

PRE-REFERRAL CONSIDERATIONS and INTERVENTION RECOMMENDATIONS

Student Name: _____ Teacher: _____ Grade: _____

The following suggestions may be given to classroom teachers and/or parents as recommendations for stimulating sound production prior to referral for a Full and Individual Evaluation for Special Education Services. The following recommendations could be implemented during classroom center time.

Consideration or Recommendation:	Check if Attempted	Results
1. Be sure student's hearing has been checked within last 3 months.		
2. Determine if more than one language is spoken in the home.		
3. Speech Pathologist discusses with parent and/or teacher the developmental appropriateness of sound errors in question.		
4. Determine if the student recognizes a difference in the correct and error sounds. Say a word with the error sound and with the correct sound and ask if student knows the correct production. For example, "rain" and "wain"		
5. Teacher or parent may talk with the student about the error sound and what he/she may do differently. For example, raising the tongue tip to say /l/ instead of rounding lips for /w/ for the w/l substitution. Be sure the parent or teacher emphasizes the "sound" and not the "letter" targeted: /l/ instead of /el/.		
6. 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.		
7. Allow student to tape record a sample of his speech and identify correct or error sounds.		
8. Provide practice times for teacher, parent or peer to model correct production.		
9. When the student is using the sound correctly in some contexts, the following may be helpful reinforcing activities: <ol style="list-style-type: none"> a. Ask student to cut pictures from magazines or draw pictures of words containing the error sound(s) b. Make the student a list of words to read for practice containing the error sound(s). Use words from student's reading material, spelling lists, and everyday vocabulary for practice. c. Student, parent, or teacher may keep a list of difficult words to practice at specific times. 		
10. It is recommended that attempts to stimulate or reinforce correct sound production be discontinued at any time the child shows a resistance to the activities or frustration with attempts to make correct sounds. The teacher or parent may discuss concerns with your campus SLP.		

Speech/Language Skills 4 year olds

There is a wide variety in a child's development of speech and language skills from the ages of 18 months to 5 years. These are some skills that most 4 year old children should have.

Language:

Does the child have a word for most common objects and actions?

Does the child ask for things by name?

Can the child follow simple verbal directions? (Ex: "Please put your coat up and sit on the carpet.")

Does the child often use 3 to 5 word phrases to talk about or ask for things?

Do people outside the family usually understand the child?

Does the child sometimes use sentences that give details, such as "I have two big dogs at home."

Articulation (speech sounds):

The following sounds are common errors for children that are 3 and 4 years of age:

CH as in the words church, chip

SH as in the words she, fish, shadow

J as in the words jeep, fudge, bridge

R as in the words run, read, ear, car, four, air, mother

S as in the words six, see, bus

L as in the words lamb, pillow, ball, balloon

V as in the words van, seven

TH as in the words thumb, mouth, toothbrush

Blend sounds like the "sp" in spoon (child will say "poon") or bl in blue (child will say "boo")

Can the child imitate the word correctly when you say it? (Example:

You say, "listen to me, say 'cat'") Does the child then say "cat" or still say "tat"?

Teacher/Parent Articulation Observations

Student: _____ Grade: _____ Teacher: _____
 Date of Birth: _____ Age: _____ Campus: _____

Person Completing Form: _____

Date Form Completed: _____

Directions: Have the child/student imitate the words in the list below. Indicate which sounds you note the child is producing incorrectly by circling the underlined sound that is produced incorrectly. Also, note if you hear these sounds produced incorrectly in conversational speech. Indicate errors in conversational speech by placing a + or - in the appropriate box.

Sound		+	-	Sound		+	-
/p/ as in pig, <u>apple</u> , cup				/f/ as in <u>food</u> , <u>coffee</u> , <u>off</u>			
/b/ as in <u>baby</u> , <u>web</u>				/v/ as in <u>vote</u> , <u>oven</u> , <u>stove</u>			
/t/ as in <u>toy</u> , <u>water</u> , <u>bat</u>				/s/ as in <u>sock</u> , <u>missing</u> , <u>ice</u>			
/d/ as in <u>doll</u> , <u>middle</u> , <u>bed</u>				/z/ as in <u>zoo</u> , <u>fuzzy</u> , <u>fuzz</u>			
/k/ as in <u>king</u> , <u>pocket</u> , <u>rake</u>				/sh/ as in <u>shoe</u> , <u>wishing</u> , <u>fish</u>			
/g/ as in <u>goat</u> , <u>buggy</u> , <u>tag</u>				/zh/ as in <u>pleasure</u>			
/m/ as in <u>mad</u> , <u>hammer</u> , <u>thumb</u>				/ch/ as in <u>chair</u> , <u>watching</u> , <u>pitch</u>			
/n/ as in <u>name</u> , <u>funny</u> , <u>fan</u>				/j/ as in <u>judge</u> , <u>engine</u>			
/ng/ as in <u>finger</u> , <u>ring</u>				/th/ (soft) as in <u>thing</u> , <u>healthy</u> , <u>tooth</u>			
/r/ as in <u>run</u> , <u>carrot</u>				/th/ (hard) as in <u>those</u> , <u>brother</u> , <u>bathe</u>			
/er/ as in <u>early</u> , <u>nurse</u> , <u>fur</u>				/w/ as in <u>way</u> , <u>anyway</u>			
/l/ as in <u>lion</u> , <u>pillow</u> , <u>tall</u>				/y/ as in <u>yellow</u> , <u>canyon</u>			
/h/ as in <u>hat</u> , <u>anyhow</u>				Number of missed sounds:			

Please list at least 20 words this child has difficulty pronouncing: _____

To the teacher: Do you feel these sound errors adversely affect the student's educational performance? Yes or No (Please circle.)

If yes, please comment: _____
