



Checklist for Referral of Speech Pathology Services for the School aged child

LANGUAGE

- Child fails to comprehend many instructions or explanations.
- Child demonstrates difficulty understanding several spatial (next to, beside, on) and quantity concepts (more, most).
- Child consistently omits syntactic structures such as:
 - present progressive -ing (e.g. running)
 - plural 's' (e.g. dogs)
 - copula verbs 'is, are, am' (e.g. She is nice.)
 - auxiliary verbs 'is, are, am' (e.g. He is playing)
 - regular past tense 'ed' (e.g. jumped)
 - possessive 's' (e.g. Mum's car)
 - prepositions (e.g. on, in, at, between)
- Child confuses pronouns e.g. me/I, him/his, he/she, their, them.
- Child exhibits difficulty answering and formulating questions e.g. wh questions (what, where, when, who, & why questions) e.g. Can I have this? What can I have?
- Use of unattached 'no' or 'not' instead of contractions can't, won't and didn't.
- Inability to combine sentences with simple conjunctions e.g. and, but, so, because
- Child fails to categorise objects into groups, name the group or verbally list objects in a targeted category.
- Child has difficulties recalling & using vocabulary needed throughout the day?
- Child is unable to complete analogies? (doctor is to hospital as _____ is to school)
- Does the child require many repetitions of a direction to complete the task?
- Does the child show an understanding of simple idioms and absurdities?
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PHONOLOGY

- By the age of 4-5 years children should have developed these sounds: h, p, m, b, ng, n, w, t, d, k, g, f, y, l, sh, ch. If these are not being used consistently, a referral is recommended.
- By the age of 6-7 children should have developed these sounds s, j, z, r, v, and by 8 years of age the ,th sound..
- Any child who has sound substitutions or unusual errors.
- Any child who omits sound at the beginning, middle or end of words.
- Any child with lateral sounds e.g. s, sh, ch, j.
- Child is unintelligible.

PHONEMIC AWARENESS

- Child has difficulty with rhyme detection.
- Child is unable to count syllables.

- Child cannot tell you the sound a letter makes at the beginning and end of words, not the letter name.?
- Child has difficulty segmenting words.
- Child has difficulty blending sounds together to form a word.
- Child exhibits difficulty with matching the sound with letters.

SOCIAL COMMUNICATION (circle appropriate comment)___

Eye Contact	Adequate	Inadequate
Turn Taking	Adequate	Inadequate
Topic Maintenance	Adequate	Inadequate
Adequate Information	Adequate	Inadequate
Use of Specific Vocabulary	Adequate	Inadequate
Use of Gesture	Adequate	Inadequate

FLUENCY

- Dysfluency evident
- No apparent difficulties

Features noted:

- | | |
|---|---|
| <input type="checkbox"/> repetitions (whole word/phrases/sentences) | <input type="checkbox"/> Blocks |
| <input type="checkbox"/> Repetitions (sound/syllable) | <input type="checkbox"/> Word Avoidance |
| <input type="checkbox"/> Sound prolongation's | <input type="checkbox"/> Audible Inhalation |
| <input type="checkbox"/> Facial /body Movements | <input type="checkbox"/> Pausing / hesitation |

VOICE

- Voice difficulties evident in speech
- No apparent difficulties

Features noted:

- | | |
|--|---|
| <input type="checkbox"/> Harsh voice quality | <input type="checkbox"/> Pitch breaks |
| <input type="checkbox"/> Aponia (periods of no voice) | <input type="checkbox"/> Nasality |
| <input type="checkbox"/> Whispery | <input type="checkbox"/> Inappropriate loudness |

If you have ticked any boxes and feel further investigation by a speech pathologist is warranted, please contact Peninsula Speech Pathology Services to discuss the difficulties further