South Bend Community School Corporation
Special Education Services

Referral for Multidisciplinary Team Evaluation – Speech Impairment
Classroom Teacher’s Report

Please check: _____Parent referral (attach Record of Parental Request)
_____Teacher referral (date referred________________)

Classroom Teacher completes these pages:

Student: ___________________ School: _______________ ID#: ___________ STN#: ___________

Teacher providing information: ______________________ How long has student been in your class? __________

Subject area(s) if applicable: ___________________________ Grade: _______

Students may present difficulties in their speaking that could indicate the presence of a speech disorder or impairment in the areas of fluency, articulation, and/or voice. Please check in the area(s) below any suspected significant difficulties this student is having in the classroom and other settings in the school environment.

Fluency

A fluency disorder may also be described as “stuttering. Many young children demonstrate some of the below behaviors but usually “grow out of it”. Disfluency is an interruption in the flow of speaking typically characterized by excessive:

_____ repeating of part-words, whole-words, phrases
_____ prolonging of sounds, _____ syllables
_____ interjecting sound/syllables, whole words, phrases
_____ pausing at the beginning of words, sentences, and in the middle of sentences _____ breaking within words

Other behaviors:
_____ abnormal breathing pattern (gasping for breath, audible inhaling, etc.)
_____ speaking rate unusually fast, slow, abnormally fluctuating
_____ struggling to speak as evidenced by eye blinks, tightening lips, wrinkling nose, forehead, etc, tongue clicking, etc.
_____ using gestures excessively
_____ does not ____ does (if does - _____ minimally ____ significantly) seem to impact academic and social functioning in classroom and other school settings

Comments: __________________________________________________________________________________________

________________________________________________________________________________________

Articulation

A student’s speech may contain some sound “differences” that could include sounds that have not yet matured (e.g. w/r for a 5 year old), are characteristic of a dialectical difference (e.g., ah/ai as in fine), and/or actual sound errors (e.g., t/k for a 5-6 year old).

_____ substitutes one or several sounds for other(s)
_____ omits sound(s) from words
_____ adds additional sound(s)
_____ distorts sound(s)

_____ student’s speech is _____ mildly _____ moderately _____ severely unintelligible

8/19/12
Comments:__________________________________________________________________________________
___________________________________________________________________________________________

**Voice**

A student’s voice may sound different periodically due to a cold or allergies. Some children abuse their voices with excessive yelling. If one or more of the vocal characteristics (below) appears significantly abnormal over an extended period of time please check.

Pitch: ____too high ____too low ____frequently breaks

Loudness: ____too soft ____too loud

Quality: ____hoarse ____breathy ____harsh ____shrill ____too nasal ____lacks nasal tone

Comments:_________________________________________________________________________________
___________________________________________________________________________________________

Please describe any successful interventions tried to address the deficits in the above noted speech areas: ______
___________________________________________________________________________________________

Unsuccessful interventions?_______________________________________________

(Please Attach Latest Quarterly Assessment Results)

ISTEP: date administered_______ score_______

NWEA: date administered_______ score_______

_________________________  __________________
Classroom Teacher’s signature  Date

Please return to the SLP by: ____________________________________________