

Speech Language Referral Form

Sandwich CUSD #430

720 South Wells Street

Sandwich, IL 60548

(815) 786-2187

Student Name: _____ Date of Referral: _____

Name of Individual Making the Referral : _____

Please review the communication descriptors listed below and check those that describe your student's communication style. Please add any additional comments that you feel will further clarify your concerns.

Articulation:

- _____ The student mispronounces sounds and words.
- _____ The student substitutes one sound for another sound. (ie; "tat" for "cat")
List the sounds of difficulty _____
- _____ The student omits sounds in a word (ie; "pay" for "play").
- _____ The student adds extra sounds to words (ie; "stit" for "sit").
- _____ The student has difficulty imitating sounds.
- _____ The student shows signs of frustration when he/she is misunderstood.
- _____ The student has difficulty ordering or sequencing speech sounds in multisyllabic words (ie; student says "ephelant" for "elephant").
- _____ The student's articulation errors interfere with daily communication (ie; anger, avoidance, etc). Please explain this. _____

Language:

- _____ The student uses incorrect grammar (ie: omits word endings, such as, plural-s).
- _____ The student has difficulty asking and/or answering questions.
- _____ The student's statements are poorly formed, inaccurate, or vague .
- _____ The student's comments are often off-topic or inappropriate for conversation.
- _____ The student appears to be understanding, but remembers little of what is said.
- _____ The student understands and follows verbal directions.
- _____ The student is able to retain one or two pieces of detail information but is unable to determine the main idea/points of a concept.
- _____ The student has difficulty ordering a sequence of events in a story.
- _____ The student has difficulty interpreting figurative language, idioms, and/or slang.
- _____ The student has difficulty with reading, writing, or spelling.
- _____ The student has difficulty taking notes.

Vocabulary:

- _____ The student has difficulty remembering and using content area terms.
- _____ The student uses immature vocabulary.
- _____ The student has difficulty finding the right word to say.
- _____ The student has difficulty making word associations or comparisons.

Social Pragmatics

- ☐ The student is cooperative and attentive.
- ☐ The student is willing to try new activities.
- ☐ The student prefers a structured routine.
- ☐ The student prefers to spend time alone rather than in group activities.
- ☐ The student is easily frustrated/impulsive.
- ☐ The student uses poor eye contact.
- ☐ The student is easily distracted/ short attention.

- ☐ The student has difficulty interpreting the following:
☐ Humor ☐ Emotions ☐ Gestures ☐ Body Language

- ☐ The student has difficulty using language for the following purposes:
☐ Requesting ☐ Greeting ☐ Responding
☐ Sharing Ideas ☐ Relating Events ☐ Clarification

- ☐ What is the student interested in? How do they spend their free time?
☐ Team Sports ☐ Music ☐ Drama/Dance
☐ Video Games ☐ Service Groups ☐ Karate
☐ Wood working ☐ Fashion ☐ Hunting/Fishing

Fluency:

- ☐ The student uses a speech rate that is either too fast or too slow.
- ☐ The student repeats the beginning sound of words (ie; p-p-party).
- ☐ The student repeats whole words (ie; party-party-party).
- ☐ The student repeats whole phrases (ie; the party is—the party is-the party is).
- ☐ The student uses interjections (ie; the party is uh-uh-uh-uh-fun).
- ☐ The student engages in additional behaviors when speaking (ie; eye blinking, jaw jerking, lip rounding, slapping his/her body, limited eye contact, etc.).
- ☐ The student's speech dysfluency interferes with daily communication.
- ☐ The student shows signs of frustration (ie; anxiety, anger, avoidance, etc.).
(Please explain this. _____)

Voice:

- ☐ The student's vocal quality sounds hoarse, harsh, or breathy. (*circle one*)
- ☐ The student's vocal quality sounds hypernasal. (*sounds like the student is talking through his/her nose*)
- ☐ The student's vocal quality sounds hyponasal. (*sounds like the student has a cold.*)
- ☐ The student's voice "fades out" or is intermittently lost.
- ☐ The student's vocal volume is too loud or too soft for the situation. (*circle one*)
- ☐ The student's vocal quality interferes with daily communication.
- ☐ The student shows signs of frustration due to his/ her vocal quality. (ie; anger, avoidance, etc) Please explain this. _____

Additional Comments/ Areas of Concern:
