

Student: \_\_\_\_\_

Date: \_\_\_\_\_

School: \_\_\_\_\_

No	Yes	<b>Instructions:</b> Complete items that makes the most sense for your student by circling one of the 2 choices for each appropriate item. The instrument's purpose is to inventory your child's access to the school curriculum. Know that your comments in each section is vital to the data collected with this instrument.

Speech

**Your student's speech....**

1. intelligible to you?	No	Yes
2. intelligible to the classroom teacher?	No	Yes
3. intelligible to peers?	No	Yes
4. intelligible to familiar listeners?	No	Yes
5. intelligible to unfamiliar peer listeners?	No	Yes

Comments (feel free to continue on back of form):

**Your student....**

Hearing

1. has amplification (cochlear implant, BAHA, or hearing aid).	No	Yes
2. wears amplification during our sessions.	No	Yes
3. reminds you to use amplification (ex, FM microphone).	No	Yes
4. remembers to use personal amplification for our sessions.	No	Yes
5. works in a quiet listening environment.	No	Yes
6. has a seating environment where they can see other faces.	No	Yes
7. asks for a quieter environment with me for better listening.	No	Yes
8. depends on me to arrange a quiet listening environment.	No	Yes
9. often says "what" when others are talking.	No	Yes
10. chooses to sit so can see others' faces/lips.	No	Yes
11. often asks for people to repeat what they said.	No	Yes
12. misunderstands what is said during our sessions.	No	Yes
13. gets frustrated when not understanding.	No	Yes
14. hears others accurately.	No	Yes
15. seems self conscious about hearing issues.	No	Yes
16. takes good care of the amplification.	No	Yes
17. frequently loses amplification components.	No	Yes

Comments (feel free to continue on back of form):

**Jolando, Fall 2014**  
 Diane Joseph  
 Sherry Landrud  
 Jane Dorn

Your student....

Speech & Language-page 2

Communication

1. tries to communicate with peers.	No	Yes
2. tries to communicate with adults.	No	Yes
3. uses language to gain information.	No	Yes
4. is confident communicating with others.	No	Yes
5. understands what peers say.	No	Yes
6. understands what adults say.	No	Yes
7. communicates information successfully to others.	No	Yes
8. uses English grammar rules.	No	Yes
9. uses turn taking when communicating with others.	No	Yes
10. listens to others as they are communicating.	No	Yes
11. answers others when asked a question.	No	Yes
12. stays on topic with their contribution to conversation.	No	Yes
13. is able to change topic of conversation.	No	Yes
14. uses language to successfully get information.	No	Yes
15. has language to state manners ("please" and "thank you").	No	Yes
16. greets others with a "hi" or "good morning", etc.	No	Yes
17. has an effective plan when not understanding.	No	Yes
18. has an effective plan when isn't understood.	No	Yes
19. asks peers to repeat when not understanding.	No	Yes
20. asks adults to repeat when not understanding.	No	Yes
21. can accurately sequence and retell events.	No	Yes
22. will chit chat with others.	No	Yes
23. uses and understands jargon.	No	Yes
24. can understand a joke.	No	Yes

Comments (feel free to continue on back of form):

Jolando, Fall 2014  
 Diane Joseph  
 Sherry Landrud  
 Jane Dorn

No	Yes
----	-----

**Instructions:** Complete items that makes the most sense for your student by circling one of the 2 choices for each appropriate item. The instrument's purpose is to inventory your child's access to the school curriculum. Know that your comments in each section is vital to the data collected with this instrument.

Speech and language criteria and qualification

Did your student....

1. qualify for speech as per MDE state guidelines?	No	Yes
2. qualify for language as per MDE state guidelines?	No	Yes
3. qualify for voice as per MDE state guidelines?	No	Yes
4. did not qualify in any area as per MDE state guidelines but the educational team determined speech/language needs as a related service due to his/her hearing loss.	No	Yes

Comments (feel free to continue on back of form):