

SPEECH-LANGUAGE INFORMATION FOR TRANSITION TO IEP

Name:	Date completed:
Date of birth:	Language spoken at home:
SLP completing:	Email address:
EI services received:	Date of service initiation:

N = skill is not present

E = skill is emerging

M = skill is mastered

RECEPTIVE LANGUAGE ___ responds to name ___ responds to greetings ___ follows one-step directions
 ___ follows ___ step directions ___ indicates body parts Identifies: ___ objects ___ picture ___ actions

EXPRESSIVE LANGUAGE Primary communication: ___ AT ___ ASL ___ gestures ___ jargon ___ pictures ___ words
 ___ protests/rejects ___ gestures ___ points ___ vocalizes to communicate ___ imitates sounds
 ___ imitates words ___ uses single words ___ uses approx. ___ words ___ combines ___ words
 ___ uses *verb+ing* ___ uses plurals ___ uses pronouns: ___ me ___ I ___ you ___ mine ___ he
 ___ answers *yes/no* questions ___ answers *what* questions ___ answers *where* questions

Examples of spontaneous communication:

SOUND PRODUCTION (check sounds and word forms present in child's repertoire)

p	b	m	n	w	t	d	f	k	g	s	z	h		CV	CVCV	VCV	CVC

Intelligibility: ___ 25% ___ 50% ___ 75% ___ 100% ___ unable to be understood

Other Concerns: ___ Motor speech concerns ___ Feeding concerns Other: _____

PRAGMATICS / PLAY SKILLS ___ shares joint attention Eye contact: ___ none ___ fleeting ___ maintains
 ___ understands cause/effect ___ attends to speaker ___ waves "hi" or "bye" ___ imitates gestures
 ___ solitary play ___ parallel play ___ cooperative play ___ pretend play ___ initiates play
 ___ uses toys approp. ___ initiates greetings ___ tries to get adult attention ___ asks questions

GREATEST AREAS OF NEED