

GUIDELINES FOR SPEECH AND LANGUAGE THERAPY REQUEST FOR HELP

AT ANY AGE

- 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

The warning signs for feeding concerns are:

- * **Chest infections**
- * **Coughing whilst eating or drinking**
- * **Inability to keep food in the mouth**
- * **Inability to cope with lumps in food after 1 year of age**
- * **Loss of fluid from the mouth when drinking**
- * **Drooling (only in conjunction with at least one of the above)**

GUIDELINES FOR SPEECH AND LANGUAGE THERAPY REQUEST FOR HELP

AGE 18 MONTHS

REQUEST FOR HELP NOT NECESSARY	REQUEST FOR HELP NOT NECESSARY BUT DEVELOPMENT SHOULD BE CHECKED BY HV OR GP	REQUEST FOR HELP TO SPEECH AND LANGUAGE THERAPY MAY BE APPROPRIATE
<ul style="list-style-type: none">○ First words emerging – possibly up to 19 and points 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	<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>N.B. ONLY IF ATTENTION/LISTENING & PLAY SKILLS ARE APPROPRIATE FOR AGE</p> <ul style="list-style-type: none">○ Not using any words○ Doesn't look to people or objects when named○ Doesn't turn to look where sounds are coming from (Has hearing been checked? If not, refer for a hearing test) <p>IF THERE ARE ALSO CONCERNS WITH OTHER AREAS OF DEVELOPMENT PLEASE REFER VIA A FAMILY GP TO A PAEDIATRICIAN FOR A MULTI-DISCIPLINARY ASSESSMENT</p>

GUIDELINES FOR SPEECH AND LANGUAGE THERAPY REQUEST FOR HELP

AGE 2 YEARS

REQUEST FOR HELP NOT NECESSARY	MONITOR	REQUEST FOR HELP TO SPEECH AND LANGUAGE THERAPY MAY BE APPROPRIATE
<ul style="list-style-type: none">○ Small number of words i.e. 10-50○ Speech intelligible to close family○ Understands words and simple phrases without clues○ Beginning to use two words together○ The child is acquiring English as an additional language but their skills in their first language are age appropriate. <p>SPEECH SOUNDS TO EXPECT: p, b, t, d, n, m</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	<ul style="list-style-type: none">○ Few or no words although other skills are good (e.g. attention / play/non-verbal skills)○ Is unable to follow simple 2 word level instructions. <p>IF THERE ARE ALSO CONCERNS WITH OTHER AREAS OF DEVELOPMENT INCLUDING ATTENTION/LISTENING, PLAY SKILLS AND LACK OF SOCIAL INTEREST. PLEASE REFER TO GATEWAY/EARLY HELP OR TO A PAEDIATRICIAN FOR A MULTI-DISCIPLINARY ASSESSMENT THROUGH A FAMILY GP.</p>

SPEECH SOUNDS TO EXPECT: p, b, t, d, n,

GUIDELINES FOR SPEECH AND LANGUAGE THERAPY REQUEST FOR HELP

AGE 2 ½ YEARS

REQUEST FOR HELP NOT NECESSARY	MONITOR	REQUEST FOR HELP TO SPEECH AND LANGUAGE THERAPY MAY BE APPROPRIATE
<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 ○ The child is acquiring English as an additional language but their skills in their first language are age appropriate 	<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 	<ul style="list-style-type: none"> ○ Poor comprehension of language ○ Few or no words although other skills are good (e.g. attention / play/non-verbal skills) ○ Unintelligible to mother/close family even in a known context <p style="text-align: center;">IF THERE ARE ALSO CONCERNS WITH OTHER AREAS OF DEVELOPMENT INCLUDING ATTENTION/LISTENING, PLAY SKILLS AND LACK OF SOCIAL INTEREST. PLEASE REFER TO GATEWAY/EARLY HELP OR TO A PAEDIATRICIAN FOR A MULTI-DISCIPLINARY ASSESSMENT THROUGH A FAMILY GP.</p>

SPEECH SOUNDS TO EXPECT: Ends of words may be omitted

GUIDELINES FOR SPEECH AND LANGUAGE THERAPY REQUEST FOR HELP

AGE 3 YEARS

REQUEST FOR HELP NOT NECESSARY	MONITOR	REQUEST FOR HELP TO SPEECH AND LANGUAGE THERAPY MAY BE APPROPRIATE
<ul style="list-style-type: none">○ Uses appropriate sentences of 3 or more words and asks questions; 'What?', 'Where?' 'Who?'○ Welcomes and responds to adult suggestions most of the time. Is eager to give and receive information verbally.○ Odd words can still be hard to understand○ The child is acquiring English as an additional language but their skills in their first language are age appropriate	<ul style="list-style-type: none">○ Uses sentences containing only 2 words (play/attention/comprehension good)○ For attention and listening difficulties the child will require the BLAST Programme before referral will be accepted	<ul style="list-style-type: none">○ Poor comprehension of language in relation to the child's level of development in other areas○ 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 <p>IF THERE ARE ALSO CONCERNS WITH OTHER AREAS OF DEVELOPMENT INCLUDING ATTENTION/LISTENING, PLAY SKILLS AND LACK OF SOCIAL INTEREST. PLEASE REFER TO GATEWAY/EARLY HELP OR TO A PAEDIATRICIAN FOR A MULTI-DISCIPLINARY ASSESSMENT THROUGH A FAMILY GP.</p>

SPEECH SOUNDS TO EXPECT: h, ng (as in sing), s, z, f

GUIDELINES FOR SPEECH AND LANGUAGE THERAPY REQUEST FOR HELP

AGE 3 ½ - 4 YEARS

REQUEST FOR HELP NOT NECESSARY	REQUEST FOR HELP TO SPEECH AND LANGUAGE THERAPY
<ul style="list-style-type: none">○ Utterances are at least 5-6 words long and used appropriately○ Can understand questions not related to the here and now e.g. 'What did you eat today at nursery?'○ Is mainly intelligible to family○ Fricative sounds are used (e.g. f, v, s) 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)○ The child's language abilities are in line with their other cognitive/learning abilities and their needs are able to be met through the curriculum○ The child is acquiring English as an additional language but their skills in their first language are age appropriate	<ul style="list-style-type: none">○ Difficulties with comprehension of language when learning skills are at a significantly higher level.○ One area of language is significantly below other areas e.g. understanding is at a higher level than expressive language.○ No evidence of 5-6 word utterances (although play and comprehension are good).○ Struggle to recall familiar words (word finding difficulties).○ Unintelligible to family most of the time.○ Uses sounds inconsistently.○ Speech difficulties are impacting on the child's self confidence and ability to make peer relationships

SPEECH SOUNDS TO EXPECT: Most sounds now heard. May have difficulty with k, g, ch, j, sh, th, r, y

GUIDELINES FOR SPEECH AND LANGUAGE THERAPY REQUEST FOR HELP

AGE 4 ½ - 5 YEARS

REQUEST FOR HELP NOT NECESSARY	REQUEST HELP TO SPEECH AND LANGUAGE THERAPY
<ul style="list-style-type: none">○ Utterances are long and appropriate but some grammatical features are still incorrect (e.g. past tense “comed”, “brokeed”)○ Able to understand spoken instructions related to an activity without stopping what he is doing to look at the speaker○ Understanding more complex language, e.g. instructions including concepts such as, before / after, first etc.○ Occasional difficulties saying words with lots of syllables or consonant sounds together, e.g. ‘scribble’, ‘elephant’○ Lisp (th for s). Difficulty with R○ The child’s language abilities are in line with their other cognitive/learning abilities and their needs are able to be met through the curriculum○ The child is acquiring English as an additional language but their skills in their first language are age appropriate	<ul style="list-style-type: none">○ Child’s speech is difficult to understand even in context. Any deletions (e.g. boa or oat for boat)○ Speech difficulties are affecting intelligibility and impacting on the child’s self esteem. Impact may also be noticeable on literacy skills○ Significant comprehension and/or expressive language difficulties when other cognitive/learning skills are at a significantly higher level.○ One area of language is significantly below other areas○ Difficulties understanding instructions containing several key words or understanding question words (e.g. who, where, when) when other cognitive/learning skills are at a significantly higher level or one area of language is significantly below other areas○ Unable to tell a short sequence of events or retell a short story.○ Child is experiencing frustration when trying to communicate

SPEECH SOUNDS TO EXPECT: Most sounds correct, ongoing difficulties with r, th and 2 consonants together e.g. ‘sw’, ‘gl’ etc.

GUIDELINES FOR SPEECH AND LANGUAGE THERAPY REQUEST FOR HELP

AGE 6 – 7 YEARS

REQUEST FOR HELP NOT NECESSARY

- Evidence of a lisp or individual way of articulating some sounds (e.g. R is produced as W, TH as F)
- Some grammatical features are still incorrect (e.g. felled, buyed)
- The child is acquiring English as an additional language but their skills in their first language are age appropriate
- The child's language abilities are in line with their other cognitive/learning abilities and their needs are able to be met through the curriculum

REQUEST FOR HELP TO SPEECH AND LANGUAGE THERAPY

- The child has comprehension and/or expressive language difficulties, and language ability is significantly below the level of other non-verbal cognitive/learning skills.
- One area of language ability is significantly below that of another e.g. expressive language skills are significantly below the child's level of understanding.
- Child's speech is unintelligible and the child has been monitored at 4½ - 5 years but has not improved

GUIDELINES FOR SPEECH AND LANGUAGE THERAPY REQUEST FOR HELP

AGE 8-19 YEARS

REQUEST FOR HELP NOT NECESSARY	REQUEST FOR HELP TO SPEECH AND LANGUAGE THERAPY
<ul style="list-style-type: none">○ The child/young person's language abilities are in line with their other cognitive / learning abilities and their needs are able to be met through the curriculum○ The child/young person does not wish to work on their communication difficulties○ The child/young person is acquiring English as an additional language but their skills in their first language are age appropriate	<ul style="list-style-type: none">○ Comprehension and /or expressive language difficulties where language ability is significantly below the level of other non-verbal cognitive / learning skills or one area of language ability is significantly below other areas○ Increasing demands of the curriculum have revealed difficulties with specific areas of language processing such as difficulty understanding concepts, processing lengthy instructions without visual support, difficulties with word finding etc.○ Difficulty understanding humour or non-literal language○ Child/young person's speech difficulties are impacting on their self esteem and ability to make peer relationships and they are keen to work on their speech○ The child/young person has a lisp despite adult teeth in place