

Speech Sounds Teacher Input for K-2nd Grade

Student: _____ **Grade/Homeroom:** _____

Your observations and responses concerning the above student are an integral part of the special education evaluation process and crucial to help determine if a speech sound disorder adversely affects educational performance. (Note: Educational performance refers to the student's ability to participate in the educational process and must include consideration of the student's social, emotional, academic, and vocational performance.)

SL.K.1/SL.1.1/SL.2.1 - Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups.			
	Yes	No	Sometimes
Does the student avoid speaking in class because of his/her production errors?			
Does this student appear frustrated or embarrassed because of his/her speech?			
Does the student's speech negatively affect oral participation in the classroom?			
Do peers tease the student about the way s/he talks?			
SL.K.6/SL.1.4/SL.2.4 – Speak audibly and express thoughts, feelings, and ideas clearly.			
	Yes	No	Sometimes
Do you have difficulty understanding this student?			
Do peers and other adults often misunderstand this student?			
Does the student's speech distract listeners from what s/he is saying?			
Can the student be understood when messages are IN context?			
Can the student be understood when messages are OUT of context?			
RF.K.1 - Demonstrate understanding of the organization and basic features of print. RF.K.2/RF.1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes). R.F.K.3/RF.1.3/RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words. R.F.K.4/RF.1.4/RF.2.4 - Read emergent-reader texts with purpose and understanding (K). Read with sufficient accuracy and fluency to support comprehension (1-2).			
	Yes	No	Sometimes
Does the student recognize and name all upper- and lowercase letters of the alphabet?			
Does the student demonstrate basic knowledge of letter-sound correspondences?			
Does the student know the spelling-sound correspondences for common consonant digraphs?			
Does the student recognize and produce rhyming words?			
Does the student count, pronounce, blend, and segment syllables in spoken words?			
Does the student isolate and pronounce the initial, medial, and final sounds in words?			
Does the student add, delete, or substitute individual sounds to make new words?			
Does the student have difficulty discriminating sounds and/or words from each other?			
Does the student make the same errors when reading aloud as s/he does when speaking?			
Does the student receive intervention support for reading?			
Does the student make spelling/writing errors that appear to be due to their speaking errors?			

What adaptations, modifications, interventions, accommodations are/have you used to assist the child with communication in the classroom setting?

Do you have any other observations relating to the speech sound skills of this student?

It is my opinion that these behaviors:

- Do not** adversely affect social, emotional, vocational, and/or educational performance
- Do** adversely affect social, emotional, vocational, and/or educational performance

Teacher Signature: _____

Date: _____