Midland County Speech and Language RTI Model: Teacher Input Form – Articulation

Student: ________________________  School: ________________________
Teacher: ________________________  Grade/Class: ________________________
Date: ________________________  Birthdate: ________________________

Your observations of the above student will help determine if there is an articulation problem, which adversely affects educational performance. Please e-mail or return to your Speech-Language Therapist / Teacher of Speech-Language Impaired.

Is this student’s intelligibility reduced (due to articulation errors) to the extent that you find it difficult to understand what he/she says in the classroom?  Yes ☐  No ☐
If so, which of the following statements best describes this student’s speech?
☐ Difficult to understand during conversation.
☐ Difficult to understand in sentences/phrases.
☐ Difficult to understand even in single words.

Do you suspect hearing difficulties?  Yes ☐  No ☐
If so, when was the most recent hearing test completed? ________________________

Does this student’s speech problem make it difficult for peers to understand what he/she is saying?  Always ☐  Sometimes ☐  Never ☐

Is this student having problems discriminating between sounds?  Yes ☐  No ☐

Has this student (or his/her parents) ever indicated that he/she is having trouble producing certain sounds?  Yes ☐  No ☐
If so, please list sounds: ____________________________________________

Does this student seem unaware of his/her articulation errors (does not self-correct errors)?
Always ☐  Sometimes ☐  Never ☐

Does this student seem frustrated because of articulation errors?
Always ☐  Sometimes ☐  Never ☐

Do articulation errors affect the students’ social interactions (teasing, avoiding participation, hesitant to speak)?
Always ☐  Sometimes ☐  Never ☐

Are there suspected fine motor deficits?  Yes ☐  No ☐
If yes, please describe: ____________________________________________

Are there suspected gross motor deficits?  Yes ☐  No ☐
If yes, please describe: ____________________________________________
In what area does articulation difficulty impact reading, writing, social interaction, or other academic skills (i.e. spelling, readiness activities, reading aloud)?  *Must impact at least one area of academics in order to qualify for direct speech services.*

____________________________________________________________________________________________________________________

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What intervention strategies have been utilized in the classroom (reduced language level, shorten assignments, behavioral plan, positive reinforcement, etc.)?

____________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________

Please provide the following additional information:

- DIBELS scores: __________________________
- MEAP scores: __________________________
- DAR scores: __________________________
- Attendance: __________________________