

GUIDELINES FOR REFERRAL TO SPEECH AND LANGUAGE THERAPY for Health Professionals

These Guidelines for referral to Speech and Language Therapy (SLT) are to be used in conjunction with other assessment tools that are currently in use (e.g. Schedule of Growing Skills II, Griffiths Scales, Foundation Stage Curriculum).

- These guidelines could be used during a formal developmental check, or they may provide a focus for a follow up visit to a child that Health Professionals have concerns about.
- They will provide very useful information to the Speech and Language Therapy Department and enable more effective input, should that child then be referred to speech and language therapy.

Instructions for completion:

1. Select the form that is relevant for the age of the child you are seeing. i.e. 9m, 18m, 2y, 2y6m, 3y, 4y, 5y.
2. Use the questions under 'observations' to focus conversation with the parents. Record these observations in the appropriate boxes.
3. Use the suggestions next to 'action' to determine whether you refer a child to the SLT service or not.
4. Please feel free to distribute leaflets as indicated, so that parents are able to work on identified areas before they are seen for an Initial Assessment.
5. Photocopiable advice sheets are included in the section Developing Every Child's Speech, Language and Communication. Please check the index for the exact location of these sheets. Sheets available are:
 - Symbolic sounds
 - Developing attention & listening skills
 - Special Time
 - Dummies
 - Expanding a Child's utterances
 - First Words
 - Top Tips for Talking
 - Questions or comments
 - Linking Words
 - Speech Sound Difficulties

When referring:

- **Please continue to refer to the SLT department on the UNIVERSAL REFERRAL FORM.**
- **Attach a PHOTOCOPY of the relevant sheet from these guidelines.**
- **Attach a copy of the relevant SOGS PROFILE.**
- **Priority observations are highlighted and in bold.**

GUIDELINES FOR REFERRAL:

9 MONTHS

Name:

Date of Birth:

Date:

Chronological Age:

By 9 months the child should be demonstrating the following

- Turns towards sounds and locates a range of sounds accurately
- Stops and looks when hears own name
- By 6m responds to different tones of voice

- Stops and looks when hears own name
- By 6m engages in sound play with familiar adult
- Babbles in strings of connected but different sounds, e.g. 'ba-da-ga'

Observations	YES Please give examples	NO	SOMETIMES Please give examples
1. Does the child babble, i.e. says "dadada" or "agaga"?			
2. Does child call out to attract attention?			
3. Does child imitate any sounds?			
4. Does child use eye gaze to direct your attention to something?			
5. Does child eat and drink without difficulty?			
ACTION	REFERRAL NOT NEEDED	1. REFER HEARING TEST 2. EXPLAIN AND DISTRIBUTE LEAFLETS as appropriate. 3. REVIEW in 6 months 4. TELEPHONE SLT department about advice on eating and drinking or to request a feeding referral form.	1. EXPLAIN AND DISTRIBUTE LEAFLETS as appropriate. 2. REVIEW as appropriate

GUIDELINES FOR REFERRAL:

18 MONTHS

Name:	Date of Birth:
Date:	Chronological Age:

<p>By 18 months, the child should be demonstrating the following:</p> <ul style="list-style-type: none"> • Understands key words in phrase e.g. "Where's your <u>nose</u>?" and naming words e.g. 'ball' • Recognises photos of familiar people and objects • Uses around 10-20 single words although these may not be clear 	<ul style="list-style-type: none"> • Likes being with familiar adults and watches and copies their body language including gesture and pointing • Points with eye gaze to share an interest and make a request • Attends to own choice of activity for approximately 2 minutes, tolerates limited intervention
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Observations	YES (Please give examples)	NO	SOMETIMES
1. Does the child show or give you the correct item when asked e.g. "Where is the ball?" or "give me nappy" (without the adult looking at or pointing to the item)?			
2. Does the child use approximately 10-20 words?			
3. Does he/she ask for something by pointing and making sounds?			
4. Does he/she play in a pretend way, e.g. feed a teddy, give Mum a drink?			
5. Does child eat and drink without difficulty?			
ACTION	REFERRAL NOT NEEDED	1. REFER TO SLT if 2 or more entries under 'no' 2. EXPLAIN AND DISTRIBUTE LEAFLETS as appropriate.	1. EXPLAIN AND DISTRIBUTE LEAFLETS as appropriate. 2. REVIEW as appropriate

GUIDELINES FOR REFERRAL:

24 MONTHS (2 YEARS)

Name:	Date of Birth:
Date:	Chronological Age:

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| <p>By 24 months, the child should be demonstrating the following:</p> <ul style="list-style-type: none"> • Understands action words e.g. "sleep", "jump" • Understands instructions with 2 key words (or signs) e.g. "make <u>teddy jump</u>", "give <u>ball to daddy</u>". • Begins to put 2 words(or signs) together e.g. "<u>Mummy car</u>", "<u>boy lolly</u>" | <ul style="list-style-type: none"> • Uses different types of everyday words, nouns, adjectives, verbs • Asks basic questions e.g. "where drink?" • Uses up to 50 words • Begins to use words for a range of purposes • Able to use the following sounds in words: 'p', 'b', 'm', 'n', 'w', 'h' |
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Observations	YES (Please give examples)	NO	SOMETIMES
1. Does the child put two words together to make a simple sentence, e.g. "me swimming"			
2. Will child point to parts of their body?			
3. Can child correctly follow the adult's instructions e.g. "Give the <u>spoon to Jack</u> " (making sure there is a choice of item and person)			
4. Does child play in a pretend way e.g. filling a truck with cars/bricks and pushing it along			
5. Does child understand basic adjectives e.g. big/small, dirty/clean			
ACTION	REFERRAL NOT NEEDED	1. REFER TO SLT if 2 or more entries under 'no' (at least 1 is priority obs) 2. EXPLAIN AND DISTRIBUTE LEAFLETS as appropriate.	1. EXPLAIN AND DISTRIBUTE LEAFLETS as appropriate. 2. REVIEW as appropriate

GUIDELINES FOR REFERRAL:

30 MONTHS (2YR 6 M)

<p>By 30 months, the child should be demonstrating the following:</p> <ul style="list-style-type: none"> • Attends to adult's choice of activity for 2-3 minutes • Identifies objects by use e.g. "Which one do we eat?" • Understands simple concepts such as in/on/out of, big/little • Understands simple "what X doing?" questions 	<ul style="list-style-type: none"> • Uses a lot of 2 word sentences and some 3 key word sentences • Uses the following sounds in words confidently: 'p', 'b', 'm', 'n', 'w', 'h' • Can use the following sounds in words: 't', 'd', 'k', 'g', 'ng', 'v', 'f' but may sometimes substitute easier sounds • Using more question words e.g. "what?", "where?" • Some make-believe play e.g. tea party, garage
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Observations	YES (Please give examples)	NO	SOMETIMES
1. Does the child put 2-3 words together to make a simple sentence, such as "Daddy gone?"			
2. Does child attend to a task on hand for 2-3 minutes?			
3. Does child answer simple 'what doing' questions with a verb as an answer?			
4. Does child ask simple questions e.g. "who that?"			
5. Does child follow 2 key word instructions? e.g. "Put pen in cup"			
6. Does child use spoken language for a range of purposes e.g. to ask for something, to comment on what he sees, to greet, to reject/refuse			
7. Does child interact with his peers?			
ACTION	REFERRAL NOT NEEDED	1. REFER TO SLT if 2 or more entries under 'no' 2. EXPLAIN AND DISTRIBUTE LEAFLETS as appropriate.	1. EXPLAIN AND DISTRIBUTE LEAFLETS as appropriate. 2. REVIEW as appropriate

GUIDELINES FOR REFERRAL:

36 MONTHS (3 YEARS)

By 36 months, the child should be demonstrating the following:

- By 3y beginning to understand instructions with 3 key words e.g. "Give the big ball to teddy"
- Understanding increasing number of "describing" words e.g. "cold", "dirty"
- Beginning to understand negatives e.g. "can't"

- Understands "why" questions
- Can shift attention to a different task and then back again to previous
- Uses 3 word sentences to communicate a range of functions e.g. to comment/describe, to make requests, to reject, to refuse, to ask for help.
- Uses the following sounds in words: 't', 'd', 'k', 'g', 'ng', 'v', 'f'

Observations	YES (Please give examples)	NO	SOMETIMES
1. Does child understand 3 key word instructions? e.g. "Pencil under cup"			
2. Does child use 3 key word sentences to communicate for a range of purposes & reasons?			
3. Does child interact with his peers?			
4. Is the child understood by most familiar people when talking?			
5. Is child's talking fluent and without hesitations or breaks?		Refer to SLT if this is an area of concern	
6. Does child accept adult's direction?			
7. Does child use large number of nouns, verbs and adjectives?			
ACTION	REFERRAL NOT NEEDED	1. REFER TO SLT if 2 or more entries under 'no' (at least 1 is priority obs) 2. EXPLAIN AND DISTRIBUTE LEAFLETS as appropriate.	1. EXPLAIN AND DISTRIBUTE LEAFLETS as appropriate. 2. REVIEW as appropriate 3. REFER if dysfluent for more than 3 months

GUIDELINES FOR REFERRAL:

48 MONTHS (4 YEARS)

By 48 months, the child should be demonstrating the following:

- Listens to others in 1:1 or small groups when conversation interests them.
- Uses sentences with 4-6 words
- Beginning to use linking words such as "and", "because"
- Starts to use language to express basic feelings.

- Uses talking to connect ideas, explain what is happening, anticipate what might happen next and recall past experiences.
- Mostly understood by others; uses 'v', 's', 'z', 'l', 'sh', 'ch', 'zh' in speech
- Takes on role of another person during play e.g. fireman and plays cooperatively with a peer

Observations	YES (Please give examples)	NO	SOMETIMES
1. Does child use short sentences with words in the correct order?			
2. Can child attend to a task for approximately 5 minutes?			
3. Does child understand new vocabulary quickly?			
4. Can child re-tell a short incident / event using 2-3 sentences?			
5. Is the child understood by unfamiliar people when talking?			
6. Does child interact with his peers and accept adult's direction?			
7. Is child's talking fluent and without hesitations or breaks?		Refer to SLT if this is an area of concern	
ACTION	REFERRAL NOT NEEDED	1. REFER TO SLT if 2 or more entries under 'no' 2. EXPLAIN AND DISTRIBUTE LEAFLETS as appropriate.	1. EXPLAIN AND DISTRIBUTE LEAFLETS as appropriate. 2. REVIEW as appropriate 3. REFER if dysfluent for more than 3 months.

GUIDELINES FOR REFERRAL:

60 MONTHS (5 YEARS)

By 60 months, the child should be demonstrating the following:

- Attention is more flexible and able to listen and do at the same time; two channelled
- Understands "how?" by giving explanations
- Aware of abstract ideas including time in relation to past, present & future

- Uses language to imagine and recreate roles and experiences in play
- Will ask the meaning of words; can narrate an event with a beginning, middle and end.
- Develops peer friendships; starts to understand how others feel
- Uses 'r', 'th' and consonant blends (e.g. 'sp', 'gl' etc) in talking.

Observations	YES (Please give examples)	NO	SOMETIMES
1. Can child re-tell an event with a beginning, middle and end?			
2. Does child understand and use vocabulary similar to his peers?			
3. Does child mark tenses correctly (past & future) and use basic conjunctions (e.g. 'but')?			
4. Does child misunderstand instructions given to him?			
5. Is the child fully understood by familiar and unfamiliar adults and peers?			
6. Does child interact with his peers and accept adult's direction?			
7. Is child's talking fluent and without hesitations or breaks?		Refer to SLT if this is an area of concern.	
ACTION	REFERRAL NOT NEEDED	1. REFER TO SLT 2. EXPLAIN AND DISTRIBUTE LEAFLETS as appropriate.	1. EXPLAIN AND DISTRIBUTE LEAFLETS as appropriate. 2. REVIEW as appropriate 3. REFER if dysfluent for more than 3 months