



## ELIGIBILITY FOR REFERRAL TO LANGUAGE DEVELOPMENT CENTRES

### To be eligible for referral to an LDC a child must:

1. Be entering Kindergarten, Pre-Primary or Year 1 the following year.
2. Have a significant primary language disorder in one or more language areas.
3. Demonstrate evidence of learning potential within the average range or above.
4. Demonstrate sound adaptive behavior skills, substantiated by descriptive evidence of the child's behaviour in their current educational placement, care setting or in their home.

## REFERRAL REQUIREMENTS

### KINDERGARTEN REFERRALS

- A Developmental Assessment** (is highly recommended, but not mandatory). A Griffith's Assessment administered by a paediatrician or medical officer is a suitable assessment.
  - If an ASQ (Ages and Stages Questionnaire) is completed with the child's parent/carer, please ensure it is scored.
  - If the assessment has not been conducted in full, please enclose all available information and completed subtests. *If possible, a report is to be attached.* Some information about the cognitive abilities/learning potential of the children would be useful to the placement committee.
- Parent/Carer Kindy Questionnaire** completed by the child's parent/carer. If the child attends daycare the child care worker is to complete a questionnaire as well.
- LDC Kindy Speech Pathology Referral Form** and associated assessments completed by a speech pathologist.
- CALD Questionnaire** completed by a speech pathologist and the child's parent/carer if the child has a culturally and linguistically diverse background.
- Children being referred for kindergarten must have up-to-date immunization records, be on an approved catch-up schedule or have a medical exemption.*

### PRE-PRIMARY AND YEAR ONE REFERRALS

- A Current Cognitive Assessment** completed by a school or private psychologist (mandatory). The use of a nonverbally administered cognitive assessment (UNIT 2; LEITER 3) with contemporary normative data is preferred. These tests provide a fair assessment of intelligence for students who have speech and language disorders.
- Behavioural Checklist** completed by a school psychologist or private psychologist and the classroom teacher and/or the child's parent/carer.
- Teacher Questionnaire** completed by the child's classroom teacher to provide information about the child's independence skills, social-emotional development, attention, sensory-motor skills, oral language and conceptual/academic skills in the classroom.
- LDC (Pre-Primary or Year 1) Speech Pathology Referral Form** and associated assessments completed by a speech pathologist.
- CALD Questionnaire** completed by a speech pathologist and the child's parent/carer if the child has a culturally and linguistically diverse background.

## DUE DATES

**Referrals into Pre-primary and Year 1:** Friday 10<sup>th</sup> September 2021 (Term 3, Week 8)

**Referrals into Kindergarten:** Wednesday 22<sup>nd</sup> September 2021 (Term 3, Week 10)

## REFERRAL INTAKE

All four LDCs (North East, West Coast, South-East, Fremantle) and Peel LDS accept applications for **Kindergarten, Pre-primary and Year 1** referrals.

Please ensure that **each applicant applies for one year level only**. If parents/carers and referring agents wish to request a child repeat a year level, a discussion with the LDC Principal must be arranged prior to completing the year-specific referral documentation.

Referrals for 2022 may be completed and submitted electronically via email to the relevant Centre. If using this option please use the PDF forms (including Speech Pathology Referral Reports, CALD Questionnaires, and Teacher/Carer Questionnaires) and attach them to an email along with additional attachments (e.g. score forms, Behaviour Questionnaires, etc.). Alternatively, a hard copy may be submitted through the post/delivery.

## CONTACT DETAILS

If you have any queries regarding the referral process, or you would like to discuss the referral of specific children, please contact your local LDC and speak with the Principal or LDC Speech Pathologists.

LDC	Principal/s	Speech Pathologist/s and email address to send e-referrals to	Phone
North East LDC	Lisa Gannon	Lauren Koch ( <a href="mailto:Northeastmetro.ldc.referrals@education.wa.edu.au">Northeastmetro.ldc.referrals@education.wa.edu.au</a> )	9218 1600
West Coast LDC	Shelley Blakers	Polly Prior ( <a href="mailto:WestCoastLDC.Referrals@education.wa.edu.au">WestCoastLDC.Referrals@education.wa.edu.au</a> )	9407 3050
South East LDC	Ronnie O'Neil	Helen Fahey ( <a href="mailto:Janine.Carson@education.wa.edu.au">Janine.Carson@education.wa.edu.au</a> )	9473 9600
Fremantle LDC	Viv Doig	Megan Griffiths ( <a href="mailto:Penelope.Newton@education.wa.edu.au">Penelope.Newton@education.wa.edu.au</a> )	93124850
Peel LDS	Shelley Collins	Tanya Rose ( <a href="mailto:peel.lids.referrals@education.wa.edu.au">peel.lids.referrals@education.wa.edu.au</a> )	9523 7830

### Speech Pathologist:

- Completion of the appropriate Speech Pathology LDC Referral Report Form and associated assessment.
- Completion of the Parent/Carer Questionnaire together with the parents for Kindergarten applications.

### School Psychologist:

- Completion of the nonverbally administered intelligence and cognitive abilities test and associated assessment report.
- Completion of the Behaviour Checklist.
- Ensure that the teacher has completed the Teacher Questionnaire (Pre-primary/Year 1 applications) and forward that information together with the other documents to the LDC.

### LDCs:

- Distribute updated referral forms to referring speech pathologists in their catchment areas.
- Answer queries from referring speech pathologists regarding the LDC referral process.
- Inform referring speech pathologists of referral outcomes as soon as possible.

## STUDENTS ON TEMPORARY RESIDENCE VISAS

To be eligible to enroll at an LDC the student must have *local enrolment entitlement*. Students who do not have Australian Citizenship, or are not permanent residents of Australia, may not be eligible for LDC enrolment. Before submitting an application for a student on a temporary residence visa, the referring agent is asked to refer to the Enrolment of Students from Overseas Schedule or contact TAFE International Western Australia (TIWA) by phoning 9218 2100.

## SPEECH PATHOLOGY REFERRAL REPORTS

There are three Speech Pathology Referral Reports for LDC placement.

- **Kindergarten** - to be used to refer children for placement into Kindergarten in 2022
- **Pre-primary** - to be used to refer current Kindergarten aged children for placement in Pre-primary in 2022
- **Year 1** – to be used to assess current Pre-primary children for placement into Year 1 in 2022

\*Please do not use out of date forms for referral as these have changed. Current referral forms have been clearly marked with “2022 LDC Application” in both the document title and footer.

Please also provide information relating to families’ transport requirements to get students to and from school, should the application be successful. This information helps inform school planning and appropriate site placement. This information is not binding and does not limit families’ transport options. Upon enrolment, families wanting to make use of the school bus service will need to apply for this service. Please note that students accessing full time LDC placements (i.e. Pre-primary, Years One, Two and Three students) are prioritised for seats on the bus over those attending part-time (i.e. Kindergarten students).

## STANDARDIZED ASSESSMENTS

### Kindergarten Assessment

CELF-P2

**Pre-Primary and Year 1 assessment:** CELF-P2 (< 5.0 yrs) **OR** CELF-5 (> 5.0 yrs)

Administration of the following subtests is required to calculate the **Core Language, Receptive Language, and Expressive Language Scores**:

**CELF-P2:** Sentence Structure, Word Structure, Expressive Vocabulary, Concepts and Following Directions, Recalling Sentences and Basic Concepts.

**CELF-5:** Sentence Comprehension, Following Directions, Word Structure, Word Classes, Linguistic Concepts, Formulated Sentences, Recalling Sentences.

The CELF-P2 and CELF-5 assessments may be loaned for the purpose of LDC referral depending on availability. There will be a fee charged to cover the cost of the test form/s that you require. Please contact your nearest LDC to negotiate the loan of the test/s. We ask that you return the assessment on the agreed date to enable other speech pathologists to access to the assessment/s at this busy time.

## OTHER LANGUAGE ASSESSMENTS

### **Renfrew Action Picture Test:**

Renfrew Action Picture Test (RAPT) remains essential for all referrals. Please provide the child’s responses to the 10 stimulus pictures. Scoring of this assessment is optional.

### **Bus Story:**

The Bus Story also remains essential for Pre-primary and Year 1 referrals. Please write the child’s utterances verbatim. Scoring of this narrative assessment is optional. Clinicians are required to score the Blank Comprehension Questions related to the Bus Story (for Pre-primary and Year 1 referrals).

## **CULTURALLY AND LINGUISTICALLY DIVERSE**

Children from culturally and linguistically diverse (CALD) backgrounds:

We acknowledge the collaboration between Dr. Cori Williams, LDC Speech Pathologists and Health Department Speech Pathologists for their work in devising the CALD Questionnaire in 2010. If a child speaks (or has been exposed to) language/s other than English, the CALD Questionnaire should be completed to provide evidence that a language disorder, rather than a language difference, exists.

Evidence for a language disorder may include:

- difficulties that are evident across multiple languages;
- siblings that display stronger language skills across languages (if applicable);
- younger siblings that show stronger language skills than the child with a language disorder/delay; and
- parental concern about their child's skills in the primary language.

Please attach the CALD Questionnaire (APPENDIX 1) to the back of the Speech Pathology Referral Report.

## **PRAGMATIC AND ADDITIONAL INFORMATION**

Please find a checklist of skills at the end of the Speech Pathology Referral Report. This provides an opportunity to include information not always reflected in standardised language assessments. Please select *yes/variable/no*, or another descriptor as stated, based on your clinical judgments. Please add comments alongside, if necessary. When completing this checklist please reflect on the child's skills in relation to the performance you would expect of an age-matched child who displays a typical pattern and sequence of language development.

## **LANGUAGE SAMPLE**

In cases when a child's functional language performance is lower than their language indexes on the CELF P2 or 5 suggest, or when a child performs exceptionally low on the CELF, it is recommended that referring clinicians provide a representative language sample.

A sample of at least 25 of the child's utterances is recommended. Please include both sides of the conversation and describe the context of the interaction. Please make note of non-verbal communication, gestures and contextual support provided. If the child is unintelligible please make comments regarding their communicative intent. Clinicians may include a description of observations in place of a full transcription when completing a language sample.

A video or audio recording of the interaction may be submitted in lieu of a written transcription.

If you have any other available data on the child's performance on standardised or informal language measures, or any past reports documenting the child's progress, please attach them to the back of the LDC Speech Pathology Referral Report. Reports from other professionals (e.g. occupational therapist) may also be attached.

## **SUMMARY**

The summary and previous intervention information is helpful to the placement committee as it presents an overall picture of the child.

The summary may include information regarding:

- whether the child's language difficulties are within the receptive and/or expressive domain, and whether the applicant presents with additional speech and/or fluency difficulties;
- the severity of the child's language and/or speech disorder (e.g. severe, moderate, mild);
- the child's strengths and weaknesses in different language areas (e.g. comprehension, semantics, syntax, narrative, phonological awareness or pragmatics); and
- the impact of the child's language difficulties in the home or educational environment (e.g. peer interactions, ability to access the curriculum).

***Thank you for taking the time to read this document***