

**COMMUNICATION IMPAIRED  
ARTICULATION CHECKLIST**

Students Name \_\_\_\_\_

Date of Report \_\_\_\_\_

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**Behaviors Indicating Adverse Impact on Educational Performance**

**Please check those behaviors which are frequently observed and which appear to be the result of the articulation problem.**

- Errors during reading occur on the misarticulated sound(s)
- Difficulty associating sound with letter, particularly for misarticulated sounds
- Makes spelling errors representing misarticulations
- Errors in writing reflect errors in speech
- Comprehension is better after silent reading than oral reading
- Speech problem makes it difficult to understand the student
- Is often asked to repeat what he/she said
- Is excluded from play and group activities
- Is teased about speech problem
- Listener frequently concentrates on the way the speaker sounds rather than content
- Hesitates or avoids oral participation in class
- Rarely volunteers to answer questions in class
- Expresses a dislike for oral/verbal activities
- Student is aware of his/her speech problem
- Avoids requesting assistance
- Uses gestures to gain attention or to help express ideas
- Reluctant to initiate conversation
- Initiates little or no interaction with peers
- Cries or otherwise indicates unhappiness at going to school
- Prefers solitary activities to group activities
- Reacts negatively when asked to speak or repeat
- Has asked for help for speech problem

Other indications that articulation adversely affects performance/participation: \_\_\_\_\_

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# Communication Impaired Language Checklist

Students Name \_\_\_\_\_

Date of Report \_\_\_\_\_

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**Behaviors indicating adverse impact on Educational Performance**  
**Please check those behaviors which are frequently observed and which appear to be the result of the language problem.**

- |   |  |
|---|--|
| <input type="checkbox"/> Poor comprehension of written material   | <input type="checkbox"/> Irrelevant or inappropriate comments  |
| <input type="checkbox"/> Poor reading readiness skills  | <input type="checkbox"/> Fails to demonstrate logical thinking   |
| <input type="checkbox"/> Difficulty remembering and following directions                                    | <input type="checkbox"/> Cannot predict outcomes   |
| <input type="checkbox"/> Difficulty answering questions   | <input type="checkbox"/> Poor problem solving, reasoning, estimating   |
| <input type="checkbox"/> Questions have to be repeated  | <input type="checkbox"/> Fails tests or quizzes  |
| <input type="checkbox"/> Seldom attends to the spoken language of others                                    | <input type="checkbox"/> Poor time concepts  |
| <input type="checkbox"/> Jokes, idioms, sarcasm are not understood  | <input type="checkbox"/> Difficulty mastering new concepts   |
| <input type="checkbox"/> Abstract/figurative language confuses him/her                                      | <input type="checkbox"/> Poor organization in oral language/story writing  |
| <input type="checkbox"/> Often requests for directions to be repeated                                       | <input type="checkbox"/> Creative writing is difficult   |
| <input type="checkbox"/> Asks other students for help with assignments                                      | <input type="checkbox"/> Limited amount of writing in journal  |
| <input type="checkbox"/> Difficulty expressing self orally or in writing                                    | <input type="checkbox"/> Errors in writing reflect errors in oral language   |
| <input type="checkbox"/> Poor vocabulary reflected on tests and assignments                                 | <input type="checkbox"/> Difficulty changing math operations on a worksheet  |
| <input type="checkbox"/> Uses nonspecific vocabulary (thing, stuff, junk)                                   | <input type="checkbox"/> Does not take notes when appropriate  |
| <input type="checkbox"/> Uses gestures to gain attention or help express ideas                              | <input type="checkbox"/> Watches other children to know what to do   |
| <input type="checkbox"/> Difficulty formulating written sentences   | <input type="checkbox"/> Needs to verbalize or draw the story before writing   |
| <input type="checkbox"/> Gives brief responses, limited oral output   |  |
| <input type="checkbox"/> Rambles, no sense of order or getting to the point                                 | <input type="checkbox"/> Does better in, and prefers, hands-on/visual activities                                     |
| <input type="checkbox"/> Difficulty paraphrasing or summarizing   | <input type="checkbox"/> Does better on multiple-choice than essay type  |
| <input type="checkbox"/> Jumps from subject to subject in conversation                                      | <input type="checkbox"/> Verbal production improves when pictures are provided                                       |
| <input type="checkbox"/> Ideas may not be connected from one sentence to the next                           | <input type="checkbox"/> Must have concrete examples to solve abstract problems                                      |
| <input type="checkbox"/> Difficulty completing assignments, in class and/or homework                        | <input type="checkbox"/> Difficulty with basic math concepts (+, -, carry, borrow)                                   |
| <input type="checkbox"/> Cannot tell a story or express ideas in suitable sequence                          | <input type="checkbox"/> Generally disorganized (care of school supplies, routines)                                  |
| <input type="checkbox"/> Speaks using incomplete sentences, short sentences, single words                   | <input type="checkbox"/> Unable to provide labels for objects, events, people, place                                 |
| <input type="checkbox"/> Difficulty understanding the language in story/word problems                       | <input type="checkbox"/> Initiates little or no interaction with peers   |
| <input type="checkbox"/> Poor grammar (pronouns, verb forms, prepositions) orally or in writing             | <input type="checkbox"/> Appears not to listen and attend (may be visually attending to surroundings)                |
| <input type="checkbox"/> Listener frequently concentrates on the way the speaker sounds rather than content | <input type="checkbox"/> Cannot reason through situations and respond appropriately, resulting in poor social skills |
| <input type="checkbox"/> Reluctant to initiate conversation   | <input type="checkbox"/> Avoids requesting assistance or asking questions  |
| <input type="checkbox"/> Hesitates or avoids oral participation in class                                    | <input type="checkbox"/> Becomes agitated when asked to speak or repeat  |
| <input type="checkbox"/> Cries or otherwise indicates unhappiness at going to school                        | <input type="checkbox"/> Has asked for help with language problem  |

**Other indications that this student's language skills adversely affect performance/participation in the classroom:** \_\_\_\_\_  
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