

NHS Lothian SLT department offers support and information to families through our **Helplines** and **webinars**.

Find out more on our website here:

<https://www.lets-talk.scot.nhs.uk/parents-families/information-from-your-local-slt-team/>

GUIDELINES FOR REQUEST FOR ASSISTANCE FROM SPEECH AND LANGUAGE THERAPY

Remember to always consider individual circumstances when referring to the guidelines attached. 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.

Concerns to look out for at ANY AGE

- Differences in play/social interaction
- A hoarse voice or abnormal voice quality
- Challenges with eating/drinking in terms of chewing and swallowing

For pre school children who stumble on their words or stammer, parents and carers can phone the Helpline and/or they can be signposted to attend 'My Child has a Stammer' webinar for support and advice regarding stammering.

GUIDELINES FOR REQUEST FOR ASSISTANCE FROM SPEECH AND LANGUAGE THERAPY

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 style="text-align: center;">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 style="text-align: center;">MONITOR/Signpost to Let's Talk for Little Ones webinar and/or Helpline</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 / no babbling○ Doesn't look to people or objects when named○ Doesn't turn to look where sounds are coming from (? Hearing) <p style="text-align: center;">REQUEST ASSISTANCE FROM SPEECH AND LANGUAGE THERAPY</p>
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GUIDELINES FOR REQUEST FOR ASSISTANCE FROM SPEECH AND LANGUAGE THERAPY

AGE 2 YEARS

<ul style="list-style-type: none">○ Small number of words i.e. 10-50○ Speech usually intelligible to parents in a known context○ 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/Signpost to Let's Talk for Little Ones webinar and/or Helpline</p>	<ul style="list-style-type: none">○ Little pretend play○ Poor attention○ Very few or no words○ No consonants in speech; uses vowel sounds only○ No apparent comprehension or inability to assess this <p>REQUEST ASSISTANCE FROM SPEECH AND LANGUAGE THERAPY</p>
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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)○ Speech 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)○ Has a favourite speech sound which is over-used <p>MONITOR/Signpost to Let's Talk for Little Ones webinar and/or Helpline</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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GUIDELINES FOR REQUEST FOR ASSISTANCE FROM SPEECH AND LANGUAGE THERAPY

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○ Speech can usually be understood by familiar adults <p>REQUEST FOR ASSISTANCE NOT NECESSARY</p>	<ul style="list-style-type: none">○ Uses sentences containing only 2 words (play/attention/comprehension good)○ Rarely intelligible, other than to close family <p>MONITOR/Signpost to Let's Talk for Little Ones webinar and/or Helpline</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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GUIDELINES FOR REQUEST FOR ASSISTANCE FROM SPEECH AND LANGUAGE THERAPY

AGE 3 ½ - 4 YEARS

<ul style="list-style-type: none">○ Utterances are at least 5-6 words long and used appropriately○ Is usually intelligible to you and to the nursery staff <p>REQUEST FOR ASSISTANCE NOT NECESSARY</p>	<ul style="list-style-type: none">○ Only sometimes intelligible to familiar adults, outside the family <p>MONITOR/ signpost to How to Help Your Child's Speech webinar and/or Helpline</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, or uses the wrong vowel sounds, or has a favourite sound which is over-used</p> <p>REQUEST ASSISTANCE FROM SPEECH AND LANGUAGE THERAPY</p>
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GUIDELINES FOR REQUEST FOR ASSISTANCE FROM SPEECH AND LANGUAGE THERAPY

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” , “brokeed”)○ Usually intelligible to adults and to other children <p>REQUEST FOR ASSISTANCE NOT NECESSARY</p>	<ul style="list-style-type: none">⊖ Only sometimes intelligible to strangers <p>MONITOR / signpost to How to Help Your Child’s Speech webinar and/or Helpline</p>	<ul style="list-style-type: none">○ Close family only understand 50% of what the child says⊖ Severely unintelligible even in context. Shows a disordered speech pattern e.g. omits all initial consonants, or uses the wrong vowel sounds, or has a favourite sound which is over-used○ Significant comprehension and /or expressive language difficulties <p>REQUEST ASSISTANCE FROM SPEECH AND LANGUAGE THERAPY</p>
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GUIDELINES FOR REQUEST FOR ASSISTANCE FROM SPEECH AND LANGUAGE THERAPY

AGE 6 – 7 YEARS

- 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 at 4 ½ -5 years who have not improved

REQUEST ASSISTANCE FROM SPEECH AND LANGUAGE THERAPY