

# Speech Sounds Teacher Input for High School

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.)*

<b>SL.9-10.1/SL.11-12.1 – Initiate and participate effectively in a range of collaborative discussions with diverse partners on topics, texts and issues, building on others' ideas, and expressing their own clearly.</b> <b>L.9-10.2/L.11-12.2 - Demonstrate command of the conventions of standard English...spelling when writing.</b>			
	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 verbal participation in the classroom?			
Does the student's speech negatively affect oral presentations in the classroom?			
Does the student have an awareness of his/her speech errors?			
Do peers tease the student about the way s/he talks?			
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?			
Does the student self-correct his/her speech sound errors?			
Does the student have difficulty discriminating sounds and/or words from each other?			
Does the student make spelling errors that appear to be associated with speaking errors?			
Does the student make the same errors when reading aloud as s/he does when speaking?			
Does the student receive intervention support for reading?			

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: \_\_\_\_\_