

Teacher Input – LANGUAGE (Receptive & Expressive)

Student: _____ School: _____ Grade/Teacher: _____ Date: _____

Your observations and responses concerning the above student will help determine if a language disorder exists which 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 communication, social-emotional, academic, and vocational performance.)

Please return the completed form to the Speech/Language Pathologist by: _____

	Never	Sometimes	Often	Always
COMMUNICATION				
◆ Does the student demonstrate:				
1. Difficulty identifying and understanding important ideas and details in content areas and/or conversations?				
2. Limited understanding of word meanings or limited vocabulary compared to same-age peers?				
3. Difficulty defining and describing actions, objects, and events?				
4. Difficulty producing complex utterances, instead generates multiple simplified sentence structures to express thoughts and ideas?				
5. Difficulty conveying ideas, such as talking around a topic, using gestures in attempt to get point across, and making irrelevant comments?				
6. Difficulty with word finding or word retrieval?				
7. Difficulty maintaining a topic of conversation?				
8. Difficulty making requests and asking questions to meet wants/needs and to seek clarification or assistance?				
9. Difficulty responding appropriately to requests and questions?				
10. A speech-sound system characterized by atypical patterns of sounds (phonological processes) beyond the typical age for suppression of such processes?				

	Never	Sometimes	Often	Always
SOCIAL-EMOTIONAL				
◆ Does the student demonstrate:				
11. Difficulty establishing and maintaining interpersonal relationships with both adults and peers?				
12. Difficulty organizing, initiating, and sustaining social conversations?				
13. Difficulty following conversational rules, such as turn taking, proximity (personal space), reciprocity, etc.?				
14. Difficulty understanding figures of speech (e.g., jokes, puns, riddles)?				
15. Difficulty recognizing, interpreting, and using nonverbal cues (i.e., facial expressions, gestures, body language)?				

	Never	Sometimes	Often	Always
ACADEMIC				
◆ Does the student demonstrate:				
16. Difficulty understanding or using basic concepts – words that depict spatial (location), temporal (time), quantity (number), quality (description), and/or social-emotional (feelings)?				
17. Difficulty comprehending oral and written information and/or directions due to language deficits?				
18. Difficulty remembering/retaining information that was previously learned?				
19. Difficulty asking logical questions to clarify information?				
20. Difficulty responding appropriately to questions?				
21. Difficulty identifying main ideas and relevant details in reading; distinguishing fact from opinion; predicting or inferring information; understanding multiple-meaning words?				
22. Difficulty analyzing and manipulating sounds in phonemic awareness activities – phoneme isolation, identification, segmentation, blending, or onset deletion?				
23. Difficulty understanding and using figurative language, such as similes, metaphors, personification, irony, etc.?				
24. Difficulty with space, time, and quantity concepts in math?				
25. Difficulty with sequencing items and/or events in a logical order?				
26. Difficulty participating in cooperative learning groups or classroom discussions?				

Other observations or specific scenarios related to the language skills of this student:

It is my opinion that the student's language skills:

___ **Do not** adversely affect educational performance in communication, social-emotional or academic areas.

___ **Do** adversely affect educational performance in communication, social-emotional or academic areas.