**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 [ ]  THOther(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/loudWhat 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/qualityHow 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 doingHow 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 timesHow 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 rateHow 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. |