

Speech and Language Referral Process

Documents to support teachers in referring students

- Limit the paperwork
- Increase the accuracy of referrals
- Follow students more efficiently in less time
- Support teachers
- Reduce the referral timeframe
- Reduce testing that does not result in qualification

Speech and Language Referral Process

PRESS A BUTTON BELOW TO JUMP DIRECTLY TO A DOCUMENT

Speech

Language

Speech and Language Concerns Referral Packet

Valid Articulation
Concerns
Teacher Letter

Send letter with
supporting
documents below

Articulation within
Normal Limits
Teacher Letter

Meet with teacher
to discuss normal
development

Valid Language
Concerns
Teacher Letter

Send letter with
supporting
documents below

Language within
Normal Limits
Teacher Letter

Meet with teacher
to discuss normal
development

Phonology

Assimilation

Initial Consonant Deletion

Backing

Liquid Simplification

Consonant Cluster
Reduction

Stopping

Final Consonant Deletion

Syllable Reduction

Fronting

Articulation

B

P

L

R

D

T

F

S

G

K

TH

CH

N

M

H/X

Y/LL

ING / Ñ

Stuttering

A - Gathering a Language Sample

B - Plurals and third person

C - Categorization

D - Following Directions

E - Past Tense

F - Answering Questions

G - Pragmatics

Teacher Name: _____

Speech and Language Concerns

Student Name: _____ Grade: _____ Date of Birth: _____

Dear Teacher,

Here are some steps to take if you feel that a student has difficulty with communication. This paperwork is your data for a referral process. The hope is that the problem can be corrected in the classroom. If not, then we request an evaluation.



1. Is student's HEARING OKAY? (check with nurse)

Date tested: _____ Outcome: GOOD HEARING
HEARING LOSS

2. Is more than one language spoken in the home?

YES NO

3. Do parents have difficulty understanding their child?

Date interviewed: _____

Parent Response: _____

7 minutes



4. Teacher please describe your concern:



Which of these applies to your student?

1. I can't understand the words that my student uses.

Have the student repeat the words from the Sound Chart, page 2 or 3.

2. My student doesn't speak enough, is confusing, or can't understand me.

Write examples of what your student says on the Language Information Page, page 4.

10 minutes



English Sound Chart

1. Ask the student to repeat these words.
2. CIRCLE correct words
3. CROSS OUT incorrect words and write what the student says



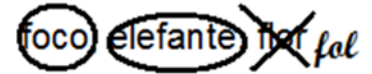
SOUND	AGE	WORDS
p	2+	pig, apple, cup
b	2+	bunny, baby, crib
m	2+	mad, hammer, thumb
n	2+	no, funny, fan
h/w	2+	hat, wet
d	2+	doll, middle, bed
f	3+	food, coffee, off
t	3+	toys, water, bat
k	3+	king, pumpkin, rake
g	3+	goat, wagon, bag
y	3+	yellow, crayon
ng	3+	finger, ring
l	4+	lion, pillow, tall
v	4+	vote, oven, stove
s	4+	sock, pencil, kiss
z	4+	zoo, puzzle, toes
sh	4+	shoe, fishing, fish
ch	4+	chair, teacher, lunch
j	4+	jelly, pajamas, orange
zh	5+	measure
th voiced	5+	the, that, this
r	5+	rat, green, early, nurse, car
th unvoiced	6+	thumb, bathtub, tooth

Spanish Sound Chart

1. Ask the student to repeat these words.

2. CIRCLE correct words

3. CROSS OUT incorrect words and write what the student says



SOUND AGE

WORDS

p	3+	pato, payaso, papalote
b	3+	beso, globo, blanco
m	3+	mio, amigo, mantequilla
t	4+	taco, tomate, tortuga
k	4+	queso, chocolate, crema
n	4+	no, mano, jugando
l	4+	luces, colores, azul, playa
f	4+	foco, elefante, flor
ll (/y/)	4+	lluvia, olla, cosquilleo
w	4+	hueso, agua, guantes
d	5+	dedo, dormido, dibujando
ch	5+	chile, muchacha
g	5+	gato, pegado, grande
ñ	5+	ñandú, año
r	5+	caro, corazón, brincar
s	6+	sol, payasos, misma
rr	7+	rosa, carro

Language Information

A child can have difficulty communicating for a variety of reasons. Go through the boxes below and see if the child is able to do the following. Record information in each box or put a check if you have no concerns.

Expressive Language (the student says...)

Receptive Language (the student understands...)

Form	Syntax	<p>Child Says:</p> <p>Uses subject-verb-object (I eat grapes)</p> <p>Uses descriptive words with nouns (big bear)</p> <p>Has a normal order to storytelling?</p> <p style="text-align: right;">A</p>	<p>Follows Directions:</p> <p>Simple Commands (come here)</p> <p>1 part (give me the pen)</p> <p>2 parts (put the blue pen in the green box)</p> <p style="text-align: right;">D</p>
	Morphology	<p>Uses plurals (Ex. Apples)</p> <p>Uses 1st and 3rd person (I eat, she eats)</p> <p style="text-align: right;">B</p>	<p>Understands past tense verbs:</p> <p>-irregular (ran)</p> <p>-regular (jumped)</p> <p style="text-align: right;">E</p>
Content	Semantics	<p>Describes objects:</p> <p>Name: (shoe)</p> <p>Category: (clothes)</p> <p>Function: (you wear them)</p> <p>Attribute: (adjectives of the noun)</p> <p style="text-align: right;">C</p>	<p>Answers Questions:</p> <p>Which? (has less/more)</p> <p>Who?</p> <p>What?</p> <p>When? (time)</p> <p>Where?</p> <p>Yes/No</p> <p style="text-align: right;">F</p>
	Use	Pragmatics	<p>Makes eye contact</p> <p>Takes turns in conversation</p> <p>Maintains a topic in conversation</p>

Speech and Language Referral Process

Teacher Response Letters

Hello,

Thank you for the information that you provided on the sounds that your student produces. As children get older, they are expected to produce more and more sounds. The sounds that you identified as being difficult for this student are not expected to be fully developed by this age. I have attached a developmental chart for the sounds that a child should be focusing on at each age. I would like to plan a time to meet to talk about how a child's speech progresses and how to support sound development in the classroom.

Thank you for all that you do!

English

Developmental Articulation Norms -

AGES

2	<p>/p/ /b/ /m/ /d/ /n/</p> <p>/h/ /w/</p>	3	<p>/t/ /k/ /g/ /ng/ /f/ /v/</p>	4	<p>/r/ /s/ /z/ /sh/ /ch/ /j/ /l/</p>	5	<p>/th/ (voiced) /zh/ /r/</p>	6	<p>/th/ (voiceless)</p>
---	---	---	---	---	--	---	-----------------------------------	---	-----------------------------

Based on work by McLeod and Crowe (2018) and Crowe and McLeod (2020)

Spanish Developmental Articulation Norms

AGES

3	4	5	6	7
m	k	d	x	rr
	l			
b	w	g	s	
p	f	ñ		
	y	r		
	t	ch		
	n			

Based on: Jimenez 1987, Acevedo 1993

90% mastery

Articulation Concerns

Hello,

Thank you for the data that you provided on this student's communication. Some of the sounds that you identified should be produced by a child at this age. We would like to see if your student can make the corrections of the sounds.

Attached are some words to try with the student and below are some ways to see if the child is able to produce it with support. For example, if a child cannot say the "b" in "ball," first try the syllable "ba" and then just "b."

Let me know if you have any questions or would like assistance.

Articulation Concerns

If a particular speech sound is in error, you can practice it at the following production levels:

- Isolation ("t")
- Syllable ("ta")
- Word ("taco")
- Phrase ("el taco/ the taco")
- Sentence ("Quiero el taco / I want the taco")

Intelligibility Concerns

- Speech is difficult to understand and at times it sounds like gibberish.
- Child points and uses unintelligible speech to indicate what he wants.

General Strategies/Recommendations:

- Repeat the child's words that are understood to help clarify the message and provide a clear model
- Encourage accurate imitations of words
- Point to your mouth to make sure child is attending to correct production
- Model correct responses to questions and have child repeat targeted responses
- Pair pointing with words to provide child with correct labels
- Provide visual aids and choices when asking questions to clarify responses
- Provide immediate feedback on use of new speech patterns
- Encourage correct production of speech sounds during reading instruction to improve sound-symbol correspondence

Language Within Normal Limits

Hello,

Thank you for the data that you provided on your student's communication. It is often difficult to identify what students say that make their message hard to understand. The data that you provided indicates a lot of strong language abilities. I would like to plan a time to meet to talk about how a child's communication progresses and how to support language development in the classroom.

Thank you for all that you do!

Language Concerns

Hello,

Thank you for the data that you provided on your student's language. There were some patterns of errors that the student produced. I would like to try to give the student an opportunity to work on these abilities in isolation. Attached are some language activities. Follow the directions on the attached sheet and ask the student the questions, have a conversation with the student, and record his or her responses. This should take about 5 minutes.

Thank you for all that you do!

Speech and Language Referral Process

Language



Speech and Language Concerns

Expressive Language (The student says...) Form–Syntax

It is often difficult to identify what students say that make their message hard to understand. Would you be able to take a language sample of your student?

Uses subject-verb-object (For example, “I eat grapes”)

Uses descriptive words with nouns (For example, “big bear”)

Directions: Have a conversation with your student. You can talk about family, friends, school, etc. Or, have him tell a story from a wordless picture book. Write down 5-10 sentences that your student says.

B

Speech and Language Concerns

Expressive Language (the student says...) Form – Morphology


Child Says:



Uses plurals (Ex. Apples)

Uses 1st and 3rd person (I eat, she eats)

PLURALS

Directions: Point to box on left and say, "Here is one apple." Then point to box on right and say, "Here are three..." (have student complete the sentence).

		Apples / Manzanas YES NO
---	--	------------------------------------

		Cats / Gatos YES NO
---	--	----------------------------

		Cookies / Galletas YES NO
---	--	-------------------------------------

		Spoons / Cucharas YES NO
---	--	------------------------------------

1st person, 3rd person

1st person

1. Ask child: I drive to school in my car. How do you get to school?

Record response:

If he/she doesn't use a complete sentence, ask child: Can you say, "I ride (fill in with student's response)."

2. Ask child: I drink juice at lunch. How about you?

Record response:

If he/she doesn't use a complete sentence, ask child: Can you say "I drink (child's response) at lunch."

3rd person singular

1. Sometimes my Mom/Dad makes spaghetti for dinner. What does your Mom/Dad make?

Record response:

If child does not use complete sentence, say, "Can you say, 'My Mom/Dad makes (child's response).'"

2. A rabbit hops. What does a fish do?

Record response:

If child does not use a complete sentence, say "Can you say, 'A fish swims.'"

C Speech and Language Concerns- Categorization

Expressive Language (the student says...) Content - Semantics

Describes objects:
Name: (shoe)
Category: (clothes)
Function: (you wear them)
Attribute: (adjectives)
Has a normal order to storytelling?-confusing

1. Cut out the pictures on the following page and have student sort the pictures in three groups:

- a. Circle one:
CAN DO CANNOT DO

2. NAME CATEGORY

- a. Can they tell you the name of the groups? Prompt with "These are all..."
FOOD: YES NO CLOTHES: YES NO ANIMALS: YES NO

3. NAME OBJECTS

- a. Have student name the 12 items. Write "+" next to the item if correct; "-" if incorrect

Example:	1. <input type="checkbox"/> Banana	5. <input type="checkbox"/> Horse	9. <input type="checkbox"/> Shirt
1. + Horse	2. <input type="checkbox"/> Hamburger	6. <input type="checkbox"/> Frog	10. <input type="checkbox"/> Shoe
2. + Shirt	3. <input type="checkbox"/> Apple	7. <input type="checkbox"/> Elephant	11. <input type="checkbox"/> Socks
3. - Banana	4. <input type="checkbox"/> Pizza	8. <input type="checkbox"/> Bird	12. <input type="checkbox"/> Hat

4. DESCRIBE OBJECTS

- a. Have student describe the 12 items. Write "+" next to the item if they provide an accurate description; "-" if inaccurate (e.g., color, size, number, etc.). Prompt with "Tell me about a..."

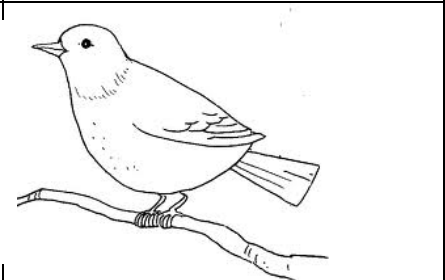
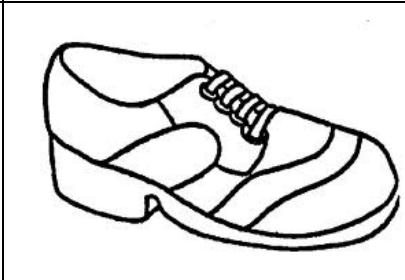
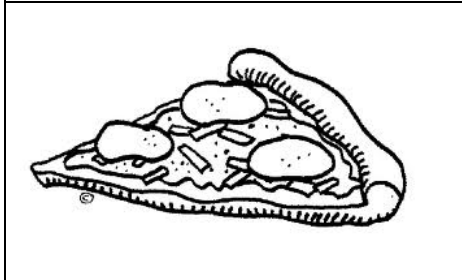
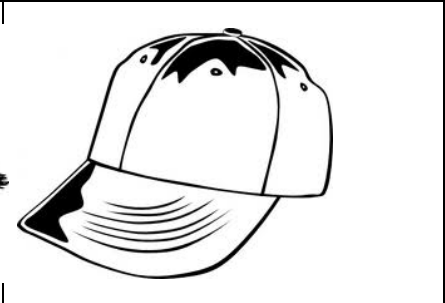
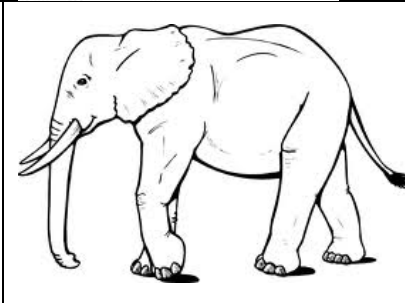
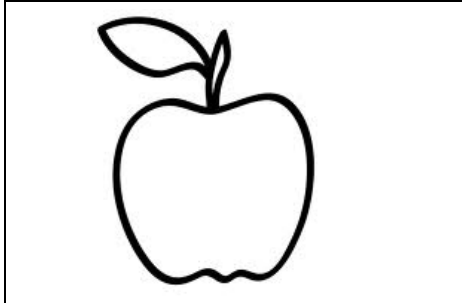
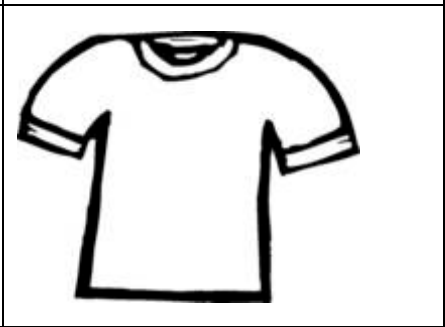
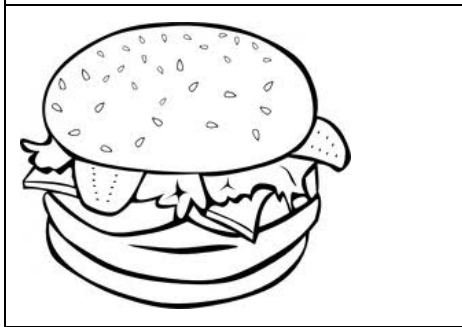
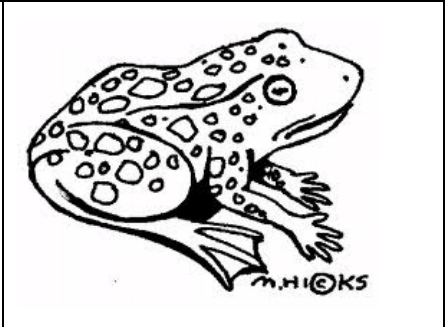
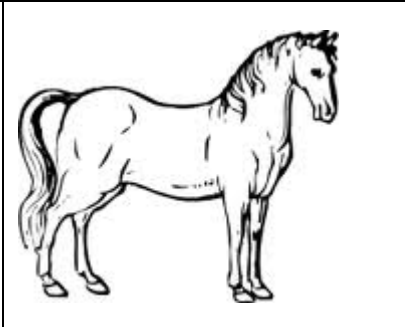
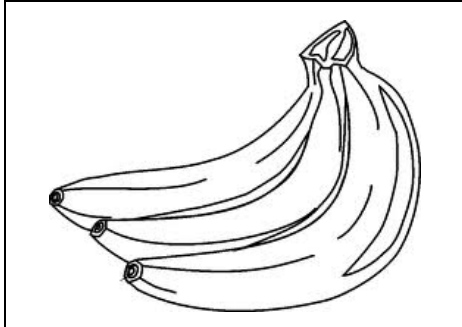
Example:	1. <input type="checkbox"/> Banana	5. <input type="checkbox"/> Horse	9. <input type="checkbox"/> Shirt
1. + Fast	2. <input type="checkbox"/> Hamburger	6. <input type="checkbox"/> Frog	10. <input type="checkbox"/> Shoe
2. - Tall	3. <input type="checkbox"/> Apple	7. <input type="checkbox"/> Elephant	11. <input type="checkbox"/> Socks
3. + Yellow	4. <input type="checkbox"/> Pizza	8. <input type="checkbox"/> Bird	12. <input type="checkbox"/> Hat

5. SAY OBJECT FUNCTION

- a. Have student name the function of the 12 pictures. Write "+" next to the item if correct, write "-" if incorrect (e.g., "YOU PUT IT ON, YOU EAT IT, IT JUMPS," etc.). Prompt with "What can you do with a....?" or "What does a ___ do?"

Example:	1. <input type="checkbox"/> Banana	5. <input type="checkbox"/> Horse	9. <input type="checkbox"/> Shirt
1. + Runs	2. <input type="checkbox"/> Hamburger	6. <input type="checkbox"/> Frog	10. <input type="checkbox"/> Shoe
2. + Put it on	3. <input type="checkbox"/> Apple	7. <input type="checkbox"/> Elephant	11. <input type="checkbox"/> Socks
3. + Eat it	4. <input type="checkbox"/> Pizza	8. <input type="checkbox"/> Bird	12. <input type="checkbox"/> Hat

Cut these images out and use in the activities above.



D

Speech and Language Concerns

Receptive Language (the student understands...) Form – Syntax

Directions become more complex as steps are added and as more information is included in the direction. Use the grid below to mark what types of directions your student can follow. If you help your student (e.g. break the direction into pieces) please make a note.

Follows Directions:

Simple Commands (come here)

1 part (give me the pen)

2 parts (put the blue pen in the green box)

	1 Step	2 Steps	3 Steps
0 Components	Sit (or) Stand up	Stand up and get in line	Stand up, get in line, and don't move
1 Component	Touch your nose	Start walking and stop at the water fountain	Stop working, get in line and put on your coat
2 Components	Give me the blue square	Walk with your hands behind your back and stop at the end of the hall	Stop working, put your things in your backpack, and get in line
3 Components	Touch the big red circle (from a group of red or big things)	Go to your table and sit in the yellow chair	Put your stuff in your desk, go to the door, and walk silently down the hall

E

Speech and Language Concerns

Receptive Language (the student understands...) Form – Morphology

Understands Past Tense Verbs

1 –irregular (ran)

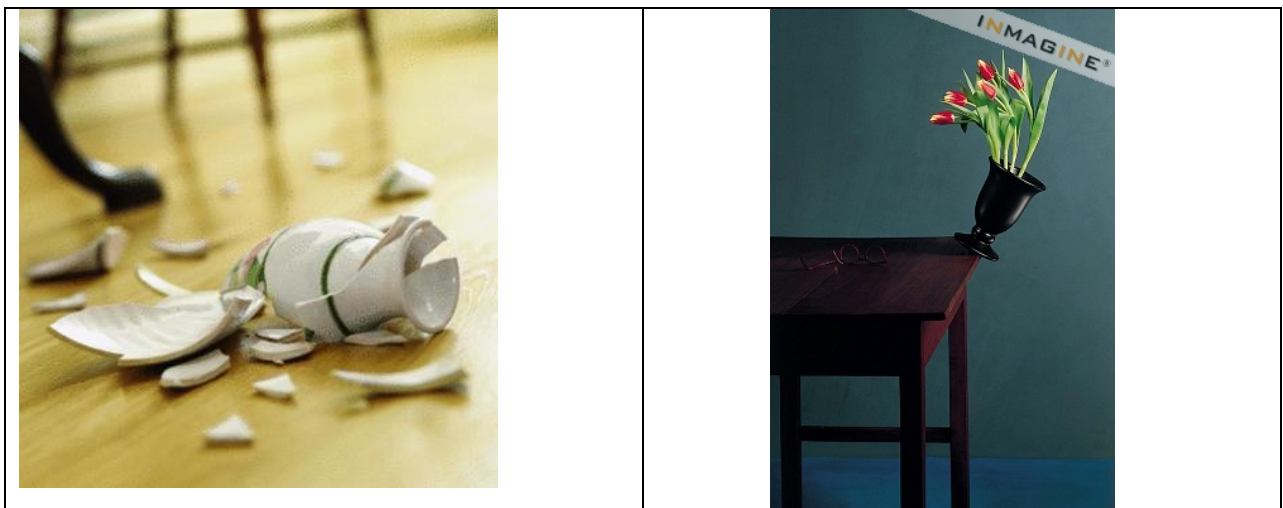
2 –regular (jumped)

Before starting the activity, explain, “I am going to show you some pictures. Point to the picture that goes with what I say.”

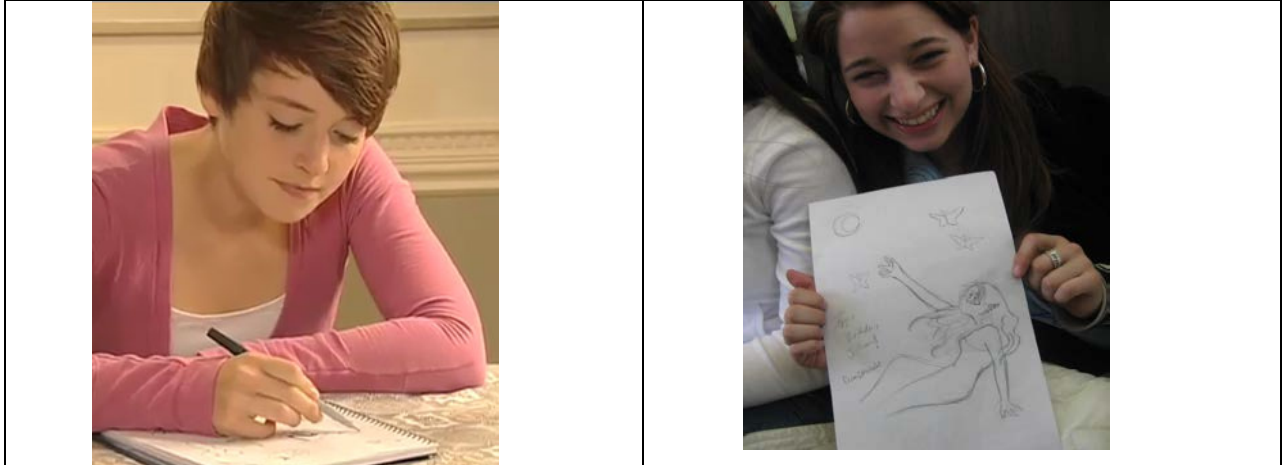
English - Irregular past tense Point to, “The baby ate her food.”



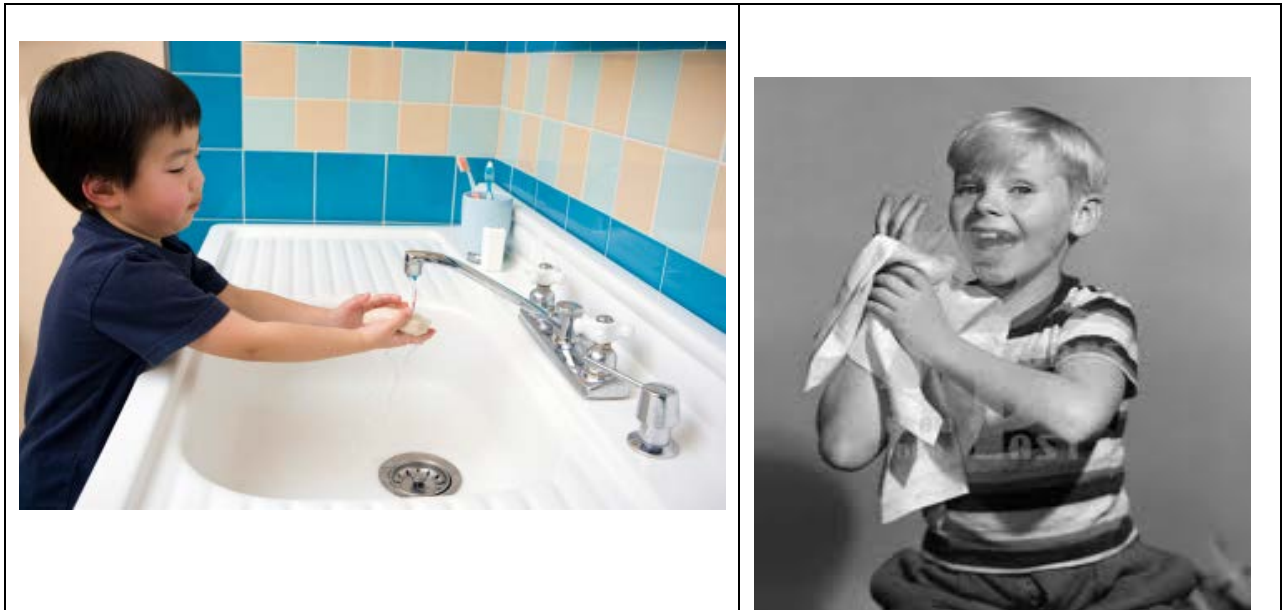
Point to, “The vase broke.”



Point to, "The girl drew a picture."



English - *Regular Past* Point to, "The boy washed his hands."



Point to, "The kid climbed the ladder."



Point to, "He opened the box."



SPANISH *Irregular Past*

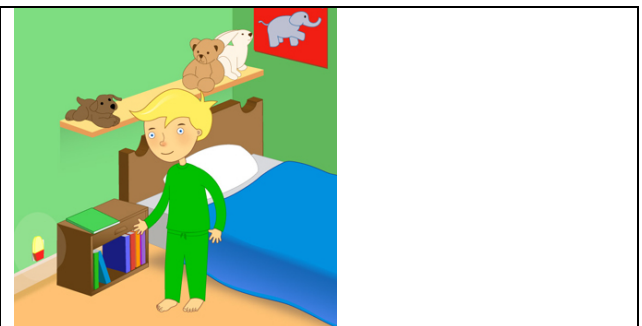
Enseñame, "La mujer ya se puso su chamarra."



Enseñame, "La señora hizo unas galletas."



Enseñame, "El niño se durmió."



Spanish Regular past Enseñame, "La mujer levantó al bebé."



Enseñame, "El hombre ya se sentó."



Enseñame, "La mujer ya abrió la ventana."



F

Speech and Language Concerns

Receptive Language (the student understands...) Content - Semantics

A student's ability to answer questions dramatically affects their ability to demonstrate knowledge in the classroom. Tell the attached six-part story and then ask the student "WH" questions about what was going on in the story. Record their responses in the places provided.

Answers Questions:

Which? (has less/more)

Who?

What?

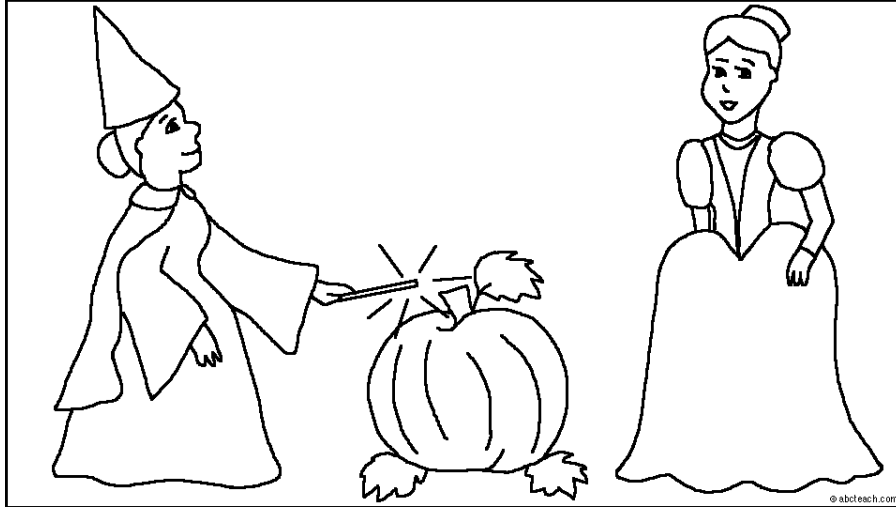
When? (time)

Where?

Yes/No

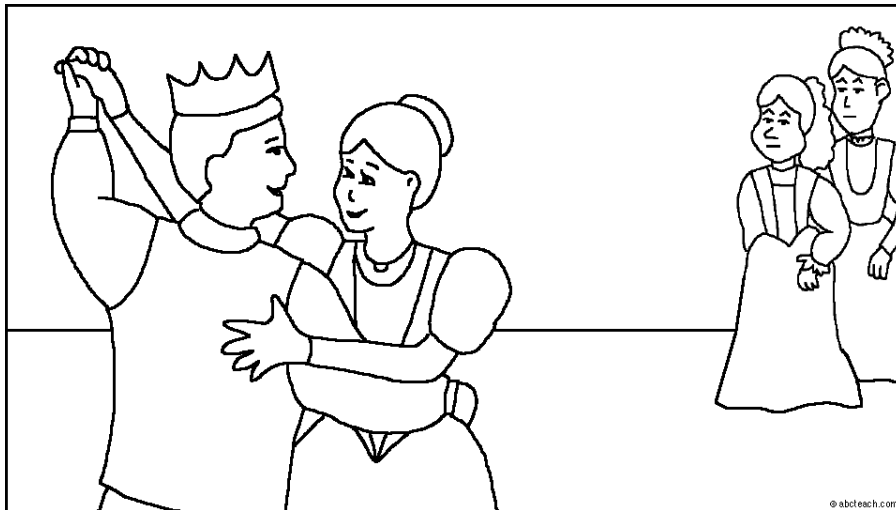
F

Who wanted to go to the ball? <i>¿Quien queria ir al baile?</i>	
Who came to help Cinderella? <i>¿Quien vino para ayudar a Cenicienta?</i>	
What did she change into a coach? <i>¿Que se cambió en un carruaje?</i>	
What did Cinderella lose? <i>¿Qué perdió Cenicienta?</i>	
When did Cinderella have to leave the party? <i>¿Cuándo tuvo que salir de la fiesta?</i>	
When did the prince come to her house? <i>¿Cuándo vino a su casa el principe?</i>	
Where did Cinderella want to go? <i>¿Donde queria ir Cenicienta?</i>	
Where did the prince live? <i>¿Donde vivia el principe?</i>	
Which piece of clothing did Cinderella lose? <i>¿Cual prenda de vestir perdió Cenicienta?</i>	
Did Cinderella marry the prince? <i>¿Se casó Cenicienta con el principe?</i>	
Did the story have a happy ending? <i>¿Tuvo la historia un final feliz?</i>	



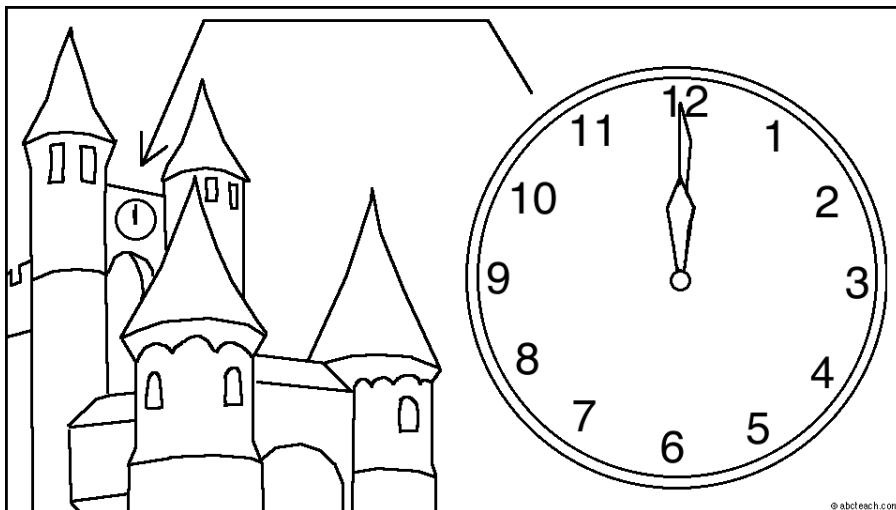
Cinderella's fairy godmother changed a pumpkin into a fine coach.

La
madrina
hada de
Cenicienta
se cambió
una
calabaza
en un gran
carruaje.



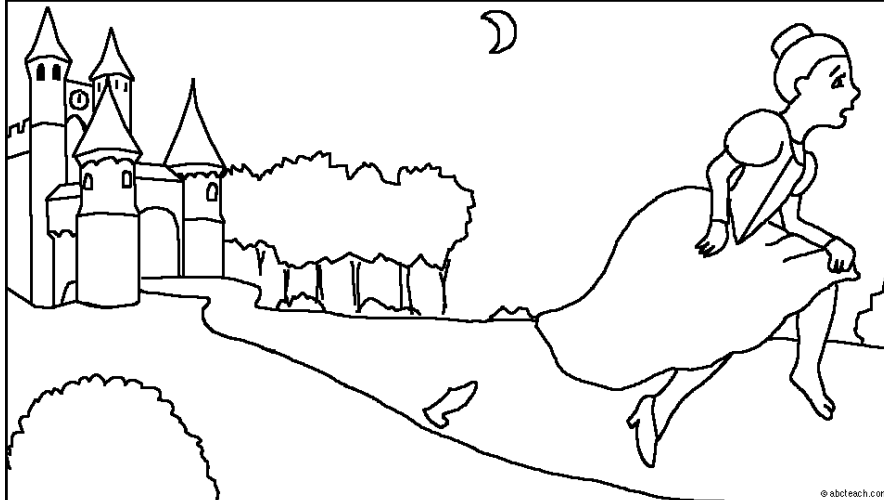
The prince and Cinderella danced at the ball.

El príncipe
y
Cenicienta
bailaron
en el baile.



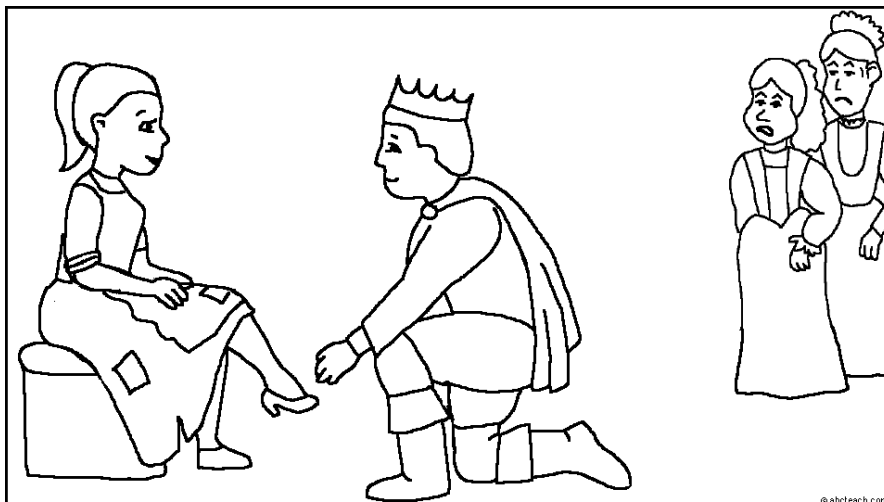
The clock struck midnight.

La
campanada
de la
medianoche
sonó.



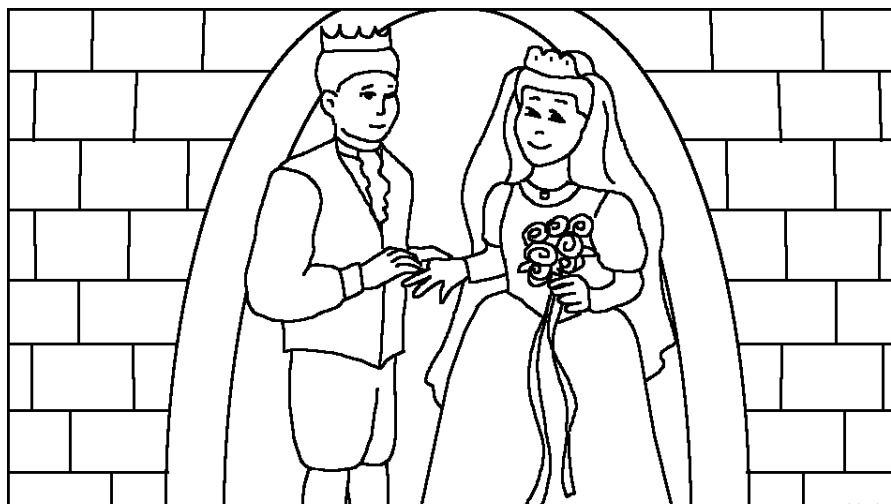
Cinderella lost her glass slipper when she was running from the castle.

Al correr
Cenicienta
perdió
uno de sus
zapatos.



The prince found Cinderella when the glass slipper fit her foot.

El príncipe
encontró a
Cenicienta
cuando el
zapato
vidrio
encajó su
pie.



The prince and Cinderella were married at the castle.

Se casaron
el príncipe
y
Cenicienta
al castillo.

G

Speech and Language Concerns

Expressive and Receptive Language

Use - Pragmatics

Pragmatic language is the knowledge of *how* and *when* to communicate in social settings. Students need to understand and initiate joint attention (two people paying attention to the same object), and demonstrate awareness of other people's thoughts, feelings, and perspectives.

Understands pointing

Responds appropriately to requests

Understanding Perspectives

Ask these questions and write down responses:

"How would your friend feel if...."

1. They fell down on the playground? _____
2. They got to be the line leader (or another reward at school)? _____
3. They broke the teacher's cup? _____

"How would you feel if...."

1. You got a birthday present you have been asking for? _____
2. You lost your homework and the teacher is asking for it? _____
3. Your friend said you cannot play with him? _____

Gesture to something in the classroom as you talk about it:

Does he *consistently* look at what you point to? Y/N _____

Please list any other concerns you have regarding the ways in which the student communicates with others:

Mark Usually (U) or Rarely (R)

Behavior	Class	Recess/ Centers	Behavior	Class	Recess/ Centers
Does he/she look at you when you talk to him/her?			Initiate a conversation?		
Does he/she look at you when he/she talks to YOU?			Carry on a conversation?		
Does he/she look at his peers when they talk to him/her?			Greet (hello, goodbye)		
Does he/she look at his peers when he/she talks to THEM?			Wait his/her turn to talk?		
Respond to his/her name?			Participate in group discussions?		
Does the student talk appropriately to other students/teachers?			Appear to pay attention in class?		
Maintains the appropriate topic in classroom activities (Ex. Answers questions appropriately in group discussion)?			Keeps hands/body to themselves?		

Expressive Language/Pragmatics Checklist:

Please observe your student in varying environments: (i.e., classroom, small group, playground, etc.) and respond to the following questions:
Does the student:

- State his/her name and age when asked Yes No
- Respect others' personal space when speaking Yes No
- Respond appropriately to you when greeted Yes No
- Greet peers appropriately Yes No
- Request assistance when needed Yes No
- Express curiosity with peers in activities Yes No
- Confuse pronouns " I" and "you" when speaking Yes No
- Have a monotone, flat, "robotic" rhythm of speaking Yes No
- Use appropriate vocal volume in varying settings (i.e., library vs. playground) Yes No
- Say inappropriate or unrelated things during conversations Yes No
- Maintain a conversation Yes No
- Clarify an idea if not understood by others Yes No
- Take turns speaking in a conversation Yes No
- Answer "Why" questions Yes No
- Use and respond appropriately to humor Yes No

Speech and Language Referral Process

Phonology

Articulation - Speech and Language Concerns

Assimilation

I can't understand the words
that my student uses.

Directions: Please ask the child to repeat the sound, word or phrase. If you helped the child in any way (e.g., saying, "look at my mouth") please make a note.

English		Spanish	
Alveolar	/8		/8
tap		taco	
tan		topo	
dog		dejo	
dip		dicho	
neat		nabo	
not		nido	
sit		seca	
soap		sabe	

Labial	/8		/8
pillow		palo	
pony		peso	
body		boca	
bug		bate	
food		foca	
face		fecha	
man		mano	
map		masa	

Velar	/4		/4
cat		cosa	
can		cabe	
game		gallo	
good		gato	

Sentence	/4		/4
I have a cat.		Quiero un taco.	
The dog eats.		Dame la mano.	
Play the game.		Tengo un palo.	
I like the pony.		El gato come.	

Articulation - Speech and Language Concerns

Backing

I can't understand the words
that my student uses.

Directions: Please ask the child to repeat the sound, word or phrase. If you helped to child in any way (e.g. saying "look at my mouth") please make a note.

English		Spanish	
Stops	/8		/8
Time		Tio	
Table		Tallo	
Turtle		Tortuga	
Done		Dado	
Dinner		Doler	
Doggy		Difícil	
Ball		Bote	
Paper		Piña	

Fricatives			
	/6		/6
Soap		Sopa	
Sit		Saco	
Soccer		Zapato	
Food		Sandía	
Fan		Feliz	
Shoe		Fuego	

Affricates			
	/6		/6
Cheese		Chile	
Chore		Chapa	
Chicken		Chico	
Giant		Chaleco	
Judge		Chamarra	
Jacket		Chocolate	

Sentences			
	/4		/4
The batter hit the ball with the bat .		La casa tiene un techo .	
The teacher is sitting down .		El dueño me dio comida.	
Do you like dogs?		Tengo un telefono nuevo.	
I went to work with my dad .		Me gustan las paletas y el helado.	

Articulation - Speech and Language Concerns

Cluster Reduction

I can't understand the words
that my student uses.

Directions: Please ask the child to repeat the sound, word or phrase. If you helped the child in any way (e.g., saying "look at my mouth") please make a note.

English

Spanish

Stops	/8		/8
please		planta	
plumber		plato	
blanket		bloques	
blow		blusa	
tree		tres	
practice		travieso	
present		brincar	
brother		brazo	

Fricatives	/4		/4
frog		fruta	
frosting		frío	
Friday		fresa	
fruit		frente	

Sentences	/4		/4
Can I have French fries please?		Nos encontramos en la plaza.	
Mom gave me a plate of strawberries.		Comenzamos al principio.	
My favorite colors are blue and brown.		Voy a comprar una blusa.	
A mean troll lives under the bridge.		Hay muchas flores en abril.	

Articulation - Speech and Language Concerns

Final Consonant Deletion

I can't understand the words
that my student uses.

Directions: Please ask the child to repeat the sound, word or phrase. If you helped to child in any way (e.g. saying "look at my mouth") please make a note.

English		Spanish	
Stops	/3		/3
		Huesped	
		Pared	
		Red	

Nasals	/4		/4
		Alguien	
		Delfin	
		Dalon	
		jazmin	

Fricatives	/4		/4
		Algunas	
		Lunes	
		Iris	
		tres	

Liquids and flap	/4		/4
		consol	
		sol	
		caer	
		buscar	

Articulation - Speech and Language Concerns

Fronting

I can't understand the words
that my student uses.

Directions: Please ask the child to repeat the sound, word or phrase. If you helped to child in any way (e.g. saying "look at my mouth") please make a note.

English		Spanish	
Velar	/8		/8
Kitten		Cama	
Candy		Cuchillo	
Kiss		Cola	
Cool		Queso	
Game		Galleta	
Gentle		Gusta	
Girl		Gato	
Good		Geco	

Palatal			
	/8		/8
Ship		Yo	
Leash		Llave	
Push		Bella	
Sheep		Uña	
Treasure		Español	
Usual		Enseña	
Vision		Piña	
Measure		Montaña	

Sentences			
	/4		/4
She has a kitten.		A mi me gusta los gusanos.	
They are playing a game.		Ella come queso.	
I found a treasure.		El tiene una paleta de piña.	
Sharks have sharp teeth.		Yo me llamo _____ (child's name).	

Articulation - Speech and Language Concerns

Initial Consonant Deletion

I can't understand the words
that my student uses.

Directions: Please ask the child to repeat the sound, word or phrase. If you helped the child in any way (e.g. saying "look at my mouth") please make a note.

English		Spanish	
Stops	/6		/6
Pan		Pato	
Boot		Vecino	
Tiger		Tomate	
Dad		Dedo	
Goat		Gusano	
Cut		Cama	

English		Spanish	
Nasals	/4		/4
Man		Mano	
Milk		Mochila	
Nose		Niño	
Nail		Noche	

English		Spanish	
Fricatives	/6		/6
Foot		Feliz	
Vegetable		Falda	
Thing		Sopa	
Sad		Silla	
Zipper		Jabón	
Shoe		Jugar	

English		Spanish	
Liquids	/4		/4
Lemon		Leche	
Laugh		Lago	
Rat		Lentes	
Rainbow		Lápiz	

Articulation - Speech and Language Concerns

Liquid Simplification

I can't understand the words that my student uses.

Directions: Please ask the child to repeat the sound, word or phrase. If you helped the child in any way (e.g. saying "look at my mouth") please make a note.

English		Spanish	
/L/	/6	"L"	/6
ladybug		Libro	
letter		labios	
lunch		lámpara	
leopard		limpio	
leaf		luz	
lose		letras	

"R"	/6	"RR"	/6
rabbit		rojo	
rope		regalo	
running		radio	
ride		rama	
rooster		rápido	
race		río	

Sentences	/6		/6
Laugh...		No saques la lengua.	
Leave/left...little		Levánte la mano.	
Locked...		Ella siguió las reglas. (Trill)	
Right...		El rey se casó con ella.... (Trill)	
It looks like it's going to rain.		Los anillos son de oro. (Tap)	
roof		¿Te gustan las peras? (Tap)	

Articulation - Speech and Language Concerns

Stopping

I can't understand the words
that my student uses.

Directions: Please ask the child to repeat the sound, word or phrase. If you helped to child in any way (e.g. saying "look at my mouth") please make a note.

English		Spanish	
/s/	/8		/8
say		Si	
Six		Siete	
Seven		Seis	
kiss		Se	
goose		Pasa	
grass		Beso	
past		Pasta	
ghost		gatos	

/f/	/8		/8
four		Foca	
Five		Fuente	
Forgot		Falso	
Free		Sofa	
Force		Firma	
After		Por favor	
Laugh		futuro	
puff		fantasma	

Sentences	/4		/4
His face is silly		La foca es divertida	
Sally has a fan		¿Cómo se llama	
The seal is funny		¿Cómo estas?	
Give me a slice		Sientate pro favor	

Articulation - Speech and Language Concerns

Syllable Reduction

I can't understand the words that my student uses.

Directions: Please ask the child to repeat the sound, word or phrase. If you helped to child in any way (e.g. saying "look at my mouth") please make a note.

English

Spanish

Two-Syllable Words			
	/6		/6
Pencil		Cama	
Baby		Dedo	
Mommy		Mono	
Really		Falta	
Grandma		Poco	
Flower		Cero	

Three-Syllable Words			
	/6		/6
Elephant		Manzana	
Ice cream cone		Lámpara	
Thanksgiving		Calceta	
Holiday		Helado	
Celebrate		Fantasma	
Fireplace		Chiquito	

Greater than Three-Syllable Words			
	/6		/6
Dictionary		Calabaza	
Encyclopedia		Fantasma	
Refrigerator		Lastimó	
Celebration		Bufanda	
Elevator		Murciélago	
Planetarium		Pantalones	

Phrase Level			
	/4		/4
Smell the tulip		Agua fria	
Call him on the telephone		Pinta la cara	
He likes dinosaurs		Toma el refresco	
We went to the observatory		Sientese por favor	

Speech and Language Referral Process

Articulation

Articulation - Speech and Language Concerns

B

**I can't understand the words
that my student uses.**

Directions: Please ask the child to repeat the sound, word or phrase. If you helped to child in any way (e.g. saying "look at my mouth") please make a note.

English		Spanish	
Initial Position	/8	Initial Position	/8
"b"		"b"	
Ba		ba	
Be		be	
Baby		boca	
Boy		vaca	
Book		voy	
Barn		bigote	
Batman		Verde	

Middle Position	/5	Middle Position	/5
baby		iba	
bubble		Arriba	
robot		Abeja	
table		Trabajo	
robin		Television	

Consonant Clusters	/4	Consonant Clusters/ Abutting Consonants	/4
brick		Abrir	
bluff		Abrigo	
black		Diciembre	
brown		Febrero	

Phrase Level	/4	Phrase Level	/4
The baby is blowing bubbles.		Mira el abrigo verde.	
The robot is on the table.		Prede la television, porfavor.	
The robin is brown and red.		Mi mama esta trabajando.	
Look at Batman in the sky.		Iba a cocinar en Febrero.	

Articulation - Speech and Language Concerns

CH

**I can't understand the words
that my student uses.**

Directions: Please ask the child to repeat the sound, word or phrase. If you helped to child in any way (e.g. saying "look at my mouth") please make a note.

English		Spanish	
Initial Position	/8	Initial Position	/8
Chocolate		Charco	
Chalk		Chaleco	
Cheat		Chanclas	
Choose		Chocar	
Chilly		Chiste	
Children		Charlar	
Cherry		Chuleta	
Chin		Chicle	

English		Spanish	
Middle Position	/5	Middle Position	/5
Matching		Fecha	
Catcher		Techo	
Teacher		Hecho	
Pitcher		Horchata	
Judgment		Muchacha	

English		Spanish	
Consonant Clusters	/4	Consonant Clusters	/4
Big child		El chiste	
Eat chocolate		Mancha	
Grinch		Plancha	
Munch		Gancho	

English		Spanish	
Phrase Level	/4	Phrase Level	/4
The child is Little		Llevo chanclas a la playa	
I want chocolate		Me gustan las salchichas	
Good choice		El muchacho es chiquito	
Down the chimney		Pinta el chango	

Articulation - Speech and Language Concerns

D

**I can't understand the words
that my student uses.**

Directions: Please ask the child to repeat the sound, word or phrase. If you helped to child in any way (e.g. saying "look at my mouth") please make a note.

English		Spanish	
Initial Position	/8	Initial Position	/8
"d"		"d"	
Do		Da	
Dad		De	
Dog		Diez	
Donkey		Dental	
Dance		Dulce	
Doctor		Dos	
Dinosaur		Difícil	

Middle/Final Position	/5	Middle Position	/5
Middle		Jardin	
Ladder		Verde	
Buddy		Nido	
Bed		Vida	
Fiddle		Rodilla	

Consonant Clusters	/4	Consonant Clusters	/4
Dragon		Dragon	
Drop		Madre	
Folder		Piedra	
Dress		Cocodrilo	

Phrase/Sentence Level	/4	Phrase/Sentence Level	/4
The hungry donkey		La rana verde	
A big dog		Duermo en una cama	
The girl is dancing.		Dame las tijeras	
Don't climb the ladder.		No quiero nada de comer	

Articulation - Speech and Language Concerns

F

**I can't understand the words
that my student uses.**

Directions: Please ask the child to repeat the sound, word or phrase. If you helped to child in any way (e.g. saying "look at my mouth") please make a note.

English

Spanish

Initial Position	/8	Initial Position	/8
Fish		"f"	
fast		fa	
feather		fi	
phone		fin	
fog		feliz	
fun		foco	
face		fútbol	
food		falda	

Middle Position	/5	Middle Position	/5
coffee		jefe	
sofa		gafas	
waffle		afuera	
trophy		jirafa	
muffin		elefante	

Consonant Clusters	/4	Consonant Clusters	/4
frosty		flaco	
flick		frio	
fright		flan	
flame		fresa	

Phrase Level	/4	Phrase Level	/4
The cat is fuzzy		Me gusta la fiesta	
Clowns are funny		Ellos están en fila	
The farmer drives a tractor		El trabajo es fácil	
She makes a silly face		El fuego es caliente	

Articulation - Speech and Language Concerns



**I can't understand the words
that my student uses.**

Directions: Please ask the child to repeat the sound, word or phrase. If you helped to child in any way (e.g. saying "look at my mouth") please make a note.

English

Spanish

Initial Position	/8	Initial Position	/8
"g"		"g"	
go		ga	
gi		gi	
game		gallo	
gap		gato	
goal		gol	
gum		goma	
got		gana	

Middle Position	/5	Middle Position	/5
foggy		jugó	
doggie		paga	
again		pega	
begin		fuego	
wagon		juego	

Consonant Clusters	/4	Consonant Clusters	/4
glove		guante	
gray		gris	
glad		tigre	
ugly		iguana	

Phrase Level	/4	Phrase Level	/4
Let's go.		Se anota un gol.	
She is glad.		Dame el guante.	
I want gum.		Me gana.	
Play the game.		Quiero mas jugo.	

Articulation - Speech and Language Concerns

H / X

**I can't understand the words
that my student uses.**

Directions: Please ask the child to repeat the sound, word or phrase. If you helped to child in any way (e.g. saying "look at my mouth") please make a note.

English (h)

Spanish (x,g,j)

Initial Position	/8	Initial Position	/8
happy		gigante	
head		jardín	
homework		gimnasio	
heavy		gemelo	
hospital		jabón	
help		gesto	
heart		xilófono	
history		juguete	

Middle Position	/5	Middle Position	/5
ahead		quejido	
treehouse		empujar	
inhale??		bruja	
keyhole		abajo	
forehead		manejar	

Consonant Clusters	/4	Consonant Clusters	/4
inhale		esponja	
birdhouse		granja	
pothole		fingir	
lighthouse		laringe	

Phrase Level	/4	Phrase Level	/4
I had an apple because I was hungry.		Vamos a jugar (en el gimnasio).	
Look behind the door.		En julio, voy a la playa.	
We're staying in a hotel.		Viajamos a Japón en junio	
		Es una joya hermosa.	

Articulation - Speech and Language Concerns

NG / Ñ

**I can't understand the words
that my student uses.**

Directions: Please ask the child to repeat the sound, word or phrase. If you helped the child in any way (e.g. saying "look at my mouth") please make a note.

English (-ing)

Spanish (ñ)

Middle Position	/5	Middle Position	/5
Uncle		Sueño	
Finger		Manaña	
Language		Año	
Ringing		Muñeca	
Ankle		Araña	

Phrase Level	/4	Phrase Level	/4
He is Sam's uncle.		El tiene sueño.	
I have ten fingers.		Hoy es su cumpleaños.	
We are bringing cupcakes.		Ella tiene una muñeca.	
They were singing all day.		Yo vi una araña.	

Articulation - Speech and Language Concerns

K

**I can't understand the words
that my student uses.**

Directions: Please ask the child to repeat the sound, word or phrase. If you helped to child in any way (e.g. saying "look at my mouth") please make a note.

English

Spanish

Initial Position	/8	Initial Position	/8
"k"		"k"	
Ki		Ki	
Ka		Ke	
Key		Cama	
Cup		Canasta	
Cat		Que	
Can		Quien	
Candy		cuchilo	

Middle Position	/5	Middle Position	/5
Cracker		Equipo	
Biker		Barco	
Bucket		Paco	
liked		Taco	
kicking		Paquete	

Consonant Clusters	/4	Consonant Clusters	/4
Pancake		Escalera	
drink		Esquileto	
Basket		escuela	
Cream		crema	

Phrase Level	/4	Phrase Level	/4
Mike has a can		¿Quieres jugar?	
Can you help me?		Yo como el queso.	
Please keep the crayons in the box		El equip ova a ganar.	
The kids like to color		La cosa es pequeña	

Articulation - Speech and Language Concerns

L

**I can't understand the words
that my student uses.**

Directions: Please ask the child to repeat the sound, word or phrase. If you helped to child in any way (e.g. saying "look at my mouth") please make a note.

English

Spanish

Initial Position	/8	Initial Position	/8
Lamp		Liquido	
Little		Lata	
Lake		Leche	
Low		Lámpara	
Loop		Limpio	
Leap		Luz	
Light		Lapiz	
Look		Loco	

Middle Position	/5	Middle Position	/5
Hello		Elefante	
Yellow		Vela	
Smaller		Oler	
Jelly		Fila	
Elevator		Cola	

Consonant Clusters	/4	Consonant Clusters	/4
Flag		Tecla	
Black		Caldo	
Slide		Calvo	
Close		Falda	

Phrase Level	/4	Phrase Level	/4
Turn off the light.		El agua	
The dog is lazy.		Se cayó la leche	
Color the hair brown.		Ponte la chaqueta	
Please give me a pencil.		Toma el blanco	

Articulation - Speech and Language Concerns

M

**I can't understand the words
that my student uses.**

Directions: Please ask the child to repeat the sound, word or phrase. If you helped to child in any way (e.g. saying "look at my mouth") please make a note.

English

Spanish

Initial Position	/8	Initial Position	/8
"m"		"m"	
ma		ma	
Me		Me	
More		Mas	
Meet		Mucho	
Middle		Mano	
Monkey		Mañana	
moon		Mi	

Middle Position	/5	Middle Position	/5
Camel		Ama	
Games		Mama	
Comet		Cama	
Human		Camara	
tummy		palomita	

Consonant Clusters	/4	Consonant Clusters	/4
Bumps		Ambos	
Camp		Campana	
Farm		Champú	
army		misma	

Phrase Level	/4	Phrase Level	/4
My mom is happy		Mi mama esta feliz	
Who made the sandwich		Me gusta la muñeca	
May is my favorite month		¿Cómo te llamas?	
More marbles are blue		Mas palomitas por favor	

Articulation - Speech and Language Concerns

N

**I can't understand the words
that my student uses.**

Directions: Please ask the child to repeat the sound, word or phrase. If you helped to child in any way (e.g. saying "look at my mouth") please make a note.

English		Spanish	
Initial Position	/8	Initial Position	/8
"n"		"n"	
No		No	
None		Ni	
Night		Nadar	
Need		Nido	
Napkin		Noche	
Nowhere		Ninguno	
Nevermind		Nosotros	

English		Spanish	
Middle Position	/5	Middle Position	/5
Many		Pena	
Sunny		Cana	
Enough		Mano	
Unicorn		Sonido	
Ballerina		Bonita	

English		Spanish	
Consonant Clusters	/4	Consonant Clusters	/4
Hint		Andar	
Bend		Pensar	
Phantom		Tanto	
Fender		Tomando	

English		Spanish	
Phrase Level	/4	Phrase Level	/4
No one can go running.		La luna es bonita. .	
I need a new pen.		El tren tiene llantas.	
The knife is under the napkin.		Hay una niña en la cocina.	
The sun is shining.		Nació el bebe nuevo.	

Articulation - Speech and Language Concerns

P

**I can't understand the words
that my student uses.**

Directions: Please ask the child to repeat the sound, word or phrase. If you helped to child in any way (e.g. saying "look at my mouth") please make a note.

English		Spanish	
Initial Position	/8	Initial Position	/8
"p"		"p"	
Pa		Pa	
Po		Pe	
Pop		Paco	
Pan		Por	
Pat		para	
Pencil		pato	
pasta		pelota	

English		Spanish	
Middle Position	/5	Middle Position	/5
Apple		Sopa	
Carpet		Copa	
Floppy		Lapiz	
Jumper		Tapa	
open		mapa	

English		Spanish	
Consonant Clusters	/4	Consonant Clusters	/4
Please		Platano	
Pretty		Primo	
Plant		Cumpleaños	
present		placa	

English		Spanish	
Phrase Level	/4	Phrase Level	/4
Please pass the fruit		Está en la playa	
I wrote with my pencil		El sapo es verde	
Patty bought the painting		Paco come la pizza	
Can I pick the flowers?		El penguinino no puede volar	

Articulation - Speech and Language Concerns



**I can't understand the words
that my student uses.**

Directions: Please ask the child to repeat the sound, syllable, word or phrase. If you helped to child in any way (e.g. saying "look at my mouth") please make a note.

English

Spanish

Initial Position	/8	Initial Position	/8
"r" in isolation (by itself)		"r" in isolation (by itself)	
"ra" (syllable level)		"ra" (syllable level)	
"ri" (syllable level)		"ri" (syllable level)	
rip		rima	
rock		recio	
rat		ruido	
red		roto	
rug		rana	

Middle Position	/5	Middle Position	/5
hero		para	
carrot		orilla	
orange		cara	
cherry		hora	
zero		claro	

Consonant Clusters	/4	Consonant Clusters	/4
break		grande	
practice		dragon	
crayon		tractor	
fry		grupo	

Phrase Level	/4	Phrase Level	/4
The apple is red.		La rana brinca.	
He is a hero.		Es para ti.	
Practice the words.		¿Que hora es?	
Fry the chicken.		El dragon es verde.	

Articulation - Speech and Language Concerns

S

**I can't understand the words
that my student uses.**

Directions: Please ask the child to repeat the sound, syllable, word or phrase. If you helped to child in any way (e.g. saying "look at my mouth") please make a note.

English

Spanish

Initial Position	/8	Initial Position	/8
"s" in isolation (by itself)		"s" in isolation (by itself)	
sa (syllable level)		sa (syllable level)	
si (syllable level)		si (syllable level)	
sit		silla	
sat		seco	
sock		Sapo	
soap		Sopa	
soup		sal	

Middle Position	/5	Middle Position	/5
castle		vaso	
kissing		mesa	
listen		piso	
whistle		eso	
muscle		casa	

Consonant Clusters	/4	Consonant Clusters	/4
spell		esto	
slide		espera	
stop		despues	
smile		pienso	

Phrase Level	/4	Phrase Level	/4
The soup is hot.		La silla es azul.	
Listen to the story.		El sapo brinco.	
The slide is fun.		El vaso tiene jugo.	
I like your smile.		Esto es divertido.	

Articulation - Speech and Language Concerns

T

**I can't understand the words
that my student uses.**

Directions: Please ask the child to repeat the sound, word or phrase. If you helped the child in any way (e.g., saying "look at my mouth") please make a note.

English

Spanish

Initial Position	/8	Initial Position	/8
"t"		"t"	
top		ta	
talk		te	
ten		tema	
table		tapa	
teacher		tu	
tomorrow		taco	
tomato		todo	

Middle Position	/5	Middle Position	/5
Water		Pato	
Computer		gato	
Pony tail		bota	
Bottle		dato	
Photo		septiembre	

Consonant Clusters	/4	Consonant Clusters	/4
Doctor		troca	
Tasty		cuanto	
Train		Tres	
Empty		Treinta	

Phrase Level	/4	Phrase Level	/4
My sister was too late.		La tortuga estaba tarde	
Today, we will eat pasta.		Hoy es martes	
Yesterday we bought butter.		Tomas esta feliz	
The kitten wasn't at home.		Me gusta el taco	

Articulation - Speech and Language Concerns

TH

**I can't understand the words
that my student uses.**

Directions: Please ask the child to repeat the sound, word or phrase. If you helped to child in any way (e.g. saying "look at my mouth") please make a note.

English

Initial Position /5

"th"	
Thumb	
These	
Thick	
They	

Middle Position /5

python	
bathub	
toothache	
mother	
bathing	

Consonant Clusters /4

three	
throne	
mouthful	
healthy	

Phrase Level /4

Thank you for coming	
She is thirsty	
I want this one	
These grapes are juicy	

Articulation - Speech and Language Concerns

Y / LL

**I can't understand the words
that my student uses.**

Directions: Please ask the child to repeat the sound, word or phrase. If you helped to child in any way (e.g. saying "look at my mouth") please make a note.

English		Spanish	
Initial Position	/8	Initial Position	/8
		"ll"	
		ya	
		Yi	
		Llave	
		Lleno	
		Lluvia	
		Llorar	
		llama	

Middle Position	/5	Middle Position	/5
		Silla	
		Calle	
		Muelle	
		Cuello	
		callar	

Consonant Clusters	/4	Consonant Clusters	/4
		El llavero	
		Es yoga	
		Un llanero	
		Es yerno	

Phrase Level	/4	Phrase Level	/4
		Tengo una llanta nueva	
		Yo soy un niño	
		El pollo es blanco	
		Pon un sello en la carta	

Speech and Language Concerns - Stuttering

1. Speak with your student in an unhurried way, pausing frequently. Wait a few seconds after your student finishes speaking before you begin to speak. Your own slow, relaxed speech will be far more effective than any criticism or advice such as “slow down” or “try it again slowly.”

2. Reduce the number of questions you ask your student. Students speak more freely if they are expressing their own ideas rather than answering an adult’s questions. Instead of asking questions, simply comment on what your student has said, thereby letting him know you heard him.

3. Use your facial expressions and other body language to convey to your student, when she stutters, that you are listening to the content of her message and not to how she’s talking.

Trying out strategies:

4. Set aside a few minutes at a regular time to have the student tell a story from a familiar book. When they produce a sentence that has repetitions, repeat the sentence and ask them to say it again.

Did they stutter less? YES NO

5. Ask the student to take a breath before producing a sentence.

Was the sentence clear? YES NO

6. Do other students in the class know that the student is stuttering?

YES NO

7. Does the child appear to be visually frustrated by her communication?

YES NO