

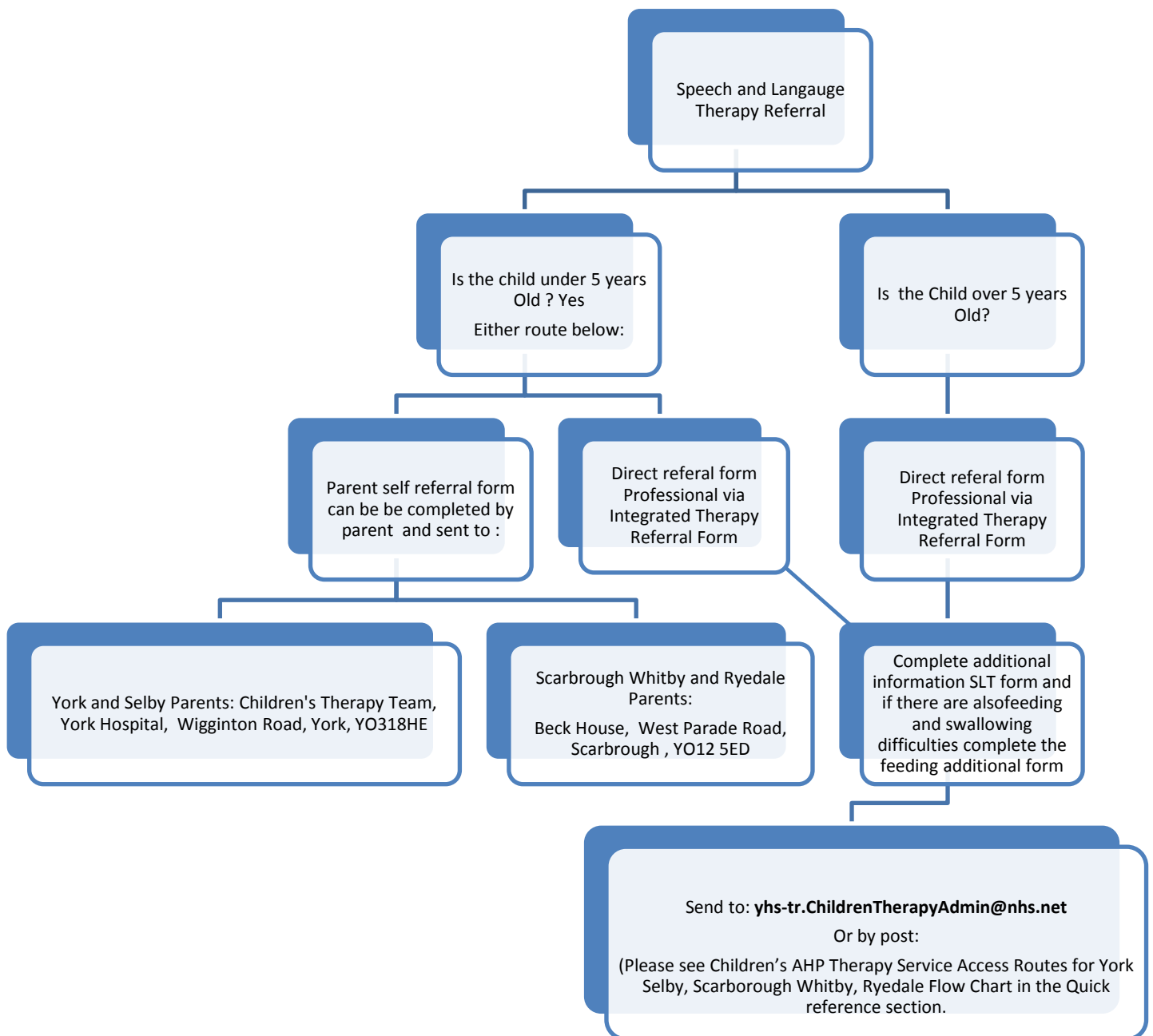
Quick reference:

Referral guide to
York Teaching
Hospitals

Children's Therapy
Services:



Quick reference: Referral guide to Children's Therapy Services: Speech and Language



Further information:

- For Scarborough, Whitby and Ryedale Speech and Language Therapy call 01723 342472
- For York and Selby Speech and Language Therapy call 01904 724366

Quick reference: When to refer to Speech and Language and when to watch and wait

Refer at any age if the child has :

- unintelligible speech
- speech skills that seem significantly delayed (see the chart below)
- verbal comprehension and/or expressive language impairments that are noticeably outside the expected range and affecting access to the curriculum
- a stammer
- lost communication abilities
- 'nasal' sounding speech and/or over uses 'm', 'n' or 'uh' sounds
- a croaky or husky voice not attributable to a cold
- a very varied speaking profile (parent/carer reports child talks easily at home but is silent in the EY or school setting)

By 18 months

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| <ul style="list-style-type: none"> • A vocabulary of first words is emerging (around 50 words or more) • Child understands what others say in familiar situations • Understands more words and phrases than they can say • Child copies words and possibly some short familiar phrases e.g. "what that?" • Parents understand the child's speech more than unfamiliar listeners • Words may be made of small range of sounds, often used in babbling e.g. b, d and m (and vowels). • Words are short e.g. "beh" for 'bread' | <ul style="list-style-type: none"> • Child has a few words (10-20) • Possibly using jargon or nonsense language for the main part • Looks with interest when hears language but no attempts to copy words • Only understands very familiar words in known situations e.g. "You want juice?" • Looks with interest when hears language but no attempts to copy words • Words are not used for a few communication functions | <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 saying any words • Not using words for communication (e.g. may just say words for no apparent reason) • Doesn't look to people or objects when named • Does not seem to understand what is said much at all. • Doesn't turn to look where sounds are coming from (hearing?) • Has lost social or language skills |
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<p>DO NOT refer</p>	<p>Do not refer. Review at 23 months (if not improved then refer to Speech and Language therapy) See SLT advice sheet; 'Advice for Early Years-delayed language' sheets</p>	<p>Refer to Speech and Language Therapy Also see advice sheet/s; 'Gesture'</p>
<p>BY 2 YEARS</p>		
<ul style="list-style-type: none"> • Vocabulary increasing, possibly hard to list all words said. • Still mostly single words, but some 2 word phrases may be heard. • Speech intelligible to close family • Understands some words out of context • Can understand some short phrases without clues • Child using language in more ways e.g. not just to ask for things or comment 	<ul style="list-style-type: none"> • 20-50 single words • Some simple pretend play. • Able to concentrate for short spells • Possibly jargon (nonsense speech) used with one or two words interspersed • Responds to familiar instructions and language only 	<ul style="list-style-type: none"> • Little pretend play • Poor attention and/or can't share attention e.g. looking at a book with an adult • 0-20 single words • No apparent comprehension skills • Or, can only understand stressed single words in familiar contexts • Not responding to their name • Has lost speech or language skills • Not sharing attention by pointing to or following point to things of interest • Attempts at words are unintelligible • Words used repetitively e.g. just to name items • Speech sounds 'nasal' and child may use 'uh', 'm' and 'n' a great deal
<p>DO NOT refer</p>	<p>Monitor in home/setting See SLT advice sheet;</p>	<p>Refer to Speech and Language Therapy</p>

	'Advice for Early years- delayed language'	Also see advice sheet/s; 'Gesture'
BY 2½ YEARS		
<ul style="list-style-type: none"> • Using some two word phrases e.g. "Daddy shoe" • Understands some questions e.g. "What?" ('is it' and 'doing') • Understands basic instructions when clues are absent e.g. "Put the bear on the chair" • Short 'telegraphic' phrases used • Still most intelligible to family and others familiar with the child. • Child can keep on a subject for a little while 	<ul style="list-style-type: none"> • Has an <u>increasing</u> vocabulary of single words, but no signs yet of linking these. • Comprehension of language seems good, but there are concerns regarding number of single words used expressively 	<ul style="list-style-type: none"> • Poor comprehension of language • Few or no words used although other skills appear better (e.g. play, attention and problem solving) • Vocabulary is not increasing or when new words are added others are lost. • Loss of language skills previously there. • Memorised speech used rather than 1 to 2 word level phrases 'made up' by the child • The child 'echoes' what is said a great deal • Speech unintelligible to most, even close family • If the child is stammering • Child has varied speaking profile e.g. uses words to 'chat' at home, but is silent in early years setting • Speech sounds 'nasal' and child may use 'uh', 'm' and 'n' a great deal
DO NOT Refer	Monitor in home/setting See SLT advice sheets 'Advice for Early years- delayed language'	Refer to Speech and Language Therapy Also see advice sheet/s; 'Dysfluency in the Early Years' 'Situational fear of talking'

		'Gesture'
By 3 YEARS		
<ul style="list-style-type: none"> Producing two to three word phrases, e.g. "me want juice" Understands basic position words such as 'on', 'in' and 'under' Welcomes and responds to adult suggestions most of the time Child using language to accompany play Some speech can be difficult to understand, but child is mostly intelligible 	<ul style="list-style-type: none"> Little sign of/only a few words linked, but child appears to have better development in other areas e.g. play or attention Not understanding more than basic 'what' questions e.g. "where?" Frequently unintelligible to other people than close family 	<ul style="list-style-type: none"> Poor comprehension of language Only saying single words, (or learnt phrases) although other skills are good Limited pretend play Cannot attend for longer than a few minutes Child is stammering Child has varied speaking profile e.g. uses words to 'chat' at home, but is silent in early years setting Language used repetitively Speech very unintelligible
DO NOT Refer	Monitor in home/setting See SLT advice sheets; 'Advice for Early years- delayed language' 'Children who have unclear speech- speech delay'	Refer to Speech and Language Therapy Also see advice sheet/s; 'Dysfluency in the Early Years' 'Situational fear of talking' 'Gesture'
By 4 YEARS		
<ul style="list-style-type: none"> Utterances are developing to be at least 5-6 words long and used appropriately Child is developing knowledge of concepts of size and shape Child is intelligible to 	<ul style="list-style-type: none"> Child finding it difficult to understand questions Child has short phrases of up to 4 words Child's phrases are developing but sound 'young' for 	<ul style="list-style-type: none"> Noticeable difficulties with comprehension of language No evidence of 5-6 word utterances (although other skills good) Odd phrases; words seem muddled Unintelligible even to

<p>most people</p> <ul style="list-style-type: none"> • In speech, 'fricative' sounds, f v s z are used but may be missed in blends e.g. 'pider' (spider) • The child may still have difficulty with sh, zh, ch and j sounds • The sounds t and d can be used for k and g (e.g. tar for car), up until around 3 ½ years • 'l' may only be developing by the end of this time frame too • Child developing ability to reason and report outside the 'here and now' about e.g. past events 	<p>the child's age</p> <ul style="list-style-type: none"> • Child's speech sounds 'young' (may be accompanied by immature language development). • Child's social skills seem immature and in line with general developmental level 	<p>family most of the time.</p> <ul style="list-style-type: none"> • Shows an unusual speech pattern, e.g. omits all initial consonants, vowel abnormalities, over use of one consonant sound or mixes up sounds in words • Child uses odd or 'sing-song' intonation pattern • Child has heightened vocabulary in area of interest but poor vocabulary in other areas • Child is not using language for basic conversation • Child uses language repetitively • Child uses odd or 'sing-song' intonation pattern • Child is stammering • Child has varied speaking profile e.g. uses words to 'chat' at home, but is silent in early years/school setting • Child has significantly gruff or husky voice that does not change over time (gain referral to ENT prior to referral)
<p>DO NOT Refer</p>	<p>Monitor in home/setting</p>	<p>Refer to Speech and</p>

	<p>See SLT advice sheets; 'Language comprehension', 'Expressive language' 'Children who have unclear speech- speech delay' 'social communication skills for pre-school children'</p>	<p>Language Therapy</p> <p>Also see advice sheet/s; 'Dysfluency in the Early Years' 'Situational fear of talking and Selective Mutism'</p>
BY 5 YEARS		
<ul style="list-style-type: none"> • Utterances are long and appropriate but some grammatical features may still be incorrect • Child links phrases with 'and' and later, 'because' • Child may still have difficulty with sh zh ch j but these should have developed by the end of this age range • Blends with 3 consonants will continue to be difficult for the child e.g. "splash" • Child may have a lisp or slushy speech • Child still uses "w" or a similar sound for 'r' • Child uses 'f' or 'th' or 'v' for voiced (noisy) 'th' 	<ul style="list-style-type: none"> • Child has intelligible but has immature sounding speech; sounds like a younger child • Child may have immature expressive language and does not understand as well as others of his/her age, but this seems part of the child's general level of development • Child may find more complex position words difficult to understand e.g. 'behind' • Child has immature social skills and this appears to relate to the child's developmental level 	<ul style="list-style-type: none"> • Severely unintelligible even in context. • Significant comprehension and /or expressive language difficulties • Child seems to understand very well, but has marked difficulties with expressive skills • Difficulties understanding instructions containing several key words or understanding question words, e.g., who/where/when/why • Child is mixing pronouns e.g. 'he' for 'she' or 'you' when s/he means 'me' • Child is not interacting with peers • Child may talk repetitively and not be developing the usual two-way conversational abilities • Child is stammering • Child has varied

		<p>speaking profile e.g. uses words to 'chat' at home, but is silent in early years/school setting</p> <ul style="list-style-type: none"> • Child has significantly gruff or husky voice that does not change over time (gain referral to ENT prior to referral)
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DO NOT Refer	<p>Monitor in home/setting</p> <p>See SLT advice sheets;</p> <p>'Language comprehension', 'Expressive language' 'Children who have unclear speech- speech delay' 'Social communication Skills for Primary School Aged Children</p>	<p>Refer to Speech and Language Therapy</p> <p>Also see advice sheet/s;</p> <p>'Dysfluency- school age' 'Selective Mutism' 'Speech disorder' 'Articulation disorder'</p>
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BY 6-7 YEARS

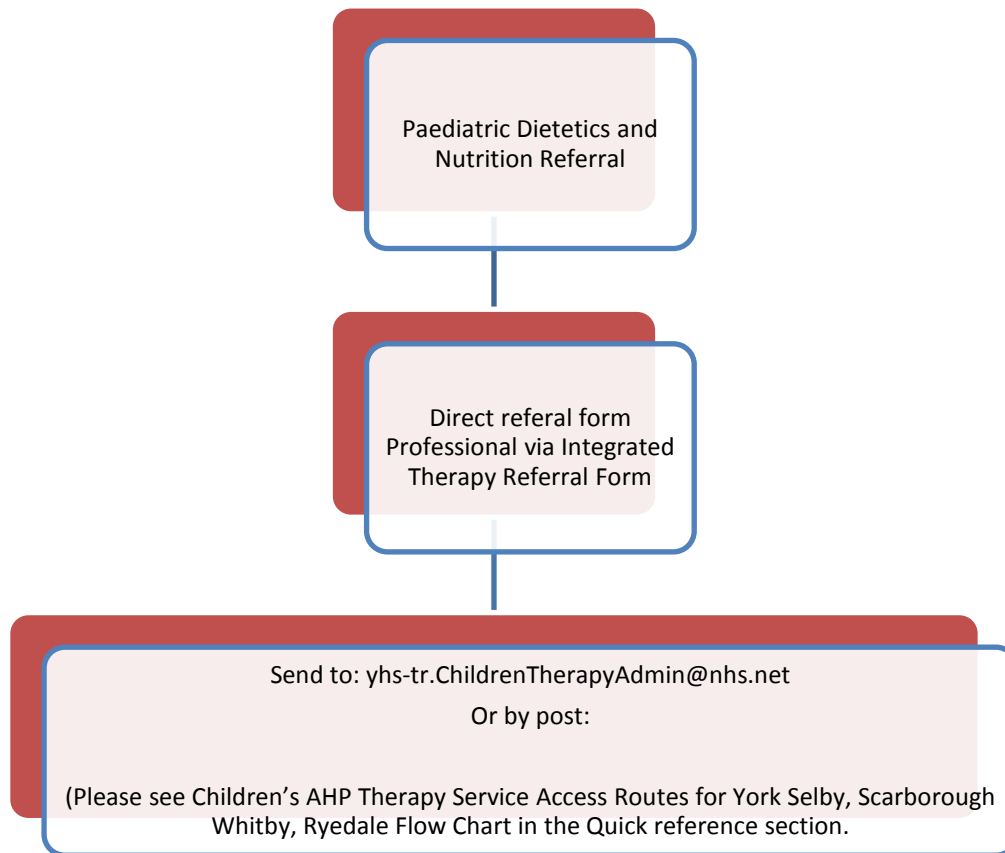
<ul style="list-style-type: none"> • Child is known to have developmental delay and speech and language are characteristic of the child's developmental age/level. • The child's speech, language or communication need can be targeted through strategies, interventions and supportive practice within school e.g. <ul style="list-style-type: none"> ➤ For immaturities in the child's speech and language that need the usual reminders e.g. 'felled' for 'fell or 'caught' for 'caught' ➤ For immature speech patterns ➤ For immature social skills, social comprehension and inferential skills (when this is in line with the child's developmental level) 	<ul style="list-style-type: none"> • Child has continued difficulties with producing intelligible speech or seems to be stuck in a 'young' speech pattern e.g. still uses 't' for 'k' and 'd' for 'g' (see chart below) • Child unable to pronounce 'r' and 'th' by age 6½ to 7 • Child has unusual speech, may sound 'slushy' or 'lispy' (air escapes down side of tongue or tongue slips out e.g. for 's') • Child has nasal sounding speech • Child's speech is unintelligible and/or children monitored by school at 4½-5 years who have not improved • There are significant comprehension and/or expressive language difficulties affecting access to the curriculum and
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<ul style="list-style-type: none"> • For difficulties with 3 consonant blends or difficulties with 'r' or 'th' before the ages detailed below • For Literacy difficulties e.g. reading comprehension 	<p>the SLT's assessment will be helpful (please state if you feel the child's skills in other areas are more advanced than in verbal language areas)</p> <ul style="list-style-type: none"> • Child finds it very difficult to get his/her message across, possibly struggling to think of the words needed • Child does not have friendships or relate to peers as might be expected • May find it hard to make social judgments in communicative situations • Child may mis-read non literal language and implied meaning (can't 'read between the lines') • Child is stammering • Child is silent or mostly silent in school, when parents/carers report a very different child at home • Child has gruff or husky voice not attributable to a cold
<p>DO NOT refer or seek further information from SLT See SLT advice sheets;</p> <p>'Speech delay'</p> <p>'Language comprehension'</p> <p>'Expressive language'</p> <p>'Social communication, pre-school, school age and secondary school age'</p> <p>'Higher level language difficulties'</p> <p>'Word finding and vocabulary'</p>	<p>Refer to Speech and Language Therapy</p> <p>Also see advice sheets;</p> <p>'Speech disorder'</p> <p>'Articulation disorder'</p> <p>'Dysfluency- school age'</p> <p>'Selective Mutism'</p>

Average Speech and Language Development

Sound	Age sounds are usually achieved by (90%)	Examples of sound in child's speech	Sound substitutions in developing speech
p, b, m, w	3yrs 5mths	Pop, baby, more, where	p may sound like b to begin with eg pee→bee
t, d, n	3yrs 5mths	Two, daddy, no	t may sound like d to begin with eg to → do
ng	3yrs 5mths	sing	Child may use /n/ e.g. sing → sin up to the age of 5
k/c, g	3yrs 5mths	Car, walk, go, bag	Child may use /t/ /d/ instead until 3:11 eg car→tar bag →bad
h	3yrs 5mths	home	/h/ may be left off initially eg home → ome
f, v	3yrs 5mths	fork, coffee, off van, river, move	child may use p,b,t or,d until 3:06 eg fork→bork
s, z	3yrs 5mths	Seesaw, bus, zebra nose	Child may use /t/or /d/ until 3:06+
y	3yrs 5mths	Yogurt, buying	
l	3yrs 11mths	Light, balloon	child may use 'w' or 'y' until 4yrs eg like→wike
Consonant blends eg sp, fl, st	3yrs 11 months	Spider, flower, nest basket	Child will reduce the consonant blend of 2 sounds to 1 eg spider – pider or sider
sh, zh	4 yrs 11 mths	Sheep, wash measure	May use as /t/ or /d/ until 3:0 May use /s/ /z/after this until 5 yrs eg sheep→ seep
ch, j/dg	4yrs 11 mths	chip, watch jump, badge	May use as /t/ or /d/ until 4:0 May use as /ts//dz/ until 5 yrs eg watch→wats
Consonant blends of 3 consonants eg spl---	5yrs 11 months	split	Consonant blends of 2 or 3 sounds including r e.g. , bread, spring may not develop till age 6:05+
r	6 yrs 5 mths	rabbit, carry	Gliding: may present as /w/ or /y/ until 6:06 Eg rabbit→wabbit
th (θ) th (ð)	7yrs+	thumb there	May use b then f/v until 7yrs e.g. thumb→fum May use d until 4+ then v

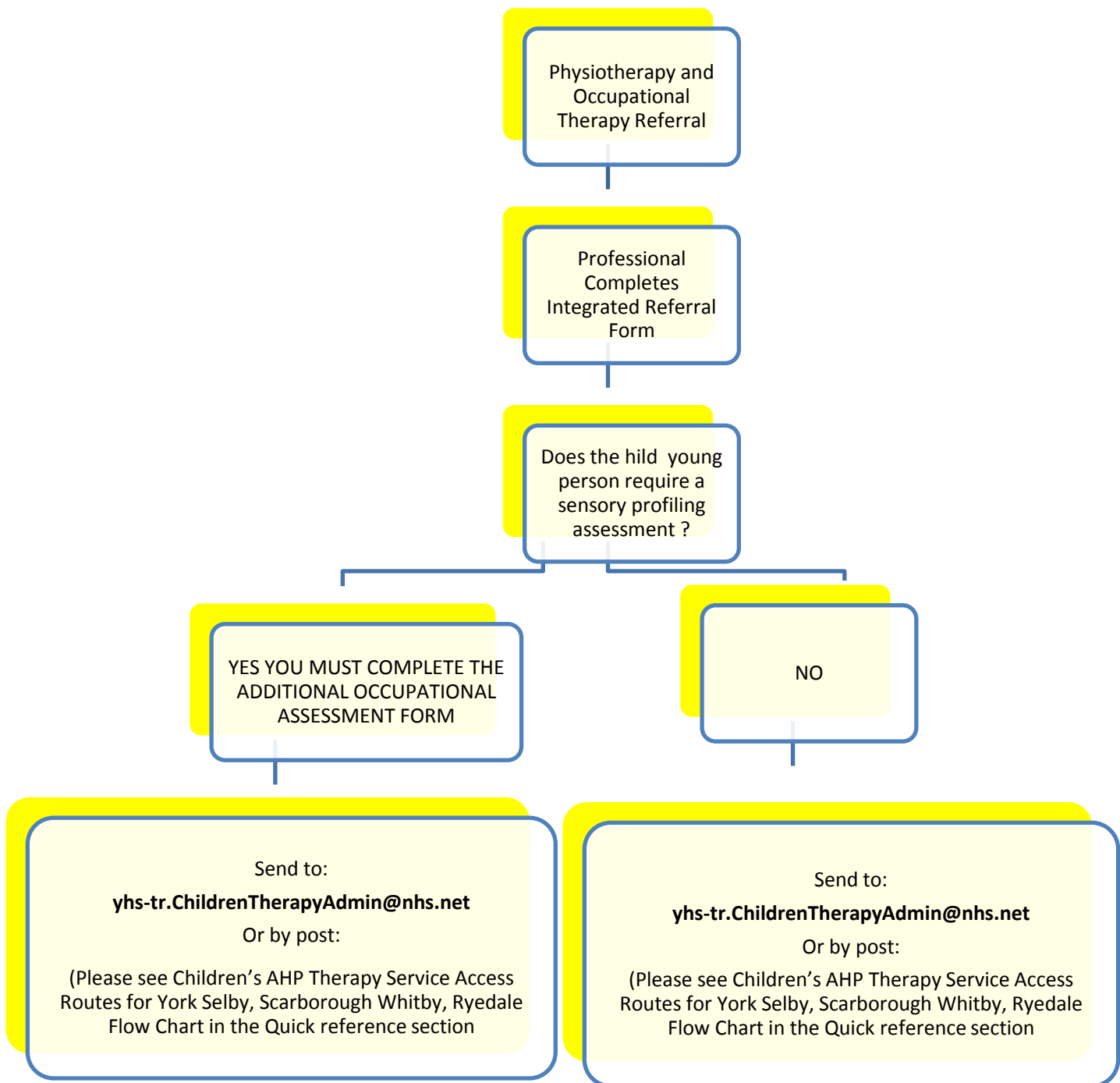
Quick reference: Referral guide to Children's Therapy Services Paediatric Dietetics and Nutrition



Further information:

- For Scarborough, Whitby and Ryedale Dieticians Administrators call 01723 342415
- For York and Selby Dietician Administrators call 01904 725269

Quick reference: Referral guide to Children's Therapy Services: Physiotherapy and Occupational Therapy



Further information:

- For Scarborough, Whitby and Ryedale Occupational Therapy and Physiotherapy call 01723 342357
- For York and Selby Occupational Therapy and Physiotherapy call 01904 726753

