

GUIDELINES FOR REQUEST FOR ASSISTANCE FROM SPEECH AND LANGUAGE THERAPY

Remember to always consider individual circumstances when referring to the guidelines below. In particular, consider the impact of a child's communication pattern on their well-being and function. Do you feel there are communication needs identified that are stopping them doing anything, or that are affecting their relationships? This may influence whether a Request for Assistance is made for one individual but not another, of the same age.

AT ANY AGE

- Parental concern about child's speech and language
- Child is heard to have dysfluent speech (stammering) or if parent reports hearing this
- Child has difficulty with eating or drinking in terms of chewing and swallowing
- Child has a hoarse voice or abnormal voice quality
- Child whose play or social interaction seems inappropriate

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AGE 18 MONTHS

<ul style="list-style-type: none">○ First words emerging – possibly up to 19 and point to objects to be named○ Understanding more words and phrases than they can say e.g. Where's your coat?○ Copying words and short familiar phrases○ Parents may still understand child's attempts at language better than unfamiliar listeners○ Interested in other people and attempting to communicate with them <p>REQUEST FOR ASSISTANCE NOT NECESSARY</p>	<ul style="list-style-type: none">○ Possibly using jargon with a couple of words○ Understanding language in specific contexts e.g. "Here's your cup"○ Looks with interest when hears language but no attempts to copy words○ Able to concentrate for short periods on toys or interaction with adults <p>REQUEST FOR ASSISTANCE NOT NECESSARY BUT DEVELOPMENT SHOULD BE CHECKED AGAIN</p>	<ul style="list-style-type: none">○ Poor attention e.g. unable to sit with adult for short period○ Does not make eye contact or show interest in adults or other children○ Not using any words○ Doesn't look to people or objects when named○ Doesn't turn to look where sounds are coming from (? Hearing) <p>REQUEST ASSISTANCE FROM SPEECH AND LANGUAGE THERAPY</p>
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AGE 2 YEARS

<ul style="list-style-type: none">○ Small number of words i.e. 10-50○ Speech intelligible to close family○ Understands words and simple phrase without clues <p>REQUEST FOR ASSISTANCE NOT NECESSARY</p>	<ul style="list-style-type: none">○ Good pretend play. Able to concentrate for short spells○ Possibly jargon/babble and few words (less than 10)○ Responds to instructions <p>MONITOR</p>	<ul style="list-style-type: none">○ Little pretend play○ Poor attention○ Very few or no words○ No apparent comprehension or inability to assess this <p>REQUEST ASSISTANCE FROM SPEECH AND LANGUAGE THERAPY</p>
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SPEECH SOUNDS TO EXPECT: p, b, t, d, n, m

GUIDELINES FOR REQUEST FOR ASSISTANCE FROM SPEECH AND LANGUAGE THERAPY

AGE 2 ½ YEARS

<ul style="list-style-type: none">○ Comprehension appropriate for age (i.e. understands many single words and some simple instructions)○ Large single word vocabulary (50 plus words and beginning to link words together)○ Intelligible to close family in a known context <p>REQUEST FOR ASSISTANCE NOT NECESSARY</p>	<ul style="list-style-type: none">○ 10-30 plus single words and parents report making progress (no concerns re: comprehension of language)○ Intelligible speech to close family but not to others <p>MONITOR</p>	<ul style="list-style-type: none">○ Poor comprehension of language○ Few or no words although other skills are good (e.g. attention/play)○ Unintelligible to mother/close family even in a known context <p>REQUEST ASSISTANCE FROM SPEECH AND LANGUAGE THERAPY</p>
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SPEECH SOUNDS TO EXPECT: W Ends of words may be omitted

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AGE 3 YEARS

<ul style="list-style-type: none">○ Uses appropriate sentences of 3 or more words○ Welcomes and responds to adult suggestions most of the time○ Odd words can still be hard to understand <p>REQUEST FOR ASSISTANCE NOT NECESSARY</p>	<ul style="list-style-type: none">○ Uses sentences containing only 2 words (play/attention/comprehension good)○ Frequently unintelligible other than close family <p>MONITOR</p>	<ul style="list-style-type: none">○ Poor comprehension of language○ Only saying single words (or learnt phrases) although other skills are good (e.g. good comprehension/ play/ attention)○ Unintelligible most of the time to close family, even in context○ Limited pretend play○ Cannot attend for longer than a few minutes <p>REQUEST ASSISTANCE FROM SPEECH AND LANGUAGE THERAPY</p>
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SPEECH SOUNDS TO EXPECT: s, z, f

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AGE 3 ½ - 4 YEARS

<ul style="list-style-type: none"> ○ Utterances are at least 5-6 words long and used appropriately ○ Is mainly intelligible to you ○ Fricative sounds are used (e.g. f, v, s, sh) but not always in every position ○ Difficulty with consonant blends (e.g. boo for blue, gay for grey, ky for sky) ○ The sounds t and d are used for k and g (e.g. tar for car) <p>REQUEST FOR ASSISTANCE NOT NECESSARY</p>	<ul style="list-style-type: none"> ○ Frequently unintelligible, even in context. Shows immature speech sound patterns <p>MONITOR</p>	<p>Evidence of echolalia. Difficulties with comprehension of language</p> <p>No evidence of 5-6 word utterances (although play and comprehension are good)</p> <p>Unintelligible to family most of the time. Shows a disordered speech pattern (e.g. omits all initial consonants, vowel abnormalities, use of one consonant sound only)</p> <p>REQUEST ASSISTANCE FROM SPEECH AND LANGUAGE THERAPY</p>
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SPEECH SOUNDS TO EXPECT: Most sounds now heard. May have difficulty with k, g, ch, j, sh, th, r, y

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AGE 4 ½ - 5 YEARS

<ul style="list-style-type: none">○ Utterances are long and appropriate but some grammatical features are still incorrect (e.g. past tense “comed” , “brokek”)○ Double consonants (e.g. sp, fl, tr) are not always accurate○ Lisp (th for s). Difficulty with R <p>REQUEST FOR ASSISTANCE NOT NECESSARY</p>	<ul style="list-style-type: none">○ Usually intelligible to the family but immature speech <p>MONITOR</p>	<ul style="list-style-type: none">○ Severely unintelligible even in context. Any deletions (e.g. boa or oat for boat)○ Significant comprehension and /or expressive language difficulties○ Difficulties understanding instructions containing several key words or understanding question words (e.g. who, where, when)○ Unable to relate to short sequence of events <p>REQUEST ASSISTANCE FROM SPEECH AND LANGUAGE THERAPY</p>
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SPEECH SOUNDS TO EXPECT: Most sounds correct, ongoing difficulties with r, th

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AGE 6 – 7 YEARS

- Evidence of a lisp (e.g. uses th for s)
- Individual way of articulating some sounds (e.g. r)
- A few double consonants are still not used correctly
- Some grammatical features are still incorrect (e.g. felled, buyed)

REQUEST FOR ASSISTANCE NOT NECESSARY

- Significant comprehension and /or expressive language difficulties
- Child's speech is unintelligible and/ or children monitored by school nurse at 4 ½ -5 years who have not improved

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