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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) |  |  |  |  |  |