

Speech and Language Teacher Referral

Student: _____
Teacher/Grade: _____

DOB: _____
Date: _____

Areas of concern: *Please check those characteristics that you have observed and are concerned about in this student, as he/she compares to same-aged peers. Please use the Comments section to give more insight about this student.*

- **Articulation and Phonology**

_____ This child's speech is difficult for classmates or teachers to understand.

_____ This child mispronounces or leaves off sounds in words.

- **Receptive Language**

_____ This child takes a long time to process verbal information.

_____ This child does not understand the meaning of grade-appropriate vocabulary.

_____ This child has a difficult time following spoken directions.

- **Expressive Language**

_____ This child often has a hard time expressing his/her ideas, asking for help, or making his/her wants or frustrations known to others.

_____ This child speaks in very short sentences.

_____ When speaking in sentences, this child leaves off small words ("the," "is," "to") or word endings such as plurals, "ed" ending s, possessives.

_____ This child appears to have a difficult time finding words, even when they are words he/she is familiar with.

_____ This child uses jumbled or unusual word order in speaking.

- **Voice**

_____ This child has an unusually loud or soft speaking voice (circle one)

_____ This child has an unusual quality to his voice (hoarseness, strained-sounding voice, breathiness, "stuffy nose" sound, other).

- **Speech Rate and Fluency**

_____ This child frequently stutters when speaking.

_____ This child uses excessive "um," "uh," "you know," or other interjections when speaking.

_____ This child appears to experience "blocks" while speaking where he/she is unable to get a sound or word out, possibly with signs of tension (eye blinks, hand clenching).

_____ This child speaks in a very fast, slow, or uneven rate (circle one).

- **Pragmatic Language**

_____ This child does not show age-appropriate conversational skills (conversational turn taking, asking/answering questions, staying on topic, initiating conversation).

_____ This child does not interact in an age-appropriate manner with peers.

- **Written Language/Phonemic Awareness**

_____ This child has reading difficulty.

_____ This child has trouble producing written language.

Classroom Interventions:

Please check those that have been implemented with this child.

_____ Individual help in classroom

_____ Repeating/rephrasing instructions

_____ Small group instruction

_____ Special seating arrangement

Completed By

Date