## Appendix A: Language-Speech Screening Form

|  |
| --- |
| **Student:** *Click here to enter text* **School:** *Click here to enter text* |
| **DOB:** Click to select a date **SLP:** *Click here to enter text* |
| **Teacher:** *Click to enter text* |

This form may be used as a quick checklist for language, speech, voice, and fluency deficits. Check the appropriate answer for each area below:

|  |  |  |  |
| --- | --- | --- | --- |
|  | | YES | NO |
| 1. | The student demonstrates more speech errors than his/her peers. |  |  |
| 2. | The student is not stimulable for his/her errors. |  |  |
| 3. | The student has interruptions in the flow of his/her speech. |  |  |
| 4. | The student’s speech is difficult to understand. |  |  |
| 5. | The student’s voice is too loud, too soft, or has an unusual quality (hoarse, nasal, etc.). |  |  |
| 6. | The student has difficulty with phonological awareness (rhyming, sound segmenting, etc.). |  |  |
| 7. | The student has difficulty following directions. |  |  |
| 8. | The student has difficulty comprehending new ideas. |  |  |
| 9. | The student has poor/limited vocabulary. |  |  |
| 10. | The student has difficulty telling/retelling a story and/or relating information. |  |  |
| 11. | The student has difficulty answering questions. |  |  |
| 12. | The student uses incorrect words and/or grammar that are atypical and not dialectal. |  |  |
| 13. | The student does not use appropriate conversation skills (i.e., turn taking, topic maintenance, eye contact, etc.). |  |  |
| 14. | The student appears frustrated when speaking. |  |  |
|  | PASS The student has “NO” checked for ALL questions. |  |  |
|  | FAIL The student has “YES” checked for ANY question. |  |  |

## 