LENNOX SCHOOL DISTRICT

Speech and Language Referral

Referral prepared by: _____ Role: _____

Student Name: _____ Date: _____

DOB: _____ Grade: _____ Current placement: _____

Primary Language: _____ Secondary Language: _____

Parent: _____ Phone: _____

Submitted to _____ on _____

Has the parent been notified of this request for a speech-language observation?	**YES or NO** **Date: _____**
To your knowledge, has the student received any previous speech/language therapy?	**YES or NO**
To your knowledge, has the student had any hearing problems?	**YES or NO**

Please briefly tell us what your speech and language concern is with the child. What strategies or supports have you used to work on these difficulties before referring for special education services? What was the response?

Difficulty is in: (circle one) ENGLISH SPANISH BOTH

_____

_____

_____

_____

_____

_____

_____

_____

**Please note, this packet must be completed in its entirety to be considered a "complete" referral.

Articulation			
"I cannot understand this child."	**NOT TRUE**	**SOMETIMES TRUE**	**100% TRUE**
"This child substitutes sounds when speaking."	**NOT TRUE**	**SOMETIMES TRUE**	**100% TRUE**
Provide Examples: SAYS _____ FOR _____ SAYS _____ FOR _____ SAYS _____ FOR _____			
"This child does not hear the difference between sounds."	**NOT TRUE**	**SOMETIMES TRUE**	**100% TRUE**
Provide Examples: HEARS _____ BUT SAYS _____ HEARS _____ BUT SAYS _____ HEARS _____ BUT SAYS _____			

Sound Development

Please note that the following are the ages that children should have the sounds developmentally. If they do not have certain sounds at a young age (e.g. /r/ at age 5) that is developmentally appropriate. They would not qualify for speech, at this time, due to age appropriate sound development.

Circle the sounds that you believe the student has difficulty with that are at and below their age level.

By age 5: students should have /m, n, h, w, p, b, f, k, d, g, t, y, v, tw, kw/
By age 6: students should have all of the above plus /l/ and blends /fl, gl, kl, bl, pl/
By age 7: students should have all of the above plus /ing, th, s, z, sh, ch, j, sp, st, sk, sm, sn, sw, skw, spl/
By age 8: students should have all of the above plus /r, pr, fr, gr, kr, br, tr, dr/

Common articulation differences observed among Spanish speakers:

/ch/ for /sh/ (e.g. "chew" for "shoe")

/t/ for /th/ (e.g. "bat" for "bath")

/esk/ for /sk/ (e.g. "eskate" for "skate")

/y/ for /j/ (e.g. "yulie" for "Julie")

/h/ omission of sound (e.g. "old" for "hold")

****Speech therapy is <u>not</u> warranted for Spanish speaking students with these sound errors who are exhibiting a language difference vs. language disorder.**

Language				
Use the chart below to check off what has been said and what is understood. (Early Words List of MacArthur Bates-CDI)				
Category	**Says it**	**Understands it**	**I do not know**	**Provide Examples**
Sound Effects and Animal Sounds (e.g. choo choo, baa baa, grrr, ouch, uh oh)				
Animal Names (e.g. cat, chicken, dog, duck)				
Toys (e.g. ball, block, bubbles)				
Food and Drink (e.g. apple, cookie)				

Receptive Language	
"This child does not appear to UNDERSTAND basic concepts of spoken language when we speak to him/her" (e.g., common objects, basic requests, directions)."	Not true Somewhat true 100% true If 100% true, give an example: _____
"The child has difficulty following group instructions, does not imitate other student behavior, needs continuous redirections and one on one support from teacher and/or aide."	Not true Somewhat true 100% true If 100% true, give an example: _____
"The child has poor memory and is unable to remember verbal directions, new skills, or familiar or rote information."	Not true Somewhat true 100% true If 100% true, give an example: _____

Expressive Language	
"This child has limited vocabulary for his/her age."	Not true Somewhat true 100% true If 100% true, give an example: _____
"This child uses incomplete sentences (phrases) with many grammatical errors."	Not true Somewhat true 100% true If 100% true, give an example: _____
"This child has problems expressing his/her self verbally."	Not true Somewhat true 100% true If 100% true, give an example: _____

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"This child rarely initiates conversation with peers or adults."	Not true Somewhat true 100% true If 100% true, give an example: _____
"This child can listen to short stories and answer questions about it."	Not true Somewhat true 100% true If 100% true, give an example: _____

Fluency and Voice	
"The child sounds like he/she is stuttering."	Not true Somewhat true 100% true If 100% true, give an example: _____
"He/She repeats words in a noticeable fashion when trying to express themselves."	Not true Somewhat true 100% true If 100% true, give an example: _____
"He/She seems to get stuck on words using a long pause or strained sound (e.g., "uhhhhhhh) when trying to express themselves."	Not true Somewhat true 100% true If 100% true, give an example: _____
"His/Her speech is accompanied with secondary behaviors like distracting sounds, facial grimaces, or head/body twitches."	Not true Somewhat true 100% true If 100% true, give an example: _____

Classroom Considerations	
"I have tried to first assist this student before submitting this referral."	Not true Somewhat true 100% true If 100% true, give an example: _____
"This speech problem is affecting his/her interaction with peers in the classroom and all settings."	Not true Somewhat true 100% true If 100% true, give an example: _____
"The child is aware of his/her speech differences."	Not true Somewhat true 100% true If 100% true, give an example: _____
Is the child receiving any type of intervention?	Yes No
Are they making progress in intervention?	Yes No
Briefly list academic concerns if any:	

Thank you for completing this packet. SLP will respond within 15 days of receipt of this referral.

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