

## PRE-REFERRAL CONSIDERATIONS AND INTERVENTION RECOMMENDATIONS

The following suggestions may be given to classroom teachers and/or parents/guardians as recommendations prior to referral for a Full and Individual Evaluation (FIE) for Special Education Services. The SLP should check for level of understanding of each recommendation through the school referral committee meeting.

Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
 Person Responsible: \_\_\_\_\_ Date of Meeting: \_\_\_\_\_

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 fluency varies depending upon the language used.		
2. Discuss the characteristics and risk factors for the development of fluency disorders with the parent(s) and teacher.		
3. Determine if the student has previously received services for a fluency 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:**