

ORAL FACIAL EXAMINATION

Name: _____

Age: _____

Examiner: _____

Date: _____

INSTRUCTIONS: *Observe the physical appearance/movement of the oral mechanism. Circle the corresponding descriptions in each category.*

I. FACE

1. symmetry: normal/droops on right/droops on left
2. abnormal movements: none/grimaces/spasms
3. mouth breathing: yes/no
4. comments: _____

II. LIPS

Evaluate appearance of student's lips.

1. shape: normal/abnormal
2. size: normal/abnormal

Tell student to pucker.

1. range of motion: normal/reduced
2. symmetry: normal/droops bilaterally/droops right/droops left
3. strength (*press tongue blade against lips*): normal/weak
4. comment: _____

Tell the student to smile.

1. range of motion: normal/reduced
2. symmetry: normal/droops bilaterally/droops right/droops left
3. comment: _____

Tell student to puff cheek and hold air.

1. lip strength: normal/reduced
2. nasal emission: absent/present
3. comment: _____

III. JAW AND TEETH

Tell student to open and close mouth.

1. range of motion: normal/reduced
2. symmetry: normal/deviates to right/deviates to left
3. movement: normal/jerky/groping/slow/asymmetrical
4. TMJ noises: absent/grinding/popping

Observe dentition of student.

1. occlusion (molar relationship):
normal
neutroclusion (upper and lower arches are correct relationship to each other and to rest of skull – Class I)
distocclusion (the lower jaw is too far back in relation to the upper arch rest of skull – Class II)
mesiocclusion (the lower jaw is too far forward in relationship to the upper dental arch and rest of skull – Class III)
2. teeth: all present/dentures/teeth missing (specify)_____
3. arrangement of teeth: normal/jumbled/spaces/misaligned
4. occlusion (incisor relationship):
normal/openbite/overbite/underbite/crossbite/wears orthodontics
5. hygiene:_____

IV. TONGUE

1. surface color: normal/abnormal
2. abnormal movements: absent/jerky/spasms/writhing
3. size: normal/small/large
4. frenum: normal/short

V. LIPS-JAW-TONGUE DIFFERENTIATION:

1. ability to protrude: easy/difficult/not at all
2. ability to retract: easy/difficult/not at all
3. range of motion-left/right: normal/reduced
4. range of motion-up/down: normal/reduced
5. ability to produce tongue pop – normal/reduced

VI. TONSILS/ADENOIDS:

1. removed: yes/no
2. size: normal/enlarged/inflamed

VII. HARD AND SOFT PALATES:

1. color: normal/abnormal
2. alveolar ridge: normal/very prominent
3. arch height: normal/high/low
4. arch width: normal/narrow/wide
5. fistula (minute opening): absent/present
6. clefting: absent/present

VIII. BREATHING MECHANISM:

1. mouth breather: yes/no
2. adequate for speech purposes: yes/no
3. irregular pattern: shallow/jerky

IX. NASAL CAVITY/RESONANCE:

1. appearance: normal/blockage
2. hyponasal: appropriate/mild/moderate/severe
3. hypernasal: appropriate/mild/moderate/severe
4. audible nasal emission: intermittent/continuous

X. ORAL HABITS:

1. thumb sucking: yes/no
2. tongue sucking: yes/no

XI. DIADOCHOKINESES:

Instructions: Time the number of seconds it takes your student to complete each task the prescribed number of times. The average number of seconds for children from 6 to 13 years of age is reported in the right-hand side of the table.

The standard deviation (SD) from the norm (mean or average) is also found in the table. Subtract the SD from the norm to determine each SD interval. For example, using the /pʌ/ norm with a 6-year-old, 3.8 (4.8-1.0) is one SD, 2.8 (4.8-2.0) is two SDs, 2.3 (4.8-2.5) is two-and-a-half SDs, etc. Therefore, a 6 year-old child who needed 2.6 seconds to complete the /pʌ/ sequence would be two SDs below the mean.

			<i>Norms in seconds for diadochokinetic syllable rates</i>							
			Age:							
Task	Repetitions	Seconds	6	7	8	9	10	11	12	13
pʌ	20	_____	14.8	14.8	4.2	4.0	3.7	3.6	3.4	3.3
tʌ	20	_____	14.9	14.9	4.4	4.1	3.8	3.6	3.5	3.3
kʌ	20	_____	15.5	15.3	4.8	4.6	4.3	4.0	3.9	3.7
	Standard Deviation:		11.0	11.0	0.7	0.7	0.6	0.6	0.6	0.6
pʌtθkθ	10	_____	10.3	10.0	8.3	7.7	7.1	6.5	6.4	5.7
	Standard Deviation:		12.8	12.8	2.0	2.0	1.5	1.5	1.5	1.5