

Speech Referral Form

Name _____ Date _____

DOB _____ Grade/Teacher _____

After observing _____ in my classroom, he/she appears to be demonstrating difficulties in the following areas:

_____ Articulation /Phonology (how a student produces a speech sound)

_____ Fluency (stuttering)

This difficulty is impacting their educational performance in the following ways:

Is the student in RTI? If yes, which tier/area?

Has student been reported to I&RS? If yes, please explain.

What strategies have you tried in class when speech errors are heard?

Describe overall classroom strengths/weaknesses.

General Communication

	Yes	No
Does the student avoid talking in class?		
Does the student seem frustrated?		
Does the student use more gestures than words?		
Do other students notice his/her speech differences?		
Does the student have a hard time focusing on classroom lessons?		

Articulation

	Yes	No
Does the student have many pronunciation errors? If yes, please list those sounds you notice.		
Is the student's intelligibility reduced enough that it is hard for you to understand him/her?		
Does the student self-correct sound errors?		
Is the student's sound:letter recognition at grade level?		
Do most of the student's mispronunciations during oral reading relate to his/her articulation errors?		
Does the student make errors in writing/spelling related to sound errors?		

Fluency

	Yes	No
Does the student exhibit stuttering behaviors? (word/sound repetitions, blocks, hesitations etc.)		
Do the stutters make it hard for you to understand him/her?		
Does the student typically speak less than other students in your room?		

Protocol for Referring Students

According to the New Jersey Administrative Code, a student who evidences articulation errors or a phonological disorder is “eligible for speech-language services” if the speech disorder is:

“Unrelated to dialect, cultural differences or the influence of a foreign language, which adversely affects educational performance (N.J.A.C 6A:14-3.6(a)1)”

“On a standardized articulation or phonology assessment, the student exhibits one or more sound production errors patterns beyond the age at which 90 percent of the population has achieved mastery according to current developmental norms and misarticulated sounds consistently in a speech sample N.J.A.C.6A:14-3.69b01)”

The Haddon Heights Department of Special Education has provided a Speech Referral Form. The form and teacher checklist must be filled out completely and signed as indicated. Once the SLP has reviewed the document, she will contact the parent within 20 days to schedule an initial meeting to determine a need for an evaluation. Legally, the SLP can only observe the student at this point. A determination for an evaluation will be made based upon the information presented at that meeting.

Developmental articulation/phonology errors, which do not impact education, may not be eligible. Voice and fluency difficulties should be referred at any time.

Please reach out to the SLP regarding your referral prior to submitting the form.

Smit et al. (1990) Articulation Developmental Norms

Age	Male	Female
3	m,n,h,f,w,b,k,d,t,p	m,n,h,f,w,b,k,d,g,p
4	g	y,t,th voiced
5	v,j	v,l
6	l	ch,j,sh,th voiceless
7	ng,s,ch,z,j,sh,th-voiced	ng,s,z
8	r,th-voiceless	r

Smit et.al. (1990) The Iowa Articulation Norms Project and Its Nebraska Replication
Journal of Speech and Hearing Disorders, 55, 779-798

