

Houston Independent School District
PRE-REFERRAL CONSIDERATIONS AND INTERVENTION RECOMMENDATIONS
STUTTERING

The following suggestions may be given to classroom teachers, parents and/or guardians as recommendations prior to referral for a Full and Individual Evaluation for Special Education Services. The SLP should check for level of understanding of each recommendation through the campus Intervention Assistance Team.

Student: _____ Date of Birth: _____ Date of Meeting: _____
 School: _____ Grade: _____ Person Responsible: _____

Consideration or Recommendation:	Dates of Attempts	Specific Results
1. Determine if more than one language is spoken in the home and if the level of stuttering varies depending upon the language used.		
2. Discuss the characteristics and risk factors for the development of stuttering disorders with the parent(s) and teacher.		
3. Determine if the student had previously received services for a stuttering disorder.		
4. The teacher may talk with the student and/or the student's parents/guardian about the student's communication difficulties and ask how to help the student communicate more easily in the classroom.		
5. The teacher may make accommodations in the classroom based on input from the student and parent. For example, the teacher may give the student extra time to respond, avoid finishing the student's sentences, and call on the student when the desire to respond has been noted.		
6. The teacher may consult with the speech-language pathologist regarding recommendations to support the student's communication in the classroom.		
7. The teacher reports back to the committee on which accommodations have been helpful and further recommendations are made based on this information.		

Additional Comments:

PRE-REFERRAL CONSIDERATIONS and INTERVENTION RECOMMENDATIONS

Student Name: _____ Date of Meeting: _____

The following suggestions may be given to the classroom teachers and/or parents as recommendations for language intervention prior to referral for a Full and Individual Evaluation for Special Education Services. The SLP should check for level of understanding of each recommendation through the Intervention Assessment Team (IAT).

Consideration or Recommendation:	Check if Attempted	Results
1. Be sure the students hearing has been checked within the Last three months.		
2. Determine if more than one language is spoken in the home.		
3. Help student employ memory aids to recall words.		
4. Give a verbal cue to gain student's attention prior to giving directions.		
5. Give directions in a variety of ways to increase probability of understanding.		
6. To increase speaking vocabulary, explain to the student how to classify new words by category, function, etc.		
7. Have the student verbally paraphrase material to assess comprehension.		
8. Read selections with the student and make notes of the sequence of events in order to act as a model for the student.		
9. Identify a peer to act as a model for the student to imitate and also to assist the student with directions, etc.		
10. Involve student in activities in order to enhance short term memory skills (delivering verbal messages, etc.)		
11. Identify the most common errors the student makes in subject-verb agreement. Have student practice writing these subject-verb combinations in correct form.		
12.		
13.		
14.		
15.		

PRE-REFERRAL CONSIDERATIONS and INTERVENTION RECOMMENDATIONS

Student Name: _____ Date of Meeting: _____

The following suggestions may be given to classroom teachers and/or parents as recommendations for stimulating sound production prior to referral for a Full and Individual Evaluation for Special Education Services. The SLP should check for level of understanding of each recommendation through the Intervention Assessment (IAT) Team meeting.

Consideration or Recommendation:	Check if Attempted	Results
1. Be sure student's hearing has been checked within last 3 months.		
2. Determine if more than one language is spoken in the home.		
3. Discuss with parent and teacher the developmental appropriateness of sound errors in question.		
4. Determine if the student recognizes a difference in the correct and error sounds. Say a word with the error sound and with the correct sound and ask if student knows the correct production. For example, "ram" and "wam"		
5 Teacher or parent may talk with the student about the error sound and what he/she may do differently For example, raising the tongue tip to say /l/ instead of rounding lips for /w/ for the w/l substitution. Be sure the parent or teacher emphasizes the "sound" and not the "letter" targeted: /l/ instead of /el/		
6. Reinforce correct productions of words containing target sound(s). It is recommended that this be done privately or without calling undue attention to the student's error sounds.		
7 Allow student to tape record a sample of his speech and identify correct or error sounds.		
8. Provide practice times for teacher, parent or peer to model correct production.		
9 When the student is using the sound correctly in some contexts, the following may be helpful reinforcing activities: <ul style="list-style-type: none"> a. Ask student to cut pictures from magazines or draw pictures of words containing the error sound(s) b. Make the student a list of words to read for practice containing the error sound(s). Use words from student's reading material, spelling lists, and everyday vocabulary for practice. c. Student, parent, or teacher may keep a list of difficult words to practice at specific times. 		
10. It is recommended that attempts to stimulate or reinforce correct sound production be discontinued at any time the child shows a resistance to the activities or frustration with attempts to make correct sounds. The teacher or parent may reconvene the Campus Assessment Team with these concerns.		