

B-3 Speech Observations Checklist

DIRECTIONS: Read each item and check (✓) the column to the right that best describes or applies to the student's speech skills and behaviors.

Student's Name: _____

Observer/Examiner: _____ **Date:** _____

School/Program: _____ **Grade:** _____

	Yes	No	Not Observed	Explain any significant observations or concerns.
I. Fluency and Vocabulary: <i>Does the student usually</i>				
1. speak at a rate that others can understand?				
2. speak without stalling devices such as "uh," interjections such as "you know," or other repetitive speech expressions?				
3. speak rhythmically without stuttering or stammering?				
4. willingly and confidently engage in conversation?				
5. refrain from using "baby talk" or "cute" expressions other than for effective humor?				
6. speak in complete sentences?				
7. form clear and relevant questions for further clarification/information?				
8. keep his/her focus on a subject?				
9. use syntax and grammar appropriate for grade level?				
10. use vocabulary appropriate for grade level?				
II. Voice: <i>Does the student usually</i>				
11. speak with inflections and varied tones?				
12. adjust volume of voice for different situations?				
13. speak in a voice pitch that is not too high or too low?				
14. speak with a pleasant voice quality (no disorder such as breathiness or harshness)?				
15. speak with good nasal quality (not with speech that sounds as if he/she is talking "through the nose")?				
III. Articulation: <i>Does the student usually</i>				
16. articulate without omitting sounds ("oat" for <i>goat</i> or "ellow" for <i>yellow</i>)?				
17. articulate without substituting sounds ("wed" for <i>red</i> or "tey" for <i>key</i>)?				
18. articulate without distorting sounds (s produced by sucking air between the teeth)?				

B-3 Speech Observations Checklist

Overview

The Speech Observations Checklist may be used optionally

1. to help identify specific skills and behaviors that may be changed or improved to help the student speak more effectively.
2. to record observations that are suggestive of a speech problem and warrant referral for further evaluation and treatment.
3. to meet program requirements, such as IDEA, which require observation and informal assessment.
4. as part of the case study.

ASSESSMENT METHOD

Observation

MATERIALS

- Copy of the Speech Observations Checklist on page 116 or page 9 of the student's *Record Book*
- A pencil

NOTES

- **Rationale for the Checklist:** Students with speech problems are typically identified by speech screening or by teacher observations. The checklist serves as a quick and useful way for the teacher to record and share observations.

Informal assessment analyzes language samples taken in a natural situation, which can be crucial when planning a remedial program.

- **Adequate Speech Sample:** The validity of the results from this assessment will be determined by the availability of an adequate speech sample of at least fifty utterances. If this is not possible, fewer samples may be used for initial program-planning purposes. You can then obtain a larger speech sample later as you observe the student engaged in social situations, looking at objects or pictures, or as you engage the student in conversation.

Directions for Assessment: Observation

Record observations of the student's speech skills and behaviors in different situations by responding to the items on the checklist on page 116.

The checklist can be completed by the examiner, teacher, or any other person who has observed the student in enough different situations to assess the student's skills and behaviors related to speech.

- **Features of the Checklist:**

It can be completed quickly—The observer/examiner can record each item quickly by placing a check (✓) in the most appropriate column (*No*, *Yes*, or *Not Observed*). Space is provided to explain any significant observations or concerns.

It can be reviewed quickly—All items are on one page for quick review.

Problem areas can be easily identified—Items have been grouped by skill area. Problem areas can be identified if there are several checks (✓) in the *No* column related to that skill area. If so, a referral to a speech specialist is in order.

All items are stated positively.