

PLEASE RETURN TO THE SPEECH LANGUAGE PATHOLOGIST BY:

Language/Cultural Background:

TEAM Input: Articulation –Grades K-12

Date:

Student:

Team Member(s):

Grade/School:

**Speech Sound Production skills are aligned with Common Core State Standards: SL.1,4,6 and College and Career Readiness Anchor Standards: SL.1,4,6.**

1. Is this student difficult to understand?      Yes              No

If your answer is yes, please specify how often the student is difficult to understand:

- a.  Occasionally (25% of the time)
- b.  Often (50% of the time)
- c.  Most of the time (75% of the time)

	Yes	No
2. Does the child make errors in writing (spelling) he/she does in speaking (ex. <u>w</u> abbit for <u>r</u> abbit)?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the student appear frustrated when speaking because of his/her articulation?	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the student appear to avoid speaking because of his/her articulation?	<input type="checkbox"/>	<input type="checkbox"/>
5. Are there obvious articulation errors when the student reads orally?	<input type="checkbox"/>	<input type="checkbox"/>
6. Have others reported concerns about this child's speech?	<input type="checkbox"/>	<input type="checkbox"/>
7. Does the student's articulation seem to limit social interactions?	<input type="checkbox"/>	<input type="checkbox"/>
8. Does the student appear to be aware of his/her articulation?	<input type="checkbox"/>	<input type="checkbox"/>
9. The student is unable to self correct his/her sound errors?	<input type="checkbox"/>	<input type="checkbox"/>
10. Does the student's speech call attention to itself and distract you from the content of the message?	<input type="checkbox"/>	<input type="checkbox"/>

Do you have any additional observations?