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**LA SPEECH GUY**

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**TEACHER’S RATING:**

**Key**

1. **Needs no improvement**
2. **Acceptable**
3. **Needs improvement**
4. **Critical need for improvement**
5. **Non-existent**

**RECEPTIVE AREA RATING**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** | **5** |
| Attending Behavior   |  |  |  |  |  |
| Makes eye contact  |  |  |  |  |  |
| Maintains attention to speaker  |  |  |  |  |  |
| Auditory Listening Skills  |  |  |  |  |  |
| Attends to Sounds  |  |  |  |  |  |
| Responds to Sounds  |  |  |  |  |  |
| Localizes Source of Sounds   |  |  |  |  |  |
| Listens actively to Sounds   |  |  |  |  |  |
| Attends to Significant Auditory Information in Presence of Background Noises (selective attention)  |  |  |  |  |  |
| Maintains attention over a period of time (sustained attention)  |  |  |  |  |  |
| Comprehension of Meaning  |  |  |  |  |  |
| Reads typical nonverbal cues (e.g., frowns, gestures)  |  |  |  |  |  |
| Carries out request or commands  |  |  |  |  |  |
| Understands much of what it is said to him (e.g., relates spoken language to what it represents)  |  |  |  |  |  |
| Understands questions  |  |  |  |  |  |
| Interprets Environmental Sounds  |  |  |  |  |  |

**EXPRESSIVE AREA**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** | **5** |
| Communicative Functions  |  |  |  |  |  |
| Imitates Sounds  |  |  |  |  |  |
| Requests Assistance  |  |  |  |  |  |
| Requests Information (e.g., asks appropriate questions)  |  |  |  |  |  |
| Uses Directive Speech (e.g., commands)  |  |  |  |  |  |
| Expresses Desires  |  |  |  |  |  |
| Uses the Names of Objects, Events, etc  |  |  |  |  |  |
| Formulates Questions  |  |  |  |  |  |
| Offers Assistance  |  |  |  |  |  |
| Disagrees Verbally or Argues  |  |  |  |  |  |
| Recognizes Problems and Offers Solutions  |  |  |  |  |  |
| Makes Self Understood (able to get point across)  |  |  |  |  |  |
| Conversational Competence  |  |  |  |  |  |
| Has Good Voice Habits  |  |  |  |  |  |
| Answers Questions  |  |  |  |  |  |
| Talks about Experiences  |  |  |  |  |  |
|  | **1** | **2** | **3** | **4** | **5** |
| Varies Speech According to Setting and Other Speakers  |  |  |  |  |  |
| Acknowledges What Another Speaker Has Said  |  |  |  |  |  |
| Demonstrates Appropriate Turn Taking Behavior  |  |  |  |  |  |
| Imitates Conversational Topics  |  |  |  |  |  |
| Makes Conversational Transition in an Appropriate Manner  |  |  |  |  |  |
| Participates Willingly in Social Conversations  |  |  |  |  |  |
| Makes Suggestions and Shares Ideas  |  |  |  |  |  |
| Provides Sufficient (but not too much) information  |  |  |  |  |  |
| (when answering questions)  |  |  |  |  |  |
| Communicates About Self  |  |  |  |  |  |
| Communicates About Things Outside Self  |  |  |  |  |  |
| Communicates About Concrete Experiences  |  |  |  |  |  |
| Communicates Abstract Ideas  |  |  |  |  |  |
| Describes an Object or Explains How Something Works  |  |  |  |  |  |
| Tells A Simple Story in Proper Sequence  |  |  |  |  |  |
| Social Interactive Skills  |  |  |  |  |  |
| Expresses Feelings in Socially Acceptable Ways  |  |  |  |  |  |
| Honors Established Social Conventions  |  |  |  |  |  |
| Adapts A Message to the Social Context  |  |  |  |  |  |
| Initiates Contact  |  |  |  |  |  |
| Responds to Contact   |  |  |  |  |  |
| Engages in Interactive Play (board games) |  |  |  |  |  |