



FLORIDA DIAGNOSTIC AND LEARNING RESOURCES SYSTEM
CHILD FIND REFERRAL

3841 Reid Street, Palatka, FL 32177 1-800-227-6036

www.nefec.org/fdlrs (click on Child Find) Fax: 386-329-3684



COUNTY _____ DATE OF REFERRAL _____

CHILD'S LAST NAME: _____ FIRST _____ MIDDLE _____

DOB _____ M F RACE _____ PRIMARY LANGUAGE _____

BIRTH (CITY/STATE) _____

CHILD LIVES WITH: BOTH PARENTS MOTHER FATHER OTHER _____

MOTHER'S NAME _____ FATHER'S NAME _____

LEGAL GUARDIAN _____ RELATIONSHIP _____

MAILING ADDRESS: _____

PHYSICAL/911 ADDRESS: _____

HOME PHONE: _____ SCHOOL ZONE: _____

WORK # (MOTHER): _____ CELL # (MOTHER): _____

WORK # (FATHER): _____ CELL # (FATHER): _____

OTHER: _____ EMAIL: _____

AT HOME? YES NO PRESCHOOL/CHILD CARE PROVIDER: _____

REFERRED BY: _____

ADDRESS _____ TELEPHONE _____

HOW DID YOU FIND OUT ABOUT CHILD FIND? _____

PHYSICIAN _____ CITY _____

AGENCIES SERVING FAMILY (ie. Easter Seals, Early Steps, Therapists) _____

INTERAGENCY RELEASE DATE: _____ SERVICE COORDINATOR _____

PREVIOUS TESTING? NO YES: WHERE? _____

REASON FOR REFERRAL

- SPEECH (hard to understand, talking is not clear)
- EXPRESSIVE LANGUAGE (few words in vocabulary, doesn't put many words together in sentences)
- RECEPTIVE LANGUAGE (doesn't seem to understand, difficulty following directions)
- SOCIAL EMOTIONAL (interaction w/others, social skills)
- COGNITION (seems behind, difficulty retaining info.)
- HEARING
- VISION
- FINE MOTOR SKILLS (holding, drawing, grasping, picking up small objects)
- GROSS MOTOR SKILLS (clumsy, falls a lot, poor coordination or balance)
- BEHAVIOR (aggressive, harms self or others, inattentive, active)

OTHER REFERRAL INFORMATION & NOTES: _____

(BELOW FOR FDLRS' USE ONLY)

SPEECH: A/P/F	HEARING: A/P/F	SOCIAL/EMOTIONAL: A/P/F	DEVELOPMENTAL: A/P/F
LANG: A/P/F	VISION: A/P/F	MOTOR: A/P/F	OTHER: _____ A/P/F

SCREEN/EVAL INSTRUMENT _____ DATE _____ BY WHOM _____

NOTES: _____

CLOSED/INACTIVE DATE: _____ REASON: _____



FLORIDA DIAGNOSTIC & LEARNING RESOURCES SYSTEM

3841 Reid Street
Palatka, FL 32177

1-800-227-6036
FAX: (386) 329-3684



PERMISSION FOR PRESCHOOL SCREENING

Child's Name _____
(First) (Middle) (Last)

Child's Date of Birth _____ Age _____ Sex _____

Race _____ Primary Language _____

Parent(s) Name _____ Child lives with _____

Address _____
Street City State Zip Code

Home Phone: _____ School Zone: _____

Work # (Mother) _____ Cell # (Mother) _____

Work # (Father) _____ Cell # (Father) _____

Other: _____ E-mail Address: _____

Concerns you have about your child _____

Is your child on medication? _____ If so, explain _____

Identify other agencies serving your family _____

Child Care/Preschool Program your child attends _____
Days and hours in attendance _____

I hereby grant permission for my child, _____,
to be screened by competent personnel and release them from liability for any mishap to my child.
I understand this is a screening and the results do not indicate the presence of a problem, only the
need for further evaluation.

Signature of Parent or Guardian

Date



FDLRS/NEFEC Child Find
 Florida Diagnostic and Learning Resources System
 North East Florida Educational Consortium
 3841 Reid Street
 Palatka, FL 32177
 1-800-227-6036
FAX: 386-329-3835



PERMISSION TO RELEASE INFORMATION

I, _____, do hereby authorize the release of any medical
Name of Person

and/or evaluative information relative to _____,
Name of Child

_____, to the Florida Diagnostic and Learning Resources
Date of Birth

System, 3841 Reid Street, Palatka, Florida 32177, to be sent to requesting agencies

having vested interest in _____.
Name of Child

Date of Authorization

Signature

Relationship to Child

(Authorization in effect one year from date of signature)

The Florida Diagnostic and Learning Resources System provides support services to public school district Exceptional Student Education programs in Baker, Bradford, Flagler, Putnam, St. Johns, and Union Counties and FSDB.

Obtain records from: _____
Address: _____
Telephone/Fax #'s _____



Speech & Language Internet Resources

How Does Your Child Hear and Talk?

<http://www.asha.org/public/speech/development/chart.htm>

Speech and Language: Developmental Milestones

<http://www.nidcd.nih.gov/health/voice/pages/speechandlanguage.aspx>

Mommy Speech Therapy:

Thoughts on Speech & Language Development

<http://mommyspeechtherapy.com/>



We Want to Find Some Very Special Children

Do you have any concerns about your child's:

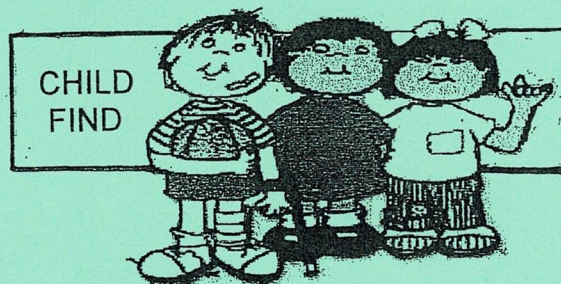
- Speaking
- Understanding
- Moving or playing
- Seeing or hearing
- Getting along with other children
- Learning and paying attention
- Self-feeding, dressing or toileting

Child Find Provides FREE:

- Information about community programs for children with special needs
- Professional consultation for parents
- Screening in the areas of communication, motor development, vision, hearing, and preschool readiness skills
- Assistance in placing children with special needs in appropriate exceptional education programs or other early intervention services

**If you have questions or concerns about a child
Birth - 5 years of age, contact:**

**FDLRS/NEFEC CHILD FIND
(386) 329-3811 or Toll Free 1-800-227-6036**



**FLORIDA DIAGNOSTIC AND LEARNING RESOURCES SYSTEM (FDLRS)
NORTH EAST FLORIDA EDUCATIONAL CONSORTIUM (NEFEC)**

**Serving Baker, Bradford, Flagler, Putnam, St. Johns and Union Counties and
the Florida School for the Deaf and Blind**

Age of Child	<p align="center">Typical Language Development (Source: www.childdevelopmentinfo.com)</p>
<p align="center">6 Months</p>	<p>Vocalizes with intonation (makes lots of different cooing and gooing sounds) Responds to name Responds to human voices without visual cues by turning head and eyes Responds appropriately to friendly and angry tones</p>
<p align="center">12 Months</p>	<p>Uses one or more words with meaning (may be a fragment of a word) Understands simple instructions, especially if vocal or physical cues are given Imitates voice patterns of others (appropriate changes in tone of voice) Is aware of the social value of speech</p>
<p align="center">18 Months</p>	<p>Has vocabulary of approximately 5-20 words Vocabulary made up chiefly of nouns (objects) Some echolalia (repeating a word or phrase over and over) Much jargon with emotional content Able to follow simple commands</p>
<p align="center">24 Months</p>	<p>Can name a number of objects common to his surroundings Is able to use at least two prepositions, usually chosen from the following: in, on, under Combines words into a short sentences (mostly noun-verb combinations) Approximately 2/3 of what child says should be easily understood Has vocabulary of approximately 150-300 words Rhythm and fluency often poor Volume and pitch of voice not yet well-controlled Can use two pronouns correctly: (although me, you and I are often confused) My and mine are beginning to emerge Responds to such commands as "show me your eyes (nose, mouth, hair)"</p>
<p align="center">36 Months</p>	<p>Use pronouns I, you, me correctly Uses some plurals and past tenses Knows at least three prepositions (usually "in", "on", "under") Knows chief parts of body and should be able to indicate these if not name Uses three word sentences easily Has vocabulary of approximately 900-1000 words About 90% of what child says should be easily understood Begins to use more verbs (action words) Understands most simple questions dealing with his environment and activities Relates experiences so that they can be followed with reason Able to reason out such questions as "what must you do when you are sleepy, hungry, cool, or thirsty?" Able to give name, age and sex Should not be expected to answer all questions, but understands what is expected</p>
<p align="center">48 Months</p>	<p>Knows names of familiar animals Can use at least four prepositions or can demonstrate understanding of meaning when given commands Has vocabulary of approximately 1500 or more words Identifies all 8 basic colors Can repeat 4 digits when they are given slowly Can usually repeat words of four syllables Demonstrates understanding of over and under Has most vowels (a, e, i, o and u) and the consonants p, b, m, w, n well established Knows several favorite songs and nursery rhymes Talks almost constantly and during make-believe play Understands such concepts as longer, larger, when a contrast is presented Readily follows simple commands (3-4 steps) even though the objects/cues are not in sight Repeats many words, phrases, syllables, and sounds</p>

Age of Child	Typical Language Development <i>(continued)</i>
60 Months	<p>Can use many descriptive words spontaneously-both adjectives and adverbs Knows common opposites: big/little, hard/soft, heavy/light, etc. Has number concepts of 4 or more and can count ten objects Asks questions using who, what, when and why Speech is easily understood, in spite of some articulation problems Has all vowels (a, e, i, o and u) and the consonants, m,p,b,h,w,k,g,t,d,n,ng,y (yellow) Able to repeat sentences as long as nine words Able to define common objects in terms of use (hat, shoe, chair) Able to follow three commands given without interruptions Able to give name, age, birthday, sex and address Knows simple time concepts: eg. morning, afternoon, night, day, later, after, while, tomorrow, yesterday, today Uses fairly long sentences (6-8 words) Uses correct grammar and asks meaning to unfamiliar words</p>

How Language and Speech Differ

(Source: American Speech-Language-Hearing Association)

Language is made up of socially shared rules that include the following:

- What words mean (e.g., "star" can refer to a bright object in the night sky or a celebrity)
- How to make new words (e.g., friend, friendly, unfriendly)
- How to put words together (e.g., "Peg walked to the new store" rather than "Peg walk store new")
- What word combinations are best in what situations ("Would you mind moving your foot?" could quickly change to "Get off my foot, please!" if the first request did not produce results)

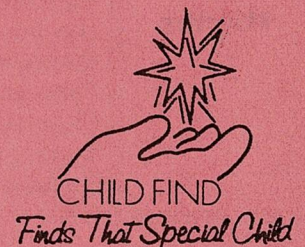
Speech is the verbal means of communicating and consists of the following:

- **Articulation:** How speech sounds are made (e.g., children must learn how to produce the "r" sound in order to say "rabbit" instead of "wabbit").
- **Voice:** Use of the vocal folds and breathing to produce sound (e.g., the voice can be abused from overuse or misuse and can lead to hoarseness or loss of voice).
- **Fluency:** The rhythm of speech (e.g., hesitations or stuttering can affect fluency).

When a person has trouble understanding others (**receptive language**), or sharing thoughts, ideas, and feelings (**expressive language**), then he or she has a **language disorder**.



If you have concerns about a child's speech or language development, contact FDLRS/NEFEC Child Find at 1-800-227-6036 or visit our website at www.nefec.org/fdlrs.



Your Child's Growth and Developmental Steps from Birth to 36 Months

Babies and toddlers grow and develop at their own pace, but usually can do the following activities by the age listed. If you have concerns about your child, please check with your doctor and contact your local Early Steps office.

3 Months	6 Months	9 Months	12 Months
<p>*Pushes up head and chest when on tummy *Moves body actively in response to voices</p> <p>*Chuckles, coos *Enjoys touch</p> <p>*Turns head toward sounds</p> <p>*Soothes with cuddling</p> <p>*Smiles *Watches faces and objects *Kicks feet, moves hands *Brings hands to mouth</p> <p>* Does not watch moving objects</p> <p>* No startle to sound</p>	<p>*Rolls from stomach to back</p> <p>*Has good head control</p> <p>*Laughs while playing</p> <p>*Reaches and grasps toys, objects *Has predictable sleep pattern *Moves object from hand to hand *Sits, but may need support *Babbles more than 2 sounds</p> <p>* Unable to roll over *Difficulty lifting head *Does not turn head to direction of sound</p>	<p>*Looks for hidden toy</p> <p>*Throws toys or objects *Pulls self up, stands while holding on</p> <p>*Feeds self finger food such as cereal *Imitate sounds like "ooh" and "ahh"</p>	<p>*Pulls self up and stands *Says "Mama", "Baba", or "Dada"</p> <p>*Begins to follow simple directions (please come here, drink your juice)</p> <p>*Waves bye-bye *Presses buttons on phone, toys *Enjoys being read to</p>
<p>Typical Activities</p>			
<p>Indicators for Concern</p>		<p>* Unable to sit by self</p> <p>*Difficulty picking up objects</p> <p>*Not imitating or babbling</p>	<p>*Does not use single words like "Mama" or "Dada" *Difficulty crawling *Needs to use hand to maintain sitting</p>

15 Months	18 Months	24 Months	36 Months
<p>*Stands and steps towards or Walks</p> <p>*Knows and says four or five words *Helps to dress by holding out arms or legs</p> <p>*Curious - will explore on own</p> <p>* Unable to stand alone *Does not point to objects, people</p> <p>*Does not hold own cup</p>	<p>*Walks well, runs a little</p> <p>*Scribbles *Prefers to feed self</p> <p>*Knows names of things, people</p> <p>*Plays along side other children</p> <p>*Squats to pick up toy</p> <p>*Beginning pretend play</p> <p>* Unable to walk without help</p> <p>*Does not say at least 15 words</p> <p>*Not able to feed self with spoon</p>	<p>*Kicks large ball *Recognizes familiar pictures, books</p> <p>*Engages in pretend play (using spoon as an airplane)</p> <p>*Uses 2 or 3 words together</p> <p>*Says "mine" *Jumps in place</p> <p>* Does not follow simple directions *Does not pretend play *Walks on toes *Difficulty holding large size crayon</p>	<p>*Feeds self *Walks up steps</p> <p>*Says at least 3 word sentences</p> <p>*Responds to feelings of others</p> <p>*Completes 3-4 piece puzzle</p> <p>*Takes turns during play</p> <p>*Shows interest in potty training</p> <p>*Words/speech not understood by others *No interest in other children *Poor balance, falls frequently</p>
<p>Typical Activities</p>			
<p>Indicators for Concern</p>			

Sources: American Academy of Pediatrics, Department of Pediatrics University of Florida, the Florida Diagnostic and Learning Resources System.