



**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

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: _____