NORTH COAST REGION		EDUCATION QUEENSLAND					
Student Service Request F Year 2 and Year 3	orm	Speech- Therapy LANGUAGE FOR	Services	in Educ			
Date of Service Request	Stuc	dent			DOB _		
School	Cla	Class			Teacher		
Verification Category: (if applicable)	Please	attach current IEF	and/or releva	nt document	S		
Other specialist support personnel or	agencies involved wi	i th the student (p	lease circle):				
STLAN Guidance Office	AVT ESLT	eacher Behavio	our team	Paediatric	ian OT	PT Other:	
Has the student had speech therapy p If yes, from whom, details and attach rep available	orts if		0,	0	tion Queensla	and? Yes / No	
Indicate your/the education team's level	of concern regarding	the student's achie	evement in the	classroom	(please circle)).	
1 2 mildly concerned	3 4	5 concerned	6 7	8		10 nely concerned	
What are your main concerns for this stud	ent in the classroom?						

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

Are	ea	no support need	low-moderate support need	high support need		
Spee	ech	 uses all sounds correctly says multi-syllabic words without difficulty always able to be understood 	 may have difficulty with some sounds (eg. v, r, th) Consonant blends (eg: splash) are occasionally incorrect 	 difficult to understand frustrated by inability to say sounds and words may have difficulty with sounds (eg k, g, s, z, l, j, y, sh, ch) 		
PLEASE TURN OVER						

Area	No support need	Low-moderate support need	High support need
Sentence Formulation and Grammar	 commonly uses complex sentences that contain a conjoined or embedded clause has mastered most grammatical rules ie. says past tense endings (eg. <i>jumped</i>), irregular past tense correctly (eg. <i>ran</i>), and plurals correctly (eg. <i>sheep, horses, feet</i>) 	 reduced sentence length when compared with peers (has some complex sentence use) often confuses grammatical words and word endings (eg. irregular past tense - <i>runned</i> for <i>ran</i>, plurals - <i>sheeps, foots</i>) 	 simple sentence structure leaves out words/words in the wrong order has difficulty forming questions doesn't use and, then, because to join sentences frequent errors in past tense and plurals
Conversational Skills	 can sustain a conversation with a number of audiences (eg. teachers, peers, adults) stays on topic and takes into account the audience and purpose when speaking uses tone, intonations and gesture to add to meaning of what is said 	 needs some help to hold a conversation and stay on topic speaks but gives limited information problems verbally interacting with their peers (eg negotiating, changing roles, dealing with conflict) 	 needs significant help to hold a conversation difficulty remaining on topic rarely speaks, difficulties in group discussion doesn't use "classroom talking rules" appropriately
Story Telling and Narrative	 able to use formal introduction (eg. once upon a time) uses complex grammatical connectives to sustain a topic (eg. and then, because, when if, after) includes when, who, where, what details story structure evident (eg. setting, character) 	 able to tell you a story with structure though some errors in sequence and some minor details missing connects sentences with and, then, because 	 tells a simple story, sentences may be simple with very little detail included errors in story sequencing evident, major events and details missing labels each picture, rather than tell a story limited use of and, then, because
Vocabulary and Meaning	 develops specific vocabulary for different situations and purposes (eg. language for description, comparison) uses cognitive verbs (eg. <i>think, like, want</i>) to express thoughts and wishes uses comparative and superlative language 	 is beginning to develop a specific vocabulary for different situations and purposes may not know the names of some irregular items and objects difficulties with comparative and superlative, language (eg. <i>bigger than, tallest</i>) 	 frequent use of words like <i>that, there</i> difficult to follow the meaning of what is said limited vocabulary, difficulty naming items poor knowledge of concepts (eg <i>between, front, under</i>)
Understanding and Processing	 is able to follow instructions that include two or three elements gives answers to complex questions (eg <i>why</i>) plans and gives instructions in a number of classroom situations uses questions to gain further information 	 occasional difficulty following instructions may occasionally require further explanation able to answer most questions although may have difficulty with <i>why</i> and <i>how</i> questions inconsistent listening skills 	 has difficulty following instructions gives incomplete, irrelevant or no response to questions does not ask for clarification when failing to understand poor listening skills
Metalinguistics Skills	 is able to segment, manipulate/join sound units can define and recognise the concepts of <i>sound</i>, <i>letter</i> and <i>word</i> able to generate words beginning with a sound is beginning to develop a sense of humour and can appreciate riddles, jokes and puns 	 some difficulty in the segmentation and manipulation of sound units is able to give examples of sounds, letters, words and sentences and possesses some awareness of literacy concepts 	 unable to recognise rhyming words by listening unable to give examples of sounds and letters possesses little awareness of print conventions possesses little awareness of concepts (eg sounds, letters, words)
Fluency / Stuttering	speaks fluently	 sound and word repetitions heard when the child is excited, tired or nervous often uses <i>ums</i> and <i>ers</i> to get started 	 frequently repeats sounds or words physically struggles to get words out becomes frustrated
Voice	voice sounds similar to peers	not applicable	 usually sounds hoarse, nasal or monotonous consistently uses very high / low / loud voice