

Articulation Pre-Referral Intervention

Student: _____

Teacher _____

Grade _____

Have you called the parents to see if they have concerns about their child's speech? Are there any additional concerns?

Y__ N__ Addl. Concerns _____

Choose only one Baseline/Problem/Observation to focus per table

Date	Baseline/Problem/Observations It is expected that the following sounds will be consistently produced prior to the grade listed	Modeling/Intervention Choose 2 interventions	Results of modeling/interventions
Setting: <input type="checkbox"/> Small group <input type="checkbox"/> Large group	<input type="checkbox"/> Before Kindergarten m n p h y w b d k t g <input type="checkbox"/> Before 1st Grade "j" f v l "ch" <input type="checkbox"/> Before 3rd Grade "th" s z r "sh"	<input type="checkbox"/> Model correct production of words <input type="checkbox"/> Provide sound discrimination activities <input type="checkbox"/> Draw the student's attention to the way your lip and tongue move when you make the sound <input type="checkbox"/> Ask the student to repeat a word that he/she has said incorrectly, using the correct sound. Model the correct sound by emphasizing it in a word <input type="checkbox"/> Drill with the student from a list of words to practice production (see lists on the backside) <input type="checkbox"/> Have the student practice the sound while reading a list or spelling words and/or during oral reading <input type="checkbox"/> Reinforce correct production when you hear it in the student's speech <input type="checkbox"/> Other/Examples _____ _____ -	<input type="checkbox"/> Student was able to produce the correct speech sound <input type="checkbox"/> Student was not able to produce correct speech sound Examples of follow-up interventions: _____ _____ _____ _____ _____

Intelligibility:

Does their speech significantly impact their intelligibility?

How does their speech affect them socially and/or academically?

How well are they understood by listeners? (check one)

- Sound errors are occasionally noticed in continuous speech
- Speech is intelligible, although noticeably in error
- Speech is intelligible with careful listening
- Speech intelligibility is difficult
- Speech usually is unintelligible
- Speech is unintelligible

