SPEECH LANGUAGE THERAPY



	Child's Name:	وير بازين وفيل بالويد وليان ولين والمرا حمل حمل المراحين والبان والمن المياس والمراجي والمراجية	Date:	و المرد المدير باشتم باست حجيد طابق حجيد فلين المدير التابع التابع التابع الأخذ المدير الأبلاء المواجعة التابع	منين جنين خان هندن تجار خان تجار باشن الديد باشن الديد جانو مشيز جامع ثا
l.	What are your main cond			; ·	
2.	Has your child previously r of sessions/individual or	eceived speech therap group?	ou? Currently in therapy?	' Where/how many tin	nes per week/ duration
3.	Has your child previously r	eceived or currently r	eceive any other types o	of therapy?	·
			and the second second	. "	
4.	Who does your child spend	the most time with?		• • •	
5.	Does your child currently.	attend daycare or sch	ool? How often? How are	they doing in school?	
			w		
6.	How does your child intera	ct with other adults? (
				•	
7.	How does your child let you	i know when they wan	it something?		
				,	
8.	How is your child's hearing?	'When is the last time	hearing was checked?		

9. Does your child become frustrated due to speech/language difficulties?

IO.	How much screen time does your child have per day?
11.	How many words are in the longest phrase your child has said?
12.	Estimate of % intelligibility?
13.	Does your child have any aversions to food?
14.	Does your child currently use a bottle, sippy cup, or pacifier? How often?
Does y	our child
□ repe	at sounds, words or phrases over and over?
und	erstand what you are saying?
🗆 retr	ieve/point to common objects upon request (ball, cup, shoe)?
☐ folk	ow simple directions ("Shut the door" or "Get your shoes")?
☐ resp	ond correctly to yes/no questions?
🗆 resp	ond correctly to who/what/where/when/why questions?
Your c	hild currently communicates using
□ bodu □ sent	language. 🗆 sounds (vowels, grunting). 🗀 words (shoe, doggu, up). 🗀 2 to 4 word sentences. ences longer than 4 words. 🗀 other
	ral Characteristics
attenti	perative \square restless \square attentive \square poor eye contact \square willing to try new activities \square easily distracted/short on \square plays alone for reasonable length of time \square destructive/aggressive \square separation difficulties \square withdrawn y frustrated/impulsive \square inappropriate behavior \square stubborn \square self-abusive behavior
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