

Speech-Language Therapy Referral Form

Student Name: _____ Age: _____

School/Teacher: _____ Grade: _____

Referred By: _____ Date: _____

Reasons for referral – Check all that apply

- Speech is difficult to understand due to speech sound errors.
- Difficulties understanding and/or following oral directions.
- Has difficulties understanding/answering questions (e.g., who, what, when, where, why, etc)
- Has trouble remembering information (e.g., retelling stories, instructions, information from home)
- Poor grammar/sentence structure (e.g., Him runned down the street. Me won. He running. What that is?)
- Speaks in short simple sentences
- Understands and/or uses a limited vocabulary. (Uses nonspecific language – thing, this that – when speaking)
- Difficulties understanding concepts of time, space, quantity, quality, or directionality.
- Demonstrates inappropriate/inaccurate sequencing skills.
- Demonstrates difficulty describing objects/events across several dimensions including category, function, composition, similarities; differences, and other attributes
- Voice quality sounds harsh, breathy, and/or hoarse.

- Voice quality typically sounds hypernasal (e.g., sounds like the student is talking through his/her nose) or hyponasal (e.g., sounds like the student has a cold).
- Voice volume is often too loud or too soft for the situation and/or pitch is too high or too low for age and sex.
- Demonstrates repetitions and/or prolongations in conversational speech (e.g., “I want I want that book.” “I nnnnnneed help.”)
- Flow of speech is interrupted by a complete blocking of sound.
- Demonstrates secondary mannerisms during dysfluent periods (e.g., facial tension, hand clenching)
- Demonstrates an abnormally fast speaking rate.
- Demonstrates difficulty understanding what he/she reads even though he/she has adequate word-attack skills
- The student is not reading at an age-appropriate/grade appropriate level.
- Has difficulty explaining what he/she has read (answering questions, predicting, inferencing)
- Has difficulties retelling a story.
- Has difficulty identifying the main idea of what is read.
- Has trouble remembering details from what is read.
- Demonstrates difficulty identifying and/or generating rhyming words.
- Demonstrates difficulty with sound/symbol association.
- Demonstrates poor spelling (encoding) skills.
- Demonstrates poor reading (decoding) skills.
- Has trouble writing what he or she is thinking.
- Uses poor grammar when writing or has trouble putting words in the right order.

- Has difficulty writing complete sentences and/or writes in short, choppy sentences.
- Demonstrates difficulty solving math word problems even though his/her math facts and computation skills are adequate.
- Appears inattentive
- Is reluctant to talk.
- Does not use greetings/closing or other social rituals
- Does not use language to manipulate the environment effectively