

Attached is a speech/language classroom modification checklist. This is a helpful tool during the evaluation and intervention process. This is especially helpful when:

1. The student has been referred for a speech/language evaluation
2. The student has a delay but not a disability
3. The student has been tested and does not qualify for services

As the classroom teacher, you play a vital role in the communicative habits of each student. Please take the time to make any necessary changes in your classroom that may positively influence your students' communication.

I may ask you for feedback in the future regarding these modifications to better serve the students. Please feel free to ask me any questions!

Thank you.

Speech/Language Pathologist

SPEECH/LANGUAGE CLASSROOM MODIFICATIONS

FOR: _____

BY: _____

DATE
ATTEMPTED

MARK AN X IF
SUCCESSFUL

ARTICULATION

- | | | | |
|-------|-------|----|---|
| _____ | _____ | 1. | Model correct production of speech sounds. |
| _____ | _____ | 2. | Provide multiple opportunities for student to repeat and/or produce speech sounds in error. |
| _____ | _____ | 3. | Pair concerned student with a good "speech role model." |
| _____ | _____ | 4. | Other interventions attempted:

_____ |

LANGUAGE/AUDITORY

- | | | | |
|-------|-------|----|--|
| _____ | _____ | 1. | Repeat, rephrase, simplify oral directions individually. |
| _____ | _____ | 2. | Ask student to repeat directions to check for understanding. |
| _____ | _____ | 3. | Use visual cues (gestures, pictures, written) whenever possible. |
| _____ | _____ | 4. | Pre-teach vocabulary before the lesson is introduced. |
| _____ | _____ | 5. | Model correct grammatical structures. |
| _____ | _____ | 6. | Other interventions attempted:

_____ |

COMMENTS

SPEECH/LANGUAGE CLASSROOM MODIFICATIONS

DATE
ATTEMPTED

MARK AN X IF
SUCCESSFUL

VOICE AND FLUENCY

- | | | | |
|-------|-------|----|--|
| _____ | _____ | 1. | Model appropriate rate and volume of speech in various situations/environments. |
| _____ | _____ | 2. | Provide multiple opportunities for student to use and/or monitor volume and rate of speech in various situations/environments. |
| _____ | _____ | 3. | Allow dysfluent student to complete responses without assistance. (i.e. others attempting to finish student's sentence) |
| _____ | _____ | 4. | Other interventions attempted:

_____ |

GENERAL **Required

- | | | | |
|-------|-------|----|--|
| _____ | _____ | 1. | ** Refer for hearing screening if one has not been performed within the last year. Record results below. |
| _____ | _____ | 2. | Provide adequate response time (5-7 seconds). |
| _____ | _____ | 3. | Provide preferential seating near the teacher and away from distractions. |
| _____ | _____ | 4. | Verbal and/or physical prompts to regain attention back to task. |
| _____ | _____ | 5. | Other interventions attempted:

_____ |

COMMENTS

