

# LOS ANGELES UNIFIED SCHOOL DISTRICT

Related Services Department  
Speech and Language Program

## Prevention and Screening Request

Please complete all ELD information, as it is important for evaluation of language difficulties.

Date:

Grade:

Student Name:

D.O.B.:

Teacher's Name:

Room:

ELD Level: \_\_\_\_\_

How long has student been exposed to English? \_\_\_\_\_

How long has student been at the current ELD Level? \_\_\_\_\_

Has the student met ELD goals? Circle one :      YES                      NO

This is a request for **instructional strategies** to assist the student who is having the following difficulties in the classroom:

### 1. Articulation

Speech is difficult to understand by peers  
Does not pronounce age-appropriate sounds correctly  
Does not speak clearly in conversation, but accurate in single words

Is the student substituting one sound for another? If you are not sure if a certain sound is age-appropriate, please request a Speech Sounds and Age chart, which will help determine if a sound is in error or not.

### 2. Stuttering

Has difficulty getting words or sentences started or completed  
Stumbles on words, repeats or prolongs words or sounds

Use this section if the child is a stutterer, not just hesitant due to being an English language learner, shy, etc. For example, this section should be marked if the student says, "B-b-b-ball" or "T-t-t-time."

### 3. Language

Understands what is said or read, but has difficulty explaining ideas in comparison to classroom peers  
Typically responds with single words rather than sentences  
Has difficulty relating a story in sequence  
Has difficulty communicating basic wants and needs  
Has difficulty expressing thoughts and ideas about what s/he has learned  
Frequently gives inappropriate responses in class discussions or when answering questions  
Has difficulty interacting with peers  
Has difficulty understanding and following spoken directions

### 4. Voice

Voice is at an inappropriate pitch for the student's age (too high or too low)  
Voice is excessively loud or soft  
Voice is breathy or nasal  
Voice is chronically hoarse or raspy

Please fill out this section if the student's voice concern appears to be the result of vocal abuse (screaming, making funny noises, etc.), medical concerns (sinus problems, throat infections), or psychological concerns (male student using falsetto voice), not if the child is just shy or soft-spoken.

Please include any additional information / examples of student's communication difficulties here: