## Appendix M: Teacher Questionnaire Receptive Language

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| **Student:** *Click to Enter Student’s Name* **School:** *Click to Enter School Name* |
| **Teacher:** *Click to Enter Teacher’s Name* **Grade:** *Click to Enter Student’s Grade* |

*Your observation and responses concerning the above student will help determine if a communication problem exists that adversely affects educational performance. (Note: Educational performance refers to the student’s ability to participate in the educational process and must include consideration of the student’s social, emotional, academic, and vocational performance.) Please return the completed form to the Speech/Language Pathologist* *Enter Name of SLP by Select a Date.*

**Skill Area: Receptive Language**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **The Student:** | **Yes** | **No** | **Sometimes** | **N/A** |
| * Can follow verbal directions during:   Individual instructions  Group instructions |  |  |  |  |
| * Can follow classroom routines |  |  |  |  |
| * Requires clarification and/or repetition of directions |  |  |  |  |
| * Uses appropriate listening/attending skills |  |  |  |  |
| * Comprehends verbal information provided in class |  |  |  |  |
| * Answers questions appropriately |  |  |  |  |
| * Can ignore auditory distractions |  |  |  |  |
| * Retains new information |  |  |  |  |
| * Recalls old information |  |  |  |  |
| * Comprehends simple sentence structures |  |  |  |  |
| * Comprehends complex sentence structure:   Passive voice (The boy was followed by the dog.)  Relative clauses (The cake that Joy ate.)  Pronoun reference (he=Billy) |  |  |  |  |

**Skill Area: Semantics Concepts**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **The Student:** | **Yes** | **No** | **Sometimes** | **N/A** |
| * Can predict outcomes |  |  |  |  |
| * Can draw inferences |  |  |  |  |
| * Recognizes different uses of words, depending on context:   Recognizes meanings of antonyms and synonyms  Recognizes multiple meaning (fly: a fly, to fly)  Recognizes figurative language (hold your horses)  Differentiates homonyms (road – rode)  Understands temporal (now/later), positional (front/back), and quantitative (more/several/less) concepts |  |  |  |  |

Do you have any other observations relating to the receptive language skills of this student?

*Click to Enter Other Observations Relating to the Receptive Language Skills*

It is my opinion that these behaviors:

**do not** adversely affect educational performance

**do** adversely affect educational performance

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Teacher’s Signature Date