

Pre-Referral Procedures for Speech-Language Pathology

Procedures for concerns to be addressed by speech-language pathology personnel:

1. Student referred to the school's problem solving team (e.g. MTSS team).
2. Hearing and vision screenings completed.
3. SLP notified of concerns and the meeting date/time.
4. Prior to a problem solving team meeting, the SLP may observe the student and utilize the optional **"Observation Guide"** (K-5th or PreK form).
 - Observation supports familiarity with students in the classroom prior to the meeting.
5. As part of the problem solving process, the team may determine additional information needed.
 - Screening tools may be utilized to gather data on specific needs in order to *"determine appropriate instructional strategies for curriculum implementation"* in the general education setting but may not be *"considered an evaluation for eligibility for special education"* (34 CFR §300.302).
 - The SLP utilizes the **"Permission for Screening by an SLP"** if the team seeks additional information to determine appropriate instructional strategies.
6. The SLP may share **"Speech-Language Support Recommendations"** (as appropriate) with IEP team members, including parents and/or teachers.

Notes:

- Only a team can make decisions regarding suspicion of a disability within a team meeting based on a variety of data collected and reviewed.
- Processes and procedures for suspicion of a Speech-Language Impairment should be similar to all other categories of disability under IDEA (e.g., Developmental Delay, Specific Learning Disability, Autism, etc.) to ensure consistent application and compliance with state and federal laws.
- Intervention may **not** be used to delay or deny access to a comprehensive evaluation for a student suspected of a disability.
- The supervising SLP must review and sign any documentation related to observation and/or screening by an SLP Assistant. The supervising SLP must attend all student-focused meetings. The SLP Assistant may not attend meetings without the SLP present.
- Screening tools are only one piece of data relative to preschoolers transitioning from Part C to Part B of IDEA as well as preschool Child Find and suspicion of a disability. Consideration for data such as initial evaluation(s), response to any early intervention services provided, experience with age-appropriate activities, parent/caregiver input, observation of the child, and other pertinent data must also be gathered and reviewed. Teams should also have knowledge of the diagnostic accuracy for any global screening tools utilized.

Permission for Screening by a Speech-Language Pathologist**Student Name:****Date of Birth:****Teacher:****Grade:**

This form is a request for permission to allow _____ to be screened by the Speech-Language Pathologist (SLP) at the request of _____.

The purpose of a speech-language screening is to identify specific areas of concern in order to gather data for a problem solving team to review and formulate recommendations (as appropriate).
A screening is not considered an evaluation of a suspected disability.

Do you have concerns about your child's speech-language development? ☐ No ☐ Yes
If yes, please describe below.

Do you give permission for your child to receive a screening by the SLP?

☐ Yes - I give permission for a screening by the SLP.

☐ No - I do not give permission for a screening by the SLP.

Family Member/Caregiver Name (typed or signed):

Date:

Please return this form to _____.

Sincerely,

Speech-Language Pathologist



Speech-Language Support Recommendations

Name of Referral Source:

Grade/Teacher:

Student Name:

Date of Birth:

Person Completing this form:

Date:

The student may benefit from supports selected below administered by...

☐ Classroom teacher ☐ Special Education teacher ☐ Parent/caregiver ☐ Other:

Area(s) in need of additional support:

☐ Speech Sound Development

☐ Voice

☐ Fluency

☐ Language: ☐ Semantics ☐ Syntax ☐ Morphology ☐ Pragmatics ☐ Phonology ☐ Narrative

☐ Rephrase directions using clear language in short, simple sentences.

☐ Training on dialectal differences and code meshing.

☐ State the purpose of the activity or text to be read, activate background knowledge about the topic, and preview key vocabulary before beginning or engaging in the content.

☐ Model appropriate speech and/or language. For example, "*Him is sitting there*" or "*He is sitting there*"? In modeling back what was heard and the correct target, you help the student to understand the appropriate use and context. This works for speech sounds as well ("You can't wait for **w**ecess or you can't wait for **r**ecess?").

☐ Teach specific and expected social expectations and reinforce them with praise (i.e. "I really like how you raised your hand instead of interrupting me when I was talking to the class.")

☐ Follow this routine for introducing new vocabulary (adapted from LETRS, 2019):

- ☐ Pronounce the new word, have the student repeat it after you, break it apart by syllables, analyze meaningful parts (grammatical endings, prefixes and suffixes, base word, etymology).
- ☐ Explain what the word means using a student friendly definition using visual or experiential supports.
- ☐ Give examples of how to use the word and what the word does not mean.
- ☐ Ask questions about the word's meaning that can be answered "yes" or "no".
- ☐ Frequently use the new word in front of the student.
- ☐ Provide opportunities for the student to use the word throughout the day.

☐ Help the student be aware of when their voice is too loud or too soft to be understood.

☐ Focus on creating a supportive, patient, and low-pressure environment that prioritizes the content of their message over the fluency of their speech. Avoid saying "slow down" or "take a deep breath," do not finish their sentences, and praise their effort and ideas rather than their fluency.

☐ Help the student to create a mental image by stating an items category, provide a thorough description of what it looks like (based on size, shape, color, parts, etc.), outline what it does, as well as where it is located and what may be in the background. Use drawings and pictures as support.

☐ Teach the expectations for various social scenarios and practice them with guided feedback.

☐ Teach sequencing words (e.g., first, next, last), coordinating conjunctions (e.g. and, or, for, but, yet, so) and conjunctive adverbs (e.g., before, after, finally, however, meanwhile, then).

☐ Frequently engage in fun verbal games such as "I Spy", "Think of as many ---" (think of as many things as you can that start with a certain sound, that are in a specific category such as farm animals, foods, or colors, etc.), "20 Questions", "Would You Rather", etc.

☐ Engage the child in frequent conversational turns. Aim for at least 5 turns (adult says something, child responds = 1 turn) several times a day for up to at least 40 conversational turns on average.

☐ Support program attached.



Preschool Speech-Language Observation Guide

Name of Referral Source:

Grade:

Student Name:

Date of Birth:

Person Completing this form:

Date:

Observation Setting:

Observation Length:

Does the student have limited English proficiency? ☐ Yes ☐ No

Referral concerns are in the area of: ☐ Speech Sounds ☐ Language ☐ Voice ☐ Fluency ☐ Other:

Speech Sounds (including blends)

☐ Age 0-3 yrs

/b, n, m, p, h, w, d/

☐ Age 3 through 4 yrs

/g, k, f, t, y, ng/

☐ Age 4 through 5 yrs

/v, dʒ, s, z, sh, ch, l/

☐ Age appropriate

Are there significant concerns with intelligibility? ☐ No ☐ Yes

☐ Concerns noted:

Voice

☐ Hoarse ☐ Breathy ☐ Breaks in pitch ☐ Monotone ☐ Nasal ☐ Raspy ☐ Too loud ☐ Too soft

☐ Age appropriate

Is student aware of, frustrated by, or embarrassed by voice difficulties? ☐ No ☐ Yes

☐ Concerns noted:

Fluency

☐ Hesitations ☐ Repetitions of words, syllables or sounds ☐ Rephrase/restarts
☐ Avoidance ☐ Distracting behaviors

Conversational Fluency: ☐ 0-50% ☐ 50-75% ☐ 75-100%

☐ Age appropriate

Is student aware of, frustrated by, or embarrassed by fluency difficulties? ☐ No ☐ Yes ☐

☐ Concerns noted:

Language

Social

- ☐ (15-18 mths) points, shows, gives objects
 - ☐ (18 – 21 mths) takes turns during conversation
 - ☐ (21-24 mths) gives “high five”
 - ☐ (24-27 mths) shares
 - ☐ (27-30 mths) cleans up when asked
 - ☐ (30-33 mths) shows affection/preference specific children
 - ☐ (30-36 mths) wants to do things their own way
 - ☐ (36-48 mths) follows social rules and routines that have been explained to them
 - ☐ (48-60 mths) uses a variety of strategies to solve problems and conflicts
- Concerns noted:



Play	☐ (15-18 mths) hands toy to an adult for assistance ☐ (18 – 21 mths) uses vocalizations/words during play ☐ (21-24 mths) engages in pretend play ☐ (24-27 mths) uses toys appropriately ☐ (27-30 mths) engages in parallel play ☐ (30-33 mths) acts out familiar routines during play ☐ (30-36 mths) uses one object to represent something else ☐ (36-48 mths) tries things they are not sure they can do ☐ (48-60 mths) plays and interacts cooperatively with other children in a group Concerns noted:
Receptive	☐ (15-18 mths) identifies body parts on self ☐ (18 – 21 mths) follows commands for “come here” and “sit down” ☐ (21-24 mths) follows unfamiliar commands ☐ (24-27 mths) understands size concepts ☐ (27-30 mths) answers simple questions ☐ (30-33 mths) answers “yes/no” questions ☐ (30-36 mths) answers most questions ☐ (36-48 mths) understands different methods of communication (gestures, facial exp, etc.) etc.) ☐ (48-60 mths) shows interest in letters, especially those in their name Concerns noted:
Expressive	☐ (15-18 mths) use of at least 15 meaningful words ☐ (18 – 21 mths) uses 2–3-word phrases ☐ (21-24 mths) refers to self by name ☐ (24-27 mths) imitates words ☐ (27-30 mths) responds to greetings ☐ (30-33 mths) uses plurals and prepositions ☐ (30-36 mths) talks in sentences ☐ (36-48 mths) asks questions ☐ (48-60 mths) initiates and carries on conversations with others Concerns noted:
Other Concerns ☐ Are there other concerns noted (not specific to speech-language): ☐ No ☐ Yes ☐ Is there reason to suspect a lack of experience in age-appropriate activities ☐ No ☐ Yes If yes, describe	

Summary:

Is the student’s communication comparable to same age peers?	☐ No ☐ Yes
Is there a reason to suspect disability?	☐ No ☐ Yes
Is screening data needed to determine suspicion of a disability or interventions?	☐ No ☐ Yes
Do the difficulties appear to impact the child’s ability to participate in age appropriate activities?	☐ No ☐ Yes
Are general supports warranted? (attach)	☐ No ☐ Yes

Additional notes and/or signature:



Speech-Language Observation Guide (K-5th)

Name of Referral Source:

Grade:

Student Name:

Date of Birth:

Person Completing this form:

Date:

Observation Setting:

Observation Length:

Does the student have limited English proficiency? ☐ Yes ☐ No

Referral concerns are in the area of: ☐ Speech Sounds ☐ Language ☐ Voice ☐ Fluency ☐ Other:

Speech Sounds (including blends)

☐ **Age 0-3 yrs**

/b, n, m, p, h, w, d/

☐ **Age 3 through 5 yrs**

/g, k, f, t, y, ng, v, dʒ, s, z, sh, ch, l/

☐ **Age 5 ½ years and above**

/r, er, th, th (voiceless)/

☐ Age appropriate

Is student aware of, frustrated by, or embarrassed by speech difficulties? ☐ No ☐ Yes

Are there significant concerns with intelligibility? ☐ No ☐ Yes

☐ Concerns noted:

Language

Narrative/storytelling and retelling skills

☐ Age appropriate
☐ Concerns noted

Sentence length, Syntax, Morphology

☐ Age appropriate
☐ Concerns noted

Ask/Answer Wh questions

☐ Age appropriate
☐ Concerns noted

Vocabulary, Descriptive language

☐ Age appropriate
☐ Concerns noted

Participation and collaboration, play

☐ Age appropriate
☐ Concerns noted

Is student aware of, frustrated by, or embarrassed by language difficulties? ☐ No ☐ Yes

Language concerns noted:

Voice

☐ Hoarse ☐ Breathy ☐ Breaks in pitch ☐ Monotone ☐ Nasal ☐ Raspy ☐ Too loud ☐ Too soft

☐ Age appropriate

Is student aware of, frustrated by, or embarrassed by voice difficulties? ☐ No ☐ Yes

Are there significant concerns with intelligibility? ☐ No ☐ Yes

☐ Concerns noted:

Fluency

☐ Hesitations ☐ Repetitions of words, syllables or sounds ☐ Rephrase/restarts

☐ Avoidance ☐ Distracting behaviors

Conversational Fluency: ☐ 0-50% ☐ 50-75% ☐ 75-100%

☐ Age appropriate

Is student aware of, frustrated by, or embarrassed by fluency difficulties? ☐ No ☐ Yes

☐ Concerns noted:



Strategies Observed Being Used by Teacher

- ☐ Teacher was not observed to use specific communication support strategies
- ☐ Teacher was observed to use specific communication support strategies including...
- | | | |
|---|---|--|
| ☐ Model correct productions | ☐ Emphasizes correct sound | ☐ Student located near point of instruction |
| ☐ Visual cues | ☐ Reduces language complexity | ☐ Teacher points out critical information |
| ☐ Peer buddy | ☐ Provision of clarification | ☐ Repeats or rephrases directions |
| ☐ Pre-teaches new vocabulary | ☐ Allows extra time for response | ☐ Models appropriate interactions |
| ☐ Other: | | |

Other Concerns

- ☐ Are there other concerns noted (not specific to speech-language): ☐ No ☐ Yes
- ☐ Is there reason to suspect a lack of instruction in the essential components of reading? ☐ No ☐ Yes
- If yes, describe

Summary:

- | | |
|---|--|
| Is the student's communication comparable to peers? | ☐ No ☐ Yes |
| Is there a reason to suspect disability? | ☐ No ☐ Yes |
| Is screening data needed to determine suspicion of a disability or interventions? | ☐ No ☐ Yes |
| Do the difficulties appear to have an adverse educational impact? | ☐ No ☐ Yes |
| Are general supports warranted? (attach) | ☐ No ☐ Yes |

Additional notes and/or signature: