**SPEECH-LANGUAGE REFERRAL**

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| Student: |  |  | Teacher: |  |  | Date: |  |

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| **Articulation/Sound Production/Intelligibility** | **Voice** |
| Circle sounds you hear in error:  F/V  K/G  L  R  S/Z  SH  CH  TH  Other(s): Click or tap here to enter text.  What strategies have you tried to help the student:  Ask student to repeat unclear utterances  Ask student to speak more slowly  Model error sounds with exaggerated visual information (show them what your mouth does)  Other: Click or tap here to enter text.  How did the student respond to these strategies:  Click or tap here to enter text.  How much of this child’s speech can you understand?  25%  50%  75%  100% | Check behaviors of concern:  Unusual pitch--high/low  Unusual quality-hoarse/breathy/gravelly/strained  Inappropriate loudness--quiet/loud  What strategies have you tried to help the student:  Encouraging student to speak only to someone close by (not yelling across room)  Encouraging frequent drinks of water  Encouraging student to speak at an appropriate loudness level--model and practice  Asking student to imitate your voice (with appropriate volume/pitch/quality  How did the student respond to these strategies:  Click or tap here to enter text. |
| **Receptive Language** | **Social Communication/Behavior** |
| Check behaviors of concern:  Difficulty answering questions  Difficulty following directions  Difficulty attending to auditory information  Difficulty learning new vocabulary/concepts  Difficulty recalling parts of a story  Other: Click or tap here to enter text.  What strategies have you tried to help the student:  Get down to student’s level and give info directly  Slow your speaking rate  Break directions down into single steps  Give visual directions/examples of completed task  Cue student to listen when key info. is given  Remind student to look at what peers are doing  How did the student respond to these strategies:  Click or tap here to enter text. | Check behaviors of concern:  Poor eye contact  Difficulty interacting with adults  Difficulty interacting with peers  Difficulty coping with social situations  Preferring to be alone  Inappropriate aggression or affection  Difficulty answering personal information ?s  Other: Click or tap here to enter text.  What strategies have you tried to help the student:  Prompt for eye contact, appropriate behavior  Role playing/rehearsing interactions with peers  Direct teaching of appropriate social skills  Other: Click or tap here to enter text.  How did the student respond to these strategies:  Click or tap here to enter text. |

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| **Fluency** | **Expressive Language** |
| Check behaviors of concern:  Stuttering (circle best descriptor):    “Bouncing” on words? *or*  Getting “stuck”?  Nonfluency--poor organization of sentences-- difficulty finishing a sentence without stopping and starting and rephrasing several times  How often do you notice the dysfluency (circle)?  Weekly?  Daily?    Several times per day?  Every utterance?  Other: Click or tap here to enter text.  What strategies have you tried to help the student:  Slowing your speaking rate when you talk 1:1 with the student  Making sure student doesn’t feel rushed when speaking  Giving student full attention when speaking  Letting student know ahead of time when he/she will need to answer a question in front of the class  Giving student plenty of time to express ideas  Calmly and kindly encouraging student to try again when he/she has trouble getting words out  Calmly repeating what they said at a slow rate  How did the student respond to these strategies:  Click or tap here to enter text. | Check behaviors of concern:  Short utterance length/speaks in simple sentences  Grammar/word order errors (e.g. pronouns)  Difficulty formulating answers to questions  Difficulty explaining thoughts/ideas  Low vocabulary (difficulty naming things)  Difficulty telling personal stories/retelling stories  Difficulty *asking* Wh- questions  Other: Click or tap here to enter text.  What strategies have you tried:  Model correct grammar and have them repeat  Model expanded sentences and have them repeat  Ask questions to get more information--tell me more, what else?, I want to know more...  Direct vocabulary teaching/pre-teaching  Repeated practice of new vocabulary  Other: Click or tap here to enter text.  How did the student respond to these strategies:  Click or tap here to enter text. |
| **Other Information**--What else would you like the SLP to know? | |
| Click or tap here to enter text. | |