

# Sumlar Therapy Services, Inc.

## COMMUNICATION CHECKLIST—Complete Prior to Making a Speech Referral

Please scan/email or fax completed checklist to: [email@sumlartherapy.com](mailto:email@sumlartherapy.com) OR Fax (334) 445-6363

Student Name \_\_\_\_\_ DOB \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_ Repeated Grade \_\_\_\_\_ Teacher(s) \_\_\_\_\_

Is this student a dual language learner?  Yes  No If yes, how long has the student been exposed to English? \_\_\_\_\_

Language spoken in the home \_\_\_\_\_ Reading Ability Level \_\_\_\_\_

**Considering all factors and data available, what do you consider to be the student’s PRIMARY area of concern at this time?**

- academic       behavior       intellectual/cognitive       language       speech

### Articulation & Fluency

*If there are no speech concerns, check here  and skip to the Language section*

Articulation refers to a student’s ability to accurately produce age-appropriate sounds. This could also refer to familiar and unfamiliar individual’s ability to understand the student in conversation in which context is known or unknown. Fluency refers to sound repetition, part or whole word repetition, or a disruption in the of flow of speech.

- 1) Do you or fellow classmates have a hard time understanding the student?  Yes  No
- 2) When the student is talking, approximately how much do you understand? \_\_\_\_\_%
- 3) Does the student: **check for “yes”, leave blank for “no”**

<input type="checkbox"/> Substitute sounds (“wake for rake”)	<input type="checkbox"/> Delete sounds (“moke for smoke”)
<input type="checkbox"/> Distort sounds (baby talk, slushy)	<input type="checkbox"/> Talk through his/her nose (nasal)
<input type="checkbox"/> Talk too loud or too quiet, pitch too low or high	<input type="checkbox"/> Gets “stuck” or repeats sounds, syllables, words (“dddrrink”)
<input type="checkbox"/> Rate of speech is too slow or too fast	<input type="checkbox"/> Excessive inhalation/exhalation during speech
<input type="checkbox"/> Show extra behaviors while speaking (facial grimace, blinking, vocal sounds)	
- 4) How do the student’s speech difficulties impact his/her academic or social performance? (avoids lengthy responses, avoids speaking in class, displays spelling or decoding errors related to speech concerns)

**Language:** This refers to a rule-governed behavior. This is the use and/or comprehension of spoken, written, or other communication system (ASL, AAC).

SLP USE ONLY	For each listed skill, considering age appropriateness, indicate the level at which the student is able to...	Equal to Peers	Sometimes	Rarely	Not Observed
RC	Read an <b>ability level</b> passage and respond to factual questions about the material				
RC	Read an <b>ability level</b> passage and then summarize the main idea and details				
RC	Read an <b>ability level</b> passage and respond to inferential questions about the material				
RC	Read an <b>ability level</b> passage and retell the content with accurate sequencing and details				
LC	Respond accurately to “WH” questions about stories or information presented verbally				
LC	Repeat a verbally stated sentence accurately				
LC	Follow classroom routines without cues				
LC	Follow novel (new) directions without repetitive verbal or gestural cues				
LC	Learn new material without requiring multiple repetitions in excess of instructional plan				
OE	Speak in complete, grammatically correct sentences (accounting for dialectal variation)				
OE	Use specific vocabulary rather than general words (thing, stuff)				
OE	Tell about events, movies, or stories with accurate details and sequence				
OE	Ask and answer questions appropriately at age-appropriate level				
OE	Tell about a real-life event or story with accurate detail and sequence				
OE	Speak in complete, grammatically correct sentences (accounting for dialectal variation)				
SI	Express his/her wants, needs, and ideas				
SI	Interact socially with his/her peers in structured or non-structured situations				
SI	Participate in a conversation with a peer or adult maintaining a topic or turn taking				
SI	Ask and answer questions appropriately across situations (ex: on topic, ends conversations)				

Teacher signature \_\_\_\_\_ SLP signature \_\_\_\_\_