

Laurens County School System
Tier 1 Speech/Language Educational Impact Form

Student Name:		Date Completed:		
Teacher:				
Grade Level:				
Check observed behaviors in comparison to the student's same aged peers.		NEVER	SOMETIMES	ALWAYS
1.	The student's speech is difficult to understand when speaking in sentences and in conversation.			
2.	The student has a hoarse and/or nasal voice that does not seem related to a cold or allergy that causes him/her to be difficult to understand.			
3.	The student has difficulty with phonological awareness activities such as rhyming, sound blending, syllable segmentation causing him or her to struggle in reading and/or spelling.			
4.	The student has difficulty following directions in order to keep up with the rest of the classroom.			
5.	The student has difficulty responding to questions asked of him or her with relevant and appropriate answers.			
6.	The student has difficulty making his or her wants and needs known in a socially appropriate manner.			
7.	The student has difficulty beginning, maintaining and ending a conversation with his or her peers.			
8.	The student has difficulty making sentences that are complete with correct grammar.			
9.	The student has limited concept and background vocabulary causing him or her to have difficulty learning math concepts as well as achieving appropriate reading comprehension skills.			
10.	The student has difficulty expressing an idea or event in a coherent and sequential manner causing him or her to have difficulty in academic areas. Ex. Retelling a story, telling what happened on the playground, explaining steps of a process, stating steps to solve a problem.			
11.	The student exhibits part-word and word repetitions, sound blockages, or excess facial or neck movement when speaking causing him to become frustrated with speaking. (i.e., stuttering).			
12.	The student is bothered by his or her speech and/or communication break downs and appears frustrated. (Ex. Cries, refuses to repeat, becomes angry when struggling to communicate effectively).			

Adapted from the Virginia Department of Education

**Complete recommended Tier 1 strategies and complete the Tier 1 Speech/Language Documentation of Strategies Form. Return both forms to SLP after doing Tier 1 strategies have been implemented for at least 2 weeks.