



# Beginning S/L procedures

HOW TO BEGIN THE PROCESS FOR SERVICES IN THE SCHOOL SETTING

# REFERRAL & SCREENING DOCS

- ▶ Location: CLINICIAN RESOURCES → TRAINING MATERIALS-ELLEN → SCREENING RESOURCES
  - ▶ Screening Policy & Procedures
  - ▶ Checklist referral procedures
  - ▶ Teacher referral form
  - ▶ Screening Results\_Template
  - ▶ RTI Intervention tracking form
  - ▶ RTI Strategies Folder (Working on this)
- ▶ Location: CLINICIAN RESOURCES → TESTING MATERIALS → SCREENING MATERIALS
  - ▶ Screening forms – informal & formal

# REFERRAL

Chicago International Charter School  
Center for Speech and Language Disorders (CSLD)

## Speech and Language Referral Form

If you have any concerns about the speech and language skills of a student please notify the speech-language pathology team by filling out the form below and returning it to us directly or placing it in the Speech mailbox. We will be happy to review the referral to determine whether the child may be appropriate for a speech-language screening. Thank you!

Student Name	
Date of Birth	
Grade	
Referring Staff	
Staff Position	

Please mark any item below if it is a concern:

### Articulation:

- ☐ overall speech is hard to understand
- ☐ some sounds seems to be missing or sound wrong

### Phonological Awareness:

- ☐ confuses sounds when sounding out words
- ☐ confuses sounds when spelling
- ☐ confuses sound/grapheme correspondence
- ☐ difficulties with word boundaries

### Meaning of Words/Sentences:

- ☐ difficulties learning new curriculum vocabulary
- ☐ has limited "everyday" vocabulary, seems to "search" for words, uses a related word instead of target word
- ☐ over uses particular words (thing, gross)
- ☐ problems understanding multiple meanings and non-literal language
- ☐ can't identify topic sentence or details in paragraph
- ☐ appears confused about temporal and spatial words (first, last, next, behind, in, etc.)
- ☐ doesn't seem to make sense when he/she talks or writes
- ☐ often requires multiple repetitions or rephrasing of directions

### Grammatical Form:

- ☐ leaves off endings of words (walked) or entire words (he... walking)
- ☐ uses short, simple sentences and noun and verb phrases in speech or written work
- ☐ sometimes confuses the order of words when asking questions or making statements
- ☐ problems with incorrect pronouns and verb tenses in speech or written work
- ☐ doesn't appear to understand meaning of tense differences
- ☐ doesn't recognize grammatical errors when pointed out
- ☐ overall sentences are not age-appropriate

### Social Use of Language:

- ☐ often confused about routine of classroom

- ☐ doesn't appropriately initiate or end conversations
- ☐ doesn't maintain a topic of conversation and makes off topic comments
- ☐ persists on one topic of conversation when others want to change
- ☐ frequently seems lost during conversation with peers and/or adults
- ☐ written or spoken narratives don't have a point or are disorganized
- ☐ doesn't understand implied meaning, nonverbal language (gestures, tone of voice, facial expressions), or contextual cues
- ☐ is socially inappropriate
- ☐ acts childish
- ☐ doesn't play by rules

### Voice:

- ☐ voice sounds hoarse, rough, weak, shaky, or not normal
- ☐ often speaks too loudly
- ☐ often speaks too softly

### Fluency:

- ☐ often repeats sounds, syllables, or words when he/she speaks
- ☐ hesitates before he/she begins to talk, sometimes looking distressed
- ☐ blinks, jerks shoulders, moves head excessively before beginning to talk
- ☐ avoids words or phrases that may cause stuttering
- ☐ avoids situations when he/she has to talk out loud (presentations, reading a passage)

### Additional Concerns/Comments:

- Staff talks to you about a student
- MAKE SURE THEY FILL OUT THE FORM
- Paper vs. Google Form
- Where to find it: CHARTER SCHOOLS → 2018-2019 → CSLD TEACHER REFERRAL OR CLINICIAN RESOURCES → TRAINING MATERIALS- ELLEN → SCREENING RESOURCES

# SCREENINGS

- Where to find: CLINICIAN RESOURCES→  
TESTING MATERIALS→ SCREENING  
MATERIALS



Kindergarten Curriculum-Based Measure for Language

Name: \_\_\_\_\_  
Date Administered: \_\_\_\_\_  
IEP Due: \_\_\_\_\_

**Comprehension for Reading/Writing**

WH Questions-RL1, SL3, L1

Who takes care of you? \_\_\_\_\_  
When do you eat breakfast? \_\_\_\_\_  
What do you color with? \_\_\_\_\_  
Where do you watch T.V.? \_\_\_\_\_

Sequencing-W3 (Label the sentences)

The girl dressed. \_\_\_\_\_ The girl woke up. \_\_\_\_\_ The girl was ready for school. \_\_\_\_\_

**Phonological Awareness**

Name these letters names (N) and sounds (S)- RF1.3

Letter	N	S	Letter	N	S	Letter	N	S	Letter	N	S
a		g	m		z	y					
b		h	n		t		z				
c		i	o		u						
d		j	p		v						
e		k	q		w						
f		l	r		x						

Read these words- RF3

the	she
of	my
to	is
you	do

**Identify Rhyming words- RF2**

pig/wig	
bed/folk	
bike/like	
lip/sip	
fun/school	

**Name Rhyming words- RF2**

hat	
book	
cap	
mitten	
night	

**Count the syllables- RF2**

computer	
look	
baseball	
table	
sock	

**Vocabulary**

**Opposites-L5**

hot	
up	
big	
old	

**Synonyms-L5**

glad	
mug	
seat	
crayon	

**Categories-L5**

What are these: horse, cat, elephant. \_\_\_\_\_  
What are these: pizza, hotdog, spaghetti. \_\_\_\_\_  
Name 3 fruit. \_\_\_\_\_  
Name 3 animals. \_\_\_\_\_

**Grammar**

**Prepositions-L1 (Items needed: pencil, paperclip, marker)**

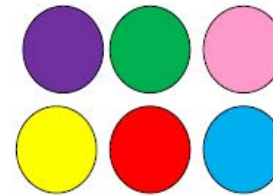
Put the pencil under the table. \_\_\_\_\_  
Put the marker on top of your head. \_\_\_\_\_  
Put the paperclip in between the pencil and marker. \_\_\_\_\_  
Place the marker behind you. \_\_\_\_\_

Conversation Sample-L1: Tell me what a snake looks like:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

One pencil Two \_\_\_\_\_ Created by Nicole Allan

## Kindergarten Student Copy

### Compare/Contrast



w	b	q	l	n	f	o
h	i	t	d	z	m	e
g	p	c	r	s	j	y
v	a	x	u	k		

the	she
of	my
to	is

# SCREENING REPORT/procedure



## Speech & Language Screening Information

Dear Parent and Classroom Teacher,

\_\_\_\_\_ was referred to the speech-language pathologist for concerns in the following areas:

- ☐ Articulation (speech sound production)
- ☐ Receptive language (comprehension of language – following directions, understanding vocabulary and grammar, etc.)
- ☐ Expressive language (use of language to communicate- sentence formulation, grammar, vocabulary, etc.)
- ☐ Stuttering
- ☐ Social language
- ☐ Literacy

The speech-language pathologist performed a screening on X, which indicated:

\_\_\_\_\_ Your student should be monitored by the classroom teacher; no speech therapy is recommended at this time.

\_\_\_\_\_ Your student may benefit from trial speech therapy.

If you have questions or comments about this screening, please reach out to the speech pathologist listed below.

\_\_\_\_\_  
SLP NAME, CREDENTIALS (e.g., Jamie Kurzman, M.A. CCC-SLP/L)

### Speech Pathology Staff Contact Information

Jamie Kurzman	Mondays & Thursdays	Speech-language pathologist	<a href="mailto:jamiek@csld.org">jamiek@csld.org</a>
---------------	---------------------	-----------------------------	------------------------------------------------------

## Screening Report Brief

### SCREENING PROCESS:

(universal screening is little different)

- Obtain referral from teacher
- Screen student
- Complete screening report brief (If MTSS needed, provide MTSS strategies to teachers and/or MTSS

direct services) **SEE NEXT SLIDE**

- Re-evaluate skill/check progress after 8-12 weeks to determine if
  - 1) met goal areas and are performing with peers,
  - 2) making progress and would benefit from some continued RTI,
  - 3) making progress but it's small/minimal and further steps need to be taken to ensure supports for this year and next etc.

# MTSS Permission Forms

**Please Check One and Return:**

☐ I give permission for the Speech-Language Pathologist to begin a trial speech- language therapy program (MTSS).

☐ I do not give permission for the Speech-Language Pathologist to give services to my student. I want my student to get assistance only from the classroom teacher, as has been occurring so far.

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Primary Parent contact information: phone (\_\_\_\_) \_\_\_\_\_

email: \_\_\_\_\_

**OPTIONAL:**

☐ I would like additional information. Please contact me via:

☐ I will email you my questions/comments

☐ I have Questions or Comments:

\_\_\_\_\_

- Not required, but recommended
- How is MTSS done at your schools for S/L?
  - Teachers??
  - You??
  - Not at all??

## RTI INFO

### Additional Information:

#### **What is a multi-tiered system of support?**

A multi-tiered system of support (MTSS) is a whole School, data Informed, prevention system for improving outcomes of every learner through a continuum of evidenced-based practices and systems. An MTSS team is made up of teachers, administrators and specialists identifies how to better support learners with additional tools, such as extra reading lessons, tutoring, mentoring, small group counseling or therapy.

<b>Tier 1-</b> The core curriculum is taught to address <u>all student</u> educational needs.
<b>Tier 2-</b> Small group interventions are provided and student progress is monitored to determine if improvement is being made. Tier 2 interventions are provided 1 to 2 times a week.
<b>Tier 3-</b> Students with more significant academic needs will receive intensive interventions. Tier 3 interventions will be provided in addition to Tier 2 support, 2-3 times per week in a small group, and student progress will be monitored to determine if improvement is being made.

**Tier 2 and Tier 3** are different ways of seeing if your student responds to getting additional help in the form of speech-language therapy. This program will last about 4 to 6 weeks, then you will receive an update. Your student will be in the regular classroom, but may be pulled out at certain times of a day (ranging from 5-20 minutes, 1-2 days/week, depending on student needs) to see the speech therapist and work on the specific area of concern.

#### **Does this mean my student has a disorder?**

Receiving Tier 2 and Tier 3 supports is **not** diagnosing a student with any special education label or disorder. It is a method to provide additional assistance to students who may be struggling in a specific area.

#### **What will happen next?**

If your student makes significant progress, Tier 2 or Tier 3 interventions will be continued until your student reaches the expectations of a student his/her age. If your student does not make significant progress or it appears s/he needs more support than the intervention offers, a team meeting will be held (teacher, parent, speech-language pathologist, and case manager) to consider special education testing.



## Domain Meeting & IEPs

- ▶ Information located in: CLINCIAN  
RESOURCES → TRAINING MATERIALS-ELLEN



# DOMAIN MEETING

1. Open Consent Assessment Document

2. Hover over drop-down ("Cover sheet") and select "Assessment Planning"

If **domaining OUT**:

1) **RELEVANT**: Under "RELEVANT" select "No".

If **domaining IN**:

2) **RELEVANT**: Under "RELEVANT" select "Yes" and fill in each box.

3) **EXISTING INFORMATION ABOUT THE CHILD**:

a. Type in one of the following (or similar current information):

- X currently receives X minutes of speech and language services per week to address speech and language needs. [He also has an augmentative communication device to assist with his verbal communication]
- X currently receives 30 minutes of consultative speech and language services on a monthly basis to address functional communication needs with their special education teacher.
- X does not currently receive speech and language services. Screening indicates further evaluation in the areas of X and X, and is consistent with parent/teacher concerns.

4) **ADDITIONAL EVALUATION DATA NEEDED**:

- Select "Additional Information Needed"
- Type in: Speech-Language Evaluation OR Language and Literacy Assessment or Present levels...

5) **SOURCES FROM WHICH DATA WILL BE OBTAINED**

- Type in (KEEP IN MIND: whatever you put here will legally need to be done, so be careful about putting specific tests or specific people (parent – sometimes cannot get a hold of))
  - Student interview
  - Teacher interview
  - Formal and informal assessments as able
  - Observation
  - Record Review
  - Parent (ONLY if you truly plan to contact family)

EXAMPLES:

<p><b>Communication Status</b> Information regarding communicative abilities (language, articulation, voice, fluency) affecting educational performance.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>does not receive speech/language services. Per parent report, he has not any prior speech and language evaluation/treatment in or outside of the school setting. He received a medical diagnosis of ADHD last fall and received a 504 plan in February of this year. Parent reports concerns regarding his ability to follow directions, speak in a variety of tenses, and ability to learn new vocabulary. Taken together with academic information, further assessment is warranted in expressive/receptive language and literacy skills.</p>	<p>Language and Literacy Assessment</p>	<p>Student Interview Teacher Interview Formal and informal testing as able Observation</p>
<p><b>Communication Status</b> Information regarding communicative abilities (language, articulation, voice, fluency) affecting educational performance.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>was dismissed from speech/language services at her last triennial in 2015 (age 8), as she had met all targeted goals/benchmarks. Parent reports concerns regarding her expressive language skills, and noted that her ability to be understood negatively impacts her ability to make friends. Taken together with academic information, assessment to obtain present levels of expressive/receptive language and literacy skills is warranted.</p>	<p>Present levels of expressive/receptive language and literacy skills.</p>	<p>Observation Formal and informal testing as able Student Interview Records review</p>
<p><b>Communication Status</b> Information regarding communicative abilities (language, articulation, voice, fluency) affecting educational performance.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Jasmine currently receives speech/language services for 15 MPW targeting her articulation skills. She has currently met all targeted goals/benchmarks, and is 100% intelligible across academic settings. Formal assessment is necessary to determine whether or not Jasmine will continue to qualify for speech/language services.</p>	<p>Speech/Language Evaluation</p>	<p>Student Interview Teacher Interview Observation Formal and informal testing as able</p>

# DOMAIN MEETING

1. Open Consent Assessment Document

2. Hover over drop-down ("Cover sheet") and select "Assessment Planning"

If domaining OUT:

1) **RELEVANT:** Under "RELEVANT" select "No".

If domaining IN:

2) **RELEVANT:** Under "RELEVANT" select "Yes" and fill in each box.

3) **EXISTING INFORMATION ABOUT THE CHILD:**

a. Type in one of the following (or similar current information):

- i. X currently receives X minutes of speech and language services per week to address speech and language needs. [He also has an augmentative communication device to assist with his verbal communication]
- ii. X currently receives 30 minutes of consultative speech and language services on a monthly basis to address functional communication needs with their special education teacher.
- iii. X does not currently receive speech and language services. Screening indicates further evaluation in the areas of X and X, and is consistent with parent/teacher concerns.

4) **ADDITIONAL EVALUATION DATA NEEDED:**

- a. Select "Additional Information Needed"
- b. Type in: Speech-Language Evaluation OR Language and Literacy Assessment or Present levels...

5) **SOURCES FROM WHICH DATA WILL BE OBTAINED**

- a. Type in (KEEP IN MIND: whatever you put here will legally need to be done, so be careful about putting specific tests or specific people (parent – sometimes cannot get a hold of))
  - i. Student interview
  - ii. Teacher interview
  - iii. Formal and informal assessments as able
  - iv. Observation
  - v. Record Review
  - vi. Parent (ONLY if you truly plan to contact family)

- GREAT TIME to get Case History from parent/guardian

- Any previous S/L services (EI?)

- When did they start talking?

- Were they intelligible

- What are the parents concerned about regarding S/L?

- Where to find the Cheat Sheet: CLINICIAN RESOURCES → TRAINING MATERIALS-ELLEN → SCHOOL MEETING RESOURCES

# AR IEP – speech only

- Complete ENTIRE IEP (excluding docs by case manager) (may vary by school)
  - Lang & General Cons.
  - Areas of Need
  - A/M Special
  - A/M General
  - A/M Assessments
  - Specialized Instruction
  - LRE Grid
  - LRE Setting
- Send IEP Questionnaire to teacher 2 weeks BEFORE IEP (located in School Meeting Resources)
- IMPACT Blank IEP Template (in the process)

<a href="#">*Cover Sheet</a> <input checked="" type="checkbox"/>	<a href="#">*LRE Setting</a> <input checked="" type="checkbox"/>
<a href="#">*Language and General Considerations</a> <input checked="" type="checkbox"/>	<a href="#">*Curriculum, Grades, Promotion and Graduation</a> <input checked="" type="checkbox"/>
<a href="#">*Areas of Need</a> <input checked="" type="checkbox"/>	<a href="#">*ESY</a> <input checked="" type="checkbox"/>
<a href="#">*A/M: Special Factors</a> <input checked="" type="checkbox"/>	<a href="#">*Transportation</a> <input checked="" type="checkbox"/>
<a href="#">*A/M: General</a> <input checked="" type="checkbox"/>	<a href="#">*Paraprofessional Support</a> <input checked="" type="checkbox"/>
<a href="#">*A/M: Assessments</a> <input checked="" type="checkbox"/>	<a href="#">*Explanation of Procedural Safeguards</a> <input checked="" type="checkbox"/>
<a href="#">*Specialized Instruction</a> <input checked="" type="checkbox"/>	
<a href="#">*LRE Grid</a> <input checked="" type="checkbox"/>	
<b>Other Sections:</b>	
<a href="#">IEP Report Card</a> <input checked="" type="checkbox"/>	
(* view only)	

# AR IEP – NOT speech only

<a href="#">*Cover Sheet</a> <input checked="" type="checkbox"/>	<a href="#">*LRE Setting</a> <input checked="" type="checkbox"/>
<a href="#">*Language and General Considerations</a> <input checked="" type="checkbox"/>	<a href="#">*Curriculum, Grades, Promotion and Graduation</a> <input checked="" type="checkbox"/>
<a href="#">*Areas of Need</a> <input checked="" type="checkbox"/>	<a href="#">*ESY</a> <input checked="" type="checkbox"/>
<a href="#">*A/M: Special Factors</a> <input checked="" type="checkbox"/>	<a href="#">*Transportation</a> <input checked="" type="checkbox"/>
<a href="#">*A/M: General</a> <input checked="" type="checkbox"/>	<a href="#">*Paraprofessional Support</a> <input checked="" type="checkbox"/>
<a href="#">*A/M: Assessments</a> <input checked="" type="checkbox"/>	<a href="#">*Explanation of Procedural Safeguards</a> <input checked="" type="checkbox"/>
<a href="#">*Specialized Instruction</a> <input checked="" type="checkbox"/>	
<a href="#">*LRE Grid</a> <input checked="" type="checkbox"/>	
<b>Other Sections:</b>	
<a href="#">IEP Report Card</a> <input checked="" type="checkbox"/>	
(* view only)	

- Complete only PORTIONS of IEP
  - Communication Needs
  - A/M: General
  - Consult regarding Assessments (e.g. fluency kiddos)
  - Goal page
  - LRE Grid & Setting
- IMPACT Blank IEP Template (in the process)

# HOW TO ADD GOAL PAGES

1. Go to the SPEECH Specialized Instruction Page
2. To the right there should be a dropdown box
3. Click "DUPLICATE PAGE"
4. Page should DUPLICATE itself and make you 2 speech pages

# DAILY LOGS

1. GET IN THE HABIT OF DOING EVERY DAY *(e.g. I spend 30-45 minutes at the end of each day AND/OR over lunch writing notes)*

1. It helps you remember what happened doing it within 24 hours after session occurred
2. You won't have a whole week/month work of notes to do at the end of the month
3. Helps keep you organized/on task

1. WHAT TO INCLUDE

1. SUBJECTIVE – general observations, attentive, distracted, focused, un/motivated, etc. *(Joey was full of energy today and very active. Used “whole body listening” strategy at times to help him focus.)*

2. OBJECTIVE & ASSESSMENT – Data & supports *(Joey answered wh-questions given a picture with 75% accuracy. Required minimal-moderate semantic and phonemic cues. Attended best when questions were related to high interest items such as Minions picture).*

3. PLAN – Where you want to go next *(Next session really focus on when questions as those were most challenging)*

**IT IS OKAY IF YOU DON'T HAVE SPECIFIC DATA NUMBERS EVERY SESSION FOR EVERY KID, BUT YOU WANT TO MAKE SURE YOU HAVE DATA EVERY 2-3 SESSIONS.**

# DAILY LOGS

1. Be sure to document absences (STUDENT ABSENT), field trips and testing (STUDENT UNAVAILABLE), Conference/writing an IEP)
2. IF a student has transferred from your school but still showing up on your caseload—STILL DOCUMENT to cover yourself/meet compliance—(*Joey was unable to be seen for speech service as they have transferred out of \_\_\_\_\_ school.*)
3. CPS Requests: Start each daily log with “NAME was seen in x setting individually/small group” & refer to yourself as RSP (related service provider) **BE SURE TO INCLUDE THE STUDENT’S NAME**

# Speech Screeners

- ▶ [http://mommyspeechtherapy.com/wp-content/downloads/forms/articulation\\_screener.pdf](http://mommyspeechtherapy.com/wp-content/downloads/forms/articulation_screener.pdf)
- ▶ <https://www.teacherspayteachers.com/Product/Screening-Toolkit-for-Kindergarten-Speech-and-Language-with-No-Print-Option-2021444>