

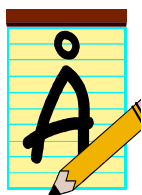
Teacher Name: _____

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?

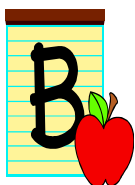
Date interviewed: _____

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

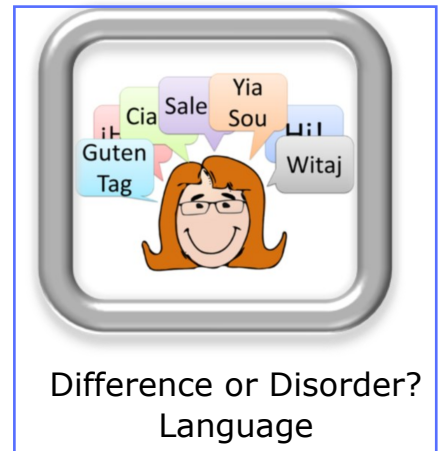
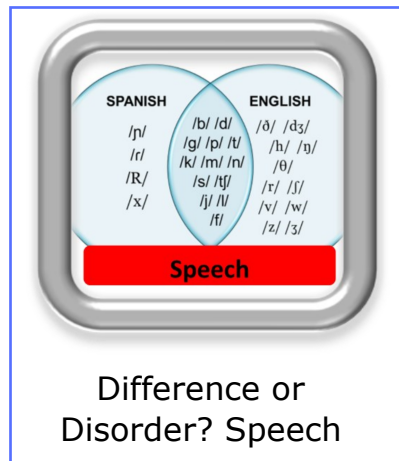
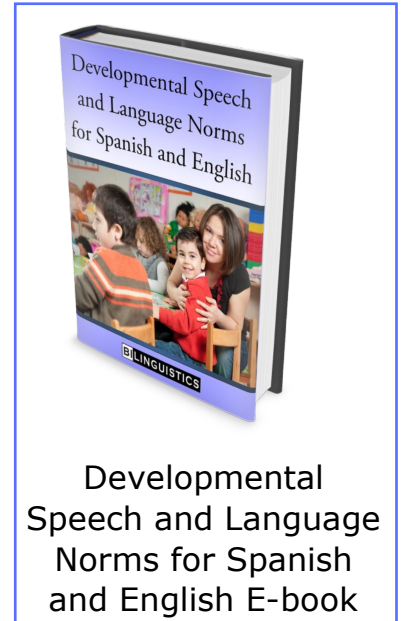
A child can have difficulty communicating for a variety of reasons. Go through the boxes below and see if the child is able to do the following. Record information in each box or put a check if you have no concerns.

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 style="padding-left: 20px;">-irregular (ran)</p> <p style="padding-left: 20px;">-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>

Great Resources for Evaluations!



SLPImpact

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