

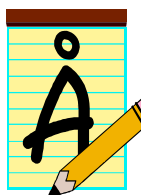
Teacher Name: \_\_\_\_\_

# 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: \_\_\_\_\_

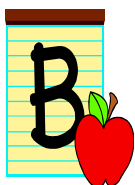
\_\_\_\_\_

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



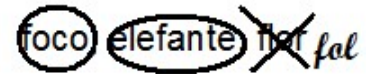
SOUND	AGE	WORDS
p	2+	pig, apple, cup
b	2+	bunny, baby, crib
m	2+	mad, hammer, thumb
n	2+	no, funny, fan
h/w	2+	hat, wet
d	2+	doll, middle, bed
f	3+	food, coffee, off
t	3+	toys, water, bat
k	3+	king, pumpkin, rake
g	3+	goat, wagon, bag
y	3+	yellow, crayon
ng	3+	finger, ring
l	4+	lion, pillow, tall
v	4+	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...)

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