

**The referral process for
Head Start and TMC**

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Speech Referral Process

**Speech and
Language
Concern**

Contact your designated
SLP turn in completed
speech observation form

Vision/Hearing
screening obtained as
well as other health
information

Speech Pathologist will
conduct observation,
review information and
recommend RTI
interventions

Interventions
successful

No special
education referral
necessary continue
with recommended
strategies

Interventions
unsuccessful

Refer for speech and
language evaluation
Fill out Part A turn in
to SLP for review
and you will be
given part B by the
SLP upon approval.

Speech Eligibility in the Public School Setting

Speech-Language Pathologist , therapist , and speech assistants provide services to students whose communication functioning adversely affects educational performance in one or more areas. These areas are:

Language
Articulation
Fluency
Hearing

To qualify speech impaired a student must exhibit one ore more of the following:

Articulation disorder
Language disorder
Fluency disorder
Hearing impairment
Voice disorder

Speech therapy is special education. The child must exhibit a speech disorder and their must be an educational need. If the child is functioning within normal limits as compared to his peers speech services will not be recommended as it does not affect the students educational process.

ESL Issues

A bilingual student must exhibit the speech impairment in their native language. The language impairment can not be as a result of linguist or cultural differences, social economic status or lack of opportunity to learn.

Speech Observation Request For Head Start and TMC

Please Fill Out Completely and Return to your designated SLP

Student: _____ DOB: _____

Age of Child: _____ Home Language: _____

Teacher: _____ Room #: _____ Language of instruction: _____

Area of Concern: **Articulation** **Language** **Stuttering** **Hearing**

Please have nurse completely fill out the Health Information Hearing and vision screening. Attach completed form to observation request.

Does the child exhibit difficulty communicating? Yes or No

What is your main concern for this child's Speech and Language development? Please describe: _____

Does the student have difficulty pronouncing certain sounds? If so list and give examples: _____

Does the student have difficulty expressing himself? If so give examples: _____

Does the child stutter? If so give examples. _____

What other concerns do you have for this child? _____

Please complete the speech observational rating scale.

Speech Observational Rating Scale

Language	YES	NO
1. Does the child speak?		
2. Does the child use more than one word utterances?		
3. Does the child use 2 to 3 words?		
4. Does the child use 4 to five words?		
5. Does the child use action words like (go, eat, jump).		
6. Does the child use pronouns (he , she).		
7. Does the child identify and name colors?		
8. Does the child name and identify body parts?		
9. Does the child name and identify foods?		
10. Does the child name clothes?		
11. Does the child name toys?		
12. Is the child's speech disorganized?		
13. Does the child use speech to gain your attention or ask for help?		
14. Does the child answer what questions?		
15. Does the child learning new words weekly?		
16. Does the child stay on topic?		
17. Does the child play appropriately with peers and toys?		
Articulation		
1. Is the child hard to understand?		
2. Does the child delete initial consonants?		
3. Does the child delete syllables?		
4. Does the child delete final consonants?		
5. Is the child intelligible at the word level?		
6. Is the child intelligible phrase level?		
7. Is the child intelligible at the sentence level?		
8. Does the child substitute sounds (i.e.) "tootsie/ cookie"		
9. Is the child able to imitate a sound with cues?		
10. Does the child exhibit dialectical errors? (i.e.) chew/ shoe		
11. Does the child exhibit difficulty producing two syllable words?		
12. Does the child have difficulty producing three syllable words?		
13. Is the child hard to understand at the conversational level?		
14. How do you rate this child's speech intelligibility? POOR		
15. How do you rate this child's speech intelligibility? FAIR		
16. How do you rate this child's speech intelligibility? GOOD		
17. Does the child speak at a fast rate?		

FLUENCY	YES	NO
1. Does the child exhibit whole word repetitions?		
2. Does the child exhibit sound prolongations?		
3. Does the child exhibit blocks?		
4. Does the child exhibit syllable repetitions?		
5. Would you characterize the child's speech pattern as choppy?		
6. Does the child avoid eye contact?		
7. Does the child avoid speaking situations or opportunities?		
8. Does the dysfluency affect the students self esteem?		
9. Are the dysfluencies accompanied by eye blinks, facial grimaces, visible body or facial tension?		
10. Does the child stutter when talking fast?		
11. Does the child run out of breath when talking?		
12. Does the child look like he is struggling to get the words out?		
13. Does the child only stutter when he is excited?		
14. Does the stuttering last all day ?		
15. Does the child stutter on occasion?		
16. Does the stutter when nervous?		
Voice		
1. Does the student talk through his nose?		
2. Does the student's voice sound strained?		
3. Has the student had his tonsils or adenoids removed recently?		
4. Is the student's voice sound too high or too low for age?		

Developmental Sound Chart

Age	English Normal	Disorder	Age	Spanish Normal	Disorder
4	p,m,w,h,n,b		4	p,b,k,t	
5	g,f,k,d,y	p,m,w,h,n,b	5	m,n,l,w,y	p,b,k,t
6	l,t,ng	g,f,k,d,y	6	f,d,ch,g,x	m,n,l,w,y
7	ch,sh,j,th	l,t,ng	7	r, n	f,d,ch,g,x
8	s,z,r,v	ch,sh,j,th	8	s, rr	r, n
9		s,z,r,v	9		s , rr

Spanish Articulation Observation form

Indicate which sound the child says correctly by placing a (+) in the box. If the child has difficulty producing the sound, place a (-) in the box.

Spanish Sounds	+	(-)		Spanish Sounds	+	(-)	
/p/ as in: palo, sopa				/f/ as in: foco, sofa			
/b/ as in: beso, abajo				/s/ as in: zapato, rosa, mas			
/t/ as in: tia, pato				/ll/ o /y/ as in: llave, calle, yo, ayuda			
/d/ as in: dos, vestido, sed				/ch/ as in: chico, leche			
/k/ as in: casa, boca				/rr/ as in: raton, perro			
/g/ as in: gato, lago				/n/ as in: nino			
/m/ as in mesa, cama				/j/ as in jabon, caja			
/n/ as in: no, mano, pan							
/r/ as in: toro, mar							
/p/ as in: palo, sopa				/f/ as in: foco, sofa			
				Total errors:			
English Sounds				Indicate which sound the child says correctly by placing a (+) in the box. If the child has difficulty producing the sound, place a (-) in the box			
	I	M	F		I	M	<u>F</u>
/p/ as in: pig				/f/ as in: food			
/b/ as in: ball				/v/ as in: vote			
/t/ as in: toy				/s/ as in: sock			
/d/ as in: doll				/z/ as in:			
/k/ as in: king				/sh/ as in: shoe			
/g/as in: goat				/dz/ as in: pleasure			
/m/ as in: men				/ch/ as in: choose			
/n/ as in: name				/j/ as in: judge			
/ng/ as in: ring				/th/ as in: thing			
/r/ as in: rabbit				/th/ as in: those			
/l/ as in lion				/y/ as in: yellow			
/h/ as in: hat				/w/ as in: way			

To: _____

From: _____

Speech Observation Results and Recommendations

Student: _____

Teacher: _____

Date of observation: _____

Results:

Yes. The student is in need of interventions by the SAP committee.

No. The student is not in need of interventions by the SAP committee at this time.

Strategies Recommended:

Date: _____

Strategies for Improving Articulation

Emphasize the correct sound to the child. i.e. prolong and/or exaggerate the sound in words as it occurs in conversation. Say each word correctly and incorrectly in words. Have the child identify the correct production.

Ask the child to imitate the sound several times.

Name things in the environment that contain the error sound and have the child imitate the correct sound in the word.

Create a list 10 words that contain the error sound. Have the child practice the words regularly.

Use cues or signals to remind the child to say sounds correctly.

Reduce stressful speaking situations for the child.

Create relaxed speaking situations where the child may practice pronunciation.

Encourage the child to use a slower rate of speech and/or enunciate clearly if he/she speaks too fast or mumbles.

Have the student practice targeted words.

Have the student make sentences with the targeted words.

Make the student a list of words or pictures to practice saying daily.

Allow the student to tape record a sample of his speech and identify correct or error sounds.

Reinforce correct productions of words containing target sound (s).

It is recommended that this be done privately or without calling undue attention to the student's error sounds.

Strategies for Improving Language Comprehension

Gain Child's attention before giving directions

Say one direction at a time, slowly

Emphasize key words in directions

Have child repeat direction (s)

Rephrase direction- be conscious of level of complexity of language used

Use synonyms or a variety of terms to clarify information

Teach vocabulary in context

Illustrate word meanings using pictures or concrete demonstrations

Extend opportunities to practice/ enforce vocabulary

Use manipulative to emphasize concepts of color, shape, size, quantity, and quality

Emphasize figurative language and multiple meanings as they occur in the curriculum

Strategies for Improving Language Expression

Model appropriate response or interaction

Allow extra time for child to formulate and express response

Model correct grammar form

Have child repeat correct form

Use temporal terms (next, last, before, after, later, etc. when talking about events)

Use visual organizers

Stop child when he/she rambles on and redirect to the main topic

Help child sequence events by asking what happened first, second, third, etc.

Use gestures or visual cues ordering first, second, third, etc.

Provide opportunities for child to:

Ask questions

Give cause and effect information

Practice with age appropriate peers

Give sufficient information

Use problem solving/decision techniques

Strategies for Encouraging Fluency

The following environmental factors may have a negative effect on fluency: Competition to speak, excitement, time pressure, arguing, fatigue, new situations, unfamiliar listeners, complex language, new vocabulary or unfamiliar topics. Parents should provide emotional support to lessen the effects of these factors.

We all recognize that stuttering is not an easy problem that can be solved with suggestions such as “slow down”, “take a breath” or “relax”. Such advice may not work and may not be viewed as demeaning.

Teachers and Parents should:

Let the child know that they are listening to what he/she says rather than the way it is said.

Use a slower rate in your own speech; pause frequently.

Look for opportunities for the child to talk to you with less distraction or competition from other children.

Reduce pressure to communicate, if appropriate, i.e., limit the number of questions asked of child.

Allow child enough time to respond.

Provide speaking opportunities when child is having a fluent day.

Emphasize child’s strengths and positive attributes.

Allow child to complete his/ her message without filling in or finishing sentences.

Keep normal and natural eye contact; try not to look embarrassed, concerned or impatient.

Paraphrase what the child says to clarify meaning.

Create a risk free environment where differences are accepted and celebrated.