | **Significant Information Obtained** | **Completed** |
| Teacher Input |  |  |
| Parent Input |  |  |
| Outside Reports |  |  |
| Story Retell Screener |  |  |
| Conversational Language Sample – Low Structure |  |  |
| Other |  |  |

**RTI/MTSS Pre-Referral Intervention**

|  |  |
| --- | --- |
|  | **Response to Intervention** |
| Tier I Classroom Support |  |
| Tier II / Tier III Interventions |  |

**Phase I Summary: Strengths and Weaknesses**

|  |  |  |  |
| --- | --- | --- | --- |
| **AREA** | **DATA** | **Data Support Concern?** | |
| YES | NO |
| Morphology/Syntax |  |  |  |
| Semantics |  |  |  |
| Phonology – articulation of speech sounds |  |  |  |
| Phonology –reading readiness/ understanding letter-sound relationships |  |  |  |
| Pragmatics |  |  |  |
| Memory |  |  |  |
| Auditory processing |  |  |  |
| Social communication |  |  |  |
| Attention |  |  |  |
| Can communicate idea/ get point across |  |  |  |
| Adult needs to ask questions to clarify meaning |  |  |  |
| Other |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Is diagnostician needed for additional evaluation? (IQ, adaptive, literacy, achievement)** | YES | NO |

**Assessment Plan**

**Assessment Questions:**

|  |
| --- |
|  |

|  |  |  |
| --- | --- | --- |
|  | **Assessment Question Addressed** | **Language Areas Assessed** |
| **Language Sample** |  | * Syntax & Morphology * Semantics * Pragmatics * Metalinguistics |
| **Teacher Information**  In-depth probes |  | * Syntax & Morphology * Semantics * Pragmatics * Metalinguistics |
| **Parent Information**  In-depth probes |  | * Syntax & Morphology * Semantics * Pragmatics * Metalinguistics |
| **Informal Criterion Referenced Measures**  Checklists, Interviews |  | * Syntax & Morphology * Semantics * Pragmatics * Metalinguistics |
| **Norm-Referenced Tests/Subtests** |  | * Syntax & Morphology * Semantics * Pragmatics * Metalinguistics |
| **Observation Across School Environments – Academic and Nonacademic** |  | * Syntax & Morphology * Semantics * Pragmatics * Metalinguistics |
| **Other:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | * Syntax & Morphology * Semantics * Pragmatics * Metalinguistics |

### Evaluation Phase II: Data Collection Forms

Expanded Interview: Teacher Checklist

Observation Forms

Language Form, Content, Use Focused Observation

Informal Pragmatic Assessment Checklist

Observation of Student Communication Within the School Environment

Conversational Skills Checklist

Communication Skills Observation Worksheet

**Expanded Interview: Teacher Checklist - Initial Referral for Language Concerns**

**Speech-Language Pathology**

Use the expanded questions in an interview format to probe for additional information about the student’s language and communication skills.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Usually** | **Sometimes** | | **Rarely** | | **Not Observed** | |
| 1. Does the student consistently initiate verbal interaction with others? |  |  | |  | |  | |
| 2. Is the student’s communication easily understood? |  |  | |  | |  | |
| 3. Do classmates regularly initiate interaction with this student?  3a. Are there situations where the student  does initiate? |  |  | |  | |  | |
|  |  | |  | |  | |
| * If classmates initiate interaction, does the student respond in a way that encourages more interaction? |  | | | | | | |
| * If not, what does the student usually do? |  | | | | | | |
| * Does the student have more than one style of interacting? |  | | | | | | |
| * Does the student change his manner of speaking depending on whether talking to an adult or a classmate? |  | | | | | | |
| * Does the student sometimes use language that is inappropriate for the social situation? |  | | | | | | |
| 4. Does the student respond appropriately when classmates attempt to initiate interaction? |  |  | |  | |  | |
| 5. Does the student seem to notice if his/her communication is understood?  5a. If yes, is the student able to modify  their communication attempt? |  |  | |  | |  | |
|  |  | |  | |  | |
| * Does the student notice if misunderstood? |  | | | | | | |
| * Does the student seem to become frustrated? |  | | | | | | |
|  | **Usually** | **Sometimes** | | **Rarely** | | **Not Observed** | |
| * Is the student likely to give up or will they keep trying? |  | | | | | | |
| * Does the student just repeat what was said or can the student recognize what the problem is and attempt to clarify? |  | | | | | | |
| * If the student doesn’t recognize what the problem is, can the student respond to specific questions from the listener? |  | | | | | | |
| 6. If the student is upset, is the student able to use words appropriately to express feelings? |  |  | |  | |  | |
| * Does the student seem to become easily upset during interactions with others? |  | | | | | | |
| * Can the student use words to express why the student is upset? |  | | | | | | |
| * If the student has difficulty using words to resolve differences, is the student likely to just walk away, or possibly resort to, for example, pushing or shoving? |  | | | | | | |
| * Can the student change behavior based on verbal responses from others? |  | | | | | | |
| 7. When the student is communicating, do facial expressions and body language seem to match the situation? |  |  | |  | |  | |
| * Are the student’s facial expressions and body language inappropriate or noticeable when communicating? |  | | | | | | |
| * What does the student do that seems odd? |  | | | | | | |
| * Does the student use inconsistent or inappropriate eye contact? |  | | | | | | |
| 8. Does the student volunteer information in class?  8a. If so, are comments relevant to the  discussion? |  | |  | |  | |  |
|  | |  | |  | |  |
|  | **Usually** | **Sometimes** | | **Rarely** | | **Not Observed** | |
| * Does the student volunteer information during class discussions? |  | | | | | | |
| * Does the student understand the rules for participating appropriately in group discussions, such as not talking out of turn, not interrupting, or not monopolizing the conversation? |  | | | | | | |
| * Does the student stay on topic? |  | | | | | | |
| * If not, are there particular topics that the student will bring up? |  | | | | | | |
| * Does the student seem able to monitor the listeners’ reactions and judge whether they may be uninterested in what the student is saying? |  | | | | | | |
| 9. Does the student respond appropriately when asked a question? |  |  | |  | |  | |
| 10. During class discussions, does the student ask questions that are relevant? |  |  | |  | |  | |
| * Does the student respond appropriately when asked a question? |  | | | | | | |
| * Is there often a long pause before the student responds? |  | | | | | | |
| * Are the student’s responses sometimes inappropriate or unpredictable? |  | | | | | | |
| * Does the student ask relevant questions during class discussions? |  | | | | | | |
| 11. Does the student ask for help when needed? |  |  | |  | |  | |
| * Does the student ask for help when he needs it? |  | | | | | | |
| * Does the student ever seem to not even realize that he didn’t understand? |  | | | | | | |
|  | **Usually** | **Sometimes** | | **Rarely** | | **Not Observed** | |
| * If the student asks for help, is it usually enough to just repeat your instructions, or do you need to revise or simplify them? |  | | | | | | |
| * If the student asks for help, do they usually ask specific questions, or is it more likely that they will say something nonspecific, such as “I don’t get it”? |  | | | | | | |
| 12. Does the student need more repetition of instructions than classmates? |  |  | |  | |  | |
| * Does the student need more repetition than classmates? |  | | | | | | |
| * Does the student seem to pay attention when subject matter is being presented? |  | | | | | | |
| * Does the student seem to be able to retain information appropriately if they understand it? |  | | | | | | |
| * Is the student able to retain information better if they can read it rather than if it’s presented orally? |  | | | | | | |
| 13. As a listener, do you frequently have to ask questions to determine the student’s exact meaning? |  |  | |  | |  | |
| * Does the student mispronounce words? |  | | | | | | |
| * Does the problem seem to be that the student can’t articulate some individual speech sounds, or that they have trouble with unfamiliar or multisyllabic words? |  | | | | | | |
| * Does the student rely on nonspecific vocabulary? |  | | | | | | |
| * If asked for further explanation, is the student usually able to think of a more specific word? |  | | | | | | |
| * Does the student sometimes use gestures or pantomime instead of specific words to describe an object or action? |  | | | | | | |
| * Does the student use a variety of descriptive words? |  | | | | | | |
|  |  | | | | | | |
|  | **Usually** | **Sometimes** | | **Rarely** | | **Not Observed** | |
| * Is sentence structure age-appropriate? |  | | | | | | |
| * Does the student use compound and complex sentences? |  | | | | | | |
| * Does the student use appropriate verb tenses and plural forms? |  | | | | | | |
| * Does the student state ideas in a logical sequence? |  | | | | | | |
| * Does the student use temporal words and phrases, such as yesterday, last week? |  | | | | | | |
| * Does the student jump from one topic to another? |  | | | | | | |
| * Does the student fail to provide cues to the listener when changing topic? |  | | | | | | |
| * Does the student provide necessary background information when telling an experience? (For example, does the student use pronouns without specifying the referent?) |  | | | | | | |
| * When giving instructions or directions to another person, does the student provide sufficient information? |  | | | | | | |
| * Is the student’s speech fluent? |  | | | | | | |
| * Does the student use a lot of repetitions or revisions? |  | | | | | | |
| * Does the student use an excessive amount of fillers, such as “ummm,” or long pauses between words or phrases? |  | | | | | | |
| * Does the student’s intonation seem appropriate? |  | | | | | | |
|  | **Usually** | **Sometimes** | | **Rarely** | | **Not Observed** | |
| * Does the student seem to take things literally? |  | | | | | | |
| * Does the student understand that words can have more than one meaning? |  | | | | | | |
| * Does the student understand slang expressions and idioms? |  | | | | | | |
| * Does the student understand indirect requests? |  | | | | | | |
| * Can the student go beyond what is directly stated and make inferences? |  | | | | | | |
| * Can the student retell a story with beginning, middle, and end? |  | | | | | | |
| * Can the student summarize a story or tell the most important idea? |  | | | | | | |
| * Can the student define words and discuss word meanings? |  | | | | | | |
| * If the student can define a word, can they retrieve it from memory in order to use it in conversation? |  | | | | | | |
| * Does the student understand and use synonyms and antonyms? |  | | | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***If the student has trouble communicating ideas clearly, answer the following questions:*** | | | | |
|  | **Usually** | **Sometimes** | **Rarely** | **Not Observed** |
| 14. Does the student mispronounce words? |  |  |  |  |
| 15. Does the student use excessive nonspecific vocabulary, such as “thing” or “stuff”? |  |  |  |  |
| 16. Is the student’s sentence structure appropriate for age/grade? |  |  |  |  |
| 17. Does the student jump from one topic to another? |  |  |  |  |
| 18. Does the student fail to provide necessary background information? |  |  |  |  |
| 19. When speaking, does the student pause, revise, or repeat so much that it is noticeable? |  |  |  |  |

**Language Form, Content, Use Focused Observation**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  | |  |
| **Student:** |  | **Observation Date/s:** | |  |
|  |  |  | |  |
| **School:** |  | **Age/Grade:** |  | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Target Language/Communication Skills:** | | | | |
|  | | | | |
| **Context/Observation Setting:** | | **Length of Observation:** | | |
| **Frequency of Skill Use:** | **Appropriate** | **Approximation/ Attempt** | **Incorrect/ Not Observed** | |
|  |  |  |  | |
|  |  |  |  | |
|  |  |  |  | |
|  |  |  |  | |
| **Context/Observation Setting:** | | **Length of Observation:** | | |
| **Frequency of Skill Use:** | **Appropriate** | **Approximation/ Attempt** | | **Incorrect/ Not Observed** |
|  |  |  | |  |
|  |  |  | |  |
|  |  |  | |  |
|  |  |  | |  |
| **Comments** |  |  | |  |

**Informal Pragmatic Assessment Checklist**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
| **Student:** |  | **Examiner:** |  | **Date:** |  |

Check most appropriate description/observation

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Nonverbal Communication** | | | | | |
| Eye Gaze | * Used to regulate interaction * Brief/Fleeting | | | * Excessive/ Staring * Absent | |
| Generally oriented to examiner | * Yes | | | * No | |
| Personal Space | * Appropriate * Too close | | | * Too far | |
| Facial Expressions | * Appropriate * Overly Exaggerated | | | * Flat | |
| **Facial Expressions – Emotional States** (√ if demonstrated; X if expected but not observed) | | | | | |
| * Happy * Confused * Sad | * Angry * Other | | | | |
| **Gestures** | | | | | |
| Emphatic (talking with your hands) | * Yes * No | | |  | |
| Conventional/Instrumental (nod/shake head, shrug, clap) | * Yes * No | **Example:** | | | |
| Descriptive (represents object or action “it was THIS big” | * Yes * No | **Example:** | | | |
| Gestures/Points are: | * Clear/effective * Exaggerated | | | | * Imprecise |
| Points to: | * Share Interest * Request | | | | * Answer Questions |
| Reads and responds appropriately to nonverbal cues | * Yes * No | | | | |
| Stereotyped/Repetitive/Other Noted Behaviors: |  | | | | |
| **Verbal Communication** | | | | | |
| Response to greetings: | * Appropriate * No Response | | * Other: | | |
| Answers are relevant: | * Frequently * Sometimes | | * Rarely/ Never | | |
| Responses are: | * Appropriate length * Excessive * Single Word | | * No Response * Other: | | |
|  |
| Presence of: | * Echolalia * Repetitive words/ phrases | | * Jargon | | |
| Preferred Topics: | * Yes * No | | * If yes, list: | | |
| Maintains topic by: | * Making appropriate comments * Not Observed | | * Asking appropriate questions | | |
| Waits turn: | * Frequently * Sometimes | | * Rarely/Never | | |
| Response time: | * Appropriate * Rapid | | * Delayed | | |
| Shifts topic: | * Appropriately * Abruptly | | * Frequently * Shifts to preferred topic | | |
| Able to talk on topic chosen by other 3+ turns | * Yes * No | | | | |
| Difference noted in complexity of speech, intonation, overall demeanor when talking about topic of interest | * Yes * No | | **Behavior noted:** | | |
| Intonation: | * Appropriate * Exaggerated * Flat | | * Mechanical * Rising * Staccato | | |
| Volume: | * Appropriate * Loud * Quiet | | | | |
| Resonance: | * Normal * Abnormal | | * If abnormal: * Hypernasal * Hyponasal * Cul-de-sac | | |
| Appropriate use of: | * Pronouns * Regular Plurals * Irregular Plurals | | * Regular Past Tense Verbs * Irregular Past Tense Verbs * Future Tense | | |
|  |
| Description of errors: | | | | | |
| Sentence types: | * Simple * Compound | | * Complex * Frequent errors:   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |

Hoffman & De Froy (2016). *Informal Pragmatic Assessment Checklist*. Unpublished.

**Observation of Student Communication within the School Environment**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  | |  | |
| **Student:** |  | **Date Completed:** | |  | |
|  |  |  | |  | |
| **School:** |  | **DOB:** |  | | |
|  |  |  | |  | |
| **SLP:** |  | **Class/ Subject Observed:** | | |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Communication** | | | |
| **Behavior Regulation** | **Yes** | **No** | **Not Observed** |
| 1. Responds to simple gestures used by adults when given directions |  |  |  |
| 2. Independently carries out familiar, simple directions with minimal repetition |  |  |  |
| 3. Spontaneously communicates basic needs and desires clearly to others |  |  |  |
| 4. Asks for help by going to adult, raising hand, etc. |  |  |  |
| 5. Shows approval or rejection in an appropriate way |  |  |  |
| 6. Does not get upset when others are working or playing in close proximity |  |  |  |
| 7. Does not interrupt others |  |  |  |
| 8. Reacts to changes in routine/environment |  |  |  |
| 9. Insists on keeping certain objects with the student |  |  |  |
| 10. Engages in repetitive behaviors |  |  |  |
| 11. Student appears to be in their “own world” |  |  |  |
| **Social Interaction** | | | |
| 1. Seeks out and initiates contact with others |  |  |  |
| 2. Interacts with peers in routine structured work |  |  |  |
| 3. Interacts with peers in play situations |  |  |  |
| 4. Shares and takes turns with materials during group activities |  |  |  |
| 5. Gains attention of others appropriately |  |  |  |
| 6. Responds to others within environment by giving a response |  |  |  |
| 7. Uses and responds to greetings in familiar settings |  |  |  |
| 8. Responds to own name |  |  |  |
| 9. Acknowledges and responds to feelings by others |  |  |  |
| 10. Uses appropriate behavior to indicate desire to stop an activity |  |  |  |
| 11. Asks to move from task to task as appropriate |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Joint Attention** | **Yes** | **No** | **Not Observed** |
| 1. Comments on object held by others or in the student’s sight |  |  |  |
| 2. Adds new information to the topic of others |  |  |  |
| 3. Responds to simple questions |  |  |  |
| 4. Asks simple questions |  |  |  |
| 5. Requests information |  |  |  |
| 6. Clarifies |  |  |  |
| **Sensory** | **Yes** | **No** | **Not Observed** |
| 1. Shows sensitivity to loud noises/lights |  |  |  |
| 2. Engages in self-stimulatory behaviors (hand-flapping, rocking, spinning) |  |  |  |
| 3. Resists being touched or held |  |  |  |
| 4. Feels, smells and/or tastes objects in the environment |  |  |  |
| **Communication Method** | **Yes** | **No** | **Not Observed** |
| 1. Understands and uses gestures |  |  |  |
| 2. Engages in echolalia |  |  |  |
| 3. Displays odd prosody or peculiar voice characteristics |  |  |  |
| 4. Displays adequate volume or rate of speech |  |  |  |
| 5. Displays scripted, stereotyped discourse |  |  |  |
| 6. Displays pedantic characteristics |  |  |  |
| 7. Utilizes idiosyncratic speech |  |  |  |
| 8. Inappropriate use of pronouns |  |  |  |
| 9. Uses social rituals (please, thank you, excuse me) |  |  |  |
| 10. Responds or reciprocates to greetings |  |  |  |

**Comments:**

**Conversational Skills Checklist**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | |  |  |
| **Student:** |  | **Grade:** |  | | **Date:** |  |
|  |  |  |  | |  |  |
| **Observer:** |  | **Position: (**Circle one) | | **Parent/ Teacher/ SLP** | | |

The Conversational Skills Checklist may be used as a Pre/Post Test to determine the following:

* A student’s strengths in using language skills in conversation
* A student’s needs for developing language skills in conversation
* A student’s progress towards proficiency of language skills in conversation

**Directions for Observer**: Mark (X) the student’s frequency of use or proficiency for each of the skills listed on the chart. Base your responses on what has been observed at home (Parent), in the classroom (Teacher), or during assessment and/or therapy sessions (SLP)

|  |  |  |  |
| --- | --- | --- | --- |
| **Conversational Skill** | **Proficiency Codes** | | |
| **Opening Section:** | **Not Yet** | **Sometimes** | **Proficient** |
| Secures listener’s attention |  |  |  |
| Initiates topic of conversation |  |  |  |
| Asks permission before touching or borrowing other people’s things |  |  |  |
| Makes eye contact with others |  |  |  |
| Uses friendly body language |  |  |  |
| **Topic Selection:** | **Not Yet** | **Sometimes** | **Proficient** |
| Chooses topics that deal with “here and now” |  |  |  |
| Chooses topics that deal with the past |  |  |  |
| Chooses topics that deal with the future |  |  |  |
| Chooses interesting topics of conversation |  |  |  |
| Chooses topics appropriate for situation |  |  |  |
| **Turn-Taking:** | **Not Yet** | **Sometimes** | **Proficient** |
| Overlap |  |  |  |
| Nature of Turn – Comment |  |  |  |
| Nature of Turn – Response |  |  |  |
| Nature of Turn – Directed |  |  |  |
| Takes turns in conversation |  |  |  |
| Waits to share at appropriate times |  |  |  |
| Invites others into conversation |  |  |  |
| Relinquishes turn to talk |  |  |  |
|  |  |  |  |
| **Topic Maintenance:** | **Not Yet** | **Sometimes** | **Proficient** |
| Maintained through repetition |  |  |  |
| Maintained through agreement |  |  |  |
| Maintained by adding information |  |  |  |
| Can sustain topic through several turns |  |  |  |
| Asks appropriate questions that are on topic |  |  |  |
| **Topic Changing:** | **Not Yet** | **Sometimes** | **Proficient** |
| Introduces new topics |  |  |  |
| Reintroduces old topics |  |  |  |
| Shades topic of discussion |  |  |  |
| Can close or switch topics when appropriate |  |  |  |
| **Repair:** | **Not Yet** | **Sometimes** | **Proficient** |
| Provides repairs when the listener doesn’t understand |  |  |  |
| Repeats what was said |  |  |  |
| Confirms what was said |  |  |  |
| Revises what was said |  |  |  |
| Adds additional information to what was said. |  |  |  |
| Provides cues |  |  |  |
| Inappropriate response |  |  |  |
| Seeks repairs when the speaker is not understood |  |  |  |
| Gives neutral-nonspecific message of lack of understanding |  |  |  |
| Requests confirmation as to what was understood |  |  |  |
| Requests specific information to clarify |  |  |  |
| **Quality:** | **Not Yet** | **Sometimes** | **Proficient** |
| A good listener when others are speaking |  |  |  |
| Remembers to thank others for help |  |  |  |
| Expresses sympathy when other people are hurting |  |  |  |
| Considers how words affect others before speaking |  |  |  |
| **Manner:** | **Not Yet** | **Sometimes** | **Proficient** |
| Keeps messages of conversation organized (tells things in order) |  |  |  |
| Focuses on most important details, clearly and concisely |  |  |  |
| Uses cohesion (links ideas) |  |  |  |
| **Relation:** | **Not Yet** | **Sometimes** | **Proficient** |
| Responds appropriately to others’ messages |  |  |  |
| Asks for clarification of messages from other people |  |  |  |
| Elaborates on a topic when appropriate |  |  |  |
| Disagrees without disrupting |  |  |  |
| **Assertiveness:** | **Not Yet** | **Sometimes** | **Proficient** |
| Asks question more than once if message not understood |  |  |  |
| Continues to try to get messages across if listener does not understand |  |  |  |

**Observer Comments:**

**Communication Skills Observation Worksheet**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Student:** |  | **Date:** |  | | |
|  |  |  | | |  |
| **SLP:** |  | **Observation Context** | |  | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Discourse Skills** | **Frequently Observed** | **Occasionally Observed** | **Not Observed** |
| Starts a conversation  *Examples:* |  |  |  |
| Shows listening behavior  *Examples:* |  |  |  |
| Responds with appropriate content  *Examples:* |  |  |  |
| Interrupts appropriately  *Examples:* |  |  |  |
| Stays on topic  *Examples:* |  |  |  |
| Changes topic  *Examples:* |  |  |  |
| Appropriately ends a conversation  *Examples:* |  |  |  |
| Recognizes listener’s viewpoint  *Examples:* |  |  |  |
| Demonstrates topic relevancy  *Examples:* |  |  |  |
| Uses appropriate response length  *Examples:* |  |  |  |
| **Comments/Observations** | | | |
| **Speech Acts and Communication Functions** | **Frequently Observed** | **Occasionally Observed** | **Not Observed** |
| Labels things or actions  *Examples:* |  |  |  |
| Asks for things or actions  *Examples:* |  |  |  |
| Describes things or actions  *Examples:* |  |  |  |
| Asks for information  *Examples:* |  |  |  |
| Gives information  *Examples:* |  |  |  |
| Asks permission  *Examples:* |  |  |  |
| Requests  *Examples:* |  |  |  |
| Promises  *Examples:* |  |  |  |
| Agrees  *Examples:* |  |  |  |
| Threatens or warns  *Examples:* |  |  |  |
| Apologizes  *Examples:* |  |  |  |
| **Speech Acts and Communication Functions** | **Frequently Observed** | **Occasionally Observed** | **Not Observed** |
| Protests, argues, or disagrees  *Examples:* |  |  |  |
| Shows humor, teases  *Examples:* |  |  |  |
| Uses greetings  *Examples:* |  |  |  |

Adapted from Erickson, J. (1987), Analysis of communicative competence. In L. Cole, V. Deal & V. Rodriguez (Eds.]. *Communication disorders in multicultural populations*. Rockville, MD: American Speech-Language-Hearing Association

### Evaluation Phase III: Analysis and Interpretation Form

### Language Evaluation Summary Form

### Language Evaluation Summary Form

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Student:** |  | | **Campus:** | |  | | **SLP:** |  | |
|  |  | |  | |  | |  | |  |
| **Date of Birth:** | |  | **Grade:** |  | | **Date Completed:** | | |  |

### Assessment Questions:

|  |
| --- |
|  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Evaluation Tool** | **Results** | | **Data Supports Concern** | |
| **Yes** | **No** |
| Teacher Checklist/  Interview |  | |  |  |
| Parent Information/  Interview |  | |  |  |
| Standardized Test/Subtest Results | Score/s: |  |  |  |
| Standard Deviation |  |
| Confidence Interval |  |
| Sensitivity |  |
| Specificity |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Evaluation Tool** | **Results** | | **Data Supports Concern** | |
| Informal Criterion-Referenced Measures:  Language Sample  Checklists  Interviews/  Questionnaires  Skill Specific Probes | **Language Skills:** | **Results/Comments:** | **Yes** | **No** |
| **Syntax/ Morphology** |  |  |  |
| **Semantics** |  |  |  |
| **Metalinguistics** |  |  |  |
| **Phonology:**  *Speech Sounds*  *Reading/ Reading Readiness* |  |  |  |
| **Pragmatics*:***  *Social Communication*  *Narrative Skills*  *Discourse Skills* |  |  |  |
| **Social Interaction:**  *Nonverbal Behaviors to Regulate*  *Interaction*  *Turn-Taking*  *Joint Attention*  *Shared Emotion*  *Use of Communication to Regulate Interactions*  *Initiate/Sustain Conversation* |  |  |  |
| **Intentionality**:  *Request, Protest, Reject* |  |  |  |
| **Interaction:**  *Initiate, Respond,*  *Maintain, Terminate,*    *Repair, Request, Greetings* |  |  |  |
| Focused Observations |  | |  | |  |
| Other Assessment Information |  | |  | |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Recommendations to the ARD Committee** | | | |
|  | | **Yes** | **No** |
| **Stage I:**  Presence of a Language Disorder | **Evidence:** |  |  |
| **Stage II:**  Adverse Effect on Educational Performance | **Evidence** (enter rating from Adverse Effect Checklist):  **Academic Achievement:**  **Functional Performance:** |  |  |
| ***If yes to Stage I and II, the Disability Determination for Language Disorder has been met*** | | | |
| Recommendation that ARD Committee consider eligibility for special education with a Speech Impairment | | Yes | No |
| ***If ARD Committee determines SI eligibility, then address Stage III:*** | | | |
| Are specialized services by an SLP needed to help the student with a language disorder make progress in the curriculum? | | Yes | No |
| **Recommendations for SLP services:** | | | |

### 

### Re-Evaluation Forms

### Language Re-Evaluation Plan

### Summary: Strengths and Weaknesses

### Re-Evaluation Plan

**Language Re-Evaluation Plan**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student: |  | DOB: |  | | Date: |  |
|  |  |  | | | |  |
| School: |  | Speech-Language Pathologist: | | | |  |
|  |  |  | |  | |  |
| Teacher: |  | Grade: | |  | |  |

|  |
| --- |
| **Re-evaluation Concerns** |
|  |

|  |  |
| --- | --- |
| **Intervention History Since Last Evaluation** | |
| **IEP Goals for Language** |  |
| **Service Delivery Models Provided** |  |
| **Time in Treatment** |  |
| **Rate of Progress** |  |

**Current Status:**

|  |  |  |
| --- | --- | --- |
| Area | Significant Information Obtained | Completed |
| Teacher Input |  |  |
| Parent Input |  |  |
| Outside Reports |  |  |
| Other |  |  |

**Summary: Strengths and Weaknesses**

|  |  |  |  |
| --- | --- | --- | --- |
| LANGUAGE AREA | IEP GOAL PROGRESS | CONCERN? | |
| YES (Provide Specific Information) | NO |
| Morphology/syntax |  |  |  |
| Semantics |  |  |  |
| Phonology speech sounds |  |  |  |
| Phonology – reading/reading readiness |  |  |  |
| Pragmatics |  |  |  |
| Social communication |  |  |  |
| Attention |  |  |  |
| Can communicate idea/ get point across |  |  |  |
| Adult needs to ask questions to clarify meaning |  |  |  |
| Other |  |  |  |

|  |  |  |
| --- | --- | --- |
| Is diagnostician needed for additional evaluation (IQ, adaptive, achievement) | Yes | No |

**Re-Evaluation Plan**

|  |
| --- |
| **Assessment Questions:** |

|  |  |  |
| --- | --- | --- |
|  | **Assessment Question Addressed** | **Language Areas Assessed** |
| **Language Sample** |  | * Syntax & Morphology * Semantics * Pragmatics * Metalinguistics |
| **Teacher Information**  In-depth probes |  | * Syntax & Morphology * Semantics * Pragmatics * Metalinguistics |
| **Parent Information**  In-depth probes |  | * Syntax & Morphology * Semantics * Pragmatics * Metalinguistics |
| **Informal Criterion Referenced Measures**  Checklists, Interviews |  | * Syntax & Morphology * Semantics * Pragmatics * Metalinguistics |
| **Norm-Referenced Tests/Subtests** |  | * Syntax & Morphology * Semantics * Pragmatics * Metalinguistics |
| **Observation Across School Environments – Academic and Nonacademic** |  | * Syntax & Morphology * Semantics * Pragmatics * Metalinguistics |
| **Other** |  | * Syntax & Morphology * Semantics * Pragmatics * Metalinguistics |

**Autism with Language Disorder**

**Forms**

**Guiding Questions to Assist in Determining Need for Autism Referral**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student:** |  | **Date Completed:** |  |
|  |  |  |  |

**Individuals participating in questionnaire:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Parent:** |  |  |  |
| **Teacher:** |  |  |  |
| **Other:** |  |  |  |
|  |  |  |  |

1. Has the individual experienced any loss of previously acquired speech, babbling or social skills? If so, is there any known cause (e.g., trauma, head injury)? Please explain:

2. Has the individual experienced any delay in language development? If so, what did previous language testing indicate (receptive, expressive, pragmatic delay) and what was the outcome of intervention?

3. Does the person avoid eye contact (take into account differences in cultural norms)? If so, please describe:

4. Does the individual show a persistent preference for solitude? If so, what are some known factors that could be contributing to this?

5. Does the individual demonstrate difficulty understanding the feelings of others? For older children or adults, is it difficult for the person to understand when they are being teased or the meaning of non-literal information including jokes? Does the older child, adolescent, or adult, have difficulty considering the perspective of others? If so, please explain:

6. Does the person exhibit persistent repetition of words or phrases (echolalia), or manner of speaking that may be considered unusual for the individual’s age (e.g., a child who uses a more advanced or formal style than others their age; a child who repeats learned phrases or scripts)? Does the person show demonstrate any differences in the quality of their speech? For example, do they speak in a monotone, or use a higher pitch? If so, please explain:

7. Does the person show resistance to minor changes to the environment or surroundings? How does the individual respond to changes in their routine or to unexpected events? Does the person show an insistence for things to happen just as expected? Please explain:

8. Does the individual have restricted interests, for example, an intense focus on certain topics? For a younger child, are they only interested in playing with particular toys rather than showing interest in a variety of toys or activities? For an older child or individual, this may be more observable in topics discussed in conversation. The individual may frequently refer to the topic in writing prompts or conversation when other conversational partners or audience are less interested in the topic.

9. Does the individual exhibit any repetitive motor movements such as rocking, flapping, spinning? If not currently, did the individual exhibit any such behaviors at a younger age? If so, please describe:

10. Does the person show or have a history of displaying unusual and intense reactions to sounds, smells, tastes, textures, lights and/or colors? If so, please explain:

**Other questions to consider may include:**

Does the individual show an interest in friendships and tries to interact with others, but struggles with unwritten rules (e.g., knowing when to stop talking about a subject, knowing how to add more comments in conversation)? Please explain:

Does the individual have difficulty with executive functioning such as planning and executing tasks? Please describe:

Adapted from:Autism Speaks (n.d.). *Learn the Signs*. <https://www.autismspeaks.org/learn-signs>

### Evaluation Phase I: Assessment Plan

### Assessment Planning Worksheet

### RTI/MTSS Pre-Referral Intervention

### Assessment Plan

**Assessment Planning Worksheet**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | |  |  |
| Student: |  | DOB: |  | | Date: |  |
|  |  |  | |  | | |
| School: |  | SLP: | |  | | |
|  |  |  | |  | |  |
| Teacher: |  | Grade: | |  | |  |

|  |  |
| --- | --- |
| **Referral Concerns** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Significant Student Factors** | **No Concern** | **Some**  **Concern** | **Significant**  **Concern** |
| **Attendance**  *Comments:* |  |  |  |
| **Discipline Incidents**  *Comments:* |  |  |  |
| **Instability at Home**  *Comments:* |  |  |  |
| **History of Homelessness**  *Comments:* |  |  |  |
| **Number of Schools Attended**  *Comments:* |  |  |  |
| **English Learner**  *Comments:* |  |  |  |
| **Recent Immigrant**  *Comments:* |  |  |  |
| **Poor Academic Progress in spite of intervention support**  *Comments:* |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Area** | **Significant Information Obtained** | **Completed** |
| Teacher Input |  |  |
| Parent Input |  |  |
| Outside Reports |  |  |
| Story Retell Screener |  |  |
| Conversational Language Sample – Low Structure |  |  |
| Other |  |  |

**RTI/MTSS Pre-Referral Intervention**

|  |  |
| --- | --- |
|  | **Response to Intervention** |
| Tier I Classroom Support |  |
| Tier II / Tier III Interventions |  |

**Phase I Summary: Strengths and Weaknesses**

|  |  |  |  |
| --- | --- | --- | --- |
| **AREA** | **DATA** | **Data Support Concern?** | |
| YES | NO |
| Morphology/Syntax |  |  |  |
| Semantics |  |  |  |
| Phonology – articulation of speech sounds |  |  |  |
| Phonology –reading readiness/ understanding letter-sound relationships |  |  |  |
| Pragmatics |  |  |  |
| Memory |  |  |  |
| Auditory processing |  |  |  |
| Social communication |  |  |  |
| Attention |  |  |  |
| Can communicate idea/ get point across |  |  |  |
| Adult needs to ask questions to clarify meaning |  |  |  |
| Other |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Is diagnostician needed for additional evaluation? (IQ, adaptive, literacy, achievement)** | YES | NO |

**Assessment Plan**

### Assessment Questions:

|  |
| --- |
|  |

|  |  |  |
| --- | --- | --- |
|  | **Assessment Question Addressed** | **Language Areas Assessed** |
| **Language Sample** |  | * Syntax & Morphology * Semantics * Pragmatics * Metalinguistics |
| **Teacher Information**  In-depth probes |  | * Syntax & Morphology * Semantics * Pragmatics * Metalinguistics |
| **Parent Information**  In-depth probes |  | * Syntax & Morphology * Semantics * Pragmatics * Metalinguistics |
| **Informal Criterion Referenced Measures**  Checklists, Interviews |  | * Syntax & Morphology * Semantics * Pragmatics * Metalinguistics |
| **Norm-Referenced Tests/Subtests** |  | * Syntax & Morphology * Semantics * Pragmatics * Metalinguistics |
| **Observation Across School Environments – Academic and Nonacademic** |  | * Syntax & Morphology * Semantics * Pragmatics * Metalinguistics |
| **Other:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | * Syntax & Morphology * Semantics * Pragmatics * Metalinguistics |

### Evaluation Phase II: Data Collection Forms

Parent Teacher Communication Survey

Encuesta de Communicaciόn Entre Padres/Maestros

Observation of Student Communication within the School Environment

Observation of the School Environment to Facilitate Communication

Play Based Skills Assessment

Communicative Intent Checklist

Gestural Skills Checklist

Conversational Skills Checklist

**Parent/Teacher Communication Survey**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | |  |  |  | |
| **Student:** |  | **Date Completed:** | |  | | | |
|  |  |  | |  | | | |
| **Informant:** |  | **Relationship:** | Parent/ Teacher/ Other: | | | |  |

1. With whom does the student interact on a regular basis?
2. Where does the student go on a regular basis? (sports events, meetings, etc.)
3. What strategies are most helpful to encourage the student to communicate? (e.g., standing close, pairing language & written cues, allowing frequent breaks)
4. List the student’s communication strengths:
5. List the student’s communication weaknesses:
6. Please check the student’s most frequent method of communication.

* Oral Speech
* Communication System: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Pictures
* Signs
* Gestures

1. Please check all the reasons the student communicates.

* Request desired item or activity
* Request help
* Protest/refuse an undesired item or activity
* Greet/ say good-bye
* Request permission
* Express empathy
* Comment on immediate and past events
* Request information regarding immediate and past events
* Express feelings and opinions

|  |  |  |
| --- | --- | --- |
| **Please choose one:** | ***Usually*** | ***Rarely*** |
| 1. Does the student consistently attempt to interact with others? |  |  |
| 2. Is the student’s communication purpose easily understood |  |  |
| 3. Does the student notice when his/her communication is being misunderstood? If so, check the student’s most frequent responses to being misunderstood:   * Attempts to clarify/repeats * Becomes upset/frustrated * Gives up * Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
| 4. Does the student use and understand a variety of types of words? (See the list below for examples of “types of words”) |  |  |
| Please indicate word types that the student is observed to understand and/or use:   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Understands | | Uses | |  | | Y | N | Y | N | Wh-words (e.g., what, where, who) | | Y | N | Y | N | Words describing time (e.g., before, now, later) | | Y | N | Y | N | Words describing size or number (e.g., small, many) | | Y | N | Y | N | Words describing location (e.g., beside, between) | | Y | N | Y | N | Pronouns (e.g., I/you, he/she, we/they) | | Y | N | Y | N | Verbs (e.g., past, present, future tense) | | Y | N | Y | N | Conjunctions that link (e.g., and, or) | | Y | N | Y | N | Conjunctions that imply cause (e.g., but, so, because, if) | |  | | Y | N | Uses grammatically correct sentences | | | |
| **Does the student:** | ***Usually*** | ***Rarely*** |
| 5. Initiate topics frequently? |  |  |
| 6. Introduce a variety of topics? |  |  |
| 7. Talk about things that are of interest to others? |  |  |
| 8. Understand the meaning of what is said in conversation? |  |  |
| 9. Talk turns as a speaker and listener? |  |  |
| 10. Adjust conversation based on audience? (e.g., talking to a teacher vs. talking to a peer) |  |  |
| 11. Request relevant information? |  |  |
| 12. Adjust length of turn based on partner’s behavior? |  |  |
| 13. Shift topics smoothly? |  |  |
| 14. End conversations politely? |  |  |
| 15. Use and understand communication behaviors? (see the following list) |  |  |
| Please indicate behaviors that the student is observed to understand and/or use:   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | Understands | | Uses | |  | |  | | | Y | N | Y | N | Facial expression |  | | | Y | N | Y | N | Gestures |  | | | Y | N | Y | N | Body posture |  | | | Y | N | Y | N | Proximity or physical distance to partner |  | | | Y | N | Y | N | Volume or loudness of voice |  | | | Y | N | Y | N | Intonation of melody of voice |  | | | Y | N | Y | N | Indicators of emotion (e.g., happiness, sadness, anger) |  | | | Y | N | Y | N | Humor |  | | | Y | N | Y | N | Teasing |  | | | Y | N | Y | N | Sarcasm |  | | | Y | N | Y | N | Deception |  | | | | |
| **Does the student:** | ***Usually*** | ***Rarely*** |
| 16. Adapt readily in new group situations |  |  |
| 17. Express distress or boredom similar to peers of ability level? |  |  |
| 18. Respond to feedback and guidance offered by others about regulating emotion? |  |  |
| 19. Speak fluently without repetitions or hesitations (stuttering)? |  |  |
| 20. Use vocal quality that is consistent with age and gender? (e.g., hoarseness, harshness, breathiness, and pitch) |  |  |
| 21. Recall words associated with specific situations or nouns? (e.g., salt and pepper, baseball and bat, bread and butter, garage and car) |  |  |
| 22. Understand and use antonyms and synonyms? |  |  |
| 23. Discuss the meaning of words/define words? |  |  |
| 24. Understand more than one meaning for words? (e.g., bat, park, foot) |  |  |
| 25. Put ideas into words and explain ideas? |  |  |
| 26. Understand subtleties in word and sentence meaning? (e.g., idioms, figurative language) |  |  |
| 27. Distinguish fiction from non-fiction, including fact and fantasy? |  |  |
| 28. Retell messages by summarizing or clarifying? |  |  |
| 29. Use and understand negation? (e.g., I will go to the movies if it is not too late.) |  |  |
| 30. Generate ideas before telling a story? |  |  |
| 31. Use suitable story structure? |  |  |
| 32. Use story grammar? |  |  |
| 33. Is the student’s speech easy to understand in conversation?  *If the student is difficulty to understand, note the problem sounds here:* |  |  |

**Encuesta de Comunicaciόn Entre Padres/Maestros**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **El estudiante:** |  | | **Fecha completada:** | |  | |
|  | |  |  | |  | |
| **El informante:** | |  | **Relación:** | Padre / Maestro / Otro: | |  |

1. ¿Con quién interactúa el estudiante de forma regular?
2. ¿Dónde va el estudiante regularmente? (eventos deportivos, reuniones, etc.)
3. ¿Qué estrategias son más útiles para alentar al estudiante a comunicarse? (por ej., de pie cerca, emparejó el lenguaje y las señales escritas, permitiendo descansos frecuentemente)
4. Enumere las fortalezas de comunicación del estudiante:
5. Enumere las debilidades de comunicación del estudiante:
6. Por favor, marca el método de comunicación más frecuente del estudiante.

* Lenguaje oral
* Sistema de comunicación: \_\_\_\_\_\_\_\_\_\_\_\_
* Dibujos
* Señas
* Gestos

1. Please check all the reasons the student communicates.

* Solicitar el objeto o la actividad deseados
* Solicitar ayuda
* Protestar/rechazar un objeto o actividad no deseada
* Saluda/digan adios
* Solicitar permiso
* Expresar empatía
* Comentar sobre los eventos inmediatos y pasados
* Solicitar información sobre eventos inmediatos y pasados
* Expresar sentimientos y opiniones

|  |  |  |
| --- | --- | --- |
| ***Por favor elija uno:*** | ***Usualmente*** | ***Raramente*** |
| 1. ¿El estudiante constantemente intenta interactuar con otros? |  |  |
| 2. ¿Se entiende fácilmente el propósito de comunicación del estudiante? |  |  |
| 3. ¿El estudiante se da cuenta cuando su comunicación está siendo malentendida? Si es así, marca las respuestas más frecuentes del estudiante a ser mal entendido:   * Intenta aclarar/repetir * Se vuelve molesto/frustrado * Rendirse * Otro:\_\_\_\_\_\_\_\_\_\_ |  |  |
| 4. ¿El estudiante usa y entiende una variedad de tipos de palabras? (Consulte la lista siguiente para ver ejemplos de "tipos de palabras") |  |  |
| Por favor, indique los tipos de palabras que el estudiante observa para entender y/o utilizar:   |  |  |  |  |  | | --- | --- | --- | --- | --- | | *Entiende* | | *Usa* | |  | | Sí | No | Sí | No | Las palabras de pregunta (por ej., qué, dónde, quién) | | | Sí | No | Sí | No | Las palabras que describen el tiempo (por ej., antes, ahora, más tarde) | | | Sí | No | Sí | No | Las palabras que describen el tamaño o el número (por ej., pequeño, muchos) | | | Sí | No | Sí | No | Las palabras que describen el lugar (por ej., al lado, entre) | | | Sí | No | Sí | No | Pronombres (por ej., yo/tú, él/ella, nosotros/ellos) | | | Sí | No | Sí | No | Verbos (por ej., el pretérito, el presente, el futuro) | | | Sí | No | Sí | No | Conjunciones que conectan (p. ej., y, o) | | | Sí | No | Sí | No | Conjunciones que implican la causa (por ej., pero, por lo tanto, porque, si) | | |  | | Sí | No | Utiliza oraciones gramaticalmente correctas | | | | |
| ***¿El estudiante:*** | ***Usualmente*** | ***Raramente*** |
| 5. ¿Iniciar temas con frecuencia? |  |  |
| 6. ¿Presentar una variedad de temas? |  |  |
| 7. ¿Hablar de cosas que son de interés para los demás? |  |  |
| 8. ¿Entiende el significado de lo que se habla en la conversación? |  |  |
| 9. ¿Tomar turnos como orador y oyente? |  |  |
| 10. ¿Ajusta la conversación basado en el público? (por ej., hablar con un maestro a lo contrario de hablar con un compañero) |  |  |
| 11. ¿Solicitar información relevante? |  |  |
| 12. ¿Ajusta la duración del turno basado en el comportamiento del pareja? |  |  |
| 13. ¿Cambiar temas suavemente? |  |  |
| 14. ¿Terminar las conversaciones cortésmente? |  |  |
| 15. ¿Usa y entiende los comportamientos de comunicación? (véase la siguiente lista) |  |  |
| Por favor, indique los comportamientos que el estudiante observa para entender y/o utilizar:   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Entiende | | Usa | |  | | Sí | No | Sí | No | Expresión de la cara | | | Sí | No | Sí | No | Los gestos | | | Sí | No | Sí | No | Postura del cuerpo | | | Sí | No | Sí | No | Proximidad o distancia física a la pareja | | | Sí | No | Sí | No | Volumen o sonoridad de la voz | | | Sí | No | Sí | No | Entonación de la melodía de la voz | | | Sí | No | Sí | No | Indicadores de emoción (por ej., felicidad, tristeza, enojo/ira) | | | Sí | No | Sí | No | El humor | | | Sí | No | Sí | No | Las burlas | | | Sí | No | Sí | No | El sarcasm | | | Sí | No | Sí | No | El engaño | | | | |
| **¿El estudiante:** | ***Usualmente*** | ***Raramente*** |
| 16. ¿Adaptarse fácilmente en situaciones de grupos nuevos? |  |  |
| 17. ¿Expresar angustia o aburrimiento similar a los compañeros de mismo nivel de habilidad? |  |  |
| 18. ¿Responde a las observaciones y orientación ofrecida por otros acerca de la regulación de la emoción? |  |  |
| 19. ¿Hablar fluidamente sin repeticiones o vacilaciones (el tartamudeo)? |  |  |
| 20. ¿Usar calidad vocal consistente con la edad y el sexo? (p. ej., ronquera, aspereza, respiración y tono) |  |  |
| 21. ¿Recuerda las palabras asociadas con situaciones o sustantivos específicos? (p. ej., sal y pimienta, béisbol y bate, pan y mantequilla, garaje y coche) |  |  |
| 22. ¿Entiende y utiliza antónimos y sinónimos? |  |  |
| 23. ¿Discutir el significado de las palabras/definir palabras? |  |  |
| 24. ¿Entiende más de un significado para las palabras? (p. ej., “café” significa como el color y la bebida) |  |  |
| 25. ¿Poner ideas en palabras y explicar ideas? |  |  |
| 26. ¿Entiende las sutilezas en significado de palabra y oración? (p. ej., modismos, lenguaje figurativo) |  |  |
| 27. ¿Distinguir la ficción de la no ficción, incluyendo el hecho y la fantasía? |  |  |
| 28. ¿Volver a contar los mensajes resumiendo o aclarando? |  |  |
| 29. ¿Usa y entiende la negación? (por ej., Voy a ir al cine si no es demasiado tarde.) |  |  |
| 30. ¿Generar ideas antes de contar una historia? |  |  |
| 31. ¿Usar una estructura de historia apropiado? |  |  |
| 32. ¿Usar gramática de la historia? |  |  |
| 33. *¿Es fácil entender el discurso del estudiante en la conversación?*  *Si el estudiante es difícil de entender, nota los sonidos de problema aquí:* |  |  |

**Observation of Student Communication within the School Environment**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student:** |  | **Date Completed:** | |  |
|  |  |  | |  |
| **School:** |  | **DOB:** |  | |
|  |  |  | |  |
| **SLP:** |  |

**Class/Subject Observed: (Observation should be in the area of suspected disability)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Communication** | | | | |
| **Behavior Regulation** | **Y** | **N** | | **DNO** |
| 1. Respond to simple gestures used by adults when given directions |  |  | |  |
| 2. Independently carries out familiar, simple directions with minimal repetition |  |  | |  |
| 3. Spontaneously communicates basic needs and desires clearly to others |  |  | |  |
| 4. Asks for help by going to adult, raising hand, etc… |  |  | |  |
| 5. Shows approval or rejection in an appropriate way |  |  | |  |
| 6. Does not get upset when others are working or playing in close proximity |  |  | |  |
| 7. Does not interrupt others |  |  | |  |
| 8. Reacts to changes in routine/environment |  |  | |  |
| 9. Insists on keeping certain objects with him/her |  |  | |  |
| 10. Engages in repetitive behaviors |  |  | |  |
| 11. Student appears to be in his/her “own world” |  |  | |  |
| **Social Interaction** | **Y** | **N** | | **DNO** |
| 1. Seeks out and initiates contact with others |  |  | |  |
| 2. Interact with peers in routine structured work |  |  | |  |
| 3. Interacts with peers in play situations |  |  | |  |
| 4. Share and take turns with materials during group activities |  |  | |  |
| 5. Gain attention of others appropriately |  |  | |  |
| 6. Responds to others within environment by giving a response |  |  | |  |
| 7. Use and respond to greetings in familiar settings |  |  | |  |
| 8. Respond to own name |  |  | |  |
| 9. Acknowledge and respond to feelings by others |  |  | |  |
| 10. Use appropriate behavior to indicate desire to stop an activity |  |  | |  |
| 11. Ask to move from tasks to task as appropriate |  |  | |  |
| **Joint Attention** | | | | |
| 1. Comments on object held by others or in his sight |  |  |  | |
| 2. Adds new information to the topic of others |  |  |  | |
| 3. Responds to simple questions |  |  |  | |
| 4. Asks simple questions |  |  |  | |
| 5. Requests information |  |  |  | |
| 6. Clarifies |  |  |  | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Communication** | | | |
| **Sensory** | **Y** | **N** | **DNO** |
| 1. Shows sensitivity to loud noises/lights |  |  |  |
| 2. Engages in self-stimulatory behaviors (hand-flapping, rocking, spinning) |  |  |  |
| 3. Resists being touched or held |  |  |  |
| 4. Feels, smells and/or tastes objects in the environment |  |  |  |
| **Communication Method** | **Y** | **N** | **DNO** |
| 1. Understand and use gestures |  |  |  |
| 2. Engage in echolalia |  |  |  |
| 3. Display odd prosody or peculiar voice characteristics |  |  |  |
| 4. Display adequate volume or rate of speech |  |  |  |
| 5. Display scripted, stereotyped discourse |  |  |  |
| 6. Display pedantic characteristics |  |  |  |
| 7. Utilize idiosyncratic speech |  |  |  |
| 8. Inappropriate use of pronouns |  |  |  |
| 9. Use social rituals (please, thank you, excuse me) |  |  |  |
| 10. Respond or reciprocate to greetings |  |  |  |

Y = Yes, N = No, DNO = Did not observe

**Comments:**

**Observation of the School Environment to Facilitate Communication**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Student:** |  | **Date Completed:** | |  | |
|  |  |  | |  | |
| **School:** |  | **SLP:** |  | | |
|  |  |  |  | | |
| **Class/Subject Observed: (Observation should be in the area of suspected disability)** | | | | |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Observation of the School Environment to Facilitate Communication**  **(Curriculum Setting)** | | | | | |
| **Area of Assessment** | **Evidence/Examples** | **Yes** | | **No** | **DNO** |
| **I. Classroom support of environmental events:** | | | | | |
| The classroom encourages imitation |  |  |  | |  |
| The classroom encourages the child to comprehend and use language |  |  |  | |  |
| The classroom encourages play |  |  |  | |  |
| The classroom provides opportunities  for peer interaction. |  |  |  | |  |
| **II. Classroom support of functional skills:** | | | | | |
| Complying with adult requests |  |  |  | |  |
| Turn taking |  |  |  | |  |
| Responding to directions across various proximities |  |  |  | |  |
| Sitting quietly during activities |  |  |  | |  |
| Participating during teacher instruction |  |  |  | |  |
| Walking in line |  |  |  | |  |
| Using bathroom across settings |  |  |  | |  |
|  |  |  |  | |  |
| **III. The environment fosters:** | | | | | |
| Independence |  |  |  | |  |
| Initiative |  |  |  | |  |
| Choice making |  |  |  | |  |
| A variety of teaching opportunities |  |  |  | |  |
| **The classroom supports teaching of:** | | | | | |
| Attention |  |  |  | |  |
| Compliance |  |  |  | |  |
| Imitation |  |  |  | |  |
| Communication |  |  |  | |  |
| Appropriate toy play |  |  |  | |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Observation of the School Environment to Facilitate Communication**  **(Social Skills/Interactions)** | | | | |
| **Area of Assessment** | **Evidence/Examples** | **Yes** | **No** | **DNO** |
| **I. The classroom maximizes learning through:** | | | | |
| Repetition |  |  |  |  |
| Predictability |  |  |  |  |
| Classroom has a staff to child  ratio of \_\_\_\_\_ to \_\_\_\_\_ |  |  |  |  |
| Student attends the program/school for an average of \_\_\_ hours per day |  |  |  |  |
| Curriculum is integrated with  typical peers |  |  |  |  |
| Classroom uses a variety of  prompts |  |  |  |  |
| **II. The classroom facilitates social interaction with:** | | | | |
| Adults |  |  |  |  |
| Peers |  |  |  |  |
| Routines are evident |  |  |  |  |
| The student is motivated through a  variety of classroom activities |  |  |  |  |
| The classroom employs highly  preferred play materials or topics |  |  |  |  |
| **III. Family involvement: (re-evaluations only)** | | | | |
| Curriculum offers opportunities  for parents to be involved |  |  |  |  |
| Curriculum offers home visits |  |  |  |  |
| Curriculum offers the parents  behavioral strategies |  |  |  |  |
| Curriculum offers parent training |  |  |  |  |

DNO - Did not observe. Adapted from: Dawson, G., & Osterling, J. (1997). Early intervention in autism: Effectiveness and common elements of current approaches. In Guralnick (Ed.) *The effectiveness of early intervention: Second generation research.* (pp. 307-326). Baltimore, MD: Brookes.

**Play-Based Skills Assessment**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student:** |  | **Date Completed:** | |  |
|  |  |  | |  |
| **School:** |  | **SLP:** |  | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Speech** | | | | | | |
| **Articulation** | | | | | | Notes: |
| **Fluency** | | | | | | Notes: |
| **Voice** | | | | | | Notes: |
| **Language: Form and Content**  Cuing Codes: **I**: independent **R**: needs repetition **P**: needs pictures **G**: needs gestural cues **M**: needs model **D**: responds after a delay  Column Codes: **R**: Receptive **E**: Expressive | | | | | | |
| Follow commands: | | | | | | Notes: |
| * 1 step * 2 step * 3+ step | | * Routine * Routine * Routine | | | * Novel I R P G M D * Novel I R P G M D * Novel I R P G M D |
| IDs/Names: objects/pictures from set of | | | | | | Notes: |
| **R E**  ⃞ ⃞ Colors I R P G M D  ⃞ ⃞ Shapes I R P G M D  ⃞ ⃞ Body parts I R P G M D  ⃞ ⃞ Clothing I R P G M D  ⃞ ⃞ Animals I R P G M D  ⃞ ⃞ Food I R P G M D  ⃞ ⃞ Transportation I R P G M D  ⃞ ⃞ Family I R P G M D  ⃞ ⃞ Other: I R P G M D | | | | | |
| Pronouns:  **R E**  ⃞ ⃞ I  ⃞ ⃞ Me  ⃞ ⃞ My  ⃞ ⃞ Mine  ⃞ ⃞ Your  ⃞ ⃞ Gender | | | | | | Notes: |
| Spatial/Prepositions:  **R E**  ⃞ ⃞ In  ⃞ ⃞ On  ⃞ ⃞ Out  ⃞ ⃞ Off  ⃞ ⃞ Under  ⃞ ⃞ Over  ⃞ ⃞ Top  ⃞ ⃞ Bottom  ⃞ ⃞ Front  ⃞ ⃞ Behind  ⃞ ⃞ Between | | | | | | Notes: |
| Quantity/Size:  **R E**  ⃞ ⃞ Big  ⃞ ⃞ Little  ⃞ ⃞ Tall  ⃞ ⃞ Short  ⃞ ⃞ Few  ⃞ ⃞ Many  ⃞ ⃞ More  ⃞ ⃞ Less | | | | | | Notes: |
| Descriptive Concepts:  **R E**  ⃞ ⃞ Hot/Cold  ⃞ ⃞ Fast/Slow  ⃞ ⃞ Wet/Dry  ⃞ ⃞ Sad/Happy  ⃞ ⃞ Same/Different  ⃞ ⃞ Thirsty/Hungry  ⃞ ⃞ Other: | | | | | | Notes: |
| Mode of Communication:   * Limited verbal * Verbal, gestures/signs * AAC * Picture * Eye gaze * Body movements * Jargon | | | | | | Notes: |
| Utterance Complexity:   * Single words * words/ per phrase or sentence | | | | | | Notes: |
| Uses:   * Nouns * Plurals * Verbs * Progressive -ing * Past tense (regular) * Past tense (irregular) * Contractions * Conjunctions * Articles | | | | | | Notes: |
| Asks and Answers Questions:  **R E**  ⃞ ⃞ Yes/No  ⃞ ⃞ What  ⃞ ⃞ Where  ⃞ ⃞ When  ⃞ ⃞ Why  ⃞ ⃞ How | | | | | | Notes: |
| **Language: Use (Pragmatic Language)**  Cuing Codes: **I**: independent **R**: needs repetition **P**: needs pictures **G**: needs gestural cues **M**: needs model **D**: responds after a delay | | | | | | |
| **Communicative Intent** | | | | | | |
| Initiates to: | | | | | | Notes: |
| * Greet * Respond * Comment * Request * Label * Protest * Converse | | * Verbal * Verbal * Verbal * Verbal * Verbal * Verbal * Verbal | * Nonverbal * Nonverbal * Nonverbal * Nonverbal * Nonverbal * Nonverbal * Nonverbal | | |
| **Social Interaction** | | | | | | |
| Responds to:   * Name I R P G M D * Noises I R P G M D * Questions I R P G M D | | | | | | Notes: |
| Joint attention:   * Sustained I R P G M D * Fleeting I R P G M D * Unable I R P G M D | | | | | | Notes: |
| Social Games:   * Participates for \_\_\_\_ turns * Resists * Ignores | | | | | | Notes: |
| Shares items:   * Appropriate * Minimally * With verbal prompts * With gestural prompts | | | | | | Notes: |
| Play:   * Spontaneous * Alone * Parallel * Imitates * Functional (e.g. stacks blocks, pushes car) * Symbolic * Imaginary/pretend * Concrete * Sequenced * Interactive * Follows another’s lead * Initiates themes in play | | | | | | Notes: |
| **Nonverbal Communication** | | | | | | |
| Eye Contact:   * Appropriate * Checks in * Fleeting * None | | | | | | Notes: |
| Body Position:   * Appropriate * Turns body away * Difficulties with personal space | | | | | | Notes: |
| Gestures:   * Points * Waves * Nods * Grabs * Shrugs | | | | | | Notes: |
| Response to Gestures:   * Follows point with gaze * Does not notice | | | | | | Notes: |
| Facial Expressions:   * Appropriate * Neutral * Exaggerated * Minimal variation * Flat affect | | | | | | Notes: |
| **Restrictive and Repetitive Patterns of Behavior** | | | | | | |
| **Repetitive Speech, Motor, Object Use** | | | | | | |
| Speech:   * Echolalia   + Delayed   + Immediate * Jargon * Rote phrases * Pronoun reversals * Uses own name instead of I * Repetitive vocalizations | | | | | | Notes: |
| Motor: | | | | | | Notes: |
| *Hand*:  *Body*:  *Face*: | * Clapping * Flapping * Rocking * Spinning * Tensing      * Teeth grinding | | | * Flicking * Finger posturing * Toe walking * Body posturing * Facial grimacing | |
| *Other*: |  | | | | |
| Object/Play:   * Functional * Sensorimotor/exploration (mouthing/rubbing) * Lines up * Drops intentionally/repetitively * Repetitive play * Opens/closes doors * Turns lights on/off | | | | | | Notes: |
| **Routines/Resistance to Change**  Transitions to and from testing:   * Appropriately * Hesitant at first * Runs away/cries * Does not transition after time   Transitions between tasks:   * Compliant * Persistent difficulties   Moving from preferred to non-preferred:   * Difficulties with examiner led tasks * Easily transitions   Patterns of thinking:   * Rule bound * Concrete * Flexible | | | | | | Notes: |
| **Interests/Focus**  Plays with:   * Wide variety * Narrow range * Carries object   Sensory interests:   * Visual (light up) * Movement * Auditory * Focus on details/parts | | | | | | Notes: |
| **Sensory Input**  Pain Response (parent report):   * Typical * Hyper * Hypo   Describe any observations related to sensory seeking or response behaviors to visual, auditory, tactile, taste, or smell in notes. | | | | | | Notes: |

**Communicative Intent Checklist**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student:** |  | **Date Completed:** | |  |
|  |  |  | |  |
| **School:** |  | **SLP:** |  | |

PV: Preverbal OW: One Word MW: Multiple Word

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Skill** | | **PV** | **OW** | **MW** |
| **Behavioral Regulation** | | | | |
|  | Request Object |  |  |  |
|  | Request Action |  |  |  |
|  | Protest |  |  |  |
| **Social Interaction** | | | | |
|  | Request Social Routine |  |  |  |
|  | Showing Off |  |  |  |
|  | Greeting |  |  |  |
|  | Calling |  |  |  |
|  | Acknowledgement |  |  |  |
|  | Request Permission |  |  |  |
| **Joint Attention** | | | | |
|  | Comment |  |  |  |
|  | Request Information |  |  |  |
|  | Clarification |  |  |  |
| **Discourse Structure** | | | | |
|  | Initiated |  |  |  |
|  | Respondent |  |  |  |
| **Mode of Communication** | | | | |
|  | Gestural |  |  |  |
|  | Vocal |  |  |  |
|  | Verbal |  |  |  |
|  | Gestural-Vocal |  |  |  |
|  | Gestural-Verbal |  |  |  |

Adapted by Allan Bird from: Wetherby, A. M., Cain, D. H., Yonclas, D. G., & Walker, V. G. (1988). Analysis of intentional communication of normal children from the prelinguistic to the multiword stage, *Journal of Speech and Hearing Research,* 240-252.

**Gestural Skills Checklist**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student:** |  | **Date Completed:** | |  |
|  |  |  | |  |
| **School:** |  | **SLP:** |  | |

The following checklist is designed to help the Speech-Language Pathologist assess the development of communication in the very young child. It is designed to contain items which are easily observed in normal interaction and can be scored with a minimum of interpretation on the part of the examiner.

|  |  |  |
| --- | --- | --- |
|  |  |  |
| **Skill:** | **Present** | **Not Present** |
| Six to Nine Months | | |
| 1. Extends arms when parents extend their arms to the child in the gesture of picking them up. |  |  |
| 1. Explores parent’s face, hair, person, but not other individuals. |  |  |
| 1. Selects and crawls toward parent, but not others. |  |  |
| 1. Moves toward parents when alarmed. |  |  |
| 1. Localizes the bell when rung laterally to the ear. |  |  |
| Nine to Twelve Months | | |
| 1. Makes excursions from parent and returns. |  |  |
| 2. Ceases activity when name is called or “no” is said. |  |  |
| 3. Offers objects to another person. |  |  |
| 4. Attends to adult when given simple command or gesture |  |  |
| 5. Imitates gesture games such as the “Raspberry” |  |  |
| Twelve to Fifteen Months | | |
| 1. Responds to request for a toy when given a gestural cue. |  |  |
| 2. Pushes adult’s hand toward a toy which the child cannot operate independently. |  |  |
| 3. Tugs on parent when the child wants something. |  |  |
| 4. Localizes to sounds presented from below and above his field of vision. |  |  |
| 5. Waves bye-bye or plays peek-a-boo. |  |  |
| Fifteen to Eighteen Months | | |
| 1. Hugs and kisses adults. |  |  |
| 2. Points to an object which is out of his reach when he wants it. |  |  |
| 3. Responds to request for a toy without a gesture. |  |  |
| 4. Imitates simple motor activities such as patty-cake or others very automatically. |  |  |
| 5. Offers a toy to an adult and waits for the adult to activate the toy. If no response will attempt again |  |  |
| Eighteen to Twenty One Months | | |
| 1. Gives an object to the parent upon request. |  |  |
| 2. Points and makes vocal/manual gesture towards an object to call adults attention to it. |  |  |
| 3. Imitates words. |  |  |
| 4.Points to a familiar person when requested to do so. |  |  |
| 5. Communicates “No” through some manner other than crying. |  |  |
| Twenty One to Twenty Four Months | | |
| 1. Imitates pointing to 3-4 body parts or spontaneously points to on body part upon request.. |  |  |
| 2. Responds to “Show me” by showing shoes or other clothing, or own toys or other common objects. |  |  |
| 3. Carries objects from one room to another when requested. |  |  |
| 4. Gestures for someone to “Give me that” or uses other gestures (other than pointing) to make wants known. |  |  |
| 5. Identifies 7-10 pictures of common objects |  |  |

**Conversational Skills Checklist**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | |  |  |
| **Student:** |  | **Grade:** |  | | **Date:** |  |
|  |  |  |  | |  |  |
| **Observer:** |  | **Position: (**Circle one) | | **Parent/ Teacher/ SLP** | | |

The Conversational Skills Checklist may be used as a Pre/Post Test to determine the following:

* A student’s strengths in using language skills in conversation
* A student’s needs for developing language skills in conversation
* A student’s progress towards proficiency of language skills in conversation

**Directions for Observer**: Mark (X) the student’s frequency of use or proficiency for each of the skills listed on the chart. Base your responses on what has been observed at home (Parent), in the classroom (Teacher), or during assessment and/or therapy sessions (SLP)

|  |  |  |  |
| --- | --- | --- | --- |
| **Conversational Skill** | **Proficiency Codes** | | |
| **Opening Section:** | **Not Yet** | **Sometimes** | **Proficient** |
| Secures listener’s attention |  |  |  |
| Initiates topic of conversation |  |  |  |
| Asks permission before touching or borrowing other people’s things |  |  |  |
| Makes eye contact with others |  |  |  |
| Uses friendly body language |  |  |  |
| **Topic Selection:** | **Not Yet** | **Sometimes** | **Proficient** |
| Chooses topics that deal with “here and now” |  |  |  |
| Chooses topics that deal with the past |  |  |  |
| Chooses topics that deal with the future |  |  |  |
| Chooses interesting topics of conversation |  |  |  |
| Chooses topics appropriate for situation |  |  |  |
| **Turn-Taking:** | **Not Yet** | **Sometimes** | **Proficient** |
| Overlap |  |  |  |
| Nature of Turn – Comment |  |  |  |
| Nature of Turn – Response |  |  |  |
| Nature of Turn – Directed |  |  |  |
| Takes turns in conversation |  |  |  |
| Waits to share at appropriate times |  |  |  |
| Invites others into conversation |  |  |  |
| Relinquishes turn to talk |  |  |  |
| **Topic Maintenance:** | **Not Yet** | **Sometimes** | **Proficient** |
| Maintained through repetition |  |  |  |
| Maintained through agreement |  |  |  |
| Maintained by adding information |  |  |  |
| Can sustain topic through several turns |  |  |  |
| Asks appropriate questions that are on topic |  |  |  |
| **Topic Changing:** | **Not Yet** | **Sometimes** | **Proficient** |
| Introduces new topics |  |  |  |
| Reintroduces old topics |  |  |  |
| Shades topic of discussion |  |  |  |
| Can close or switch topics when appropriate |  |  |  |
| **Repair:** | **Not Yet** | **Sometimes** | **Proficient** |
| Provides repairs when the listener doesn’t understand |  |  |  |
| Repeats what was said |  |  |  |
| Confirms what was said |  |  |  |
| Revises what was said |  |  |  |
| Adds additional information to what was said. |  |  |  |
| Provides cues |  |  |  |
| Inappropriate response |  |  |  |
| Seeks repairs when the speaker is not understood |  |  |  |
| Gives neutral-nonspecific message of lack of understanding |  |  |  |
| Requests confirmation as to what was understood |  |  |  |
| Requests specific information to clarify |  |  |  |
| **Quality:** | **Not Yet** | **Sometimes** | **Proficient** |
| A good listener when others are speaking |  |  |  |
| Remembers to thank others for help |  |  |  |
| Expresses sympathy when other people are hurting |  |  |  |
| Considers how words affect others before speaking |  |  |  |
| **Manner:** | **Not Yet** | **Sometimes** | **Proficient** |
| Keeps messages of conversation organized (tells things in order) |  |  |  |
| Focuses on most important details, clearly and concisely |  |  |  |
| Uses cohesion (links ideas) |  |  |  |
| **Relation:** | **Not Yet** | **Sometimes** | **Proficient** |
| Responds appropriately to others’ messages |  |  |  |
| Asks for clarification of messages from other people |  |  |  |
| Elaborates on a topic when appropriate |  |  |  |
| Disagrees without disrupting |  |  |  |
| **Assertiveness:** | **Not Yet** | **Sometimes** | **Proficient** |
| Asks question more than once if message not understood |  |  |  |
| Continues to try to get messages across if listener does not understand |  |  |  |

**Observer Comments:**

### Evaluation Phase III: Analysis and Interpretation Form

### Language Evaluation Summary Form

### Initial Disability Determination Worksheet

### Language Evaluation Summary Form

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Student:** |  | | **Campus:** | |  | | **SLP:** |  | |
|  |  | |  | |  | |  | |  |
| **Date of Birth:** | |  | **Grade:** |  | | **Date Completed:** | | |  |

### Assessment Questions:

|  |
| --- |
|  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Evaluation Tool** | **Results** | | **Data Supports Concern** | |
| **Yes** | **No** |
| Teacher Checklist/  Interview |  | |  |  |
| Parent Information/  Interview |  | |  |  |
| Standardized Test/Subtest Results | Score/s: |  |  |  |
| Standard Deviation |  |
| Confidence Interval |  |
| Sensitivity |  |
| Specificity |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Evaluation Tool** | **Results** | | **Data Supports Concern** | |
| Informal Criterion-Referenced Measures:  Language Sample  Checklists  Interviews/Questionnaires  Skill Specific Probes | **Language Skills:** | **Results/Comments:** | **Yes** | **No** |
| **Syntax/ Morphology** |  |  |  |
| **Semantics** |  |  |  |
| **Metalinguistics** |  |  |  |
| **Phonology:**  *Speech Sounds*  *Reading/ Reading Readiness* |  |  |  |
| **Pragmatics*:***  *Social Communication*  *Narrative Skills*  *Discourse Skills* |  |  |  |
| **Social Interaction:**  *Nonverbal Behaviors to Regulate*  *Interaction*  *Turn-Taking*  *Joint Attention*  *Shared Emotion*  *Use of Communication to Regulate Interactions*  *Initiate/Sustain Conversation* |  |  |  |
| **Intentionality**:  *Request, Protest, Reject* |  |  |  |
| **Interaction:**  *Initiate, Respond,*  *Maintain, Terminate,*    *Repair, Request, Greetings* |  |  |  |
| Focused Observations |  | |  |  |
| Other Assessment Information |  | |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Recommendations to the ARD Committee** | | | |
|  | | **Yes** | **No** |
| **Stage I:**  Presence of a Language Disorder | **Evidence:** |  |  |
| **Stage II:**  Adverse Effect on Educational Performance | **Evidence** (enter rating from Adverse Effect Checklist):  **Academic Achievement:**  **Functional Performance:** |  |  |
| ***If yes to Stage I and II, the Disability Determination for Language Disorder has been met*** | | | |
| Recommendation that ARD Committee consider eligibility for special education with a Speech Impairment | | Yes | No |
| ***If ARD Committee determines SI eligibility, then address Stage III:*** | | | |
| Are specialized services by an SLP needed to help the student with a language disorder make progress in the curriculum? | | Yes | No |
| **Recommendations for SLP services:** | | | |

**Initial Disability Determination Worksheet**

**Autism/Speech Impairment**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Name :** |  | **Age:** |  |
|  |  |  |  |

**Data Reconciliation**

**Check areas where data supports concern in the listed areas.**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Parent** | **Teacher** | **Evaluator** |
| **Persistent deficits in social communication and social interaction** | | | |
| Deficits in social-emotional reciprocity: from abnormal social approach and failure of normal back-and-forth conversation; to reduce sharing of interests, emotions, or affect; to failure to initiate or respond to social interactions. | **☐** | **☐** | **☐** |
| Deficits in nonverbal communication behaviors used for social interaction: from poorly integrated verbal and nonverbal communication; to abnormalities in eye contact and body language or deficits in understanding and use of gestures; to a total lack of facial expressions and nonverbal communication. | **☐** | **☐** | **☐** |
| Deficits in developing, maintaining, and understanding relationships: from difficulties adjusting behavior to suit various social contexts; to difficulties in sharing imaginative play or in making friends; to absence of interest in peers. | **☐** | **☐** | **☐** |
| Deficits in understanding what is not explicitly stated  (e.g., making inferences) and nonliteral or ambiguous meanings of language (e.g., idioms, humor, metaphors, multiple meanings that depend on the context for interpretation). | **☐** | **☐** | **☐** |
| Deficits in ability to change communication to match context or the needs of the listener, e.g. speaking differently in a classroom than on the playground, talking differently to a child than to an adult, and avoiding the use of overly formal language. | **☐** | **☐** | **☐** |
| Deficits reporting a personal experience in a logical sequence with sufficient information for listener understanding. | **☐** | **☐** | **☐** |
| **Restricted, repetitive patterns of behavior, interests, or activities (currently or in history)** | | | |
| Stereotyped or repetitive motor movements, use of objects, or speech e.g., simple motor stereotypies, lining up toys or flipping objects, echolalia, idiosyncratic phrases. | **☐** | **☐** | **☐** |
| Insistence on sameness, inflexible adherence to routines, or ritualized patterns or verbal nonverbal behavior  e.g., extreme distress at small changes, difficulties with transitions, rigid thinking patterns, greeting rituals, need to take the same route or eat food every day. | **☐** | **☐** | **☐** |
| Highly restricted, fixated interests abnormal in intensity or focus  e.g., strong attachment to or preoccupation with unusual objects, excessively circumscribed or preservative interest. | **☐** | **☐** | **☐** |
| Hyper- or hyporeactivity to sensory input or unusual interests in sensory aspects of the environment  e.g., apparent indifference to pain/temperature, adverse response to specific sounds or textures, excessive smelling or touching of objects, visual fascination with lights or movement. | **☐** | **☐** | **☐** |
|  | **Parent** | **Teacher** | **Evaluator** |
| **Other Speech/Language Characteristics related to Autism:** | | | |
| Loss of previously acquired language skills | **☐** |  |  |
| Difficulty with pronouns | **☐** | **☐** | **☐** |
| Higher expressive language skills than receptive language skills | **☐** | **☐** | **☐** |
| Pedantic speech (overly formal; repetitive use of phrases (e.g. “well actually”) | **☐** | **☐** | **☐** |
| Characteristics of typical stuttering (initial position sound, syllable, word repetitions; phrase repetitions; sound prolongations; blocks) | **☐** | **☐** | **☐** |
| Characteristics of atypical stuttering observed in ASD  word-final disfluency (repetition of the last syllable in a word); word-medial blocks (stopping of airflow or sound in the middle of a word); mid-syllable insertion (inserting a syllable in a word); final sound prolongation (final sound continues beyond typical length); final phrase repetition (repeating the final phrase) | **☐** | **☐** | **☐** |
| Atypical speech prosody (intonation, tone, stress, and rhythm) | **☐** | **☐** | **☐** |
| **Adaptive Behavior/Cognitive Observations** | | | |
| Deficits social adaptive skills | **☐** | **☐** | **☐** |
| Splinter skills observed in cognitive or academic skills | **☐** | **☐** | **☐** |
| Deficits in working memory |  |  | **☐** |
| Visual processing noted to be a relative strength |  |  | **☐** |
| **Executive Functioning** | | | |
| Deficits with planning and organization | **☐** | **☐** | **☐** |
| Difficulty with initiation and sequencing of tasks | **☐** | **☐** | **☐** |
| Difficulty with shifting between tasks | **☐** | **☐** | **☐** |
| Difficulty with emotional regulation | **☐** | **☐** | **☐** |
| Difficulty with problem solving | **☐** | **☐** | **☐** |
| **Other Considerations** | | | |
| Family history of autism | **☐** |  |  |
| Family history of ADHD | **☐** |  |  |
| Family history of mental illness | **☐** |  |  |
| Family history of cognitive/learning disability | **☐** |  |  |
| Significant health concerns: | **☐** |  |  |

**Stage I: Documentation of Disability**

|  |  |  |
| --- | --- | --- |
|  | **Yes** | **No** |
| Based on evaluation data (formal and/or informal), does the student demonstrate deficits in social communication and social interaction? |  |  |
| Based on evaluation data (formal and/or informal), does the student demonstrate restricted, repetitive patterns of behavior, interests, or activities (currently or in history)? |  |  |
| Are the student’s communication skills disproportionate with the level of overall functioning, especially in adaptive skills and social communication skills which allow for effective interpersonal communication? |  |  |
| Are the student’s communication abilities disproportionate to those of the same chronological age, gender, intellectual level, or cultural and linguistic background? |  |  |

Data supports **BOTH** deficits in social communication and social interaction and presence of restricted, repetitive patterns of behavior, interests, or activities (currently or in history); **AND** results are not better explained by Intellectual Disability or Emotional Disturbance **AND** communication skills are disproportionate with overall functioning and to those of same age/gender/intellectual level/CLD background:

* IF YES: Team concludes the presence of disability of **Autism and Communication Disorder**

Data supports **ONLY** deficits in social communication, with **NO** current or historic observation of restricted, repetitive patterns of behavior, interests, or activities **AND** communication skills are disproportionate with overall functioning and to those of the same age/gender/intellectual level/CLD background:

* IF YES: Team concludes the presence of **Social Communication Disorder**/**Pragmatic Language Disorder**

Data supports **BOTH** deficits in social communication and social interaction and presence of restricted, repetitive patterns of behavior, interests, or activities (currently or in history); **AND** results are not better explained by Intellectual Disability or Emotional Disturbance **BUT** communication skills are **NOT** disproportionate with overall functioning and to those of the same age/gender/intellectual level/CLD background **OR** social communication deficits are mild in nature:

* IF YES: Team concludes the presence of disability of **Autism**

**Stage II: Adverse Effect on Educational Performance**

|  |  |  |
| --- | --- | --- |
| **Academic Achievement** | **Yes** | **No** |
| There is a direct, noticeable relationship between the student’s communication disorder and academic performance or achievement |  |  |
| The student’s communication disorder contributes to academic struggle or below expected achievement on the IEP |  |  |
| The student’s communication disorder is out of proportion with overall functioning level |  |  |
| Data indicates that the student’s performance in the academic curriculum will require specially designed instruction from the SLP |  |  |
| The student with other disabilities needs speech-language therapy to benefit from the special education program |  |  |
| **Functional Performance** | **Yes** | **No** |
| Communication skills limit participation in self-care, interpersonal, and daily routines |  |  |
| Communication patterns disrupt and interfere with interaction and functional performance |  |  |
| Social communication skills disrupt effective interpersonal interaction |  |  |
| Communication disorder is pervasive and noticeable across settings and interferes with interaction |  |  |
| The student has no functional communication, limited means of expression, or social/emotional adjustment is affected by the communication disorder |  |  |
| **Total** |  |  |

**Scoring**

If the answer to at least 4 of the statements is “yes”, it is likely that the student’s language disorder results in an adverse effect on educational performance

**Sources of Documentation of Adverse Effect**

|  |  |
| --- | --- |
| Grades |  |
| State, District, Local Assessments/Tests |  |
| Student Work |  |
| Observation |  |
| Teacher/Parent Information |  |
| Student Self-Report |  |
| Other |  |

### Re-Evaluation Form

### Re-Evaluation Disability Determination Worksheet:

### Autism/Speech Impairment

**Re-Evaluation Disability Determination Worksheet**

**Autism/Speech Impairment**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Name :** |  | **Age:** | ; |
|  |  |  |  |

**Data Reconciliation**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Parent** | **Teacher** | **Evaluator** |
| **Persistent deficits in social communication and social interaction** | | | |
| Deficits in social-emotional reciprocity: from abnormal social approach and failure of normal back-and-forth conversation; to reduce sharing of interests, emotions, or affect; to failure to initiate or respond to social interactions. | **☐** | **☐** | **☐** |
| Deficits in nonverbal communicative behaviors used for social interaction: from poorly integrated verbal and nonverbal communication; to abnormalities in eye contact and body language or deficits in understanding and use of gestures; to a total lack of facial expressions and nonverbal communication. | **☐** | **☐** | **☐** |
| Deficits in developing, maintaining, and understanding relationships: from difficulties adjusting behavior to suit various social contexts; to difficulties in sharing imaginative play or in making friends; to absence of interest in peers. | **☐** | **☐** | **☐** |
| Deficits in understanding what is not explicitly stated  (e.g., making inferences) and nonliteral or ambiguous meanings of language (e.g., idioms, humor, metaphors, multiple meanings that depend on the context for interpretation). | **☐** | **☐** | **☐** |
| Deficits inability to change communication to match context or the needs of the listener, e.g. speaking differently in a classroom than on the playground, talking differently to a child than to an adult, and avoiding use of overly formal language. | **☐** | **☐** | **☐** |
| **Restricted, repetitive patterns of behavior, interests, or activities (currently or in history)** | | | |
| Stereotyped or repetitive motor movements, use of objects, or speech e.g., simple motor stereotypies, lining up toys or flipping objects, echolalia, idiosyncratic phrases. | **☐** | **☐** | **☐** |
| Insistence on sameness, inflexible adherence to routines, or ritualized patterns or verbal-nonverbal behavior  e.g., extreme distress at small changes, difficulties with transitions, rigid thinking patterns, greeting rituals, need to take same route or eat food every day. | **☐** | **☐** | **☐** |
| Highly restricted, fixated interests abnormal in intensity or focus  e.g., strong attachment to or preoccupation with unusual objects, excessively circumscribed or preservative interest. | **☐** | **☐** | **☐** |
| Hyper- or hyporeactivity to sensory input or unusual interests in sensory aspects of the environment  e.g., apparent indifference to pain/temperature, adverse response to specific sounds or textures, excessive smelling or touching of objects, visual fascination with lights or movement. | **☐** | **☐** | **☐** |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Parent** | **Teacher** | **Evaluator** |
| **Persistent deficits in social communication and social interaction** | | | |
| Deficits in social-emotional reciprocity: from abnormal social approach and failure of normal back-and-forth conversation; to reduce sharing of interests, emotions, or affect; to failure to initiate or respond to social interactions. | **☐** | **☐** | **☐** |
| Deficits in nonverbal communication behaviors used for social interaction: from poorly integrated verbal and nonverbal communication; to abnormalities in eye contact and body language or deficits in understanding and use of gestures; to a total lack of facial expressions and nonverbal communication. | **☐** | **☐** | **☐** |
| Deficits in developing, maintaining, and understanding relationships: from difficulties adjusting behavior to suit various social contexts; to difficulties in sharing imaginative play or in making friends; to absence of interest in peers. | **☐** | **☐** | **☐** |
| Deficits in understanding what is not explicitly stated  (e.g., making inferences) and nonliteral or ambiguous meanings of language (e.g., idioms, humor, metaphors, multiple meanings that depend on the context for interpretation). | **☐** | **☐** | **☐** |
| Deficits in ability to change communication to match context or the needs of the listener, e.g. speaking differently in a classroom than on the playground, talking differently to a child than to an adult, and avoiding use of overly formal language. | **☐** | **☐** | **☐** |
| Deficits reporting a personal experience in a logical sequence with sufficient information for listener understanding. | **☐** | **☐** | **☐** |
| **Restricted, repetitive patterns of behavior, interests, or activities (currently or in history)** | | | |
| Stereotyped or repetitive motor movements, use of objects, or speech e.g., simple motor stereotypies, lining up toys or flipping objects, echolalia, idiosyncratic phrases. | **☐** | **☐** | **☐** |
| Insistence on sameness, inflexible adherence to routines, or ritualized patterns or verbal nonverbal behavior  e.g., extreme distress at small changes, difficulties with transitions, rigid thinking patterns, greeting rituals, need to take the same route or eat the same food every day. | **☐** | **☐** | **☐** |
| Highly restricted, fixated interests abnormal in intensity or focus  e.g., strong attachment to or preoccupation with unusual objects, excessively circumscribed or preservative interest. | **☐** | **☐** | **☐** |
| Hyper- or hyporeactivity to sensory input or unusual interests in sensory aspects of the environment  e.g., apparent indifference to pain/temperature, adverse response to specific sounds or textures, excessive smelling or touching of objects, visual fascination with lights or movement. | **☐** | **☐** | **☐** |
|  | **Parent** | **Teacher** | **Evaluator** |
| **Other Speech/Language Characteristics related to Autism:** | | | |
| Loss of previously acquired language skills | **☐** |  |  |
| Difficulty with pronouns | **☐** | **☐** | **☐** |
| Higher expressive language skills than receptive language skills | **☐** | **☐** | **☐** |
| Pedantic speech (overly formal; repetitive use of phrases (e.g. “well actually”) | **☐** | **☐** | **☐** |
| Characteristics of typical stuttering (initial position sound, syllable, word repetitions; phrase repetitions; sound prolongations; blocks) | **☐** | **☐** | **☐** |
| Characteristics of atypical stuttering observed in ASD  word-final disfluency (repetition of the last syllable in a word); word-medial blocks (stopping of airflow or sound in the middle of a word); mid-syllable insertion (inserting a syllable in a word); final sound prolongation (final sound continues beyond typical length); final phrase repetition (repeating the final phrase) | **☐** | **☐** | **☐** |
| Atypical speech prosody (intonation, tone, stress, and rhythm) | **☐** | **☐** | **☐** |
| **Adaptive Behavior/Cognitive Observations** | | | |
| Deficits social adaptive skills | **☐** | **☐** | **☐** |
| Splinter skills observed in cognitive or academic skills | **☐** | **☐** | **☐** |
| Deficits in working memory |  |  | **☐** |
| Visual processing noted to be a relative strength |  |  | **☐** |
| **Executive Functioning** | | | |
| Deficits with planning and organization | **☐** | **☐** | **☐** |
| Difficulty with initiation and sequencing of tasks | **☐** | **☐** | **☐** |
| Difficulty with shifting between tasks | **☐** | **☐** | **☐** |
| Difficulty with emotional regulation | **☐** | **☐** | **☐** |
| Difficulty with problem solving | **☐** | **☐** | **☐** |
| **Other Considerations** | | | |
| Family history of autism | **☐** |  |  |
| Family history of ADHD | **☐** |  |  |
| Family history of mental illness | **☐** |  |  |
| Family history of cognitive/learning disability | **☐** |  |  |
| Significant health concerns: | **☐** |  |  |

**Stage I: Documentation of Disability**

|  |  |  |
| --- | --- | --- |
|  | **Yes** | **No** |
| Based on evaluation data (formal and/or informal), does the student demonstrate deficits in social communication and social interaction? |  |  |
| Based on evaluation data (formal and/or informal), does the student demonstrate restricted, repetitive patterns of behavior, interests, or activities (currently or in history)? |  |  |
| Are the student’s communication skills disproportionate with the level of overall functioning, especially in adaptive skills and social communication skills which allow for effective interpersonal communication? |  |  |
| Are the student’s communication abilities disproportionate to those of the same chronological age, gender, intellectual level, or cultural and linguistic background? |  |  |

Data supports **BOTH** deficits in social communication and social interaction and presence of restricted, repetitive patterns of behavior, interests, or activities (currently or in history); **AND** results are not better explained by Intellectual Disability or Emotional Disturbance **AND** communication skills are disproportionate with overall functioning and to those of same age/gender/intellectual level/CLD background:

* IF YES: Team concludes presence of disability of **Autism and Communication Disorder**

Data supports **ONLY** deficits in social communication, with **NO** current or historic observation of restricted, repetitive patterns of behavior, interests, or activities **AND** communication skills are disproportionate with overall functioning and to those of the same age/gender/intellectual level/CLD background:

* IF YES: Team concludes presence of disability of **Social Communication Disorder** (**Pragmatic Language Disorder**)

Data supports **BOTH** deficits in social communication and social interaction and presence of restricted, repetitive patterns of behavior, interests, or activities (currently or in history); **AND** results are not better explained by Intellectual Disability or Emotional Disturbance **BUT** communication skills are **NOT** disproportionate with overall functioning and to those of the same age/gender/intellectual level/CLD background **OR** social communication deficits are mild:

* IF YES: Team concludes presence of disability of **Autism**

**Stage II: Adverse Effect on Educational Performance**

|  |  |  |
| --- | --- | --- |
| **Academic Achievement** | **Yes** | **No** |
| There is a direct, noticeable relationship between the student’s communication disorder and academic performance or achievement |  |  |
| The student’s communication disorder contributes to academic struggle or below expected achievement on the IEP |  |  |
| The student’s communication disorder is out of proportion with overall functioning level |  |  |
| Data indicates that the student’s performance in the academic curriculum will require specially designed instruction from the SLP |  |  |
| The student with other disabilities needs speech-language therapy to benefit from the special education program |  |  |
| **Functional Performance** | **Yes** | **No** |
| Communication skills limit participation in self-care, interpersonal, and daily routines |  |  |
| Communication patterns disrupt and interfere with interaction and functional performance |  |  |
| Social communication skills disrupt effective interpersonal interaction |  |  |
| Communication disorder is pervasive and noticeable across settings and interferes with interaction |  |  |
| The student has no functional communication, limited means of expression, or social/emotional adjustment is affected by the communication disorder |  |  |
| **Total** |  |  |

**Scoring**

If the answer to at least 4 of the statements is “yes”, it is likely that the student’s language disorder results in an adverse effect on educational performance

**Sources of Documentation of Adverse Effect**

|  |  |
| --- | --- |
| Grades |  |
| State, District, Local Assessments/Tests |  |
| Student Work |  |
| Observation |  |
| Teacher/Parent Information |  |
| Student Self-Report |  |
| Other |  |

**Potential Additional Dismissal Considerations**

|  |
| --- |
| The student is unable to tolerate treatment because of a serious medical, psychological, or other condition? |
| The student demonstrates behavior that interferes with improvement or participation in treatment (e.g., noncompliance, malingering), providing that efforts to address the interfering behavior have been unsuccessful. |
| Speech-language therapy no longer affects change in the student’s communication skills. There does not appear to be any reasonable prognosis for improvement with continued treatment. |

**When using these as a basis for dismissal, the campus SLP should work with the multidisciplinary team to document minimal educational benefit from speech-language services. The following factors should be considered:**

**Dismissal Form**

**Factors to Consider in Dismissal from SLP Therapy Services**

|  |  |
| --- | --- |
| **DURATION, INTENSITY, & MODE OF SERVICE** | |
| What has been the duration of speech therapy services? |  |
| What has been the duration of therapy for current goals/objectives? |  |
| How frequently does the student receive such therapy? |  |
| Have alternative intensity levels of treatment been utilized? |  |
| Have alternative modes of service (individual therapy, group therapy, integrated therapy, etc.) been utilized to stimulate progress? |  |
| Have various models of service been used for a sufficient time period? |  |
| **FOCUS OF SERVICE** | |
| Have treatment methods been appropriate for the diagnosed disorder? |  |
| Were appropriate goals/objectives established? |  |
| What has been the student’s level of response to treatment method(s)? |  |
| Within the scope of the treatment program, has the student been able to progress to the next level of the program or a branch of that program? |  |
| Has treatment been at an appropriate level for the student? |  |
| Has the SLP truly individualized instruction for the student? |  |
| **SETTING** | |
| What is the student missing in the regular classroom during speech therapy? |  |
| Have alternative therapy times (different time of day, etc.) been tried? |  |
| Is SLP working with regular and/or special education teachers to assure curricular and/or instructional modifications are implemented if they are needed? |  |
| **PATTERN OF SERVICE DELIVERY** | |
| How has therapy been provided in the past? |  |
| What has been the focus of therapy in the past? |  |
| Have there been gaps in service (has child moved frequently or had frequent absences)? |  |
| **CAPACITY OF STUDENT FOR CHANGE** | |
| Has student been more responsive to therapy at times? Has there been a pattern of regression and/or progression? When has he/she been most responsive? |  |
| How do other service providers regard the child’s progress to date? His/her responsiveness to therapy? |  |
| Does therapy and/or the IEP provide motivational incentives? |  |
| Has the SLP maximized therapy when progress is being achieved? |  |

Adapted from: Texas Speech-Language Hearing Association. (2012). *Language Eligibility Manual Companion III: Autism Spectrum Disorders: Dismissal Considerations*. Available from https://www.txsha.org/page/speech-impairment-eligibility-guidelines and USA, Arkansas Department of Education, Special Education. (n.d.). *Eligibility Criteria and Program Guidelines for Children with Disabilities, Ages 3-21, PART III: Program Guidelines, Section 2: Use of Criteria for Dismissal from Speech or Language Therapy Services*. Retrieved May 16, 2019, from https://arksped.k12.ar.us/rules\_regs\_08/3. SPED ELIGIBILITY CRITERIA AND PROGRAM GUIDELINES FOR CHILDREN/PART III PROGRAM GUIDELINES/2. USE OF CRITERIA FOR DISMISSAL FROM SPEECH OR LANGUAGE THERAPY.

**Forms for Students from Culturally or**

**Linguistically Diverse Backgrounds**

**Evaluation Phase I: Assessment Plan**

Teacher Checklist – Initial Referral for Language Concerns

Teacher Checklist – Checklist of Language Skills for Use with Limited English Proficient Students

Parent Information - Initial Referral for Language Concerns

Parent Information - Speech-Language History Addendum for Children from CLD Backgrounds (Cuestionario para los padres – Contacto inicial por preocupaciones del lenguaje)

Phase I Student Interaction – Low Structure Language Sample

Completing the Language Sample Analysis Comparison Rubric for CLD Students

Conversation Low Structure Language Sample Form

Language Sample Analysis Comparison Rubric

for CLD Students

Assessment Planning Worksheet

Assessment Plan

**Teacher Checklist - Initial Referral for Language Concerns**

**Speech-Language Pathology**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
| Student: |  | Teacher: |  |  |  |
| Language Spoken: |  | | |  |  |
|  |  |  | | |  |
| Date: |  | Speech-Language Pathologist: | | |  |

L1 = Native Language L2 = English

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Compared to other students in the class:** | | **Usually** | **Sometimes** | **Rarely** | **Not Observed** |
| 1.Does the student consistently initiate verbal interaction with others? | L1 |  |  |  |  |
| L2 |  |  |  |  |
| 2.Is the student’s communication easily understood? | L1 |  |  |  |  |
| L2 |  |  |  |  |
| 3.Do classmates regularly initiate interaction with this student? | L1 |  |  |  |  |
| L2 |  |  |  |  |
| 4.Does the student respond appropriately when classmates attempt to initiate interaction? | L1 |  |  |  |  |
| L2 |  |  |  |  |
| 5.Does the student seem to notice if his/her communication is misunderstood?  5a. If yes, is the student able to modify  his/her communication attempt? | L1 |  |  |  |  |
| L2 |  |  |  |  |
| L1 |  |  |  |  |
| L2 |  |  |  |  |
| 6.If the student is upset, is he/she able to use words appropriately to express feelings? | L1 |  |  |  |  |
| L2 |  |  |  |  |
| 7.When the student is communicating, do his/her facial expressions and body language seem to match the situation? | L1 |  |  |  |  |
| L2 |  |  |  |  |
| 8.Does the student volunteer information in class?  8a. If so, are comments relevant to the  discussion? | L1 |  |  |  |  |
| L2 |  |  |  |  |
| L1 |  |  |  |  |
| L2 |  |  |  |  |
| 9. Does the student respond appropriately when asked a question? | L1 |  |  |  |  |
| L2 |  |  |  |  |
| 10. During class discussions, does the student ask questions that are relevant? | L1 |  |  |  |  |
| L2 |  |  |  |  |
| 11.Does the student ask for help when needed? | L1 |  |  |  |  |
| L2 |  |  |  |  |
| 12.Does the student need more repetition of instructions than classmates? | L1 |  |  |  |  |
| L2 |  |  |  |  |
| 13. As a listener, do you frequently have to ask questions to determine the student’s exact meaning? | L1 |  |  |  |  |
| L2 |  |  |  |  |

L1 = Native Language L2 = English

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***If the student has trouble communicating ideas clearly, answer the following questions:*** | | | | | |
| **Compared to other students in the class:** | | **Usually** | **Sometimes** | **Rarely** | **Not observed** |
| 14. Does the student mispronounce words? | L1 |  |  |  |  |
| L2 |  |  |  |  |
| 15. Does the student use excessive nonspecific vocabulary, such as “thing” or “stuff”? | L1 |  |  |  |  |
| L2 |  |  |  |  |
| 16. Is the student’s sentence structure appropriate for age/grade? | L1 |  |  |  |  |
| L2 |  |  |  |  |
| 17. Does the student jump from one topic to another? | L1 |  |  |  |  |
| L2 |  |  |  |  |
| 18. Does the student fail to provide necessary background information? | L1 |  |  |  |  |
| L2 |  |  |  |  |
| 19. When speaking, does the student pause, revise, or repeat so much that it is noticeable? | L1 |  |  |  |  |
| L2 |  |  |  |  |
| **Comments:** | | | | | |

**Teacher Checklist - Checklist of Language Skills for Use**

**with Limited English Proficient Students**

**Student: Teacher:**

**Date: Speech-Language Pathologist:**

**BASIC INTERPERSONAL COMMUNICATIVE SKILLS (BICS)**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Native Language** | **English** |
| ***A.*** | ***LISTENING*** |  |  |
| 1. | Follows classroom directions |  |  |
| 2. | Points to classroom items |  |  |
| 3. | Distinguishes items according to color, shape, size, etc. |  |  |
| 4. | Points to people (family relationships) |  |  |
| 5. | Distinguishes people according to physical and emotional states |  |  |
| 6. | Acts out common school activities |  |  |
| 7. | Distinguishes environmental sounds |  |  |
| ***B.*** | ***SPEAKING*** |  |  |
| 1. | Gives classroom commands to peers |  |  |
| 2. | Exchanges common greetings |  |  |
| 3. | Names classroom objects |  |  |
| 4. | Describes classroom objects according to color, shape, size, etc. |  |  |
| 5. | Describes people according to physical and emotional states |  |  |
| 6. | Describes what is happening when given an action picture of a common recreational activity |  |  |
| 7. | Appropriately initiates, maintains and responds to a conversation |  |  |
| 8. | Recites ABCs, numbers 1-10 |  |  |
| 9. | Appropriately answers basic questions |  |  |
| 10. | Participates in sharing time |  |  |
| ***C.*** | ***READING*** |  |  |
| 1. | Recognizes common traffic/safety signs |  |  |
| 2. | Recognizes familiar advertising logos (e.g. McDonalds, HEB) |  |  |
| 3. | Recognizes basic sight words |  |  |
| ***D.*** | ***WRITING*** |  |  |
| 1. | Writes personal name |  |  |
| 2. | Writes ABCs, numbers 1-10 |  |  |
| 3. | Copies shapes |  |  |
|  |  |  |  |

**Cognitive/Academic Language Proficiency (CALP)**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Native Language** | **English** |
| ***A.*** | ***LISTENING*** |  |  |
| 1. | Follows specific directions for academic tasks according to curriculum guide. |  |  |
| 2. | Understands vocabulary for academic tasks according to curriculum guide (i.e. word meaning, word synonyms for operations) |  |  |
| 3. | Understands teacher’s discussion and distinguishes main ideas from supportive details |  |  |
| 4. | Understands temporal concepts (e.g., do this first, second, last) |  |  |
| 5. | Distinguishes sounds for reading readiness activities |  |  |
| 6. | Listens to a movie or other audio-visual presentation with academic content |  |  |
| ***B.*** | ***SPEAKING*** |  |  |
| 1. | Asks/answers specific questions regarding topic discussions |  |  |
| 2. | Uses academic vocabulary appropriately |  |  |
| 3. | Uses temporal concepts appropriately |  |  |
| 4. | Asks for clarification during academic tasks |  |  |
| 5. | Expresses reason for opinion |  |  |
| 6. | Actively participates in class discussions |  |  |
| 7. | Volunteers to answer questions in class regarding subject matter |  |  |
| ***C.*** | ***READING*** |  |  |
| 1. | Uses sound symbol association |  |  |
| 2. | Uses mechanics of spatial skills (i.e., top-to-bottom, left-to-right) |  |  |
| 3. | Understands rules of punctuation/capitalization |  |  |
| 4. | Understands reading as a process (i.e., speech-print relations, syllables) |  |  |
| 5. | Reads for comprehension |  |  |
| 6. | Follows along during oral reading activity and responds at his/her turn |  |  |
| 7. | Appropriate use of text (i.e., index) |  |  |
| 8. | Demonstrates an interest in reading |  |  |
| ***D.*** | ***WRITING*** | **Native Language** | **English** |
| 1. | Completes written expression activities according to curriculum guide |  |  |
| a. | Completes simple sentence frames |  |  |
| b. | Generates simple sentences |  |  |
| c. | Writes from dictation |  |  |
| d. | Writes short paragraph |  |  |
| 2. | Transfers from print to cursive at the appropriate grade level |  |  |
| 3. | Understands spatial constraints of writing (i.e., lines, top-to-bottom, left-to-right) |  |  |
| 4. | Understands the mechanics of writing (i.e., punctuation, paragraphing) |  |  |
| 5. | Demonstrates an interest in writing |  |  |

**Parent Information - Initial Referral for Language Concerns**

**Speech-Language Pathology**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Student: |  | Teacher: |  |  |  |
|  |  |  | | |  |
| Date: |  |

Is a language other than English spoken in your home? YES NO

If yes, what language does your child use when speaking to:

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | | | | | | | | | |
| Parents: |  |  | | | | | | | | | |
|  |  |  | | | | | | | | | |
| Brothers: |  |  | | | | | | | | | |
|  |  | | |  |  | | | | | | |
| Grandparents or other family members: | | | |  |  | | | | | | |
|  | | |  | | |  | |  | | | |
| Friends: |  |  | | | | | | | | | |
|  |  |  | | | | | | | | | |
| **Compared to other children your child’s age, is your child able to:** | | | | | | | | | **Most of the Time** | **Sometimes** | **Never** |
| 1. Follow directions when you ask him/her to do something? | | | | | | | Native Language | |  |  |  |
| English | |  |  |  |
| 2. Answer questions with yes or no? | | | | | | | Native Language | |  |  |  |
| English | |  |  |  |
| 3. Answer questions with relevant information? | | | | | | | Native Language | |  |  |  |
| English | |  |  |  |
| 4. Use complete sentences when speaking? | | | | | | | Native Language | |  |  |  |
| English | |  |  |  |
| 5. Speak without too many errors? | | | | | | | Native Language | |  |  |  |
| English | |  |  |  |
| 6. Use as many words as other children the same age? | | | | | | | Native Language | |  |  |  |
| English | |  |  |  |
| 7. Play well with other children? | | | | | | | Native Language | |  |  |  |
| English | |  |  |  |
| 8. Ask for help or information when needed? | | | | | | | Native Language | |  |  |  |
| English | |  |  |  |
| 9. Start conversations with others? | | | | | | | Native Language | |  |  |  |
| English | |  |  |  |
| 10. Seem interested in what other people say? | | | | | | | Native Language | |  |  |  |
| English | |  |  |  |
| 11. Carry on a conversation with others? | | | | | | | Native Language | |  |  |  |
| English | |  |  |  |
| 12. Does your child become frustrated if you cannot understand what s/he is trying to communicate? | | | | | | | Native Language | |  |  |  |
| English | |  |  |  |
| 13. Are you worried about your child’s language development?  *If so, give examples:*  *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* | | | | | | |  | |  |  |  |

**Cuestionario para los padres – Contacto inicial por preocupaciones del lenguaje**

**Patología del lenguaje y habla**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Estudiante: |  | Maestro/a: |  |  |  |
|  |  |  | | |  |
| Fecha: |  |

¿Se habla un idioma aparte de inglés en casa? SÍ NO

Sí hay, ¿cuál idioma usa su hijo/a cuando les habla a:

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | | | | | | | | | |
| Los papás: |  |  | | | | | | | | | |
|  |  |  | | | | | | | | | |
| Hermanos: |  |  | | | | | | | | | |
|  |  | | |  |  | | | | | | |
| Abuelos u otros miembros de la familia: | | | |  |  | | | | | | |
|  | | |  | | |  | |  | | | |
| Amigos: |  |  | | | | | | | | | |
|  |  |  | | | | | | | | | |
| **Comparado a otros niños de su edad, su hijo/a puede:** | | | | | | | | | **Por lo general** | **A veces** | **Nunca** |
| 1. ¿Sigue instrucciones cuando le piden hacer algo? | | | | | | | Idioma natal | |  |  |  |
| Inglés | |  |  |  |
| 2. ¿Contestar preguntas con sí o no? | | | | | | | Idioma natal | |  |  |  |
| Inglés | |  |  |  |
| 3. ¿Contestar preguntas con información apropiada? | | | | | | | Idioma natal | |  |  |  |
| Inglés | |  |  |  |
| 4. ¿Usar oraciones completas cuando habla? | | | | | | | Idioma natal | |  |  |  |
| Inglés | |  |  |  |
| 5. ¿Hablar sin muchos errores? | | | | | | | Idioma natal | |  |  |  |
| Inglés | |  |  |  |
| 6. ¿Usar tantas palabras como otros niños de la misma edad? | | | | | | | Idioma natal | |  |  |  |
| Inglés | |  |  |  |
| 7. ¿Llevarse bien con otros niños? | | | | | | | Idioma natal | |  |  |  |
| Inglés | |  |  |  |
| 8. ¿Pedir ayuda o información cuando lo necesita? | | | | | | | Idioma natal | |  |  |  |
| Inglés | |  |  |  |
| 9. ¿Iniciar una conversación con los demás? | | | | | | | Idioma natal | |  |  |  |
| Inglés | |  |  |  |
| 10. ¿Tener interés en lo que dicen los demás? | | | | | | | Idioma natal | |  |  |  |
| Inglés | |  |  |  |
| 11. ¿Sostener una conversación con los demás? | | | | | | | Idioma natal | |  |  |  |
| Inglés | |  |  |  |
| 12. ¿Se frustra si usted no entiende lo que el/ella intenta comunicarle? | | | | | | | Idioma natal | |  |  |  |
| Inglés | |  |  |  |
| 13. ¿Está preocupado/a por el desarrollo lingüístico de su hijo/a?  *Si es así, favor de proveer ejemplos:*  *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* | | | | | | |  | |  |  |  |

**Phase I Student Interaction**

**Low Structure Language Sample**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | |  | |  | |
| **Student:** |  | **Campus:** |  | **Date:** |  |
|  |  |  |  |  |  |
| **SLP:** |  | | |  | |
|  |  | | |  | |

**Description of Context for Language Sampling:**

Engage the student in conversational interaction in transition to the speech room and as a “warm-up” to completing the Language Sample. Complete this form and use the pattern of observations for planning the language evaluation.

L1 = Native Language L2 = English

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Skill/behavior** | | **Appropriate** | **Inappropriate** | **Not Observed** |
| Responds to greeting from examiner | L1 |  |  |  |
| L2 |  |  |  |
| Uses appropriate facial expressions and body language for situation | L1 |  |  |  |
| L2 |  |  |  |
| Makes eye contact | L1 |  |  |  |
| L2 |  |  |  |
| Answers questions | L1 |  |  |  |
| L2 |  |  |  |
| Makes relevant comments | L1 |  |  |  |
| L2 |  |  |  |
| Maintains topic of conversation/ can switch topics | L1 |  |  |  |
| L2 |  |  |  |
| Demonstrates conversational turn-taking | L1 |  |  |  |
| L2 |  |  |  |
| Follows directions | L1 |  |  |  |
| L2 |  |  |  |
| Attends to conversation and instructions | L1 |  |  |  |
| L2 |  |  |  |
| Observations: | | | | |

**Completing the Language Sample Analysis Comparison Rubric**

**for Culturally and Linguistically Diverse Students**

The purpose of this LSA comparison rubric for CLD students is to collect objective information related to the bilingual student’s speech and language skills. To determine the presence of a language disorder, all languages a student speaks must be compared to accurately represent the entirety of a student’s language skills. Bilingual students often demonstrate an unequal distribution of language concepts across languages. This rubric’s aim is to help guide speech language pathologists to differentiate between language differences and disorders in CLD students in a comparative approach by identifying strengths and weaknesses across multiple languages.

**Step 1**

* Collect a language sample in all languages a student speaks. Wordless picture books like Mercer Mayer’s *Frog Where Are You?* and story scripts from SALT are excellent resources for collecting multiple language samples of comparable length and complexity in more than one language.

**Step 2**

* Transcribe all the student’s language samples from an audio-recording or in real time.

**Step 3**

* Use the LSA Comparison Rubric for CLD students to compare the student’s two language samples. At the top of the chart, indicate the language sample’s language (i.e., Spanish, Vietnamese, etc.) and if the language sample represents the student’s L1 or L2. The second column is prefilled with English, with the option to indicate if English represents the student’s L1 or L2.

**Step 4**

* Using the student’s transcribed LSAs, indicate strengths and weaknesses in each of the student’s language samples. Some portions of the left column (for the language other than English) have been left purposely blank, because not all English language concepts exist in all other languages. Please add any applicable concepts to those blanks.

**Step 5**

* Begin a comparative analysis of language samples using the LSA Comparison Rubric for CLD Students. Speech Language Pathologist should determine whether or not errors/difficulties are due to language difference or a language disorder. If there is a discrepancy between a student’s ability to produce one language concept in one language but not the other, this may be a result of language acquisition. Additional research on language patterns in the student’s non-English language may be required to determine if errors made in English are a result of cross linguistic transfer/interference. For the purposes of language disorder diagnosis, consistent errors across both languages would be significant indicators of the presence of a language disorder.

**Language Sample Analysis Comparison Rubric for Culturally**

**and Linguistically Diverse Students**

|  |  |  |
| --- | --- | --- |
| **Student:** | **Campus:** | **Date:** |
| **Age/Grade:** | **Primary Language(s):** | **SLP:** |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Language Sample Language:**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_L1** or **L2** (select) | | | **Language Sample:**  **ENGLISH L1** or **L2** (select) | | | | |
| **Sentence Structure** | | | | | | | | |
| Variety of verb forms | * Present tense * Past tense * Future tense   Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | * Present tense (*-s*) * Present progressive (-*ing*) * Past tense (*regular*) * Past tense (*irregular*) * Future tense * Helping verbs   Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | |
| Subject verb agreement | * Yes | * No | | * Yes | * No | | | |
| Correct word order | * Yes | * No | | * Yes | * No | | | |
| Sentence variety  *Compound*  *Complex* | * Yes * Yes | * No * No | | * Yes * Yes | * No * No | | | |
| Plurals | * Yes | * No | | * Yes | | * No | | |
| Sentence length (MLU) |  |  | |  | | | | |
| **Semantics** | | | | | | | | |
| Articles | * Yes | * No | | * Yes | | * No | | |
| Possessives | * Yes | * No | | * Yes | | * No | | |
| Prepositions | * Yes | * No | | * Yes | | * No | | |
| Pronouns | * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | * Subject (*I/you/he/she/it/etc*.) * Object (*me/him/her/us/etc*.) * Possessive (*his/hers/ours/their/etc*.) | | | | |
| Descriptive Terms | * Adjectives * Adverbs   Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | * Adjectives * Adverbs   Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | |
| Answer Wh- ?s about story | * Who * What * When | | * Where * Why * How | * Who * What * When | | | | * Where * Why * How |
| Vocabulary | weak / average / above average  code switch / cross linguistic transfer | | | weak / average / above average  code switch / cross linguistic transfer | | | | |
| Other/Comments: |  | | |  | | | | |
| **Narrative Retell** | | | | | | | | |
| Sequential | * Yes | * No | | * Yes | | | * No | |
| Sensical/Logical | * Yes | * No | | * Yes | | | * No | |
| Appropriate detail  *Character(s)*  *Setting*  *Problem*  *Resolution* | * Yes * Yes * Yes * Yes | * No * No * No * No | | * Yes * Yes * Yes * Yes | | | * No * No * No * No | |
| Level of prompting required | None / minimal / average / above average | | | None / minimal / average/ above average | | | | |
| **Articulation** | | | | | | | | |
| Overall intelligibility | poor / average / above average | | | poor / average / above average | | | | |
| Phoneme Errors |  | | |  | | | | |
| Phonological Processes |  | | |  | | | | |
| **Use of Oral Language** | | | | | | | | |
| Makes Comments | * Yes | * No | | * Yes | | | | * No |
| Makes Requests | * Yes | * No | | * Yes | | | | * No |
| Initiates conversation | * Yes | * No | | * Yes | | | | * No |
| Asks questions | * Yes | * No | | * Yes | | | | * No |
| Answers questions | * Yes | * No | | * Yes | | | | * No |
| Provides clarification | * Yes | * No | | * Yes | | | | * No |
| Topic Maintenance | * Yes | * No | | * Yes | | | | * No |
| Other/Comments: |  | | |  | | | | |

Areas of language concern: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Are these areas of language concern present in both language samples (L1 and L2)?

* Yes
* No

If “No,” can these areas of language concern be attributed to L1 language patterns?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Typical language patterns of student’s L1:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Recommendations-

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Assessment Planning Worksheet**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | |  |  |
| Student: |  | DOB: |  | | Date: |  |
|  |  |  | | | |  |
| School: |  | Speech-Language Pathologist: | | | |  |
|  |  |  | |  | |  |
| Teacher: |  | Grade: | |  | |  |

|  |  |
| --- | --- |
| **Referral Concerns** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Significant Student Factors** | No Concern | Some  Concern | Significant  Concern |
| **Attendance**  *Comments:* |  |  |  |
| **Discipline Incidents**  *Comments:* |  |  |  |
| **Instability at Home**  *Comments:* |  |  |  |
| **History of Homelessness**  *Comments:* |  |  |  |
| **Number of Schools Attended**  *Comments:* |  |  |  |
| **English Learner**  *Comments:* |  |  |  |
| **Recent Immigrant**  *Comments:* |  |  |  |
| **Poor Academic Progress in spite of intervention support**  *Comments:* |  |  |  |

L1 = Native Language L2 = English

|  |  |  |  |
| --- | --- | --- | --- |
| **Area** | | **Significant Information Obtained** | **Completed** |
| Teacher Input | L1 |  |  |
| L2 |  |  |
| Parent Input | L1 |  |  |
| L2 |  |  |
| Outside Reports | L1 |  |  |
| L2 |  |  |
| Story Retell Screener | L1 |  |  |
| L2 |  |  |
| Conversational Language Sample – Low Structure | L1 |  |  |
| L2 |  |  |
| Other |  |  |  |

**RTI/MTSS Pre-Referral Intervention**

|  |  |
| --- | --- |
|  | **Response to Intervention** |
| Tier I Classroom Support |  |
| Tier II / Tier III Interventions |  |

**Phase I Summary: Strengths and Weaknesses**

L1 = Native Language L2 = English

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **AREA** | | **DATA** | **Data Support Concern?** | |
| YES | NO |
| Morphology/syntax | L1 |  |  |  |
| L2 |  |  |  |
| Semantics | L1 |  |  |  |
| L2 |  |  |  |
| Phonology – articulation of speech sounds | L1 |  |  |  |
| L2 |  |  |  |
| Phonology – reading readiness/ understanding letter-sound relationships | L1 |  |  |  |
| L2 |  |  |  |
| Pragmatics | L1 |  |  |  |
| L2 |  |  |  |
| Memory | L1 |  |  |  |
| L2 |  |  |  |
| Auditory processing | L1 |  |  |  |
| L2 |  |  |  |
| Social communication | L1 |  |  |  |
| L2 |  |  |  |
| Attention | L1 |  |  |  |
| L2 |  |  |  |
| Can communicate idea/ get point across | L1 |  |  |  |
| L2 |  |  |  |
| Adult needs to ask questions to clarify meaning | L1 |  |  |  |
| L2 |  |  |  |
| Other |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Is a diagnostician needed for additional evaluation? (IQ, adaptive, literacy, achievement)** | YES | NO |

**Assessment Plan**

**Assessment Questions:**

|  |
| --- |
|  |

L1 = Native Language L2 = English

|  |  |  |  |
| --- | --- | --- | --- |
|  | | **Assessment Question Addressed** | **Language Areas Assessed** |
| **Language Sample** | **L1** |  | * Syntax & Morphology * Semantics * Pragmatics * Metalinguistics |
| **L2** |  | * Syntax & Morphology * Semantics * Pragmatics * Metalinguistics |
| **Teacher Information**  In-depth probes | **L1** |  | * Syntax & Morphology * Semantics * Pragmatics * Metalinguistics |
| **L2** |  | * Syntax & Morphology * Semantics * Pragmatics * Metalinguistics |
| **Parent Information**  In-depth probes | **L1** |  | * Syntax & Morphology * Semantics * Pragmatics * Metalinguistics |
| **L2** |  | * Syntax & Morphology * Semantics * Pragmatics * Metalinguistics |
| **Informal Criterion Referenced Measures**  Checklists, Interviews | **L1** |  | * Syntax & Morphology * Semantics * Pragmatics * Metalinguistics |
| **L2** |  | * Syntax & Morphology * Semantics * Pragmatics * Metalinguistics |
| **Norm-Referenced Tests/Subtests** | **L1** |  | * Syntax & Morphology * Semantics * Pragmatics * Metalinguistics |
| **L2** |  | * Syntax & Morphology * Semantics * Pragmatics * Metalinguistics |
| **Observation Across School Environments – Academic and Nonacademic** | **L1** |  | * Syntax & Morphology * Semantics * Pragmatics * Metalinguistics |
| **L2** |  | * Syntax & Morphology * Semantics * Pragmatics * Metalinguistics |
| **Other:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **L1** |  | * Syntax & Morphology * Semantics * Pragmatics * Metalinguistics |
| **L2** |  | * Syntax & Morphology * Semantics * Pragmatics * Metalinguistics |

**Evaluation Phase II: Data Collection**

*Expanded Interview*

Teacher Checklist – Initial Referral for Language Concerns

*Observation Forms*

Language Form, Content, Use Focused Observation Form

Informal Pragmatic Assessment Checklist

Observation of Student Communication Within the School Environment

Conversational Skills Checklist

Communication Skills Observation Worksheet

**Expanded Interview: Teacher Checklist - Initial Referral for Language Concerns**

**Speech-Language Pathology**

Use the expanded questions in an interview format to probe for additional information about the student’s language and communication skills.

L1 = Native Language L2 = English

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **Usually** | **Sometimes** | | | **Rarely** | | **Not Observed** | | |
| 1.Does the student consistently initiate verbal interaction with others? | L1 |  |  | | |  | |  | | |
| L2 |  |  | | |  | |  | | |
| 2.Is the student’s communication easily understood? | L1 |  |  | | |  | |  | | |
| L2 |  |  | | |  | |  | | |
| 3.Do classmates regularly initiate interaction with this student?  3a. Are there situations where the student  does initiate? | L1 |  |  | | |  | |  | | |
| L2 |  |  | | |  | |  | | |
| L1 |  |  | | |  | |  | | |
| L2 |  |  | | |  | |  | | |
| * If classmates initiate interaction, does the student respond in a way that encourages more interaction? | L1 |  | | | | | | | | |
| L2 |  | | | | | | | | |
| * If not, what does the student usually do? | L1 |  | | | | | | | | |
| L2 |  | | | | | | | | |
| * Does the student have more than one style of interacting? | L1 |  | | | | | | | | |
| L2 |  | | | | | | | | |
| * Does the student change his manner of speaking depending on whether he’s talking to an adult or a classmate? | L1 |  | | | | | | | | |
| L2 |  | | | | | | | | |
| * Does the student sometimes use language that is inappropriate for the social situation? | L1 |  | | | | | | | | |
| L2 |  | | | | | | | | |
|  | | **Usually** | **Sometimes** | | | **Rarely** | | **Not Observed** | | |
| 4.Does the student respond appropriately when classmates attempt to initiate interaction? | L1 |  |  | | |  | |  | | |
| L2 |  |  | | |  | |  | | |
| 5.Does the student seem to notice if his/her communication is understood?  5a. If yes, is the student able to modify  his/her communication attempt? | L1 |  |  | | |  | |  | | |
| L2 |  |  | | |  | |  | | |
| L1 |  |  | | |  | |  | | |
| L2 |  |  | | |  | |  | | |
| * Does he notice if misunderstood? | L1 |  | | | | | | | | |
| L2 |  | | | | | | | | |
| * Does he seem to become frustrated? | L1 |  | | | | | | | | |
| L2 |  | | | | | | | | |
| * Is he likely to give up or will he keep trying? | L1 |  | | | | | | | | |
| L2 |  | | | | | | | | |
| * Does he just repeat himself or can he recognize what the problem is and attempt to clarify? | L1 |  | | | | | | | | |
| L2 |  | | | | | | | | |
| * If he doesn’t recognize what the problem is, can he respond to specific questions from his listener? | L1 |  | | | | | | | | |
| L2 |  | | | | | | | | |
|  | | **Usually** | **Sometimes** | | | **Rarely** | | **Not Observed** | | |
| 6.If the student is upset, is he/she able to use words appropriately to express feelings? | L1 |  |  | | |  | |  | | |
| L2 |  |  | | |  | |  | | |
| * Does he seem to become easily upset during interactions with others? | L1 |  | | | | | | | | |
| L2 |  | | | | | | | | |
| * Can he use words to express why he’s upset? | L1 |  | | | | | | | | |
| L2 |  | | | | | | | | |
| * If he has difficulty using words to resolve differences, is he likely to just walk away, or will he possibly resort to, for example, pushing or shoving? | L1 |  | | | | | | | | |
| L2 |  | | | | | | | | |
| * Can he change his behavior based on verbal responses from others? | L1 |  | | | | | | | | |
| L2 |  | | | | | | | | |
|  | | **Usually** | **Sometimes** | | | **Rarely** | | **Not Observed** | | |
| 7.When the student is communicating, do his/her facial expressions and body language seem to match the situation? | L1 |  |  | | |  | |  | | |
| L2 |  |  | | |  | |  | | |
| * Are the student’s facial expressions and body language inappropriate or noticeable when communicating? | L1 |  | | | | | | | | |
| L2 |  | | | | | | | | |
| * What does he do that seems odd? | L1 |  | | | | | | | | |
| L2 |  | | | | | | | | |
| * Does he use inconsistent or inappropriate eye contact? | L1 |  | | | | | | | | |
| L2 |  | | | | | | | | |
|  | | **Usually** | | | **Sometimes** | | **Rarely** | | | **Not Observed** |
| 8.Does the student volunteer information in class?  8a. If so, are comments relevant to the  discussion? | L1 |  | | |  | |  | | |  |
| L2 |  | | |  | |  | | |  |
| L1 |  | | |  | |  | | |  |
| L2 |  | | |  | |  | | |  |
| * Does he volunteer information during class discussions? | L1 |  | | | | | | | | |
| L2 |  | | | | | | | | |
| * Does he understand the rules for participating appropriately in group discussions, such as not talking out of turn, not interrupting, or not monopolizing the conversation? | L1 |  | | | | | | | | |
| L2 |  | | | | | | | | |
| * Does he stay on topic? | L1 |  | | | | | | | | |
| L2 |  | | | | | | | | |
| * If not, are there particular topics that he will bring up? | L1 |  | | | | | | | | |
| L2 |  | | | | | | | | |
| * Does he seem able to monitor his listeners’ reactions and judge whether they may be uninterested in what he is saying? | L1 |  | | | | | | | | |
| L2 |  | | | | | | | | |
|  | | **Usually** | **Sometimes** | | | **Rarely** | | **Not Observed** | | |
| 9.Does the student respond appropriately when asked a question? | L1 |  |  | | |  | |  | | |
| L2 |  |  | | |  | |  | | |
| 10.During class discussions, does the student ask questions that are relevant? | L1 |  |  | | |  | |  | | |
| L2 |  |  | | |  | |  | | |
| * Does he respond appropriately when asked a question? | L1 |  | | | | | | | | |
| L2 |  | | | | | | | | |
| * Is there often a long pause before he responds? | L1 |  | | | | | | | | |
| L2 |  | | | | | | | | |
| * Are his responses sometimes inappropriate or unpredictable? | L1 |  | | | | | | | | |
| L2 |  | | | | | | | | |
| * Does he ask relevant questions during class discussions? | L1 |  | | | | | | | | |
| L2 |  | | | | | | | | |
|  | | **Usually** | | **Sometimes** | | **Rarely** | | | **Not Observed** | |
| 11.Does the student ask for help when needed? | L1 |  | |  | |  | | |  | |
| L2 |  | |  | |  | | |  | |
| * Does he ask for help when he needs it? | L1 |  | | | | | | | | |
| L2 |  | | | | | | | | |
| * Does he ever seem to not even realize that he didn’t understand? | L1 |  | | | | | | | | |
| L2 |  | | | | | | | | |
| * If he asks for help, is it usually enough to just repeat your instructions, or do you need to revise or simplify them? | L1 |  | | | | | | | | |
| L2 |  | | | | | | | | |
| * If he asks for help, does he usually ask specific questions, or is it more likely that he will say something nonspecific, such as “I don’t get it”? | L1 |  | | | | | | | | |
| L2 |  | | | | | | | | |
|  | | **Usually** | | **Sometimes** | | **Rarely** | | | **Not Observed** | |
| 12.Does the student need more repetition of instructions than classmates? | L1 |  | |  | |  | | |  | |
| L2 |  | |  | |  | | |  | |
| * Does the student need more repetition than classmates? | L1 |  | | | | | | | | |
| L2 |  | | | | | | | | |
| * Does he seem to pay attention when subject matter is being presented? | L1 |  | | | | | | | | |
| L2 |  | | | | | | | | |
| * Does he seem to be able to retain information appropriately if he understands it? | L1 |  | | | | | | | | |
| L2 |  | | | | | | | | |
| * Is he able to retain information better if he can read it rather than if it’s presented orally? | L1 |  | | | | | | | | |
| L2 |  | | | | | | | | |
|  | | **Usually** | | **Sometimes** | | **Rarely** | | | **Not Observed** | |
| 13.As a listener, do you frequently have to ask questions to determine the student’s exact meaning? | L1 |  | |  | |  | | |  | |
| L2 |  | |  | |  | | |  | |
| * Does the student mispronounce words? | L1 |  | | | | | | | | |
| L2 |  | | | | | | | | |
| * Does the problem seem to be that he can’t articulate some individual speech sounds, or that he has trouble with unfamiliar or multisyllabic words? | L1 |  | | | | | | | | |
| L2 |  | | | | | | | | |
| * Does the student rely on nonspecific vocabulary? | L1 |  | | | | | | | | |
| L2 |  | | | | | | | | |
| * If asked for further explanation, is he usually able to think of a more specific word? | L1 |  | | | | | | | | |
| L2 |  | | | | | | | | |
| * Does he sometimes use gestures or pantomime instead of specific words to describe an object or action? | L1 |  | | | | | | | | |
| L2 |  | | | | | | | | |
| * Does he use a variety of descriptive words? | L1 |  | | | | | | | | |
| L2 |  | | | | | | | | |
| * Is sentence structure age-appropriate? | L1 |  | | | | | | | | |
| L2 |  | | | | | | | | |
| * Does he use compound and complex sentences? | L1 |  | | | | | | | | |
| L2 |  | | | | | | | | |
| * Does he use appropriate verb tenses and plural forms? | L1 |  | | | | | | | | |
| L2 |  | | | | | | | | |
| * Does the student state ideas in a logical sequence? | L1 |  | | | | | | | | |
| L2 |  | | | | | | | | |
| * Does he use temporal words and phrases, such as yesterday, last week? | L1 |  | | | | | | | | |
| L2 |  | | | | | | | | |
| * Does he jump from one topic to another? | L1 |  | | | | | | | | |
| L2 |  | | | | | | | | |
| * Does he fail to provide cues to the listener that he’s changing topic? | L1 |  | | | | | | | | |
| L2 |  | | | | | | | | |
| * Does the student provide necessary background information when telling an experience? (For example, does he use pronouns without specifying the referent?) | L1 |  | | | | | | | | |
| L2 |  | | | | | | | | |
| * When giving instructions or directions to another person, does he provide sufficient information? | L1 |  | | | | | | | | |
| L2 |  | | | | | | | | |
| * Is his speech fluent? | L1 |  | | | | | | | | |
| L2 |  | | | | | | | | |
| * Does he use a lot of repetitions or revisions? | L1 |  | | | | | | | | |
| L2 |  | | | | | | | | |
| * Does he use an excessive amount of fillers, such as “ummm,” or long pauses between words or phrases? | L1 |  | | | | | | | | |
| L2 |  | | | | | | | | |
| * Does his intonation seem appropriate? | L1 |  | | | | | | | | |
| L2 |  | | | | | | | | |
| * Does he seem to take things literally? | L1 |  | | | | | | | | |
| L2 |  | | | | | | | | |
| * Does he understand that words can have more than one meaning? | L1 |  | | | | | | | | |
| L2 |  | | | | | | | | |
| * Does he understand slang expressions and idioms? | L1 |  | | | | | | | | |
| L2 |  | | | | | | | | |
| * Does he understand indirect requests? | L1 |  | | | | | | | | |
| L2 |  | | | | | | | | |
| * Can he go beyond what is directly stated and make inferences? | L1 |  | | | | | | | | |
| L2 |  | | | | | | | | |
| * Can he retell a story with beginning, middle, and end? | L1 |  | | | | | | | | |
| L2 |  | | | | | | | | |
| * Can he summarize a story or tell the most important idea? | L1 |  | | | | | | | | |
| L2 |  | | | | | | | | |
| * Can he define words and discuss word meanings? | L1 |  | | | | | | | | |
| L2 |  | | | | | | | | |
| * If he can define a word, can he retrieve it from memory in order to use it in conversation? | L1 |  | | | | | | | | |
| L2 |  | | | | | | | | |
| * Does he understand and use synonyms and antonyms? | L1 |  | | | | | | | | |
| L2 |  | | | | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | ***If the student has trouble communicating ideas clearly, answer the following questions:*** | | | | | |
|  | | | **Usually** | **Sometimes** | **Rarely** | **Not Observed** |
| 14. Does the student mispronounce words? | | L1 |  |  |  |  |
| L2 |  |  |  |  |
| 15. Does the student use excessive nonspecific vocabulary, such as “thing” or “stuff”? | | L1 |  |  |  |  |
| L2 |  |  |  |  |
| 16. Is the student’s sentence structure appropriate for age/grade? | | L1 |  |  |  |  |
| L2 |  |  |  |  |
| 17. Does the student jump from one topic to another? | | L1 |  |  |  |  |
| L2 |  |  |  |  |
| 18. Does the student fail to provide necessary background information? | | L1 |  |  |  |  |
| L2 |  |  |  |  |
| 19. When speaking, does the student pause, revise, or repeat so much that it is noticeable? | | L1 |  |  |  |  |
| L2 |  |  |  |  |

**Language Form, Content, Use**

**Focused Observation**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  | |  |
| **Student:** |  | **Observation Date/s:** | |  |
|  |  |  | |  |
| **School:** |  | **Age/Grade:** |  | |

\*\*completed one form per language, if appropriate

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Target Language/Communication Skills:** | | | | |
|  | | | | |
| **Context/Observation Setting:** | | **Length of Observation:** | | |
| **Frequency of Skill Use:** | **Appropriate** | **Approximation/ Attempt** | **Incorrect/**  **Not Observed** | |
|  |  |  |  | |
|  |  |  |  | |
|  |  |  |  | |
|  |  |  |  | |
| **Context/Observation Setting:** | | **Length of Observation:** | | |
| **Frequency of Skill Use:** | **Appropriate** | **Approximation/ Attempt** | | **Incorrect/ Not Observed** |
|  |  |  | |  |
|  |  |  | |  |
|  |  |  | |  |
|  |  |  | |  |
| **Comments** |  |  | |  |

**Informal Pragmatic Assessment Checklist**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
| **Student:** |  | **Examiner:** |  | **Date:** |  |

Check most appropriate description/observation

\*\*Denote any differences observed between languages

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Nonverbal Communication** | | | | | |
| ***Eye Gaze*** | * Used to regulate interaction * Brief/Fleeting | | | * Excessive/ Staring * Absent | |
| ***Generally oriented to examiner*** | * Yes | | | * No | |
| ***Personal Space*** | * Appropriate * Too close | | | * Too far | |
| ***Facial Expressions*** | * Appropriate * Overly Exaggerated | | | * Flat | |
| **Facial Expressions – Emotional States** (√ if demonstrated; X if expected but not observed) | | | | | |
| * Happy * Confused * Sad | * Angry * Other | | | | |
| **Gestures** | | | | | |
| ***Emphatic (talking with your hands)*** | * Yes * No | | |  | |
| ***Conventional/Instrumental (nod/shake head, shrug, clap)*** | * Yes * No | **Example:** | | | |
| ***Descriptive (represents object or action “it was THIS big”*** | * Yes * No | **Example:** | | | |
| ***Gestures/Points are:*** | * Clear/effective * Exaggerated | | | | * Imprecise |
| ***Points to:*** | * Share Interest * Request | | | | * Answer Questions |
| ***Reads and responds appropriately to nonverbal cues*** | * Yes * No | | | | |
| ***Stereotyped/Repetitive/Other Noted Behaviors:*** |  | | | | |
| **Verbal Communication** | | | | | |
| ***Response to greetings:*** | * Appropriate * No Response | | * Other: | | |
| ***Answers are relevant:*** | * Frequently * Sometimes | | * Rarely/ Never | | |
| ***Responses are:*** | * Appropriate length * Excessive * Single Word | | * No Response * Other: | | |
|  |
| ***Presence of:*** | * Echolalia * Repetitive words/ phrases | | * Jargon | | |
| ***Preferred Topics:*** | * Yes * No | | * If yes, list: | | |
| ***Maintains topic by:*** | * Making appropriate comments * Not Observed | | * Asking appropriate questions | | |
| ***Waits turn:*** | * Frequently * Sometimes | | * Rarely/Never | | |
| ***Response time:*** | * Appropriate * Rapid | | * Delayed | | |
| ***Shifts topic:*** | * Appropriately * Abruptly | | * Frequently * Shifts to preferred topic | | |
| ***Able to talk on topic chosen by other 3+ turns*** | * Yes * No | | | | |
| ***Difference noted in complexity of speech, intonation, overall demeanor when talking about topic of interest*** | * Yes * No | | **Behavior noted:** | | |
| ***Intonation:*** | * Appropriate * Exaggerated * Flat | | * Mechanical * Rising * Staccato | | |
| ***Volume:*** | * Appropriate * Loud * Quiet | | | | |
| ***Resonance:*** | * Normal * Abnormal | | * If abnormal: * Hypernasal * Hyponasal * Cul-de-sac | | |
| ***Appropriate use of:*** | * Pronouns * Regular Plurals * Irregular Plurals | | * Regular Past Tense Verbs * Irregular Past Tense Verbs * Future Tense | | |
|  |
| ***Description of errors:*** | | | | | |
| ***Sentence types:*** | * Simple * Compound | | * Complex * Frequent errors:   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |

Hoffman, H. & De Froy, A. (2016). *Informal Pragmatic Assessment Checklist*. Unpublished.

**Observation of Student Communication within the School Environment**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  | |  | |
| **Student:** |  | **Date Completed:** | |  | |
|  |  |  | |  | |
| **School:** |  | **DOB:** |  | | |
|  |  |  | |  | |
| **SLP:** |  | **Class/ Subject Observed:** | | |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Communication** | | | | |
| **Behavior Regulation** |  | **Yes** | **No** | **Not Observed** |
| 1. Responds to simple gestures used by adults when given directions | L1 |  |  |  |
| L2 |  |  |  |
| 2. Independently carries out familiar, simple directions with minimal repetition | L1 |  |  |  |
| L2 |  |  |  |
| 3. Spontaneously communicates basic needs and desires clearly to others | L1 |  |  |  |
| L2 |  |  |  |
| 4. Asks for help by going to adult, raising hand, etc. | L1 |  |  |  |
| L2 |  |  |  |
| 5. Shows approval or rejection in an appropriate way | L1 |  |  |  |
| L2 |  |  |  |
| 6. Does not get upset when others are working or playing in close proximity | L1 |  |  |  |
| L2 |  |  |  |
| 7. Does not interrupt others | L1 |  |  |  |
| L2 |  |  |  |
| 8. Reacts to changes in routine/environment | L1 |  |  |  |
| L2 |  |  |  |
| 9. Insists on keeping certain objects with him/her | L1 |  |  |  |
| L2 |  |  |  |
| 10. Engages in repetitive behaviors | L1 |  |  |  |
| L2 |  |  |  |
| 11. Student appears to be in his/her “own world” | L1 |  |  |  |
| L2 |  |  |  |
| **Social Interaction** | | | | |
| 1. Seeks out and initiates contact with others | L1 |  |  |  |
|  | L2 |  |  |  |
| 2. Interacts with peers in routine structured work | L1 |  |  |  |
|  | L2 |  |  |  |
| 3. Interacts with peers in play situations | L1 |  |  |  |
|  | L2 |  |  |  |
| 4. Shares and takes turns with materials during group activities | L1 |  |  |  |
| L2 |  |  |  |
| 5. Gains attention of others appropriately | L1 |  |  |  |
| L2 |  |  |  |
| 6. Responds to others within environment by giving a response | L1 |  |  |  |
| L2 |  |  |  |
| 7. Uses and responds to greetings in familiar settings | L1 |  |  |  |
| L2 |  |  |  |
| 8. Responds to own name | L1 |  |  |  |
| 9. Acknowledges and responds to feelings by others | L2 |  |  |  |
| L1 |  |  |  |
| 10. Uses appropriate behavior to indicate desire to stop an activity | L2 |  |  |  |
| L1 |  |  |  |
| 11. Asks to move from tasks to task as appropriate | L2 |  |  |  |
| L1 |  |  |  |
| L2 |  |  |  |
| **Joint Attention** |  | **Yes** | **No** | **Not Observed** |
| 1. Comments on object held by others or in his sight | L1 |  |  |  |
| L2 |  |  |  |
| 2. Adds new information to the topic of others | L1 |  |  |  |
| L2 |  |  |  |
| 3. Responds to simple questions | L1 |  |  |  |
| L2 |  |  |  |
| 4. Asks simple questions | L1 |  |  |  |
| L2 |  |  |  |
| 5. Requests information | L1 |  |  |  |
| L2 |  |  |  |
| 6. Clarifies | L1 |  |  |  |
| L2 |  |  |  |
| **Sensory** |  | **Yes** | **No** | **Not Observed** |
| 1. Shows sensitivity to loud noises/lights |  |  |  |  |
| 2. Engages in self-stimulatory behaviors (hand-flapping, rocking, spinning) |  |  |  |  |
| 3. Resists being touched or held |  |  |  |  |
| 4. Feels, smells and/or tastes objects in the environment |  |  |  |  |
| **Communication Method** |  | **Yes** | **No** | **Not Observed** |
| 1. Understands and uses gestures |  |  |  |  |
| 2. Engages in echolalia | L1 |  |  |  |
| L2 |  |  |  |
| 3. Displays odd prosody or peculiar voice characteristics | L1 |  |  |  |
| L2 |  |  |  |
| 4. Displays adequate volume or rate of speech | L1 |  |  |  |
| L2 |  |  |  |
| 5. Displays scripted, stereotyped discourse | L1 |  |  |  |
| L2 |  |  |  |
| 6. Displays pedantic characteristics | L1 |  |  |  |
| L2 |  |  |  |
| 7. Utilizes idiosyncratic speech | L1 |  |  |  |
| L2 |  |  |  |
| 8. Inappropriate use of pronouns | L1 |  |  |  |
| L2 |  |  |  |
| 9. Uses social rituals (please, thank you, excuse me) | L1 |  |  |  |
| L2 |  |  |  |
| 10. Responds or reciprocates to greetings | L1 |  |  |  |
| L2 |  |  |  |

**Comments:**

**Conversational Skills Checklist**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | |  |  |
| **Student:** |  | **Grade:** |  | | **Date:** |  |
|  |  |  |  | |  |  |
| **Observer:** |  | **Position: (**Circle one) | | **Parent/ Teacher/ SLP** | | |

The Conversational Skills Checklist may be used as a Pre/Post Test to determine the following:

* A student’s strengths in using language skills in conversation.
* A student’s needs for developing language skills in conversation.
* A student’s progress towards proficiency of language skills in conversation.

**Directions for Observer**: Mark (X) the student’s frequency of use or proficiency for each of the skills listed on the chart. Base your responses on what has been observed at home (Parent), in the classroom (Teacher), or during assessment and/or therapy sessions (SLP)

\*\*complete one form per language, if appropriate

|  |  |  |  |
| --- | --- | --- | --- |
| **CONVERSATIONAL SKILL** | **PROFICIENCY CODES** | | |
| **Opening Section:** | **Not Yet** | **Sometimes** | **Proficient** |
| Secures listener’s attention |  |  |  |
| Initiates topic of conversation |  |  |  |
| Asks permission before touching or borrowing other people’s things |  |  |  |
| Makes eye contact with others |  |  |  |
| Uses friendly body language |  |  |  |
| **Topic Selection:** | **Not Yet** | **Sometimes** | **Proficient** |
| Chooses topics that deal with “here and now” |  |  |  |
| Chooses topics that deal with the past |  |  |  |
| Chooses topics that deal with the future |  |  |  |
| Chooses interesting topics of conversation |  |  |  |
| Chooses topics appropriate for situation |  |  |  |
| **Turn-Taking:** | **Not Yet** | **Sometimes** | **Proficient** |
| Overlap |  |  |  |
| Nature of Turn – Comment |  |  |  |
| Nature of Turn – Response |  |  |  |
| Nature of Turn – Directed |  |  |  |
| Takes turns in conversation |  |  |  |
| Waits to share at appropriate times |  |  |  |
| Invites others into conversation |  |  |  |
| Relinquishes turn to talk |  |  |  |
| **Topic Maintenance:** | **Not Yet** | **Sometimes** | **Proficient** |
| Maintained through repetition |  |  |  |
| Maintained through agreement |  |  |  |
| Maintained by adding information |  |  |  |
| Can sustain topic through several turns |  |  |  |
| Asks appropriate questions that are on topic |  |  |  |
| **Topic Changing:** | **Not Yet** | **Sometimes** | **Proficient** |
| Introduces new topics |  |  |  |
| Reintroduces old topics |  |  |  |
| Shades topic of discussion |  |  |  |
| Can close or switch topics when appropriate |  |  |  |
| **Repair:** | **Not Yet** | **Sometimes** | **Proficient** |
| Provides repairs when the listener doesn’t understand |  |  |  |
| Repeats what was said |  |  |  |
| Confirms what was said |  |  |  |
| Revises what was said |  |  |  |
| Adds additional information to what was said. |  |  |  |
| Provides cues |  |  |  |
| Inappropriate response |  |  |  |
| Seeks repairs when the speaker is not understood |  |  |  |
| Gives neutral-nonspecific message of lack of understanding |  |  |  |
| Requests confirmation as to what was understood |  |  |  |
| Requests specific information to clarify |  |  |  |
| **Quality:** | **Not Yet** | **Sometimes** | **Proficient** |
| A good listener when others are speaking |  |  |  |
| Remembers to thank others for help |  |  |  |
| Expresses sympathy when other people are hurting |  |  |  |
| Considers how words affect others before speaking |  |  |  |
| **Manner:** | **Not Yet** | **Sometimes** | **Proficient** |
| Keeps messages of conversation organized (tells things in order) |  |  |  |
| Focuses on most important details, clearly and concisely |  |  |  |
| Uses cohesion (links ideas) |  |  |  |
| **Relation:** | **Not Yet** | **Sometimes** | **Proficient** |
| Responds appropriately to others’ messages |  |  |  |
| Asks for clarification of messages from other people |  |  |  |
| Elaborates on a topic when appropriate |  |  |  |
| Disagrees without disrupting |  |  |  |
| **Assertiveness:** | **Not Yet** | **Sometimes** | **Proficient** |
| Asks question more than once if message not understood |  |  |  |
| Continues to try to get messages across if listener does not understand |  |  |  |

**Observer Comments:**

**Communication Skills Observation Worksheet**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Student:** |  | **Date:** |  | | |
|  |  |  | | |  |
| **SLP:** |  | **Observation Context** | |  | |

\*\*complete one form per language, if appropriate

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Discourse Skills** | **Frequently Observed** | **Occasionally Observed** | | **Not Observed** |
| Starts a conversation  *Examples:* |  |  | |  |
| Shows listening behavior  *Examples:* |  |  | |  |
| Responds with appropriate content  *Examples:* |  |  | |  |
| Interrupts appropriately  *Examples:* |  |  | |  |
| Stays on topic  *Examples:* |  |  | |  |
| Changes topic  *Examples:* |  |  | |  |
| Appropriately ends a conversation  *Examples:* |  |  | |  |
| Recognizes listener’s viewpoint  *Examples:* |  |  | |  |
| Demonstrates topic relevancy  *Examples:* |  |  | |  |
| Uses appropriate response length  *Examples:* |  |  | |  |
| **Comments/Observations** | | | | |
| **Speech Acts and Communication Functions** | **Frequently Observed** | | **Occasionally Observed** | **Not Observed** |
| Labels things or actions  *Examples:* |  | |  |  |
| Asks for things or actions  *Examples:* |  | |  |  |
| Describes things or actions  *Examples:* |  | |  |  |
| Asks for information  *Examples:* |  | |  |  |
| Gives information  *Examples:* |  | |  |  |
| Asks permission  *Examples:* |  | |  |  |
| Requests  *Examples:* |  | |  |  |
| Promises  *Examples:* |  | |  |  |
| Agrees  *Examples:* |  | |  |  |
| Threatens or warns  *Examples:* |  | |  |  |
| Apologizes  *Examples:* |  | |  |  |
| Protests, argues, or disagrees  *Examples:* |  | |  |  |
| Shows humor, teases  *Examples:* |  | |  |  |
| Uses greetings  *Examples:* |  | |  |  |

Adapted from Erickson, J. (1987)

**Evaluation Phase III – Analysis & Interpretation**

Language Evaluation Summary Form

**Language Evaluation Summary Form**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Student:** |  | | **Campus:** | |  | | **SLP:** |  | |
|  |  | |  | |  | |  | |  |
| **Date of Birth:** | |  | **Grade:** |  | | **Date Completed:** | | |  |

**Assessment Questions:**

|  |
| --- |
|  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Evaluation Tool** | **Results** | | | **Data Supports Concern** | |
| **Yes** | **No** |
| **Teacher Checklist/**  **Interview** | L1 |  | |  |  |
| L2 |  | |  |  |
| **Parent Information/**  **Interview** | L1 |  | |  |  |
| L2 |  | |  |  |
| **Standardized Test/Subtest Results** | L1 | Score/s: |  |  |  |
| Standard Deviation |  |
| Confidence Interval |  |
| Sensitivity |  |
| Specificity |  |
| **Standardized Test/Subtest Results** | L2 | Score/s: |  |  |  |
| Standard Deviation |  |
| Confidence Interval |  |
| Sensitivity |  |
| Specificity |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Evaluation Tool** | **Results** | | | **Data Supports Concern** | |
| **Informal Criterion-Referenced Measures:**  Language Sample  Checklists  Interviews/Questionnaires  Skill Specific Probes | ***Language Skills:*** |  | Results/Comments: | **Yes** | **No** |
| **Syntax/ Morphology** | L1 |  |  |  |
| L2 |  |  |  |
| **Semantics** | L1 |  |  |  |
| L2 |  |  |  |
| **Metalinguistics** | L1 |  |  |  |
| L2 |  |  |  |
| **Phonology:**  *Speech Sounds*  *Reading/ Reading Readiness* | L1 |  |  |  |
| L2 |  |  |  |
| **Pragmatics***:*  *Social Communication*  *Narrative Skills*  *Discourse Skills* | L1 |  |  |  |
| L2 |  |  |  |
| **Social Interaction:**  *Nonverbal Behaviors to Regulate*  *Interaction*  *Turn-Taking*  *Joint Attention*  *Shared Emotion*  *Use of Communication to Regulate Interactions*  *Initiate/Sustain Conversation* | L1 |  |  |  |
| L2 |  |  |  |
| **Intentionality**:  *Request, Protest, Reject* | L1 |  |  |  |
| L2 |  |  |  |
| **Interaction:**  *Initiate, Respond,*  *Maintain, Terminate,*    *Repair, Request, Greetings* | L1 |  |  |  |
| L2 |  |  |  |
| **Focused Observations** |  | L1 |  |  |  |
|  | L2 |  |  |  |
| **Other Assessment Information** |  | L1 |  |  |  |
|  | L2 |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Recommendations to the ARD Committee** | | | |
|  | | **Yes** | **No** |
| **Stage I:**  Presence of a Language Disorder | **Evidence:** |  |  |
| **Stage II:**  Adverse Effect on Educational Performance | **Evidence** (enter rating from Adverse Effect Checklist):  **Academic Achievement:**  **Functional Performance:** |  |  |
| ***If yes to Stage I and II, the Disability Determination for Language Disorder has been met*** | | | |
| **Recommendation that ARD Committee consider eligibility for special education with a Speech Impairment** | | Yes | No |
| ***If ARD Committee determines SI eligibility, then address Stage III:*** | | | |
| **Are specialized services by an SLP needed to help the student with a language disorder make progress in the curriculum?** | | Yes | No |
| **Recommendations for SLP services:** | | | |