

SPEECH AND LANGUAGE THERAPY TOOLKIT Part 2

Universal, Targeted or Specialist Input Required - for reference only, do not include with referral.

Please also see Part 1 of the SLT referral Tool Kit to establish if the child or young person's skills are within the typical range for their age.

	UNIVERSAL	TARGETED	SPECIALIST
	Referral not necessary (age appropriate skills)	<p>Monitor and access resource pack for appropriate activities and strategies</p> <p>Please provide evidence of the strategies that have been used on the referral form.</p> <p>Strategies should have been implemented for 1 term at least.</p>	Refer to Speech and Language Therapy Service
Understanding language	<ul style="list-style-type: none"> Understanding within typical limits Understanding and expression appear to be developing at a similar level Child's language skills are appropriate in their home language, whereas their 2nd language may be delayed 	<ul style="list-style-type: none"> Following typical pattern of development but delayed, for example about 12-24 months delayed for their age (refer to developmental checklist) 	<ul style="list-style-type: none"> Expressive language significantly better than understanding Not able to follow non-verbal cues such as facial expression and gesture e.g. pointing Child will consistently echo back words or phrases Child's understanding of language is not following a typical developmental pattern Monitoring tool indicates more than two year delay with their understanding

Expressive language	<ul style="list-style-type: none"> Expressive language within typical limits Understanding and expression appear to be developing at a similar level Child's language skills are appropriate in their home language, whereas their 2nd language may be delayed Limited vocabulary (not word finding difficulties) 	<ul style="list-style-type: none"> Following typical pattern of development but delayed, for example about 12-18 months delayed for their age (refer to developmental checklist) Child is able to provide information about a word but can't always give the correct name e.g. for apple the child says "something you can eat" 	<ul style="list-style-type: none"> The child has long standing word finding difficulties that have not resolved after receiving targeted input Child frequently uses words in the wrong order e.g. "bed teddy go" Understanding significantly better than expressive language Child uses words that sound like speech even though they are not true words i.e. jargon Any of the above in child's home language First words may be unusual e.g. hedgehog Memorises and overuses certain phrases Recites language but does not use communicatively Monitoring tool indicates more than two year delay with their expressive language skills
Speech	<ul style="list-style-type: none"> Speech sounds following typical pattern of development (refer to developmental checklist) Able to articulate majority of sounds expected for their age No vowel errors Lisp i.e. s/z sounds produced with the tongue tip between the teeth 	<ul style="list-style-type: none"> Delay within 12-18 months of their age (refer to developmental checklist) Child has speech sound errors but has not had a hearing assessment Speech unclear but child using a dummy or bottle 	<ul style="list-style-type: none"> Child's speech sounds indicate more than a two year delay Disordered or unusual speech patterns
Fluency			<ul style="list-style-type: none"> Child or young person stammers (stammering and stuttering are the same thing)
Attention/ listening	<ul style="list-style-type: none"> Attention and listening skills are within typical limits Child will attend with few prompts 	Delay within 12 or more months	<ul style="list-style-type: none"> Referral not appropriate if attention and listening skills are the only difficulty for the child. Attention difficulties may be part of a wider communication need