

**SPEECH & LANGUAGE REFERRAL GUIDANCE - 9 MONTHS**

Name.....NHS Number .....  
 DOB.....

<b>If the child shows the following pattern:</b>	
<p>A. Little/no interest in sound                      No babbling or cooing</p> <p><b>REFER FOR A HEARING TEST</b></p>	<p>B. Awareness of sound                      Cooing but not babbling</p> <p><b>REFERRAL NOT NECESSARY</b></p>
<p><u>Questions to Parents</u></p> <p>1. Does your child babble i.e. go 'dadada' or 'agaga'</p> <p>If not, does she coo i.e. make tuneful noises such as 'ah' 'oh oh'?</p>	<p><u>Notes/Examples</u></p>
<p>2. Does she shout to attract attention?</p>	
<p>3. Does she imitate any sounds?</p> <p>If not, does she show any interest in sounds such as your voice, musical toys, the radio?</p>	
<p>4. Is she a quiet baby?</p>	

**If you have any other concerns regarding communication development please contact your local SLT department to discuss**

## SPEECH & LANGUAGE REFERRAL GUIDANCE - 18 MONTHS

Name.....NHS Number.....  
 DOB.....

<b>If the child shows the following pattern:</b>	
<ul style="list-style-type: none"> <li>• Little or no pretend play</li> <li>• Fleeting attention</li> <li>• No babble or words</li> <li>• No apparent comprehension or inability to assess this</li> </ul> <p style="text-align: center;"><b>DISCUSS WITH SLT DEPT</b></p>	<ul style="list-style-type: none"> <li>• Some pretend play</li> <li>• Possibly poor attention</li> <li>• Babble or jargon</li> <li>• Communication through gesture rather than words</li> <li>• Responds to some instructions</li> </ul> <p style="text-align: center;"><b>FOLLOW UP IN 3-6 MONTHS            GIVE ADVICE &amp; SIGNPOST TO OTHER SERVICES &amp; RESOURCES e.g. Children's Centre Activities</b></p>
<u>Questions to Parents/Observations</u>	<u>Notes/Examples</u>
1. Does your child have any words? (other than dada, mama)	
2. Does he 'chatter' to himself in a tuneful way that sounds like conversation?	
3. Does he demand something by pointing and saying 'er er'?	
4. Does he play in a pretend way e.g. pretend to feed a teddy, pretend to give himself a drink?	
5. Does he do things you ask e.g. obey instructions such as 'don't touch', 'where's the ball?', 'give it to mummy', 'bring me a nappy'?	
6. Is he able to concentrate on a toy for longer than a few seconds?	

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## SPEECH & LANGUAGE REFERRAL GUIDANCE - 24 MONTHS

Name.....NHS Number.....  
 DOB.....

<b>If the child shows the following pattern:</b>		
<ul style="list-style-type: none"> <li>Little pretend play</li> <li>Poor attention</li> <li>Few or no words</li> <li>No apparent comprehension or inability to assess this</li> </ul> <p style="text-align: center; font-weight: bold; margin-top: 10px;">REFER TO SLT DEPT</p>	<ul style="list-style-type: none"> <li>Good pretend play</li> <li>Able to concentrate for short spells</li> <li>Possibly jargon but few or no words</li> <li>Responds to instructions</li> </ul> <p style="text-align: center; font-weight: bold; margin-top: 10px;">FOLLOW UP IN 3-6 MTHS AND GIVE ADVICE SIGNPOST TO OTHER SERVICES &amp; RESOURCES</p>	<ul style="list-style-type: none"> <li>Small number of words 10-20</li> <li>No concerns about comprehension</li> <li>Speech only intelligible to close family</li> </ul> <p style="text-align: center; font-weight: bold; margin-top: 10px;">REFERRAL NOT NECESSARY</p>
<u>Questions to Parents</u>	<u>Notes/Examples</u>	
1. How many words do you think your child has? None - A few - Too many to count (reassure words do not have to be clearly pronounced to be counted as words)		
2. Does your child put two words together to make a simple sentence e.g. 'ball gone'?		
3. Will she point to parts of her body?		
4. Does she respond to questions or instructions such as 'See if the postman's been' 'Where's your biscuit gone?' 'Go and get my bag from the hall'		
5. Does she play in a pretend way e.g. filling a truck with cars/bricks and driving it along Pouring a cup of tea and giving it to mummy or dolly		
6. Can she concentrate for a short while on a toy or does she flit from one activity/toy to another?		

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## SPEECH & LANGUAGE REFERRAL GUIDANCE - 30 MONTHS (2½ YRS)

Name.....NHS Number.....  
 DOB.....

<b>If the child shows the following pattern:</b>	
<ul style="list-style-type: none"> <li>• Few or no words though other skills are good e.g. attention and play</li> <li>• OR Comprehension does not seem satisfactory</li> <li>• OR Is unintelligible to mother/close family</li> </ul> <p style="text-align: center;"><b>REFER TO SLT DEPT</b></p>	<ul style="list-style-type: none"> <li>• A single word vocabulary of 30+ words and parents report progress</li> <li>• No concerns about comprehension</li> <li>• Is intelligible to close family but not others</li> </ul> <p style="text-align: center;"><b>REFERRAL NOT NECESSARY</b></p>
<u>Questions to Parents</u>	<u>Notes/Examples</u>
1. How many words do you think your child has? None - A few - Too many to count (reassure words do not have to be clearly pronounced to be counted as words)	
2. Does your child put two words together to make a simple sentence e.g. 'ball gone'?	
3. Will she point to parts of her body?	
4. Does she respond to questions or instructions such as 'See if the postman's been' 'Where's your biscuit gone?' 'Go and get my bag from the hall'	
5. Does she play in a pretend way e.g. filling a truck with cars/bricks and driving it along Pouring a cup of tea and giving it to mummy or dolly	
6. Can she concentrate for a short while on a toy or does she flit from one activity/toy to another?	

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## SPEECH & LANGUAGE REFERRAL GUIDANCE - 36 MONTHS (3 YRS)

Name..... NHS Number.....  
 DOB.....

<b>If the child shows the following pattern:</b>	
<ul style="list-style-type: none"> <li>• Uses only single words and /or learnt phrases and/or inappropriate short sentences</li> <li>• Is unintelligible most of the time to the <u>family</u></li> <li>• Hardly ever responds to adult suggestion during play and cannot attend for longer than a few minutes</li> <li>• OR Has a habitually hoarse voice</li> <li>• OR He is stammering</li> </ul> <p style="text-align: center;"><b>REFER TO SLT DEPT</b></p>	<ul style="list-style-type: none"> <li>• Uses appropriate sentences of three or more words</li> <li>• Welcomes and responds to adult suggestion much of the time</li> <li>• Is intelligible most of the time to the family</li> <li>• Is unintelligible to people other than close family</li> </ul> <p style="text-align: center;"><b>REFERRAL NOT NECESSARY</b></p>
<u>Questions to Parents</u>	<u>Notes/Examples</u>
1. Does your child talk in sentences? How many words does he put together?	
2. Can he follow increasingly complicated instructions e.g. 'Find the one that Granny gave you' or those involving words such as 'big', 'under', 'who'	
3. Can he give his attention to something you want him to do for longer than a few minutes? (other than TV). Does he let you play with him?	
4. Can the family understand most of what he says?	
<b>Observations</b>	
5. Is the child noticeably hoarse (not associated with a cold). Is it usually like this?	
6. Is the child stammering? Is the parent concerned or anxious about this?	

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## SPEECH & LANGUAGE REFERRAL GUIDANCE – 42 - 48 MONTHS (3½ - 4 YRS)

Name.....NHS Number.....  
DOB.....

<b>If the child shows any of the following features:</b>	
<ul style="list-style-type: none"> <li>• No evidence of 5-6 word utterances</li> <li>• Hardly ever responds to adult suggestion in play</li> <li>• Concerns noted about child's understanding</li> <li>• Utterances are echoed or repetitive</li> <li>• Is mainly unintelligible to you</li> <li>• No fricative sounds are used (<b>f,v,s,z,sh</b>)</li> <li>• Final consonants in words are omitted</li> <li>• The sounds '<b>c/k</b>' or '<b>g</b>' are used for '<b>t</b>' and '<b>d</b>' (e.g. 'two' said as 'coo')</li> <li>• Has a habitually hoarse voice</li> <li>• He is stammering</li> </ul> <p style="text-align: center;"><b>REFER TO SLT DEPT</b></p>	<ul style="list-style-type: none"> <li>• Utterances are at least 5-6 words long and used appropriately</li> <li>• The sounds '<b>t</b>' and '<b>d</b>' are used for '<b>c/k</b>' and '<b>g</b>' (e.g. 'tar' for 'car')</li> <li>• Some fricative sounds are used but not always in the correct position</li> <li>• Is mainly intelligible to you</li> </ul> <p style="text-align: center;"><b>REFERRAL NOT NECESSARY</b></p>
<u>Questions to Parents</u>	<u>Notes/Examples</u>
1. How many words can your child put together in a sentence?	
2. Does she get simple ideas across without getting muddled e.g. "Johnny falled over, he crying"	
3. Does she follow suggestions you make in play? Does she ever give you wrong or odd responses to things you say?	
4. Does she just echo back what you say to her?	
<u>Observations</u>	
5. Is the child noticeably hoarse (not associated with a cold). Is it usually like this?	
6. Is the child stammering? Is the parent concerned or anxious about this?	

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# SPEECH & LANGUAGE REFERRAL GUIDANCE – 54 - 60 MONTHS

**(4½ - 5YRS)**

Name.....NHS number.....

DOB.....

<b>If the child shows any of the following features:</b>	
<ul style="list-style-type: none"> <li>Is unable to describe a sequence of events using words such as 'and' e.g. 'I went home and had tea'</li> <li>Is unable to maintain a meaningful conversation</li> <li>Unusual word order</li> <li>Often does not respond appropriately to questions and instructions</li> <li>Difficulty naming familiar items</li> <li>Is unintelligible to you much of the time</li> <li>The sounds 't','d','c/k','g','f','s' are not yet used correctly</li> <li>Has a habitually hoarse voice</li> <li>Stammering</li> </ul> <p style="text-align: center;"><b>REFER TO SLT DEPT</b></p>	<ul style="list-style-type: none"> <li>Utterances are long and appropriate but some grammatical features are still incorrect e.g. past tense (broke, comed)</li> <li>Intelligibility decreases when utterances are longer or more complex or when the child is excited or upset</li> <li>Double consonants e.g. 'tr', 'fl', 'sp', 'sm' are not used</li> <li>Sounds such as 'sh', 'ch', 'j', 'r', 'th', 'y' are not accurate</li> </ul> <p style="text-align: center;"><b>REFERRAL NOT NECESSARY</b></p>
<u>Questions to Parents</u>	<u>Notes/Examples</u>
1. Does your child seem confused when given instructions?	
2. Does he rely on watching and following what other children can do?	
3. Is he able to report events so that you get a good, if not completely full understanding of what is being related?	
4. Do most of his sentences sound grammatically acceptable most of the time?	
5. Is what he says relevant to the situation?	
<b>Observations</b>	
6. Is the child noticeably hoarse (not associated with a cold). Is it usually like this?	
7. Is the child stammering? Is the parent concerned about this?	

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# SPEECH & LANGUAGE REFERRAL GUIDANCE – 72 – 84 MONTHS

**(6 – 7YRS)**

Name.....NHS Number.....  
 DOB.....

<b>If the child shows any of the following features:</b>	
<ul style="list-style-type: none"> <li>Is unable to use long, complex, relevant utterances involving the use of words such as 'but' and 'because' e.g. 'I wanted to buy some sweets but the shop was closed'</li> <li>Has difficulty following an instruction in class involving a sequence of items e.g. 'finish your piece of writing, then put your book on my table and start your maths worksheet'</li> <li>Is unable to maintain a meaningful conversation, taking her share of the topic and offering spontaneous comments</li> <li>A large number of double consonant clusters e.g. cr, tr, fl, sk, nt are not used correctly</li> <li>Has a habitually hoarse voice</li> <li>Stammering</li> </ul> <p style="text-align: center;"><b>REFER TO SLT DEPT</b></p>	<ul style="list-style-type: none"> <li>Evidence of a lisp i.e. uses 'th' for 's'</li> <li>Individual way of articulating some sounds e.g. 'r'</li> <li>A few double consonants are still not used correctly</li> </ul> <p style="text-align: center;"><b>NB – think about child's awareness and how concerned they are</b></p> <p style="text-align: center;"><b>REFERRAL NOT NECESSARY UNLESS ANXIETY OR CONCERN FROM CHILD</b></p>
<u>Questions to Parents</u>	<u>Notes/Examples</u>
1. Does your child seem confused when given instructions?	
2. Does he rely on watching and following what other children can do, or does he continually ask you what he should be doing?	
3. Is he able to report events so that you get a good, if not completely full understanding of what is being related?	
4. Does he frequently launch into a topic without telling you the subject, leaving you to guess or enquire further?	
<u>Observations</u>	
5. Is the child noticeably hoarse (not associated with a cold). Is it usually like this?	
6. Is the child stammering? Is the parent concerned about this?	

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