



Teacher Input—Functional Communication

Date:		SAU:	
School:		Grade:	
Date of birth:		Child's name:	
Parent/guardian name:		Parent/guardian address:	
Parent/guardian telephone:		Parent/guardian address:	
Parent/guardian name:			
Parent/guardian telephone:			

Your observations of the above student's functional communication will help determine if such problems adversely affect educational performance. Check all items that have been observed. Please return the completed form to the Speech-Language Pathologist.

	Yes	No
1.) Are the communicative interactions (e.g., initiation, topic maintenance, turn-taking, greetings and closings) that convey social use of language adequate for classroom and social setting participation?	<input type="checkbox"/>	<input type="checkbox"/>
2.) Is the student usually successful in requesting, commenting, and answering about objects, actions, etc. (note that any mode of communication is acceptable).	<input type="checkbox"/>	<input type="checkbox"/>
3.) Is the student usually successful in using one or more modes of communication (e.g., verbal, sign, pointing, augmentative or alternative system)?	<input type="checkbox"/>	<input type="checkbox"/>
4.) Does the student comprehend others by demonstrating knowledge of what was conveyed through action or speech?	<input type="checkbox"/>	<input type="checkbox"/>
5.) Does the student use language at ability level to make his/her wants and needs known to others?	<input type="checkbox"/>	<input type="checkbox"/>
6.) Does the student use language at ability level to learn new information or to convey what has been learned?	<input type="checkbox"/>	<input type="checkbox"/>

It is my opinion that these behaviors:

- Do not adversely affect educational performance
- Do affect educational performance

Child's name:

Date:

Do you have any other observations relating to the communication skills of this student?

Teacher Signature

Date

Adapted from *Standards for the delivery of speech-language services in Michigan public schools* Michigan Speech-Language-Hearing Association (1985).

Updated 8/1/2012