ORAL MOTOR ASSESSMENT

ORAL MECHANISM EXAM RECORD FORM · OBSERVATION CARDS FOR SLPS

36 CARDS + FILLABLE FORM

30 PAGES



















Terms of Use

Please read before you print your first card.

One classroom or caseload license

- This file is for one person: one speech-language pathologist, one caseload.
- Please do not share it, post it online, or sell it. Extra licenses are on the product page.

This is a fillable PDF

- Open it in a PDF reader (Adobe Acrobat Reader, Preview, or your browser), click into a box, type, and Save As once per student.
- Every page also prints, and the pictures read in black and white.
- It works offline. No account, no subscription, no internet connection needed.

Student data

A completed form carries a real child's name and what you saw. Store, hand over and destroy this file the same way you would any other student record.

What this is, and is not

An informal observation record. It is not a standardized test, has no scores to compare against and does not replace an evaluation by a licensed speech-language pathologist.

Need help?

If a box will not behave, use Ask a Question on the product page before leaving a review. A fix to the file ships as a free update.

PREVIEW

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The Cards at a Glance

All 36 cards by area, so you can pick the ones you need without paging through the file.

Area	Cards	Tasks	Page
Lips	1-6	1 Big smile; 2 Small round lips; 3 Smile, then round; 4 Lips together; 5 Blow the feather; 6 Hum with lips closed	6
Jaw	7-12	7 Open wide; 8 Teeth together; 9 Open and close; 10 Jaw side to side; 11 Jaw forward; 12 Chew	7
Cheeks	13-15	13 Puff both cheeks; 14 Air side to side; 15 Cheeks in	8
Tongue	16-21	16 Stick out tongue; 17 Tongue up; 18 Tongue down; 19 Tongue to the corners; 20 Tongue in and out; 21 Tongue side to side	8 and 9
Look inside	22-24	22 Say ahh; 23 Tongue resting; 24 Show your teeth	9
Double moves	25-36	25 Round, then smile; 26 Press, then pop; 27 Smile, blow, smile; 28 Open, then teeth together; 29 Chew, then open wide; 30 Puff, then pull in; 31 Puff left, right, both; 32 Tongue up, then down; 33 Tongue left, then right; 34 Out, up, then in; 35 Smile, round, smile, round; 36 Tongue left, right, left, right	10 and 11

How the cards are ordered

- Lips first, then jaw, cheeks and tongue.
- Look inside needs a light.
- Double moves are last: two or three moves in a row.
- Set up the exam, page 5; rate page, 20.
- The numbers match the rows on the record form.

If you skip a card

- Leave its row blank, or mark it Skipped.
- A card is never required.
- The blank cards, page 12, are for tasks you add.

Your clinic's own order or extra tasks (write them here)

PREVIEW

1

Lips



Big smile

Say: Show me a big smile.

2

Lips

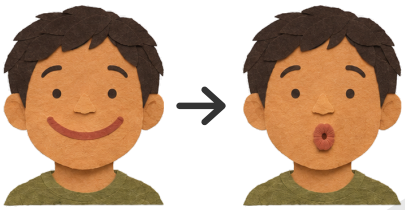


Small round lips

Say: Make your lips small and round, like you will whistle.

3

Lips



Smile, then round

Say: Big smile, then small and round. Switch back and forth.

4

Lips



Lips together

Say: Close your lips and hold them together.

5

Lips



Blow the feather

Say: Blow the feather. Make it move.

6

Lips



Hum with lips closed

Say: Close your lips and hum.

PREVIEW

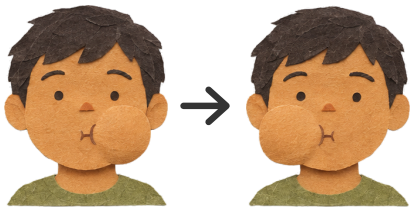
13 **Cheeks**



Puff both cheeks

Say: Puff out both cheeks, like a balloon.

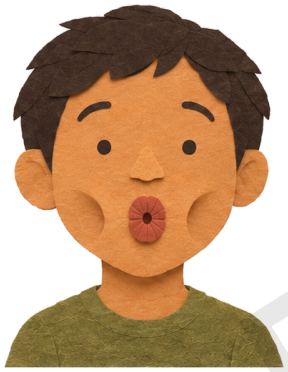
14 **Cheeks**



Air side to side

Say: Move the air to one cheek, then the other.

15 **Cheeks**



Cheeks in

Say: Pull your cheeks in, like you sip with a straw.

16 **Tongue**



Stick out tongue

Say: Stick out your tongue. Hold it still.

17 **Tongue**



Tongue up

Say: Reach your tongue up toward your nose.

18 **Tongue**



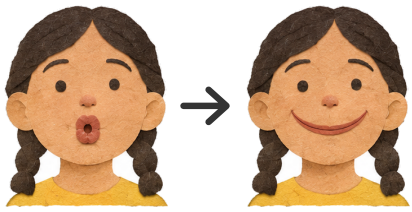
Tongue down

Say: Reach your tongue down toward your chin.

PREVIEW

25

Double moves

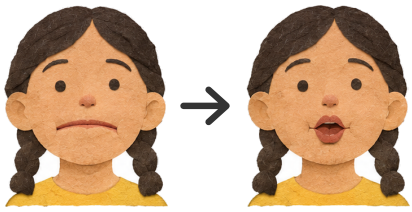


Round, then smile

Say: Make your lips round, then smile big. Do it two times.

26

Double moves



Press, then pop

Say: Press your lips together, then pop them open.

27

Double moves

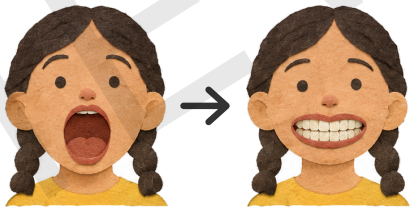


Smile, blow, smile

Say: Smile, then blow like a candle, then smile again.

28

Double moves

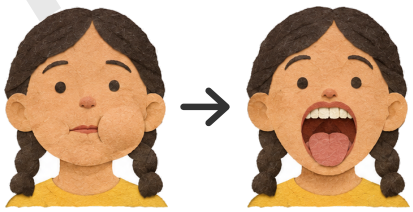


Open, then teeth together

Say: Open wide, then put your teeth together, like a big bite.

29

Double moves

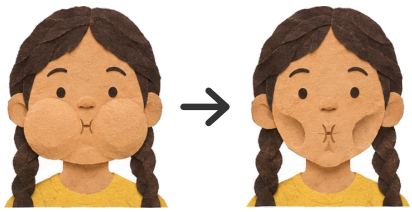


Chew, then open wide

Say: Chew like a cookie, then open wide.

30

Double moves



Puff, then pull in

Say: Puff your cheeks like a balloon, then pull them in.

PREVIEW

Card number _____ Area _____

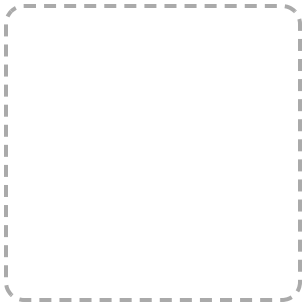


Task _____

Say _____

_____

Card number _____ Area _____

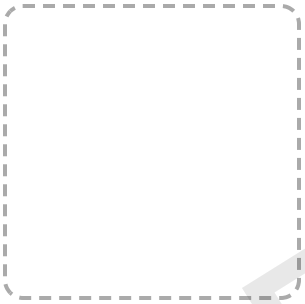


Task _____

Say _____

_____

Card number _____ Area _____



Task _____

Say _____

_____

Card number _____ Area _____



Task _____

Say _____

_____

Card number _____ Area _____

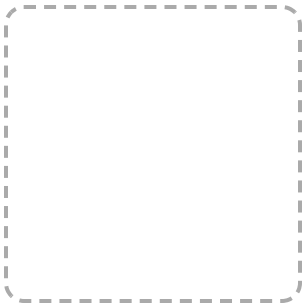


Task _____

Say _____

_____

Card number _____ Area _____



Task _____

Say _____

_____

PREVIEW

Record Form: Lips

Cards 1-6. Show a card, say its line, and write what you saw on the line under it.

Name _____

SLP _____ Date _____ Setting _____

#	Task	Did it	Needed a model	Skipped
1	Big smile			
saw				
2	Small round lips			
saw				
3	Smile, then round			
saw				
4	Lips together			
saw				
5	Blow the feather			
saw				
6	Hum with lips closed			
saw				

PREVIEW

My own words about lips (what I saw, not what it means)

_____

_____

_____

_____

Record Form: Tongue

Cards 16-21. One mark for each card, then what you saw in your own words.

Name _____

SLP _____ Date _____ Setting _____

#	Task	Did it	Needed a model	Skipped
16	Stick out tongue			
saw				
17	Tongue up			
saw				
18	Tongue down			
saw				
19	Tongue to the corners			
saw				
20	Tongue in and out			
saw				
21	Tongue side to side			
saw				

My own words about tongue (what I saw, not what it means)

_____

_____

_____

_____

PREVIEW

Record Form: Double moves

Cards 25-36. Two or three moves in a row, or back and forth. One mark for each card.

Name _____

SLP _____ Date _____ Setting _____

#	Task	Did it	Needed a model	Skipped
25	Round, then smile			
saw				
26	Press, then pop			
saw				
27	Smile, blow, smile			
saw				
28	Open, then teeth together			
saw				
29	Chew, then open wide			
saw				
30	Puff, then pull in			
saw				
31	Puff left, right, both			
saw				
32	Tongue up, then down			
saw				
33	Tongue left, then right			
saw				
34	Out, up, then in			
saw				
35	Smile, round, smile, round			
saw				
36	Tongue left, right, left, right			
saw				

PREVIEW

Summary by Area

Count the marks from the record form. The counts are a record, not a result.

Name _____

SLP _____ Dates _____

Area	Cards	Did it	Needed a model	Skipped	Notes
Lips	6				
Jaw	6				
Cheeks	3				
Tongue	6				
Look inside	3				
Double moves	12				
All	36				

How to count

- Did it: the Did it box has a mark.
- Needed a model: that box has a mark.
- Skipped: that box has a mark.
- A blank row is not counted.

Your clinic's directions (write them here)

What I noticed (observable words only)

My judgment, and what the team decides by its own rule

PREVIEW

Clinician Notes

Your page. Observable words first; what it means is yours and your team's to write.

Name _____

SLP _____ Date _____ Next look _____

Lips

Jaw

Cheeks

Tongue

Look inside

Double moves

My judgment, in my own words

What my team decides, by its own rule

Follow up (who, what, by when)

PREVIEW

A Filled-In Form (Invented Child)

"Sam" is invented. Everything Sam did is made up to show how the boxes are used. It is not a finding.

Record form, cards 1-12: what the SLP wrote

#	Task	Did it	Needed a model	Skipped	What I saw
1	Big smile	x	–	–	Right away.
2	Small round lips	–	x	–	Watched me first.
3	Smile, then round	x	–	–	Switched three times.
4	Lips together	x	–	–	–
5	Blow the feather	x	–	–	Feather moved.
6	Hum with lips closed	–	–	x	Said no thank you.
7	Open wide	x	–	–	–
8	Teeth together	x	–	–	–
9	Open and close	–	x	–	Asked me to do it again.
10	Jaw side to side	–	x	–	Giggled, then tried.
11	Jaw forward	–	–	x	Was tired.
12	Chew	x	–	–	–

The counts, by area

Area	Cards	Did it	Needed a model	Skipped
Lips	6	4	1	1
Jaw	6	3	2	1

Where each count came from

- Lips, cards 1-6: Did it 4 (cards 1, 3, 4, 5), Needed a model 1 (card 2), Skipped 1 (card 6). 6 cards.
- Jaw, cards 7-12: Did it 3 (cards 7, 8, 12), Needed a model 2 (cards 9, 10), Skipped 1 (card 11). 6 cards.
- Each row has exactly one mark, so the three counts add up to the six cards in the area.

What the form does and does not say

It records what happened and what you saw. It does not say what the pattern means. That is for the clinician's own training and the team's own rule; write it on the summary, page 21.

PREVIEW

Family Note and Team Handoff

A note home with blanks for your own words, and a handoff for whoever picks up the form next.

Child _____ Date _____ Sent by _____

Family note: fill in the blanks

Today we looked at how your child moves their lips, jaw, cheeks and tongue. We used picture cards, one at a time, and wrote down what we saw.

Cards we used _____ What your child enjoyed _____

In our own words:

_____

_____

_____

_____

_____

_____

_____

_____

Team handoff: for a substitute, a new provider or a shift change

- The cards are pages 6-11; the record form is pages 13-19.
- Show one card at a time and write what you saw, in plain words.
- Copy the marks to the summary, page 21.
- Hand the folder back to the SLP.

Meeting sentence: fill in the blanks

"On the oral motor cards, [Student] did ___ of ___ cards, needed a model for ___, and skipped ___. Our next step is ___."

When to use this page

- Before a meeting or a conference.
- Before a substitute or a new provider covers the caseload.
- The same week you use the cards again.
- Keep a copy in the child's folder.

PREVIEW

Binder Cover and Divider Tabs

A cover for the child's folder, six divider tabs, and a setup list.

Folder cover and spine label

Student _____ SLP _____ School year _____

First exam date _____ Next look date _____

Use it as a folder cover, a binder spine label, or a clipboard cover.

Divider tabs: print and cut

01 Start Here
The six steps and the materials.

02 Cards
Single and double movements.

03 Record Form
Intake, a page for every area.

04 Summary
The counts, and a filled example.

05 Caseload
Everyone on one page.

06 Family and Team
The note home and the handoff.

Before the first card

- Print the card pages, 6-11, and laminate them if you like.
- Write your clinic's directions on page 21.
- Save a copy of this file with the child's name.
- Print the cover and the six tabs on heavier paper if you have it.
- Slip the family note into the front pocket.
- Put the filled example in the back, so a new provider sees how the boxes are used.

PREVIEW