

[Standard Header]

SPEECH AND LANGUAGE QUESTIONNAIRE

Children Age 1 to Attainment of Age 6

To help us make a determination about this child's communication skills, we need a speech-language pathologist to complete this form. By completing this form, you may save the government, or the child's parent or guardian, the time and expense of having to obtain a speech and language evaluation.

Important Note: *Specific* ratings of intelligibility are needed, even if speech has not been formally evaluated.

LANGUAGE STATUS				
1. What language(s) are spoken in the home?	_____			
2. If the child is exposed to more than one language:	_____			
a. What language is spoken most of the time?	_____			
b. Is the child a dual learner (exposed to both languages before age 3) or a sequential learner (exposed to second language after age 3)?	Dual <input type="checkbox"/> Sequential <input type="checkbox"/> Unsure <input type="checkbox"/>			
SPEECH FUNCTIONING (N=never; R=rarely; S=sometimes; F=frequently)	N/R	S	F	Not Applic. for Age
1. Has difficulty:				
a. Babbling strings of non-reduplicated consonant-vowel syllables (e.g., ba-da-ga)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Producing jargon during vocal play when alone or when interacting with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Spontaneously producing intelligible single words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Maintaining articulatory control as utterance length increases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Imitating words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Producing sounds for stimulability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Exhibits articulation errors or phonological patterns that are not typical for age	<input type="checkbox"/> Yes <input type="checkbox"/> No			
3. Please summarize articulation errors and phonological patterns, if applicable:				
4. What percentage of the child's conversational speech can a <u>familiar</u> listener understand on first attempt, and with request for repetition (i.e. request for clarification with no cueing)				
<u>Known Topics</u>	<u>Unknown Topics</u>	<u>Unknown Topics - with Repetition</u>		
<input type="checkbox"/> Very little <input type="checkbox"/> No more than half <input type="checkbox"/> More than half to two-thirds	<input type="checkbox"/> Very little <input type="checkbox"/> No more than half <input type="checkbox"/> More than half to two-thirds	<input type="checkbox"/> Very little <input type="checkbox"/> No more than half <input type="checkbox"/> More than half to two-thirds		

<input type="checkbox"/> More than two-thirds	<input type="checkbox"/> More than two-thirds	<input type="checkbox"/> More than two-thirds
5. What percentage of the child's conversational speech would you estimate an <u>unfamiliar</u> listener would understand on first attempt and with request for repetition (i.e. request for clarification with no cueing)		
<u>Known Topics</u> <input type="checkbox"/> Very little <input type="checkbox"/> No more than half <input type="checkbox"/> More than half to two-thirds <input type="checkbox"/> More than two-thirds	<u>Unknown Topics</u> <input type="checkbox"/> Very little <input type="checkbox"/> No more than half <input type="checkbox"/> More than half to two-thirds <input type="checkbox"/> More than two-thirds	<u>Unknown Topics - with Repetition</u> <input type="checkbox"/> Very little <input type="checkbox"/> No more than half <input type="checkbox"/> More than half to two-thirds <input type="checkbox"/> More than two-thirds
6. Vocalization/speech is audible at conversational distances on first attempt		
<input type="checkbox"/> Less than half of the time <input type="checkbox"/> Half or more of the time		
7. Babbles and/or engages in sound play and child is not unusually quiet	Yes <input type="checkbox"/>	No <input type="checkbox"/>
8. Uses gestures more often than speech for communication	Yes <input type="checkbox"/>	No <input type="checkbox"/>
9. Speaks with monotone voice	Yes <input type="checkbox"/>	No <input type="checkbox"/>
10. Demonstrates consistently abnormal voice quality	Yes <input type="checkbox"/>	No <input type="checkbox"/>

LANGUAGE FUNCTIONING (N=never; R=rarely; S=sometimes; F=frequently)	N/R	S	F	N/A for Age
1. Has difficulty:				
a. Following one-step instructions with minimal to no cues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b. Identifying at least two body parts correctly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c. Recognizing words for common items (e.g., <u>cup</u> , <u>shoe</u>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d. Initiating interaction with others using gestures, sounds, or words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e. Maintaining eye contact during interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
f. Taking turns during interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
g. Following two-step instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Speaking in phrases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Speaking in complete sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Using complex sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Producing simple narratives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Accurately interpreting body language and facial expressions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Please summarize grammatical errors, if applicable				
3. Exhibits receptive vocabulary below expectation for age	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
4. Exhibits expressive vocabulary below expectation for age	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
5. Uses incorrect word order	Yes <input type="checkbox"/>	No <input type="checkbox"/>		

6. How many words are in the child's expressive vocabulary?

OVERALL

1. Describe how the child's speech or language disorder affects social skill development.

2. Describe how the child's speech or language disorder affects academic development.

3. Please provide standard scores from most recent speech and language testing.

Test Name	Date Given	Scores

4. Do the reported language scores continue to be representative of the child's current language abilities?

Yes No

5. Please provide any comments you may have about the child's communicative functioning.

6. If working in the school system:

- a. Is the child receiving interventions for speech and/or language? Yes No
- b. Has the child been referred for a speech and/or language evaluation? Yes No
- c. Is the child currently receiving therapy services? Yes No
- d. If receiving services, please attach evaluation team report and most recent Individualized Education Program (IEP).
- e. If dismissed from speech and/or language therapy, please attach dismissal report and IEP.

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Sections 205(a), 221, 223, 1614(a), 1631, and 1633 of the Social Security Act, as amended, allow us to collect this information, which we will use to determine benefits eligibility. Providing the information is voluntary, but not providing all or part of the information may prevent an accurate and timely decision on any claim filed. As law permits, we may use and share the information you submit, including with other Federal agencies, private medical and vocational consultants, contractors, and others, as outlined in the routine uses within System of Records Notices 60-0044, 60-0089, and 60-0320, available at www.ssa.gov/privacy. The information you submit may also be used in computer matching programs for Federal benefits eligibility and to recoup debts under these programs.

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