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# THE REFERRAL PROCESS THAT WORKS FOR YOU - IMPROVED DATA, COLLABORATION, AND REFERRALS

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Successful speech referral processes can be quickly and easily implemented. This research-based case study profiles how to 1) achieve successful referrals while 2) reducing workload and 3) improving professional relationships. This presentation explains the step-by-step process that made this transition possible and profiles free online referral documents to begin immediately.

**Learner Objectives:** Understand the research supporting the RTI process and how it benefits students, SLPs, teachers, and administrators.

- Identify the components of an efficient and accurate referral packet.
- Discuss case studies demonstrating how to collect informal data.
- Implement an effective speech and language referral process on their campus.

This presentation demonstrates how the referral process can be engineered to yield significant benefits. A case study across two campuses profiles how successful outcomes can be achieved. Workload was reduced while simultaneously improving the outcomes for students. Teachers felt more comfortable making appropriate referrals, SLPs spent less time on evaluations in which students did not qualify and more time on appropriate referrals.

The referral process for speech and language concerns is often a source of frustration for all professionals involved. A paradoxical situation exists on many campuses where participation in the speech referral process may lead to a dramatic increase in workload for an SLP while avoidance of the referral process often leads to a dramatic increase in testing. Conversely, the referral process has the potential to be used to improve relationships with other professionals, improve the quality of referrals that an SLP receives, and produce data that serves as a substantial portion of the evaluation.

## Research

Farber, J.G., Klein, E.R. (1999). Classroom based assessment of a collaborative intervention program with kindergarten and first-grade students. *Language, Speech, and Hearing Services in Schools*, 30, 83-91.

Loeb, D.F., Gillam, R.B., Hoffman, L., Brandel, J., Mauris, J. (2009). The effects of fast forward language on the phonemic awareness and reading skills of school-age children with language impairments and poor reading skills. *American Journal of Speech-Language Pathology*, 18, 376-387.

Nind, M. (2000). Teachers' understanding of interactive approaches in special education. *International Journal of Disability, Development and Education*, 47(2), 183-199.

"Speech Referral Guidelines for Pediatrics." *Speech Referral Guidelines for Pediatrics*. N.p., n.d. Web. 29 July 2016.

# Speech and Language Referral Process

## Speech

## Language

### Speech and Language Concerns Referral

Valid Articulation  
Concerns  
Teacher Letter

Send letter with  
supporting  
documents

Articulation within  
Normal Limits  
Teacher Letter

Meet with  
teacher to  
discuss normal

Valid Language  
Concerns  
Teacher Letter

Send letter with  
supporting  
documents

Language within  
Normal Limits  
Teacher Letter

Meet with  
teacher to  
discuss normal

#### Phonology

Assimilation

Initial Consonant

Backing

Liquid Simplification

Consonant Cluster  
Reduction

Stopping

Final Consonant

Syllable Reduction

Fronting

#### Articulation

B

P

L

R

D

T

F

S

G

K

TH

CH

N

M

H/X

Y/L

ING / Ñ

Stuttering

A - Gathering a Language

B - Plurals and third person

C - Categorization

D - Following Directions

E - Past Tense

F - Answering Questions

G - Pragmatics

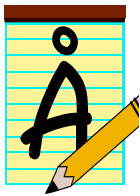
Teacher Name: \_\_\_\_\_

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

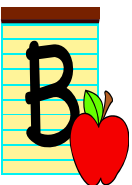
Parent Response: \_\_\_\_\_

\_\_\_\_\_

## 4. Teacher please describe your concern:

\_\_\_\_\_

7 minutes



## 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.

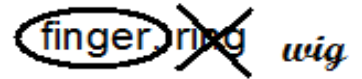
Write examples of what your student says on the Language Information Page, page 4.

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



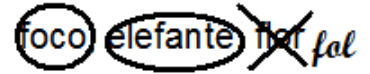
SOUND	AGE	WORDS
p	4+	pig, apple, cup
b	4+	bunny, baby, crib
m	4+	mad, hammer, thumb
n	4+	no, funny, fan
h/w	4+	hat, wet
f	5+	food, coffee, off
t	5+	toys, water, bat
d	5+	doll, middle, bed
k	5+	king, pumpkin, rake
g	5+	goat, wagon, bag
y	5+	yellow, crayon
ng	7+	finger, ring
v	7+	vote, oven, stove
r	7.5+	rat, green
er	7.5+	early, nurse, fur
l	7.5+	lion, pillow, tall
s	7.5+	sock, pencil, kiss
sh	7.5+	shoe, fishing, fish
zh	7.5+	measure
ch	7.5+	chair, teacher, lunch
j	7.5+	jelly, pajamas, orange
z	8.5+	zoo, puzzle, toes
soft th	8.5+	thumb, bathtub, tooth
hard th	8.5+	those, brother

# 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>	<p><b>Child Says:</b></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;"><b>A</b></p>	<p><b>Follows Directions:</b></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;"><b>D</b></p>
	<b>Morphology</b>	<p>Uses plurals (Ex. Apples)</p> <p>Uses 1<sup>st</sup> and 3<sup>rd</sup> person (I eat, she eats)</p> <p style="text-align: right;"><b>B</b></p>	<p>Understands past tense verbs:</p> <p>-irregular (ran)</p> <p>-regular (jumped)</p> <p style="text-align: right;"><b>E</b></p>
<b>Content</b>	<b>Semantics</b>	<p><b>Describes objects:</b></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;"><b>C</b></p>	<p><b>Answers Questions:</b></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;"><b>F</b></p>
	<b>Pragmatics</b>	<p>Makes eye contact</p> <p>Takes turns in conversation</p> <p>Maintains a topic in conversation</p>	<p>Understands pointing</p> <p>Responds appropriately to requests</p> <p style="text-align: right;"><b>G</b></p>
<b>Use</b>			







# ASSESSMENT OF FICTIONAL NARRATIVES

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

Language of Elicitation: \_\_\_\_\_

Date: \_\_\_\_\_

DOB: \_\_\_\_\_ C.A.: \_\_\_\_\_

## Macrostructure (Overall Organization of Story)

Age of Acquisition	Universal Expectancies	Expectancies That May Vary Due to Culture
<b>By: 3 years</b>	<input type="checkbox"/> Setting <input type="checkbox"/> Time <input type="checkbox"/> Place <input type="checkbox"/> Initiating event	
<b>4yrs</b>		<input type="checkbox"/> Temporal sequence <input type="checkbox"/> Central theme
<b>5yrs</b>	<input type="checkbox"/> Labels characters <input type="checkbox"/> Labels surroundings <input type="checkbox"/> Attempts <input type="checkbox"/> Consequence <input type="checkbox"/> Reaction	
<b>6yrs</b>	<input type="checkbox"/> Provides implicit aims/intentions of characters <input type="checkbox"/> Resolution	
<b>7yrs</b>		<input type="checkbox"/> Theme and moral
<b>8 yrs</b>	<input type="checkbox"/> Explicit aims/plans of characters (uses words like "decided to")	
<b>11yrs</b>	<input type="checkbox"/> Multiple plans <input type="checkbox"/> Multiple attempts <input type="checkbox"/> Multiple consequences	<input type="checkbox"/> Embedded Stories
<b>&gt;12 yrs</b>	<input type="checkbox"/> Two separate but parallel episodes that influence each other	

Source: Glenn and Stein (1980); Hedberg and Westby (1993); Liles (1987); Stein (1988); Peterson and McCabe (1983) as seen in Hughes and et al. (1997).

*\*optional*

### INTELLIGIBILITY


Intelligibility Rating = \_\_\_\_%  
 Errors noted:



ASSESSMENT OF FICTIONAL NARRATIVES  
**Microstructure (Grammaticality and Cohesive Devices):**

**SEMANTICS** (word knowledge):

- Nouns:** variety, age-appropriate, specific
- Pronouns:** gender, correct part of speech
- Verbs:** variety, age-appropriate, specific, appropriate tense selection
- Adjectives and Adverbs:** variety, age-appropriate, specific

Comments: \_\_\_\_\_  
\_\_\_\_\_.

**MORPHOLOGY** (word structure):

- Plurals:** regular and irregular
- Articles:** agree in number and gender
- Verbs:** subject/verb agreement; Appropriate tense conjugations
  - o Regular
  - o Irregular

Comments: \_\_\_\_\_  
\_\_\_\_\_.

**SYNTAX** (sentence structure):

- Utterance Length
- Sentence Complexity
  - simple sentences
  - compound sentences (i.e., DEPENDENT CLAUSE+ DEPENDENT CLAUSE connected with *and, or, but*)
  - complex sentences (i.e., DEPENDENT CLAUSE+ INDEPENDENT CLAUSE connected with *but, so, when, etc.*)
  - Conjunctions used: \_\_\_\_\_
- Grammaticality of sentences
  - Are sentences complete and grammatical/do they contain all obligatory words

Comments/Observations: \_\_\_\_\_  
\_\_\_\_\_.

**Social/Pragmatics:**

- Does child make story appropriate for audience?
- Does child provide appropriate amount of information for listener?
- Do they stay on task/topic?
- Comments/Observations: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

# English

## Developmental Articulation Norms -

AGES

<p><b>4</b></p> <p>m h n w b p</p>	<p><b>5</b></p> <p>k g d f y t</p>	<p><b>7</b></p> <p>v -ing</p>	<p><b>7.5</b></p> <p>r l s ch sh /r/ blends /s/ blends /l/ blends</p>	<p><b>8.5</b></p> <p>z th (<b>the</b>) th(<b>with</b>)</p>
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Based on: Massachusetts Speech and Hearing Association Entrance and Exit Criteria Guidelines  
90% mastery

# Spanish

## Developmental Articulation Norms -

AGES

<p><b>3</b></p> <p>m</p> <p>b</p> <p>p</p>	<p><b>4</b></p> <p>k</p> <p>l</p> <p>w</p> <p>y</p> <p>f</p> <p>t</p> <p>n</p>	<p><b>5</b></p> <p>d</p> <p>g</p> <p>ñ</p> <p>r</p> <p>ch</p>	<p><b>6</b></p> <p>x</p> <p>s</p>	<p><b>7</b></p> <p>rr</p>
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Based on: Jimenez 1987, Acevedo 1993  
90% mastery