

Referral indicators:

A student has difficulty:

- ordering words in a sentence so that the sentence is logical and makes sense
- using conjunctions - joining words -appropriately in spoken sentences
- understanding and following what the teacher says when longer, more complex or unusual sentence structures are used
- following one or two step instructions that contain slight complexity
- responding effectively to complex/high level questions that involve longer responses (e.g., explaining, justifying, predicting)
- demonstrating an understanding of the meaning of a range of words that would be expected for his/her age
- understanding the various meanings of words that have multiple meanings
- finding the right words to say. This is for words that the student should know and/or have used previously
- providing the listener with all of the critical pieces of information about a topic; and/ or difficulty sequencing information in the correct order
- understanding the teacher's explanations and class discussions regarding specific topics
- adapting language for different contexts and audiences.

A student's:

- spoken sentences are extremely short, grammatically incorrect and simple compared with those of same-age peers
- use of vocabulary is limited in quantity and quality compared with same-age peers.

If you are concerned about a student's communication abilities:

Class teacher / ST-IE identifies concerns; gathers relevant data from key stakeholders.



ST-IE confirms appropriateness of referral with BCE speech pathologist.



Parents informed of referral process; and complete the consent form and the 'Parent Information Sheet'. CT and ST-IE complete 'Referral – Speech Pathology Form'.



ST-IE checks forms have been completed and signed; attaches supporting documentation (e.g., reports).



ST-IE collates referral package and forwards to BCE speech pathologist.

Contact Details:

Brisbane Catholic Education

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12 Endeavour Boulevard, North Lakes
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Teaching Challenging Transforming

Speech Pathology Services



*...teaching, challenging,
transforming...*

Purpose:

The role of the Brisbane Catholic Education speech pathologist is to support school communities who identify students with significant educational needs arising from:

- Speech Language Impairment (SLI)
- significant communication disorders.

This is achieved through:

- discussion and negotiation with school communities
- the development of partnerships with school communities and external service providers (e.g., paediatricians, audiologists, other speech pathologists)
- engaging in activities that are profession specific and/or supportive of school-based procedures.

Activities undertaken may include:

Evaluation

BCE speech pathologists evaluate students' communication and learning needs through:

- screening assessment
- classroom observations
- consideration of work samples
- portfolios
- standardised assessment.

The nature of the evaluation is determined by the concerns highlighted in the BCE speech pathology referral forms and through negotiation with key stakeholders.



Reporting

Following the evaluation process, BCE speech pathologists:

- share evaluation results with key members of students' support teams (including parents and class teachers)
- discuss activity limitations and participation restrictions to inform planning and program development.

Collaborative Planning

BCE speech pathologists plan collaboratively to facilitate positive learning outcomes for students. The collaborative planning partnership may include, but is not limited to:

- class teacher(s)
- Support Teacher - Inclusive Education
- parents
- student (if appropriate).

Program Development

BCE speech pathologists:

- develop and monitor intervention programs
- provide advice to teachers about class-based strategies and adjustments.

Education Adjustment Program (EAP)

BCE speech pathologists:

- support school communities to progress through the EAP verification process
- determine students' eligibility for verification in the category of SLI
- may assist schools with completing the EAP Profile for students verified in the category of SLI.

Individual Education Plans (IEP)

BCE speech pathologists:

- may contribute to the IEP for students verified in the EAP category of SLI
- may assist in the development of IEPs for students with an EAP verification other than SLI.

Enrolment Application & Support Procedure (EASP); Student Support Team Meetings (SSTM); Transition Planning P-12

BCE speech pathologists contribute specialist knowledge to inform and support schools' progression through these processes and procedures.

Whole School Curriculum (Literacy/Numeracy) Planning

BCE speech pathologists provide unique contributions to enhance curriculum planning through their comprehensive knowledge of language acquisition and its critical relationship to students' development of literacy and numeracy, thinking and learning.

Staff Development/Sharing of Information with School Community

BCE speech pathologists provide a range of learning opportunities and professional development to meet the differing needs of school communities.