

NORTH COAST REGION

Student Service Request Form Years 4, 5 and 6

EDUCATION QUEENSLAND

Speech–Language Therapy Services in Education

LANGUAGE FOR LEARNING · LANGUAGE FOR LIFE



Date of Service Request _____

Student _____

DOB _____

School _____

Class _____

Teacher _____

Verification Category: (if applicable) _____ Please attach current IEP and/or relevant documents

Other specialist support personnel or agencies involved with the student (please circle):

STLAN

Guidance Officer

AVT

ESL Teacher

Behaviour team

Paediatrician

OT

PT

Other: _____

Has the student had speech therapy prior to this request, from either an outside agency or through Education Queensland? Yes / No

If yes, from whom, details and attach reports if available _____

Indicate your/the education team's **level of concern** regarding the student's achievement in the classroom (please circle).

1 2 3 4 5 6 7 8 9 10
mildly concerned concerned extremely concerned

What are your main concerns for this student in the classroom?

Tick the statements that best describe this student. Please complete both sides of this form.

Area	no support need	low-moderate support need	high support need
Speech	<input type="checkbox"/> uses all sounds correctly says multi-syllabic words without difficulty <input type="checkbox"/> all consonant blends (eg <i>spl</i> , <i>str</i>) correct	<input type="checkbox"/> able to be understood <input type="checkbox"/> difficulty with some sounds (eg <i>r</i> , <i>th</i> , 'lisp' s)	<input type="checkbox"/> difficult to understand <input type="checkbox"/> frustrated by inability to say sounds and words <input type="checkbox"/> consistent difficulty with a number of sounds (eg <i>k</i> , <i>g</i> , <i>sh</i> , <i>ch</i>)

PLEASE TURN OVER

Years 4, 5 & 6

Area	No support need	low-moderate support need	high support need
Vocabulary and Meaning	<ul style="list-style-type: none"> □ uses a wide range of words that clearly and precisely convey meaning □ uses appropriate and specialised vocabulary in different situations (eg <i>debates, discussions, class talks</i>) 	<ul style="list-style-type: none"> □ needs help to develop specific vocabulary for different situations and purposes □ unable to name some items and objects 	<ul style="list-style-type: none"> □ consistent difficulty naming items (eg <i>uses gesture or "talks in circles"</i>) □ frequent use of words like <i>that, there, it</i> □ poor knowledge of complex concepts (eg <i>although, until, whatever, neither</i>) □ difficult to understand what student means
Sentence Formulation and Grammar	<ul style="list-style-type: none"> □ displays a knowledge of language structures, using cohesion and conjunctions to effectively express the relationship between ideas □ able to discuss & manipulate rules of grammar 	<ul style="list-style-type: none"> □ uses some complex sentences □ uses reduced sentence length when compared with peers □ minor grammatical errors (eg <i>mans, thems</i>) 	<ul style="list-style-type: none"> □ primarily uses simple sentence structure □ confuses and leaves out words and word endings (eg <i>is, runned, foots</i>) □ puts words in the wrong order
Story Telling and Narrative	<ul style="list-style-type: none"> □ adds elaboration and detail to recounts and describes events, objects and concepts outside of immediate experience □ retells stories of some complexity, individually or in groups 	<ul style="list-style-type: none"> □ story structure evident (eg <i>introduction, sequence, conclusion</i>), with some errors in sequence and details missing □ limited use of complex connecting words (eg <i>when, so, if, before</i>) 	<ul style="list-style-type: none"> □ errors in story sequencing evident, major events and details missing □ tells a simple story □ limited use of connecting words (eg <i>and, then, because</i>)
Conversational Skills	<ul style="list-style-type: none"> □ selects and maintains language and style appropriate to the audience, context and purpose □ uses social conventions □ communicates effectively by sharing ideas, advice, opinions and information □ successfully verbally interacts with peers (eg <i>negotiating, dealing with conflict</i>) 	<ul style="list-style-type: none"> □ needs some help to hold a conversation with a number of audiences (eg <i>teachers, peers</i>) □ needs some help to stay on topic □ occasional difficulty verbally interacting with peers 	<ul style="list-style-type: none"> □ needs significant assistance to hold a conversation □ major difficulties remaining on topic □ provides limited, irrelevant or inappropriate information □ consistent difficulties verbally interacting with peers (may reflect in behaviour)
Understanding and Processing	<ul style="list-style-type: none"> □ follows complex sequences of instructions □ effectively uses language in problem-solving activities □ follows instructions in a number of classroom situations and plans action in response □ asks questions to gain clarification 	<ul style="list-style-type: none"> □ difficulty following complex sequences of instructions □ difficulty answering lengthy and complex questions □ occasional difficulty with planning responses to classroom requests 	<ul style="list-style-type: none"> □ poor listening skills □ consistent difficulty following instructions □ gives incomplete, irrelevant or no response to questions □ does not ask for clarification when failing to understand □ may have difficulty adjusting to change in classroom routine/teacher
Metalinguistics / Literacy Skills	<ul style="list-style-type: none"> □ able to manipulate sounds in words □ evaluates the consistency of information and grammar within and across sentences □ able to extend language meaning (eg <i>use figurative language, metaphors, similes, analogies</i>) □ uses language for jokes, riddles and sarcasm 	<ul style="list-style-type: none"> □ difficulty manipulating sounds in words (eg <i>deleting or substituting sounds</i>) □ some emergent use of metaphors □ beginning to develop a sense of humour and can appreciate riddles, jokes and puns 	<ul style="list-style-type: none"> □ difficulty segmenting and blending sounds □ difficulty with the recognition and definition of sounds, letters, words, sentences □ limited appreciation of humorous language □ difficulty with encoding/decoding letters and sounds
Fluency/ Stuttering	<ul style="list-style-type: none"> □ speaks fluently 	<ul style="list-style-type: none"> □ sound and word repetitions heard when the student is excited, tired or nervous □ occasionally repeats words and sounds in everyday conversation □ often uses <i>ums</i> and <i>ers</i> to get started 	<ul style="list-style-type: none"> □ frequently repeats sounds or words □ physically struggles to get words out □ becomes frustrated
Voice	<ul style="list-style-type: none"> □ voice sounds similar to peers 	<ul style="list-style-type: none"> □ consistently uses very high/low / loud voice 	<ul style="list-style-type: none"> □ usually sounds hoarse, nasal or monotonous