NORTH COAST REGION

Student Service Request Form Year 2 and Year 3



EDUCATION QUEENSLAND	
Speech—Language Therapy Services in Education Language for Learning Language for Life	

Date of Service Request				Student							DOB		
School				Class									
Verification Category: (if applicable)				Please attach current IEP and/or relevant documents					nts				
Other specialist sup	port perso	nnel or age	ncies inv	olved wit	h the student	(please	circle):						
STLAN	Guidano	e Officer	AVT	ESL Te	acher Beha	viour tea	am	Paediati	rician	ОТ РТ	T Other:		
Has the student had If yes, from whom, de- available	tails and at	tach reports	if			Ū	•	J	cation Q	ueensland	? Yes / No		
Indicate your/the educ	cation team	i's level of c	oncern re	garding th	ne student's ac	chievem	ent in th	e classroom	n (please	e circle).			
mildl	1 y concerno	2 ed	3	4	5 concerned	6	7	8	9	10 extremely	v concerned		
What are your main co	ncerns for	this student	in the class	sroom?									

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	 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					

Year 2 & 3

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. jumped), irregular past tense correctly (eg. ran), and plurals correctly (eg. sheep, horses, feet) 	 □ reduced sentence length when compared with peers (has some complex sentence use) □ often confuses grammatical words and word endings (eg. irregular past tense - runned for ran, plurals - sheeps, foots) 	 □ 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. think, like, want) 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. bigger than, tallest) 	 frequent use of words like that, there difficult to follow the meaning of what is said limited vocabulary, difficulty naming items poor knowledge of concepts (eg between, front, under)
Understanding and Processing	 is able to follow instructions that include two or three elements gives answers to complex questions (eg why) 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 why and how 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 sound, letter and word 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