



# NEMLDC Outreach Service

## SUPPORT AND REFERRAL PATHWAYS FOR CHILDREN WITH COMMUNICATION DIFFICULTIES

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The NEMLDC Outreach Service provides *professional learning support* to schools within the *North East Metropolitan* and *Wheatbelt Education Districts* in the areas of *oral language and the foundations of literacy for K-2 and primary school aged children with speech and language difficulties.*

Our office is located at the North East Metropolitan Language Development Centre, 18 View St, Dianella WA.

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*Information is current as of March 2020*

*For most up to date information, please see the Department  
of Education website*

<https://www.education.wa.edu.au/>

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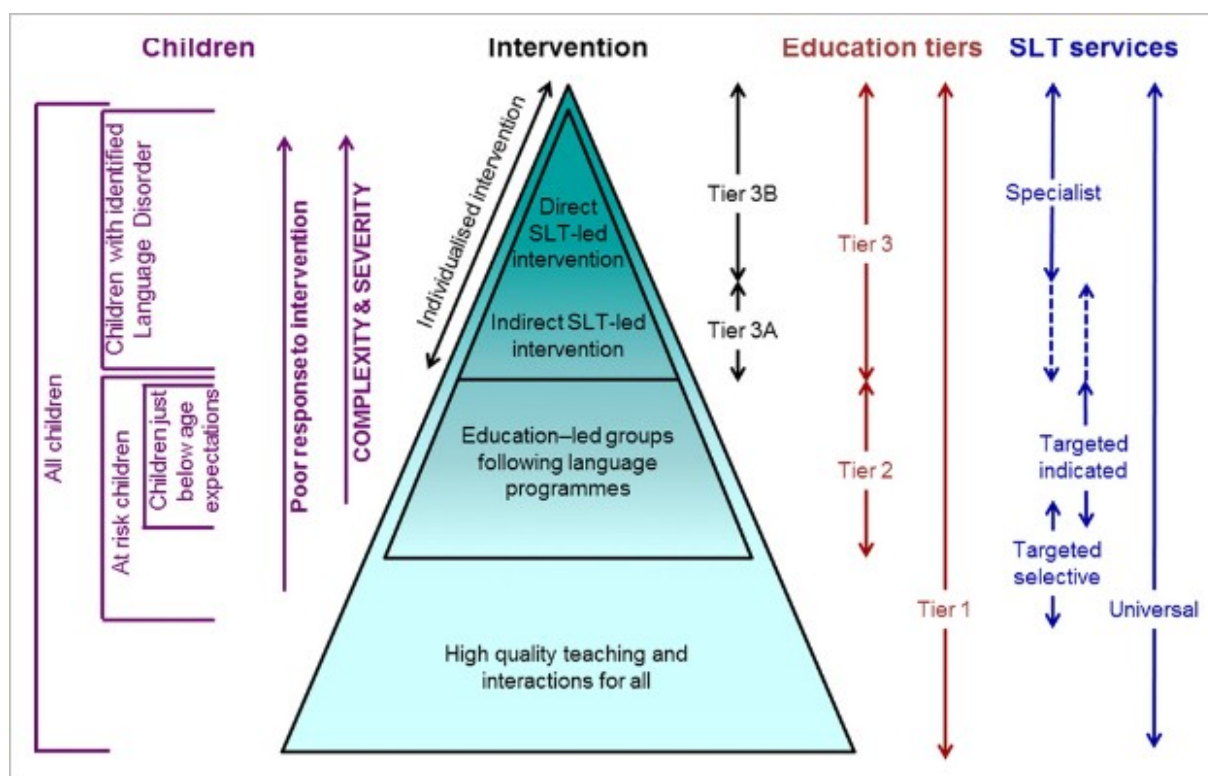
# RESPONSE TO INTERVENTION MODEL

The NEMLDC Outreach Service accepts and advocates for high quality teaching and intervention following the inclusive education principle. “Often inclusive teaching or pedagogy is taken to be about recognising, accommodating and meeting the needs of all pupils/learners, where the emphasis is on **all**,” (Norwich, 2013). Thus, inclusive education:

- Holds students’ **well-being** in high regard
- Values their **contributions**
- Recognises that children’s requirements may differ to **equally access** the curriculum
- Acknowledges that **all individuals can be included in education** settings and the broader community

(SPA, 2017).

The NEMLDC Outreach Team’s services are guided by the Response to Intervention (RTI) Model, a service delivery model in line with the inclusive education principle.



(Ebbles, McCartney, Solnims, Dockrell & Norbury, 2018)

Varying levels of support for children with a range of needs may be provided in Tiers, according to the RTI model. **Tier 1** teaching aims to educate all children through high-quality instruction. Children performing just below age expectations or not accessing Tier 1 support successfully may access **Tier 2** small group support in the form of education-led language programs. Children who are not making expected progress despite increased intensity of support or have been diagnosed with a language impairment may access **Tier 3** support in the form of direct, individualised intervention delivered by a speech pathologist (**Tier 3B**) or trained parent or educator (**Tier 3A**). The Outreach Team may provide consultation at the Tier 2 or 3 level to help education staff support children with communication difficulties. The following information outlines additional services available to school-aged children in Western Australia organised according to the RTI model.

**Please see a summary of available services overleaf.**

Further details of each service may be found from pp. 11 onwards.

For information about how to refer a child for placement at an LDC, please see Appendix 1.

# SUMMARY OF SERVICES (K-6)

Key

K-2 focus

K-6+ focus

M Metropolitan service

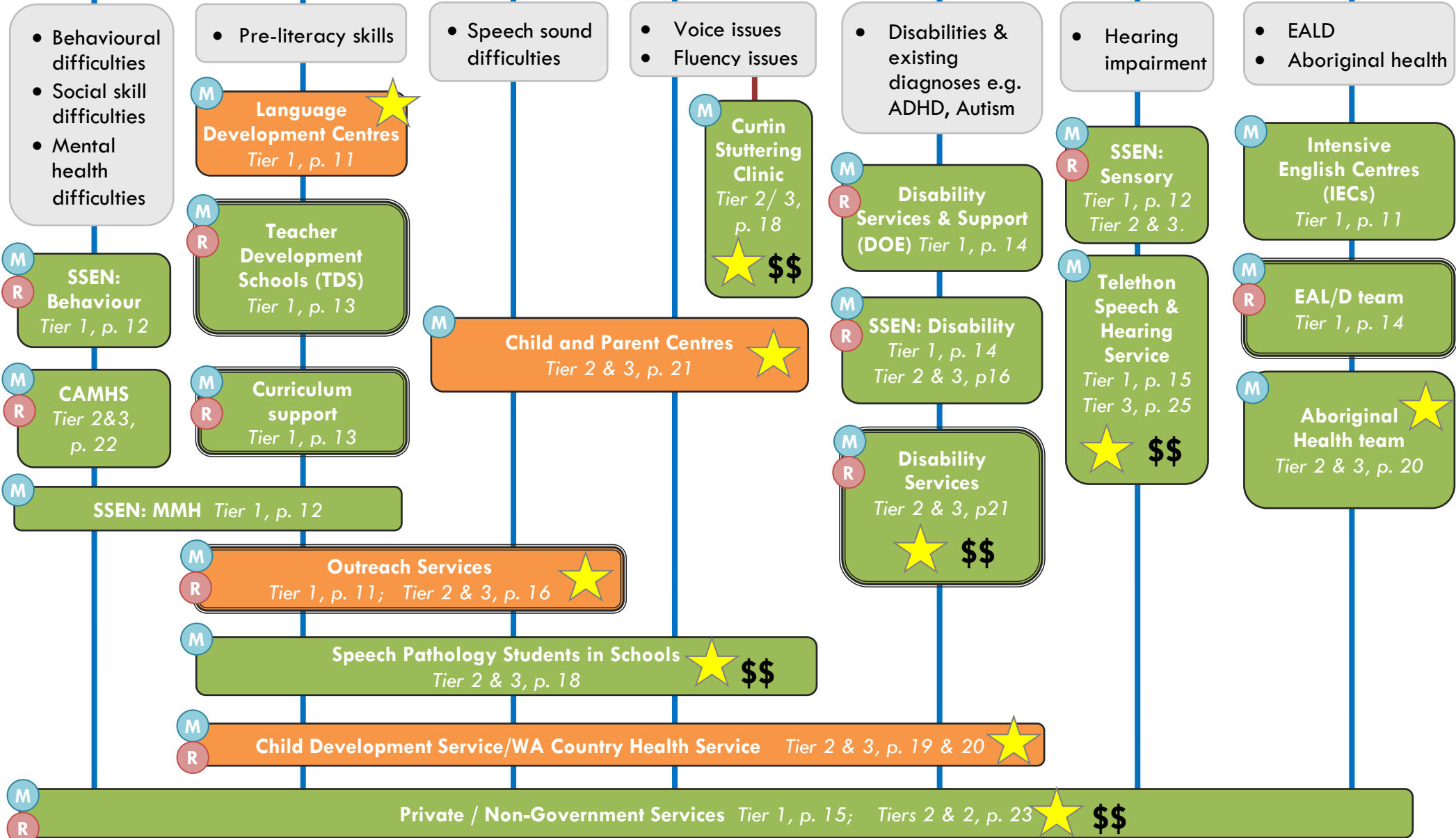
R Regional service

Consultancy / school support mainly (not student contact)

\$\$ = paid service

★ Speech pathology services

## Difficulties with understanding language      Difficulties with expressing language (low vocabulary, poor oral grammar, possibly)



*Additional available support*

**Funding Support**

M  
R  
**National Disability Insurance Scheme (NDIS)**  
p. 22

M  
R  
**Medicare Chronic Disease Management Plan**  
p. 22

**Timed Assessment Support**

M  
R  
**School Curriculum and Standards Authority (SCSA)**  
p. 17

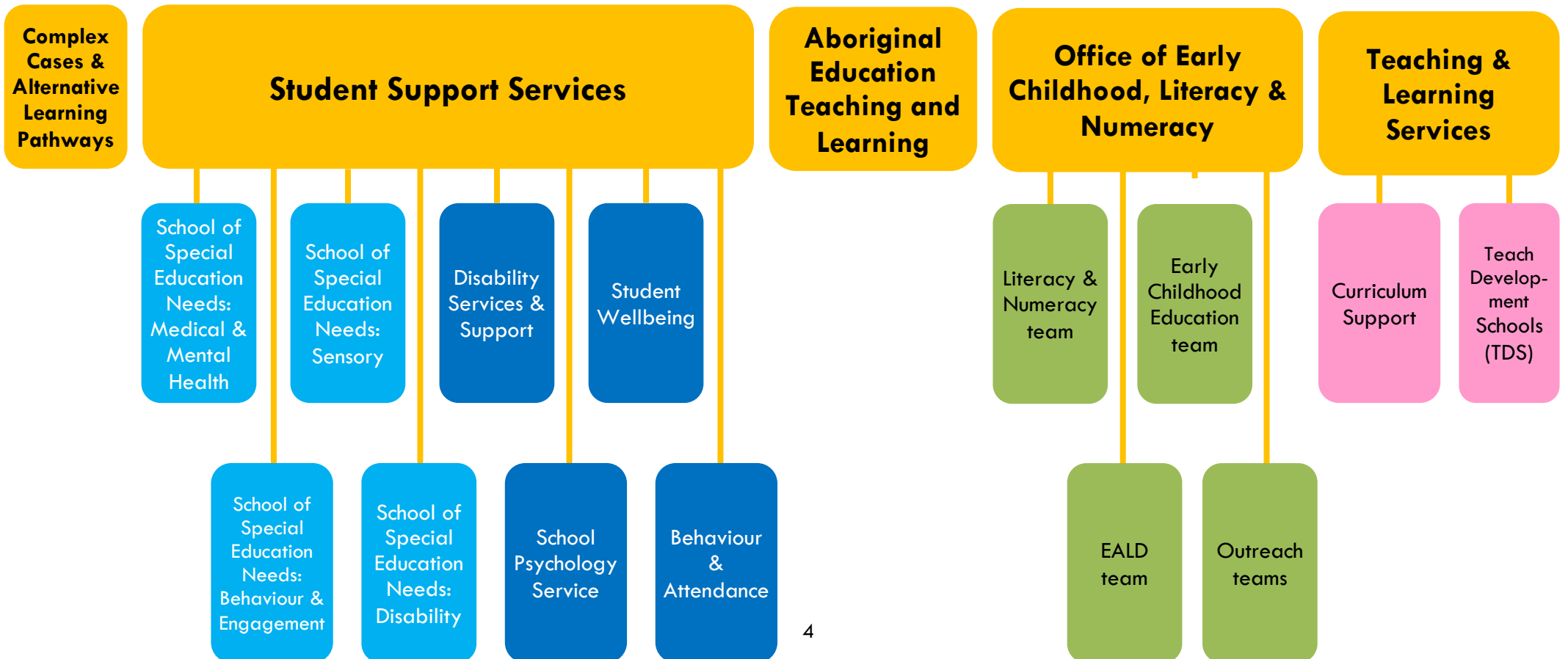
# DEPARTMENT OF EDUCATION SERVICES OVERVIEW

This chart summarises the main DOE groups which may provide some level of input in relation to students with communication difficulties (not all groups within the DOE).

## Statewide Services

Function: Direct student support

Function: Teaching & learning support





# WHEN TO REFER - CHECKLISTS

Use the checklists below to determine whether referral to speech pathology services may be indicated. Referral is recommended if you note any of the behaviours below or if the child's communication difficulties interfere with their functionality on a daily basis. Further information can be found in [Appendix 3](#).

## Terminology

- **Articulation & Phonology:** refers to the sounds of speech
- **Comprehension:** refers to child's capacity to understand and interpret incoming language
- **Expressive Language:** refers to child's capacity to produce language at the word, sentence and conversation level
- **Social Skills:** refers to social communication skills

## COMMUNICATION RED FLAG CHECKLISTS

### 3 Years

#### Articulation & Phonology

- Speech is hard to understand; less than ~75% of utterances are clearly produced
- Child often mispronounces words, or has difficulty with oral movements

#### Comprehension

The child has difficulty...

- Understanding simple one- or two-step instructions (e.g. *Put on your hat and get your bag*)
- Listening to and remembering simple stories
- Answering basic *who*, *what* and *where* questions
- Sorting items into groups when asked
- Keeping track of a lesson, and/or understanding new concepts and information

#### Expressive Language

- Vocabulary is limited (less than 250 words, largely nouns used)
- Child has difficulty talking about their experiences
- Child uses short sentences (<3-4 words) or single-word utterances, or has difficulty putting sentences together that make sense

#### Social Skills

- Child asks few questions in interactions
- Largely engages in solitary or parallel play
- Child makes limited to no attempts to engage others in "conversation" (simple greetings/responses, making comments, etc.)
- Child has difficulty recognising and responding to others' emotions

#### Fluency

- The child often repeats sounds or parts of words, e.g. "B-b-b-Bob came over."
- The child gets "stuck" or blocks while speaking, i.e. is unable to get the word out

#### Voice

The child's voice is...

- Hoarse or raspy
- Breathy
- Breaks often

#### Swallowing

The child has difficulty with...

- Saliva management
- Feeding or swallowing food
- Drinking fluids

## 4 Years

### Articulation & Phonology

- Speech is hard to understand; less than ~75% of utterances are clearly produced
- Child often mispronounces words, or has difficulty with oral movements

### Comprehension

The child has difficulty...

- Understanding and answering most questions about school tasks
- Understanding basic *wh*- questions, and answering these types of questions about a story
- Keeping track of a lesson, and/or understanding new concepts and information

### Expressive Language

- Vocabulary is limited (less than 300 words, largely nouns used)
- Child has difficulty talking about routines or recent events
- Child uses short sentences (<3-4 words) or single-word utterances, or has difficulty putting sentences together that make sense
- Has difficulty using pronouns (e.g. *I, you, he, she, etc.*) and negations (e.g. *don't, can't*) accurately

### Social Skills

- Child asks few questions in interactions
- Largely engages in solitary or parallel play; has difficulty initiating play with others
- Child has difficulty conversing with others and enjoying simple jokes
- Child has difficulty recognising and responding to others' emotions

### Literacy

Child has difficulty...

- Identifying syllables in words
- Understanding that some words start and end with the same sound

### Fluency

- Child often repeats sounds or parts of words, e.g. "B-b-b-Bob came over."
- Child gets "stuck" or blocks while speaking, i.e. is unable to get the word out

### Voice

The child's voice is...

- Hoarse
- Raspy
- Breathy
- Breaks often

### Swallowing

The child has difficulty with...

- Saliva management
- Feeding or swallowing food
- Drinking fluids

## 5 Years

### Articulation & Phonology

- Speech is hard to understand at times
  - Until 5 years of age, children may still have some difficulty saying /r/ (e.g. “wed” for “red”), /l/ (e.g. “yeyo” for “yellow”) and /th/ (e.g. “fanks” for “thanks”)
- Child often mispronounces words, or has difficulty with oral movements

### Comprehension

The child has difficulty...

- Understanding and following one-, two- or three-step instructions
- Understanding time-related concepts (e.g. *before*, *after*)
- Keeping track of a lesson, and/or understanding new concepts and information
- Understanding words used in lessons

### Expressive Language

- Vocabulary is limited (less than 300 words, largely nouns used)
- Child has difficulty telling or retelling simple stories with events in time order
- Child uses short sentences or has difficulty putting sentences together that make sense
- Child has difficulty using past and future tense accurately

### Social Skills

- Child has difficulty initiating interactions with others
- Child has trouble problem-solving with others (either withdrawing or losing their temper more often than others their age)
- Has difficulty participating in play with others, especially following imaginative play scenarios
- Child has difficulty recognising and responding to others' and their own emotions

### Literacy

Child has difficulty...

- Identifying syllables in words
- Identifying the first and last sounds in words
- Understanding sound/letter relationships
- Attempting writing short consonant-vowel-consonant words (like “cat” or “pot”)

### Fluency

- Child often repeats sounds or parts of words, e.g. “B-b-b-Bob came over.”
- Child gets “stuck” or blocks while speaking, i.e. is unable to get the word out

### Voice

The child's voice is...

- Hoarse
- Raspy
- Breathy
- Breaks often

### Swallowing

The child has difficulty with...

- Saliva management
- Feeding or swallowing food
- Drinking fluids

## 6-7 Years

### Articulation & Phonology

- Speech is hard to understand at times
  - Difficulty with saying the /th/ sound may persist until 7-8 years
- Child often mispronounces words, or has difficulty with oral movements

### Comprehension

The child has difficulty...

- Picking out and responding to key information in questions (e.g. *There are two fish tanks in the classroom. Each tank has 8 fish. There is one pond outside that is empty. How many fish are there all together?*)
- Requesting explanation when information is unclear
- Keeping track of a lesson, and/or understanding new concepts and information
- Understanding and responding to complex instructions with two to three parts (e.g. *Write down how the main character was feeling at the end of the story, then share what you wrote with a partner.*)

### Expressive Language

- Vocabulary is limited (few different word types are used orally or in written tasks)
- Child has difficulty describing according to obvious visual features and function
- Child uses short sentences or has difficulty putting sentences together that make sense
- Child has difficulty performing more complex language tasks, like explaining and justifying
- Child has difficulty telling logical story with clear beginning, middle and end

### Social Skills

- Child has difficulty adapting their speaking style (e.g. using different style with peers vs. teacher)
- Child has difficulty maintaining a conversation with a partner
- Child shares few personal stories, or stories are confusing when shared
- Contributions to conversation and play are often off-topic or inappropriate

### Literacy

Child has difficulty...

- Understanding sound/letter relationships, including vowel representations and digraphs
- Writing at the sentence level
- Reading short, decodable books

### Fluency

- Child often repeats sounds or parts of words, e.g. "B-b-b-Bob came over."
- Child gets "stuck" or blocks while speaking, i.e. is unable to get the word out

### Voice

The child's voice is...

- Hoarse
- Raspy
- Breathy
- Breaks often

### Swallowing

The child has difficulty with...

- Saliva management
- Feeding or swallowing food
- Drinking fluids

### Articulation & Phonology

- Speech is hard to understand at times
- Child often mispronounces words, or has difficulty with oral movements

### Comprehension

The child has difficulty...

- Summarising and making relevant comments about classroom content (e.g. *So there is more rain in New Zealand than WA because of where it is*)
- Requesting explanation when information is unclear
- Keeping track of a lesson, and/or understanding new concepts and information
- Making inferences and predictions about classroom content and stories

### Expressive Language

- Topic-specific vocabulary is limited or difficult to retain (e.g. time and measurement vocabulary)
- Child has difficulty explaining cause and effect relationships relating to daily events (e.g. *Jacob was running on the wet pavement so he slipped and hurt himself*)
- Child makes errors regularly in generating oral and written sentences, and when using regular and irregular grammatical endings (e.g. *-ed in "jumped"*)
- Child has difficulty including adequate detail in stories to match listener knowledge

### Social Skills

- Child has difficulty adapting their speaking style (e.g. using different style with peers vs. teacher)
- Child has difficulty initiating and maintaining a conversation with a partner
- Child shares few personal stories, or stories are confusing when shared
- Contributions to conversation and play are often off-topic or inappropriate

### Literacy

Child has difficulty...

- Participating in text-level reading and writing activities in class
- Has difficulty learning and applying spelling rules
- Has difficulty reading aloud with fluency
- Often makes errors in reading activities

### Fluency

- Child often repeats sounds or parts of words, e.g. "B-b-b-Bob came over."
- Child gets "stuck" or blocks while speaking, i.e. is unable to get the word out

### Voice

The child's voice is...

- Hoarse
- Raspy
- Breathily
- Breaks often

### Swallowing

The child has difficulty with...

- Saliva management
- Feeding or swallowing food
- Drinking fluids

## 10-11 Years

### Articulation & Phonology

- Speech is hard to understand at times
- Child often mispronounces words, or has difficulty with oral movements

### Comprehension

The child has difficulty...

- Summarising and making relevant comments about classroom content (e.g. *So there is more rain in New Zealand than WA because of where it is*)
- Requesting explanation when information is unclear
- Keeping track of a lesson, and/or understanding new concepts and information
- Making inferences and predictions about classroom content and stories
- Understands simple idioms, though has difficulty describing their meaning

### Expressive Language

- Topic-specific vocabulary is limited or difficult to retain (e.g. time and measurement vocabulary)
- Child has difficulty explaining cause and effect relationships relating to daily events (e.g. *Jacob was running on the wet pavement so he slipped and hurt himself*)
- Child makes errors regularly in generating oral and written sentences, and does not self-correct
- Child has difficulty including a core plot and complication in stories to match listener knowledge

### Social Skills

- Child has difficulty with negotiation and problem-solving
- Child has difficulty repairing conversation breakdown with a partner
- Child shares few personal stories, or stories are confusing when shared
- Child has difficulty initiating rule-based play and explaining games to others

### Literacy

Child has difficulty...

- Participating in text-level reading and writing activities in class
- Has difficulty learning and applying spelling rules
- Has difficulty reading aloud with fluency
- Often makes errors in reading activities

### Fluency

- Child often repeats sounds or parts of words, e.g. "B-b-b-Bob came over."
- Child gets "stuck" or blocks while speaking, i.e. is unable to get the word out

### Voice

The child's voice is...

- Hoarse
- Raspy
- Breathy
- Breaks often

### Swallowing

The child has difficulty with...

- Saliva management
- Feeding or swallowing food
- Drinking fluids

# TIER 1 INTERVENTION SERVICES

## DEPARTMENT OF EDUCATION

### School placement for students

#### Language Development Centres (LDCs)

**Eligibility:** K-2 children suspected of having **Developmental Language Disorder (DLD)**

Children who have been diagnosed with a Language Disorder in the metropolitan area may be eligible for placement at an LDC or LDS. To be eligible for services, students must:

- Demonstrate difficulty in more than one area of language
- Demonstrate sound adaptive behaviours
- Have an IQ in the average or above average range on a standardised assessment

Speech pathologists work to build capacity in education staff, and within the centre/school may also provide small group or individual intervention. The service delivery model at each LDC/S is slightly different as it has been tailored to meet the needs of each population.

**For information about how to refer a child for a placement at an LDC, please see Appendix 1**

#### Contacts:

- West Coast LDC: <http://www.westcoastldc.det.wa.edu.au/>
- North East LDC: <http://northeastldc.wa.edu.au/>
- Fremantle LDC: <http://www.fremantleldc.wa.edu.au/>
- South East LDC: <http://southeastldc.wa.edu.au/>
- Peel LDS: <http://www.plds.wa.edu.au/>



#### Intensive English Centres (IECs)

**Eligibility:** Children of international background requiring support with English language acquisition; children who hold refugee or humanitarian visas, a temporary visa or are permanent residents; Kindergarten-Year 12

IECs provide specialist English language programs for students learning English as an additional language. Primarily, the placements are suitable to those children who are in the early stages of language acquisition. Students may apply at any time and may exit into a mainstream school at the end of a primary term. If necessary, children holding refugee and humanitarian visas may have their placements extended for an additional 12 months.

#### Contact:



Literacy and Numeracy (EALD team) on 9402 6294



<https://ikon.education.wa.edu.au/-/find-out-about-intensive-english-centres>

### School of Special Educational Needs: Sensory

**Eligibility:** Children with **vision and/or hearing loss**

The SSEN:S provides a vast range of services to children with vision and/or hearing loss, their families and teachers. The school runs an Early Childhood Education program for children aged 0-4 (comprising playgroups and individual sessions), which children in rural and remote areas may access via web conferencing. **Primary school aged children with vision and/or hearing loss may be eligible for a visiting teacher service, providing direct teaching support, consultation and professional learning for schools.**

**Contact:**



9402 6409



[sensory@education.wa.edu.au](mailto:sensory@education.wa.edu.au)



<http://www.ssens.wa.edu.au/>

### School of Special Educational Needs: Behaviour

**Eligibility:** Children with **extreme, complex and challenging behaviours**

Intensive support to students and consultative support to schools is delivered through 14 Engagement Centres and the Midland Learning Academy, overseen by SSEN:BE. Services may be accessed for K-12 children. The Engagement Centres provide **professional learning to teachers, consultative support and intensive support for individual students with challenging and complex needs.**

The Midland Learning Academy is a small school designed for highly disengaged students unlikely to reengage with mainstream schooling, even with additional support. The Academy takes a more informal approach than a standard school and provides individualised learning programs based on their interests.

**Contact:**



9402 6200



[SSENBE.Admin@education.wa.edu.au](mailto:SSENBE.Admin@education.wa.edu.au)



<https://ssenbe.wa.edu.au/>



## Outreach Services

Language Development Centres' (LDCs) and the Language Development School's (LDS) Outreach Services:

- build the capacity of schools and educators to implement best practice instruction from **K-2 in oral language & the foundations of literacy**; and
- provide support and consultation to education staff planning **intervention for students with communication difficulties from K-Year 6**

### Contacts:



- **North East LDC Outreach Service:** <http://northeastldc.wa.edu.au/speech-and-language-outreach-service/>
- **West Coast LDC Outreach Service:** <http://www.westcoastldc.det.wa.edu.au/>
- **South East LDC Outreach Service:** <https://southeastldc.wa.edu.au/outreach-service/>
- **Fremantle LDC Outreach Service:** <http://fremantleldc.wa.edu.au/outreach-service/about/>
- **Peel LDS Outreach Service:** <http://www.plds.wa.edu.au/outreach.php?id=5>

## Teacher Development Schools (TDS)

TDSs provide professional learning on **curriculum, teaching and learning practices** including implementing the Western Australian Curriculum, improve teaching and learning practices in literacy, differentiation, HASS, maths, National Quality Standard for Early Childhood Education and Care etc.

### Primary School English TDS:

- Beaumaris Primary School (**North Metro**)
- Geographe Primary School (**Southwest**)
- Cable Beach Primary School (**Kimberley**)
- Allendale Primary School (**Midwest**)
- Pannawonica Primary School (**Pilbara**)

### Early Years TDS:

- Beaumaris Primary School (**North Metro**)
- Jolimont Primary School (**North Metro**)
- Allendale Primary School (**Midwest**)
- Baynton West Primary School (**Pilbara**)
- Cable Beach Primary School (**Kimberley**)
- Vasse Primary School (**Southwest**)

### Contact:



9402 6126



[TDS.ss.co@education.wa.edu.au](mailto:TDS.ss.co@education.wa.edu.au)



[bit.ly/TDSthroughKON](http://bit.ly/TDSthroughKON)

## Curriculum Support

For advice and support with implementation of **WA Curriculum** for English, Mathematics, HASS, Science & Technologies, please visit the DOE's website below.

### Contact:



**Curriculum support materials:** <http://det.wa.edu.au/curriculum-support/detcms/portal/>

## Early Childhood Education team

Assists with information regarding **early learning, facilities and services, including Triple P, playgroups, Kindilink, and Child and Parent Centres** which provide services for local families with young children.

**Contact:**



6206 2061



[earlychildhood.co@education.wa.edu.au](mailto:earlychildhood.co@education.wa.edu.au)

## EALD team

The EALD team provide professional learning and support to **school networks** in relation to the teaching and learning needs of **students from culturally and linguistically diverse backgrounds**.

**For more information:**



9402 6293



<http://det.wa.edu.au/curriculumsupport/eald/detcms/portal/>

## Literacy team

The literacy team provides advice and support to **school networks** in relation to learning and teaching pedagogy and the Western Australian Curriculum: English.

**Contact:**



9402 6286



<http://det.wa.edu.au/curriculumsupport/primary/detcms/navigation/literacy/>

## Disability Services and Support

The DOE provides a range of resources (including professional learning content) to help educators understand **diverse learners and their support needs** at school.

**For more information:**



<https://ikon.education.wa.edu.au/-/access-support-for-students-with-diverse-learning-needs>

## School of Special Educational Needs: Disability

SSEND provides whole school and individual student consultancy, targeted professional learning, intensive student support and the implementation of assistive technology for children with a range of **disabilities and diagnoses** like ADHD, ASD, dyslexia and several others.

**Contact to request assistance:**



<https://www.oneclassroom.wa.edu.au/>

## School placement for students

### Telethon Speech and Hearing Services (TSH)

**Eligibility:** Students with **hearing impairment, speech and/or language delay or disorder**

Telethon Speech and Hearing Services offer a range of individualised services, including in-class support for children K-12, but also have a school for children 18 months – 6 years.

**Contact:**



9387 9888



[speech@tsh.org.au](mailto:speech@tsh.org.au)



<https://www.tsh.org.au/>

## School support - consultancy, training and professional learning

### Dyslexia SPELD Foundation (DSF)

DSF provides a range of professional learning courses relating to **language, literacy and learning** throughout the year, catering to teachers, parents and allied health professionals. Schools may request professional learning specific to their needs and context. DSF also provides access to a range of specialist resources from their library and bookshop.

**Contact:**



9217 2500



▪ <https://dsf.net.au/>

▪ Professional Learning Calendar: <https://dsf.net.au/professional-learning/>

### Indigo Australasia (previously called Independent Living Centres) & Independent Living Assessment

Offers a range of information, training and events for educators and other relevant stakeholders who work with **children with disability**. They also offer individualised training and professional learning to organisations with specific needs.

#### Indigo Australasia

- Assistive Technology (Devices and Equipment)
- National Equipment Database
- Equipment Hire
- Home Modifications
- Allied Health Services (Occupational Therapy, Physiotherapy, Speech Pathology)
- Occupational Therapy Driver Assessment
- Assistive Technology Training

#### Independent Living Assessment

- Disability Equipment Grant
- Equipment for Living Grant
- AT Chat
- Commonwealth Respite and Carelink Centre
- Regional Assessment Service
- Sector Support and Development

**Contact:**



1300 885 886

#### Indigo Australasia



[general@indigosolutions.org.au](mailto:general@indigosolutions.org.au)



<https://www.indigosolutions.org.au/>

#### Independent Living Assessment

[general@ilaustralia.org.au](mailto:general@ilaustralia.org.au)

<https://www.ilaustralia.org.au/>

# TIER 2 AND 3 INTERVENTION SERVICES

## DOE & DEPARTMENT OF EDUCATION AND TRAINING

### Consultation and educator support

#### Outreach Services

Language Development Centres' (LDCs) and the Language Development School's (LDS) Outreach Services:

- build the capacity of schools and educators to implement best practice instruction from **K-2 in oral language & the foundations of literacy**; and
- provide support and consultation to education staff planning **intervention for students with communication difficulties from K-Year 6**

#### Contacts:



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- **West Coast LDC Outreach Service:** <http://www.westcoastldc.det.wa.edu.au/>
- **South East LDC Outreach Service:** <https://southeastldc.wa.edu.au/outreach-service/>
- **Fremantle LDC Outreach Service:** <http://fremantleldc.wa.edu.au/outreach-service/about/>
- **Peel LDS Outreach Service:** <http://www.plds.wa.edu.au/outreach.php?id=5>

#### School of Special Educational Needs: Disability

**Eligibility:** Children with **disabilities & diagnoses**

SSEND provides whole school and individual student consultancy, targeted professional learning, intensive student support and the implementation of assistive technology for children with a range of **disabilities and diagnoses** like ADHD, ASD, dyslexia and several others.

#### Contact to request assistance:



<https://www.oneclassroom.wa.edu.au/>

#### School of Special Educational Needs: Sensory

**Eligibility:** Children with **vision and/or hearing loss**

The SSEN:S provides a vast range of services to children with vision and/or hearing loss, their families and teachers. The school runs an Early Childhood Education program for children aged 0-4 (comprising playgroups and individual sessions), which children in rural and remote areas may access via web conferencing. **Primary school aged children with vision and/or hearing loss may be eligible for a visiting teacher service, providing direct teaching support, consultation and professional learning for schools.**

#### Contact:



9402 6409



sensory@education.wa.edu.au



<http://www.ssens.wa.edu.au/>

## Special arrangements for specific learning disorders in assessments

### School Curriculum and Standards Authority (SCSA)

Children with **specific learning disorders** in WA undertaking timed assessments (including NAPLAN) may apply for special arrangements to access the assessment equitably. Evidence of the diagnosis and generally, school case management comments, are required for approval. Accepted conditions include but are not limited to:

- ADD / ADHD
- Autism Spectrum Disorder
- Dysgraphia
- Hearing loss
- Language disorder
- Specific learning disorder in reading (including dyslexia)
- Specific learning disorder in written expression

Possible provisions include:

- Extra working time
- Rest breaks for students with dysgraphia
- NAPLAN support person for students with dysgraphia
- Assistive technology for students with dysgraphia
- Black and white print format for students with specific learning disorder in reading

\* **Note:** All students may ask to have a numeracy question and writing prompt read aloud to them. No student may have the stimulus or questions read aloud for reading and language conventions.

#### Contact:



9273 6300



[info@scsa.wa.edu.au](mailto:info@scsa.wa.edu.au)



- <https://www.scsa.wa.edu.au/>
- <https://senior-secondary.scsa.wa.edu.au/assessment/disability-adjustment-guidelines>

## Speech Pathology Students in Schools

Curtin University and Edith Cowan University are the two facilities in Western Australia that offer tertiary degrees in speech pathology. Part of the practical course requirements for speech pathology students is to undertake a practicum placement at a primary school where they provide **direct individual, small group and/or whole class speech pathology services to students**, as well as **work within the school community to support oral language, speech and literacy development** (e.g. liaising with stakeholders, teacher & parent education).

There are 2 main opportunities for schools to take on speech pathology students:

- **First clinical year students** (3<sup>rd</sup> year Undergraduate students or 1<sup>st</sup> year Masters students). These students attend partnering schools one day a week for 9 weeks in 2-4 terms, (Curtin students) or 12 weeks, twice during the year (ECU students). First clinical year students are generally able to provide 2-3 sessions of support per week per SP student.
- **Final clinical year students** (4<sup>th</sup> year Undergraduate students or 2<sup>nd</sup> year Masters students). These students attend partnering schools four days a week for 10 weeks (termly placement blocks). Final year students are generally able to provide 10-15 sessions of support per week per SP student.

Speech pathology students must be supervised by a qualified Speech Pathologist. To provide this supervision and allow the placement to take place schools can:

- **Work with the university directly** – paid service
- **Work through the NEMLDC Outreach Service** – free service for eligible schools, final year students

### Contact:



- **Curtin University placement coordinator:** [SPFieldwork@curtin.edu.au](mailto:SPFieldwork@curtin.edu.au)
- **Edith Cowan University placement coordinator, Abigail Lewis:** [abigail.lewis@ecu.edu.au](mailto:abigail.lewis@ecu.edu.au)
- **NEMLDC Outreach Service:** [NorthEastMetro.LDC.Outreach@education.wa.edu.au](mailto:NorthEastMetro.LDC.Outreach@education.wa.edu.au)

## Curtin Stuttering Clinic

The Curtin Stuttering Treatment Clinic offers services to individuals of all ages for the management of **stuttering and fluency disorders**. Both individual and group treatment is provided by speech pathology students under the supervision of an experienced speech pathologist and expert in area of stuttering.

### Contact:



9266 1717



[curtinclinics404@curtin.edu.au](mailto:curtinclinics404@curtin.edu.au)



<https://healthsciences.curtin.edu.au/our-clinics/stuttering-clinic/>

## Other student supports

### School of Special Educational Needs: Medical & Mental Health

**Eligibility:** Primary and secondary school students whose **medical or mental health prevents them from attending their own schools**

The SSEN:MMH teaching programs provide daily educational services to selected wards across metropolitan and regional hospitals. Home teaching may also be requested. Referrals are received through the Department of Health with parent consent.

**Contact:**



6456 0383



[ssenmmh@education.wa.edu.au](mailto:ssenmmh@education.wa.edu.au)



<http://ssenmmh.wa.edu.au/>

## OTHER GOVERNMENT AGENCIES

### Direct speech pathology (and other allied health) services

#### Child Development Service (CDS)

*(Part of the Child and Adolescent Health Service – Department of Health)*

**Eligibility:** Metropolitan children under the age of 16 who are at risk of or have been diagnosed with developmental delay or difficulties, and have a Medicare number.

The CDSs across Perth provide clinical services to families who live within the metropolitan area and have children with developmental delays or difficulties. These are multidisciplinary services, which includes clinical services provided by speech pathologists. Once referred and accepted, initial contact is a service planning appointment which sets up the types of services that will be provided to the family/child. Goals are set in partnership between the therapist and family.

**Services provided include:**

- speech pathologists
- occupational therapists
- physiotherapists
- social workers
- clinical psychologists
- paediatricians
- therapy assistants
- audiologists
- nurses

**Contact:**



1300 551 827



[childdevelopmentservice@health.wa.gov.au](mailto:childdevelopmentservice@health.wa.gov.au)



<https://www.cahs.health.wa.gov.au/Our-services/Community-Health/Child-Development-Service>

## WA Country Health Service (WAHCS)

(Department of Health)

**Eligibility:** Individuals residing outside of the Perth Metropolitan area.

The Western Australian Country Health Service (WACHS) provides the full range of health services to people living in WA who are outside the metropolitan area. Speech pathology services are provided at a number of sites throughout WA. The service delivery model within each region has been tailored to meet the needs of each population.

Regions:

- Kimberly Health
- Pilbara Health
- Midwest Health
- Goldfields Health
- Wheatbelt Health
- South West Health
- Great Southern Health

**Contact:**



- **Southern Wheatbelt** Primary Health Service (based out of Narrogin) Ph: (08) 9881 0385
- **Avon & Central Wheatbelt** Primary Health Service (based out of Northam), Ph: 9690 1320
- **Eastern Wheatbelt** Primary Health Service (based out of Merredin), Ph: 9041 0444
- **Western Wheatbelt** Primary Health Service (based out of Moora), Ph: 9652 0200

Please see the WA Country Health's website for contact details for other regions



<http://www.wacountry.health.wa.gov.au/childdevelopment>

## Aboriginal Health Team

(Part of the Child and Adolescent Health Service)

**Eligibility:** Aboriginal school aged children

The Aboriginal Health Team provides culturally appropriate and sensitive health care to individuals in the Aboriginal community. The Team provides health care at home or clinic-based services, and families can request an Enhanced Aboriginal Child Health Schedule, which provides ongoing services in the first five years of life.

There are nine teams at local community health centres across Perth. Teams consist of Aboriginal Health Workers, Community Health Nurses as well as a medical officer, speech pathologist, occupational therapist, Aboriginal health promotion officers, and an Aboriginal liaison officer who work with the local teams and Aboriginal families.

**Contact:**



Head office: 6272 9700



<https://www.cahs.health.wa.gov.au/Our-services/Community-Health/Aboriginal-Health>



## Child and Parent Centres (CPCs)

(Partnership between the Department of Health, Department of Education & non-government organisations)

**Eligibility:** Families of children from 0-4 years, though services may continue until the child is 8 years old. Child and Parent Centres provide a variety of health and community services to families, and are located within schools to facilitate families' access to services. There are 21 Child and Parent Centres located across Western Australia. School leaders can refer to the CPC host and surrounding school list to identify their local host and surrounding schools. Families with children (pre-birth to 8 years) can engage in programs and services including:

- playgroups
- access to a child health nurse
- health promotion
- parenting support.

### Contact:



6206 2061



[earlychildhood.co@education.wa.edu.au](mailto:earlychildhood.co@education.wa.edu.au)



<https://childandparentcentres.wa.edu.au/about-us/>

## Perth Children's Hospital (PCH)

(Department of Health)

**Eligibility:** Referrals accepted only from doctors within PCH

The PCH Speech pathology department provides inpatient and outpatient services to infants, children and adolescents with a range of communication and/or swallowing difficulties.

### Contact:



<https://pch.health.wa.gov.au/our-services/allied-health/speech-pathology>

## Disability Services

(Department of Communities)

**Eligibility:** Individuals with permanent disability who require significant, ongoing support with communication, activities of daily living, mobility and/or decision-making

Disability Services funds and provides direct supports to people with a permanent disability who live in WA, as well as to their families and carers. This service is organised through local coordinators that are contactable on the Disability Services website.

### Contact:



9426 9200 or 1800 998 214



[dsc@dsc.wa.gov.au](mailto:dsc@dsc.wa.gov.au)



- <http://www.disability.wa.gov.au/>
- **Eligibility:** <http://www.disability.wa.gov.au/individuals-families-and-carers/for-individuals-families-and-carers/services-supports-and-eligibility-new/>
- **Service providers directory:** <http://www.disability.wa.gov.au/individuals-families-and-carers/for-individuals-families-and-carers/directory-of-service-providers-/>

## Child and Adolescent Mental Health Service (CAMHS)

(Department of Health)

**Eligibility:** children aged 0-12 years with complex social, behavioural, mental health or developmental issues – referral by SSEN-BE, CAHS Mental Health, CDCs, DCP & mental health providers

The Child and Adolescent Health Service (CAMHS) provides services for young people experiencing mental health issues. Discuss any concerns about an individual student's mental health with your school psychologist.

### Contact:



**Urgent mental health telephone support:** 1800 048 636

**DOE School Psychology Service:** 9402 6430



**DOE School Psychology Service:** [school.psychology.service@education.wa.edu.au](mailto:school.psychology.service@education.wa.edu.au)



<https://cahs.health.wa.gov.au/our-services/mental-health>

## Funding Support to Access Allied Health Services

### Medicare Chronic Disease Management Plan (CDMP)

**Eligibility:** For individuals experiencing ongoing allied health needs across 2 or more disciplines (including speech pathology - communication, swallowing or voice issues)

Children who present with speech pathology (and/or other allied health) needs likely to persist for six months or longer may be eligible for a Chronic Disease Management plan, funded by Medicare. Through these scheme families get access to private targeted health services at a subsidised rate. The family needs to visit a GP to obtain a CDMP for the child. Eligible children can access 5 subsidised sessions on their plan, which might be extended to an additional 5 sessions if the GP sees it fit. Aboriginal children are generally eligible for 10 subsidised sessions per plan.

### Contact:



Families should speak to their GP regarding their specific circumstance



<https://www1.health.gov.au/internet/main/publishing.nsf/Content/mbsprimarycare-chronicdisease-pdf-infosheet>

### National Disability Insurance Scheme (NDIS)

**Eligibility:** 0-6 year olds with developmental delays or difficulties; Individuals with likely permanent condition that reduces participation

The National Disability Insurance Scheme (NDIS) is not a service provider, but a source of funding. Individuals may apply through the NDIS website and may be allocated funds which may be used at the individual's discretion. It is suggested that individuals work with allied health professionals or service providers to make a NDIS application. Individuals may use NDIS funding access speech pathology intervention (to support participation in everyday life) and assistive technology using the funding.

There are 2 streams of NDIS funding:

1. **Early intervention stream (0-6YOs):** Supporting students with a developmental delay or disability to reduce the impacts of that difficulty and to build their skills and independence.
2. **Permanent and significant disability:** lifelong disability with substantial impact on ability to complete everyday activities.

### Contact:



1800 800 110



<https://www.ndis.gov.au/participants>

## NON-GOVERNMENT ORGANISATIONS (MAY HAVE ASSOCIATED FEES AND CHARGES)

### Ability Centre

**Eligibility:** Individuals with suspected or diagnosed **disability**

Ability Centre offers a wide range of support to individuals with disability throughout the lifespan. Clinics across several locations in Perth may be accessed for a variety of health services including assessment, intervention, equipment, NDIS and wellbeing support.

**Contact:**



1300 106 106



[info@abilitycentre.com.au](mailto:info@abilitycentre.com.au)



<https://www.abilitycentre.com.au/>

### Autism Association of Western

**Eligibility:** Individuals with suspected or diagnosed **Autism**

The Autism Association offers a range of services, from diagnosis, to advice and consultancy, to intervention and support throughout the lifespan for individuals with autism.

**Contact:**



- Metro: 9489 8900
- Regional: 1800 636 427



[autismwa@autism.org.au](mailto:autismwa@autism.org.au)



<https://www.autism.org.au/>

### Dyslexia SPELD Foundation (DSF)

**Eligibility:** Children **experiencing speech, language, learning and/or literacy difficulties**

The DSF provides clinical speech pathology, psychology, tutoring and consultation services in addition to their professional learning. Assessment and intervention may be provided for the following areas of concern:

- Oral language and comprehension
- Articulation
- Literacy skills, including accuracy and fluency or reading, writing and spelling Intervention may be provided at Tiers 2 or 3.

**Contact:**

- Main office (South Perth): 9217 2500
- East Victoria Park Literacy Clinic: 9470 4140
- Mount Hawthorn Literacy Clinic: 9443 8323
- Albany Clinic: 9842 2594



<https://dsf.net.au/>

## Indigo Australasia and Independent

### Eligibility: Individuals with a disability

Offers goal directed intervention and support provided at home, school, work or community across the lifespan, including clinical speech pathology and allied health services, assistive technology services, home modification and carer respite.

Funding can come from a number of sources e.g. NDIS, Consumer Directed Care Packages, Department of Veterans' Affairs, Insurance Commission of WA, Better Start, Helping Children with Autism Funding and Post Intervention Therapy Support (PITS) funding.

Indigo Australasia	Independent Living Assessment
<ul style="list-style-type: none"> <li>▪ Assistive Technology (Devices and Equipment)</li> <li>▪ National Equipment Database</li> <li>▪ Equipment Hire</li> <li>▪ Home Modifications</li> <li>▪ Allied Health Services (Occupational Therapy, Physiotherapy, Speech Pathology)</li> <li>▪ Occupational Therapy Driver Assessment</li> <li>▪ Assistive Technology Training</li> </ul>	<ul style="list-style-type: none"> <li>▪ Disability Equipment Grant</li> <li>▪ Equipment for Living Grant</li> <li>▪ AT Chat</li> <li>▪ Commonwealth Respite and Carelink Centre</li> <li>▪ Regional Assessment Service</li> <li>▪ Sector Support and Development</li> </ul>

### Contact:



1300 885 886

#### Indigo Australasia



general@indigosolutions.org.au



<https://www.indigosolutions.org.au/>

#### Independent Living Assessment

general@ilaustralia.org.au

<https://www.ilaustralia.org.au/>

## Kids are Kids

### Eligibility: Children 0-18 years; self-referral option

Locations: Bateman, Rockingham, Mount Barker

Kids are Kids offer an extensive range of **tier 2 and 3 speech pathology and allied health services**, including clinic-based, home, school or day care services; screening, assessment and intervention.

Kids are Kids also offer **scholarships** for access to services, funded by a range of corporate and individual sponsors. These usually open in November for funding in the next calendar year.

A range of **government funded programs** are available, including:

- KidsStart Early Intervention Program (Disability Services funded)
- Autism Diagnostic Assessment (Disability Services funded)
- Helping Children with Autism (Department of Social Services)
- Better Start for Children with Disability (Department of Social Services funded)
- Chronic Disease Management Plan (Medicare)
- Better Access to Mental Health Care Initiative
- Child Development Service (Fremantle region)

### Contact:



9313 6566



info@kidsarekids.org.au



<https://kidsarekids.org.au/>

## Nulsen Disability Services

**Eligibility:** Children with **complex disability**

Nulsen Disability Service provide a wide range of allied health assessments and interventions to support children with disabilities to prepare for and participate in school and meet their personal goals. Additionally, families can access specialist support coordination services to help them decide how to carry out their NDIS plan. Services provided include speech pathology and allied health services, assistive technology, positive behaviour support, daily living and mealtime support.

**Contact:**



6253 4700



[care@nulsen.com.au](mailto:care@nulsen.com.au)



<https://www.nulsen.com.au/>

## Rocky Bay

**Eligibility:** Children 0-18, **all disabilities**

Rocky Bay clinics provide speech pathology and allied health services, home and community support. In relation to speech pathology services, Rocky Bay provide tier 2 and 3 support in the areas of articulation, social skills, assisted communication, language, and literacy.

Funding sources:

- NDIS
- Better Start
- Department of Communities: Disability Services
- Fee for service (Self-funded)

**Contact:**



9383 6113



<https://www.rockybay.org.au/>

## Senses Australia

**Eligibility:** Children 0-18, **all disabilities**

Senses Australia provides a range of clinical and support services across the lifespan for individuals with disability, including tier 2 and 3 speech pathology and allied health services, respite and positive behaviour support. Services may be provided at home, day care, school or in a leisure setting.

Funding sources:

- NDIS Service provider
- Better Start
- HCWA
- Fee for service (self-funded)

**Contact:**



1300 111 881



<https://www.senses.org.au/>

## Telethon Speech and Hearing

**Eligibility:** Children with suspected or diagnosed **hearing loss, speech and/or language difficulties**

Telethon Speech and Hearing Service offers early intervention and school programs as well as audiology services. Tier 2 and 3 allied health services are provided (including speech pathology). Caregivers have access to workshops to maximise positive home outcomes.

Funding sources:

- Fee for service (self-funded)
- NDIS service provider

### Contact:



9387 9888



[speech@tsh.org.au](mailto:speech@tsh.org.au)



<https://www.tsh.org.au/>

## Therapy Focus

**Eligibility:** Children **0-18 living with disability** or children **0-8 years with developmental delay**

Therapy focus provides a broad range transdisciplinary clinical services (including speech pathology) across the lifespan which are focussed on improving independence and participation. Goals are set in partnership with families in line with person-centred practice.

Funding sources:

- NDIS service provider
- Insurance Commission of WA
- Better Start funding for children with disability
- Helping children with Autism Funding (HCWA)
- Fee for service (self-funded)

### Contact:



1300 135 373



<https://therapyfocus.org.au/>

## Private Speech Pathology Services

A wide range of private services are available across the Perth metropolitan and regional areas. Private services are available at a cost to the client. **Note, children do not need a referral from a GP to access a private speech pathologist.** For more information on private services in your area, please use Google to search for private speech pathology services in your area, or see information from the following organisations:

### Contact:

#### Speech Pathology Australia (SPA)

Information on all public and private service providers. SPA is the national peak body for the profession of Speech Pathology in Australia.



- <https://www.speechpathologyaustralia.org.au/>
- Find a speech pathologist: [bit.ly/SPAfindSLP](http://bit.ly/SPAfindSLP)

#### Private Speech Pathology Association of WA (PSPAWA)

PSPAWA is an association that connects private speech pathologists in Western Australia. It provides listings of private speech pathologists to suit a family's unique requirements.

- <http://www.pspawa.com.au/>
- Find a Speech Pathologist: <http://www.pspawa.com.au/find-a-speech-pathologist/>

# EMPLOYING SPEECH PATHOLOGISTS IN SCHOOLS

In WA, schools cannot employ a speech pathologist directly, but may employ speech pathologists through the **NEMLDC** or **privately contract** a speech pathologist to work with their school population. Schools wishing to access such services should initiate an agreement with an organisation or business with a registered Australian Business Number (ABN). According to Speech Pathology Australia, speech pathologists can play a range of roles in supporting school-aged students, including:

- Screening and assessing students' speech, language, literacy and communication skills
- Advocating for students with communication or swallowing needs
- Designing resources, communication equipment and procedures
- Providing direct intervention
- Providing consultation, coaching, collaboration, team teaching and training to education staff and families

(SPA, 2017)

Speech Pathology Australia also encourages collaborative work between speech pathologists and education staff to engage in evidence-based language and literacy instruction and intervention. It is recommended that speech pathologists working in schools engage in collaborative in-service training and coaching, developing knowledge of communication issues and intervention areas as well as educational pedagogies, with opportunity for direct application of this information in a meaningful professional environment.

For further details, please see the Speech Pathology in Schools resource, accessible from the SPA website:

<https://speechpathologyaustralia.cld.bz/Speech-Pathology-in-Schools-2017/30/#zoom=z>

*\*Please note that this is a national resource and not all recommendations are applicable in WA.*

You may also wish to refer to Speech Pathology Australia's guidelines, Employing or Engaging a Speech Pathologist:

[https://www.speechpathologyaustralia.org.au/spaweb/Document\\_Management/Public/EmployingContracting\\_a\\_Speech\\_Pathologist.aspx](https://www.speechpathologyaustralia.org.au/spaweb/Document_Management/Public/EmployingContracting_a_Speech_Pathologist.aspx)

*\*Please note that this is a national resource and not all recommendations are applicable in WA.*

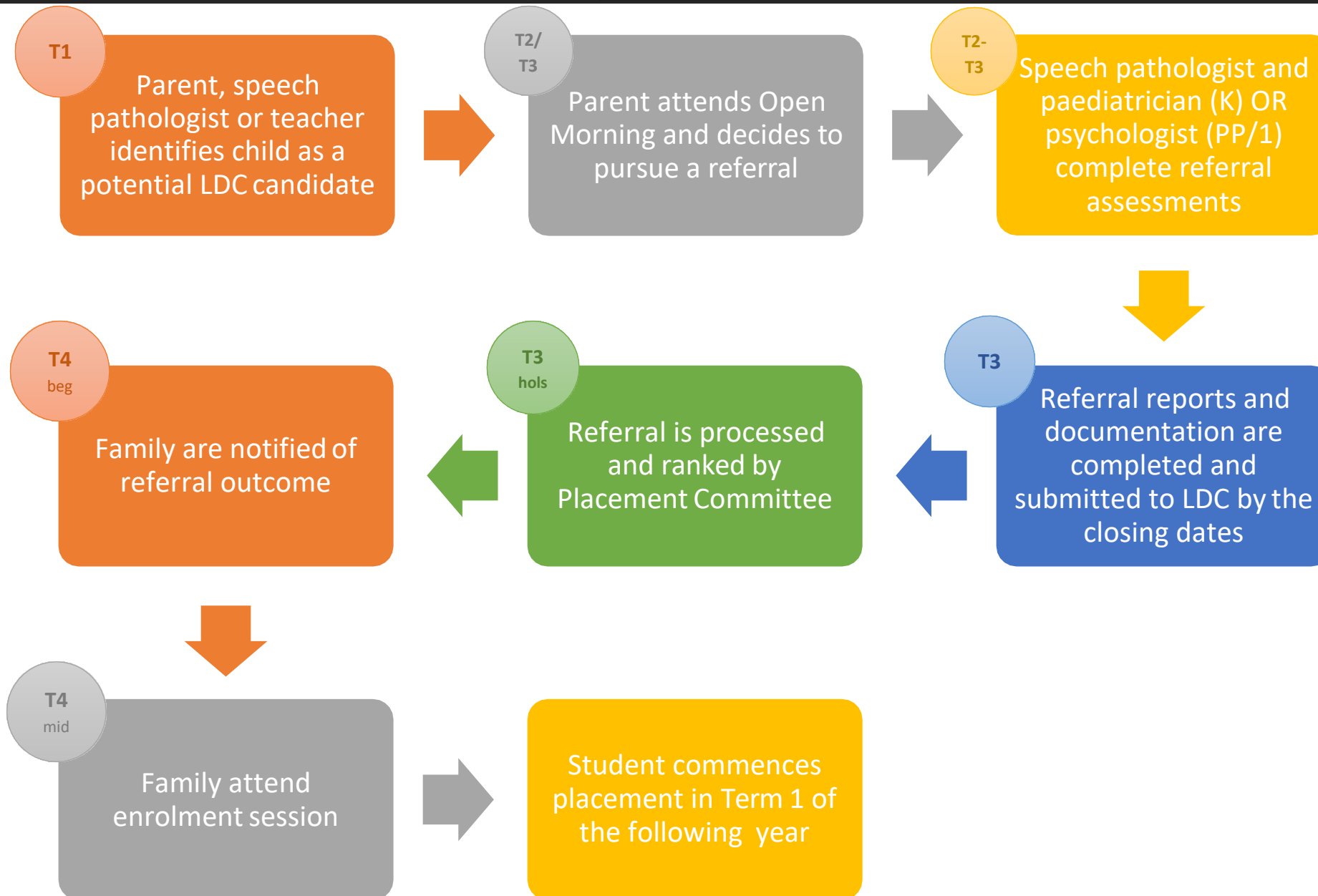
**To employ a speech pathologist in your school, contact the NEMLDC or contact a private or non-government speech pathology organisation.**

# APPENDICES



## APPENDIX 1: REFERRAL TO THE NEMLDC OVERVIEW

### TIMELINE



## KEY INFORMATION FOR REFERRAL TO THE LDC

- Ideally, **identification of potential referrals would happen in Term 1.**
- An open morning is generally run at some time in Term 2 for parents, to provide more information about the LDC placement.
- It is **highly recommended** that school psychologists and speech pathologists are **contacted in Term 2 to begin the assessment process.**
  - Many school psychologists are employed 1 day per week across a number of schools.
  - Generally, the psychologist will need to meet with the child's classroom teacher to discuss concerns, meet with the child's parents to counsel them through the process, take ~2 sessions to assess the child and then write a report outlining their findings. If your psychologist is only at your school 1-2 days per week, it may take a number of weeks to facilitate this part of the referral process.
  - Similarly, if the child has not previously seen a speech pathologist, early referral is crucial (particularly if the child will be going through the public system. Speech pathologists may take up to 4 sessions to complete assessment with a new child, or 1-2 sessions for an existing client who has had a recent assessment.
- Referral documentation should be submitted to the LDC in Term 3 (referral dates are generally released in Term 2 of any year).
- Referrals are processed in the Term 3 school holidays, and families are notified of the outcome of the process early in Term 4.
- Successful families then attend an enrolment session at the LDC in the middle of Term 4, and the child commences their placement in Term 1 of the following year.

## 2020 REFERRAL CLOSING DATES

**Pre-Primary & Year 1 applications:**

**11<sup>th</sup> September 2020**

**Kindergarten applications**

**25<sup>th</sup> September 2020**

For more information and to download a referral package, visit <http://northeastldc.wa.edu.au/enrolments/nemldc-referral-information/>



# APPENDIX 2: DETAILED LDC REFERRAL GUIDELINES & INFORMATION



Department of  
Education

## LANGUAGE DEVELOPMENT CENTRE

## REFERRAL GUIDELINES

### REFERRAL ELIGIBILITY

A referral eligibility criterion is relevant for appropriate placement within a Language Development Centre (LDC). The following criteria need to be considered when making a referral:

1. The child must have a significant **primary** language disability in one or more language areas.
2. The child needs to demonstrate evidence of **learning potential within the average or above average range** (as measured with a non-verbally administered tool).

### **Pre-primary – Year 1 Referrals:**

- A current **cognitive assessment** is essential for **Pre-primary to Year 1** referrals for placement in 2019 by a School Psychologist or Private Psychologist.

### **Kindergarten referrals:**

- A **developmental assessment is highly recommended** for referrals into **Kindergarten**. However, it is not mandatory (for example, if services are not available). A Griffith's assessment administered by a paediatrician or medical officer is a suitable assessment. 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.
- If an **ASQ** (Ages and Stages Questionnaire) has been completed with the parent/s please include this information and ensure it is scored.

3. The child needs to demonstrate **sound adaptive behaviour skills**, substantiated by observed descriptive evidence of the child's behaviour in his/her current educational placement or in his/her home.

- For **Kindergarten** applicants, the Parent/Carer Questionnaires should be completed by the Speech Pathologist and parent/s together to gain a true picture of the child. If the child attends a child care centre, a child care worker is to complete this questionnaire in addition to the parent's copy.
- For **Pre-primary to Year 1** applicants the child's classroom teacher should complete the relevant questionnaire to provide information about the child's independence skills, social-emotional development, attention, sensory-motor skills, oral language and readiness & conceptual/academic skills in the classroom.

### TIMELINES

**Referrals into Pre-primary and Year 1:** Generally, Term 3, Week 8

**Referrals into Kindergarten:** Generally, Term 3, Week 10

Please see the NEMLDC website for more specific referral details  
<http://northeastldc.wa.edu.au/enrolments/nemldc-referral-information/>

**NO LATE REFERRALS WILL BE ACCEPTED**

## **REFERRAL INTAKE**

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

Please ensure that **each applicant only applies for one-year level**. If parents 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.

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

**Referrals for may be completed & 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:**

<b>LDC</b>	<b>Principal/s</b>	<b>Speech Pathologist/s &amp; email address to send e-referrals to</b>	<b>Phone</b>
North East LDC	Lisa Gannon	Anna Taylor <a href="mailto:Northeastmetro.ldc.referrals@education.wa.edu.au">Northeastmetro.ldc.referrals@education.wa.edu.au</a>	9275 5511
West Coast LDC	Shelley Blakers	Julia Cronje & Polly Prior <a href="mailto:WestCoastLDC.Referrals@education.wa.edu.au">WestCoastLDC.Referrals@education.wa.edu.au</a>	9401 5433
South East LDC	Ronnie O'Neil	Helen James & Cecile Ferreira <a href="mailto:SouthEastMetro.LDC@education.wa.edu.au">SouthEastMetro.LDC@education.wa.edu.au</a>	9277 3200
Fremantle LDC	Vivienne Doig	Rachael Bongiascia <a href="mailto:Fremantle.LDC@education.wa.edu.au">Fremantle.LDC@education.wa.edu.au</a>	9331 8602
Peel LDS	Fiona Forbes & Shelley Collins	Kristen Aird & Dominique Sullivan <a href="mailto:peel.lds.referrals@education.wa.edu.au">peel.lds.referrals@education.wa.edu.au</a>	9523 7850

## **RESPONSIBILITIES**

### **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:**

- Psychometric assessment.
- Behaviour checklist.
- Ensure that teacher has completed the teacher questionnaire and forward that information with the assessments for PP-1 applications.

### **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 which children have been offered a place in the LDC as soon as possible.

## **THE SPEECH PATHOLOGY REFERRAL REPORTS**

There are three Speech Pathology Referral Reports for Language Development Centre Placement:

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

**PLEASE DO NOT USE OUT OF DATE FORMS FOR REFERRAL AS THESE MAY CHANGE. CURRENT REFERRAL FORMS CAN BE FOUND ON YOUR LOCAL LDC WEBSITE LATE IN TERM 2.**

### **SPEECH PATHOLOGY REFERRAL REPORT FORMAT**

*The data sheet is now the first page of each Speech Pathology Referral Report.*

This includes student's demographic details and information regarding the referees.

*Please provide details of other agencies involved with the child (if known) and a case summary.*

The summary is helpful to the placement committee as it presents an overall picture of the child. It may include:

- Whether the child's language difficulties are within the receptive and/or expressive domain and whether they present with additional speech and/or fluency difficulties.
- The severity of the child's language and/or speech impairment. For example – severe, moderate, mild, age- appropriate.
- Any specific information regarding the child's strengths and weaknesses in different language areas (e.g. comprehension, semantics, syntax, narrative, phonological awareness or pragmatics).
- The impact of the child's language difficulties in the home or educational environment (e.g. peer interactions, ability to access the curriculum)
- It is at this point that any information that would show that a placement in a LDC would be the best management option available to the child should be included.

*Please also provide information relating to families' transport requirements to get students to and from school if they are successful applicants.*

This information helps inform school planning and appropriate site placement if students are successful applicants. This information is not binding and does not limit families' transport options. Upon enrolment if successful, families wanting to make use of the school bus service will need to apply for this service.

#### **Standardised Assessments:**

**Kindergarten/Pre-primary Assessment:**

the CELF- Preschool-2

**Year 1 Assessment:**

the CELF-Preschool-2 (if the child is  
< **6.0 yrs**) **OR**  
the CELF-4 (if the child is  
> **6.0 yrs**) **OR**  
the CELF-5 (if the child is > **6.0 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 & Following Directions, Recalling Sentences and Basic Concepts. *Children 5 years and older complete Word Classes - Receptive & Expressive instead of Basic Concepts.*
- **CELF-4:** Concepts & Following Directions, Word Structure, Recalling Sentences, Formulating Sentences, Sentence Structure and Word Classes Receptive & Expressive.
- **CELF-5:** Sentence Comprehension, Following Directions, Word Structure, Word Classes, Formulated Sentences, Recalling Sentences.

The CELF-P2, CELF-4 and CELF-5 assessments may be loaned for the purpose of LDC referral. 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 loan of the test/s. We ask that you return the assessment on the agreed date to enable other Speech Pathologists access to the assessment/s at this busy time.

**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 is **essential for Pre-Primary and Year 1 referrals**. Please write the child's utterances verbatim. Scoring of this narrative assessment is optional. Clinicians are still required to score the Blank Questions related to the Bus Story (for Pre-Primary and Year 1 referrals).

**Information on children from culturally and linguistically diverse backgrounds:**

We acknowledge the collaboration between Dr Cori Williams, LDC Speech Pathologists and Health Department Speech Pathologists who devised this Appendix in 2010. The CALD form should be completed to provide evidence that a language disorder/delay exists, rather than a language difference, for children who speak or have been exposed to language/s other than English. If relevant, please attach this questionnaire regarding children from culturally and linguistically diverse backgrounds (2 pages) to the back of the Speech Pathology Referral Report.

For example, evidence for a language disorder/delay 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 (if applicable).
- parental concern about the child's skills in their primary language.

**Extra Optional 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 and please don't hesitate to comment 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 'normal' pattern and sequence of language development.

In cases when a child's functional language performance is lower than what their language indexes on the CELF- P2, CELF-4 or CELF-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 any non-verbal communication (e.g. gestures) and any 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.

***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 this to the back of the LDC Speech Pathology Referral Report / scan in and attach when emailing the Speech Pathology Referral Report & CALD questionnaire (if applicable). Reports from other professionals (e.g. occupational therapist, audiologist etc.) may also be attached.***

### **STUDENTS ON TEMPORARY RESIDENCE VISAS**

In some circumstances, students from overseas on specified temporary residence visas may be required to pay tuition fees to attend a Language Development Centre. Families of fee paying students are encouraged to contact the LDC prior to an application being submitted. For more information, please refer to the Department of Education Enrolment of Students from Overseas Schedule document.

<http://det.wa.edu.au/policies/detcms/policy-planning-and-accountability/policies-framework/guidelines/enrolment-of-students-from-overseas.en>

**Please be aware that completing all parts of the LDC Application Package can be time consuming. We recommend that teachers believing their students to be appropriate candidates for LDC referral request permission to refer the child for speech pathology and school psychologist assessment as early as possible.**

## APPENDIX 3: COMMUNICATION MILESTONES SUMMARY (3-11YO)

*For communication milestone posters, please look on [Speech Pathology Australia's website](#)*

Age	Communication Milestones
<b>3 years</b>	<b>Articulation &amp; Phonology</b> <ul style="list-style-type: none"> <li>• Speech is understood by unfamiliar listeners ~75% of the time</li> </ul>
	<b>Comprehension</b> <ul style="list-style-type: none"> <li>• Understands longer instructions (e.g. <i>Put on your hat and get your bag</i>)</li> <li>• Listens to and remembers simple stories</li> <li>• Understands basic <i>who</i>, <i>what</i> and <i>where</i> questions</li> <li>• Can sort items into groups when asked</li> </ul>
	<b>Expressive Language</b> <ul style="list-style-type: none"> <li>• Uses up to 300 words</li> <li>• Uses different types of words to describe features, function and place of objects</li> <li>• Refers to past events</li> <li>• Produces 4-5 word sentences</li> </ul>
	<b>Social Skills</b> <ul style="list-style-type: none"> <li>• Asks lots of questions</li> <li>• Joins and initiating play with other children</li> <li>• Attempts conversation with others (though may be difficult to follow at times)</li> <li>• Recognises and responds to others' emotions</li> </ul>
<b>4 years</b>	<b>Articulation &amp; Phonology</b> <ul style="list-style-type: none"> <li>• Speech is understood by unfamiliar listeners ~75% of the time</li> </ul>
	<b>Comprehension</b> <ul style="list-style-type: none"> <li>• Answers most questions about school tasks</li> <li>• Understands most <i>wh-</i> questions, can answer these types of questions about a story</li> <li>• Understands that some words start and finish with the same sound</li> </ul>
	<b>Expressive Language</b> <ul style="list-style-type: none"> <li>• Uses connectors to produce longer sentences (e.g. 'and' 'but' etc.)</li> <li>• Describes routines and recent events</li> <li>• Uses personal pronouns (e.g. <i>I</i>, <i>you</i>, <i>she</i>) and negations (e.g. <i>don't</i>, <i>can't</i>) accurately</li> </ul>
	<b>Social Skills</b> <ul style="list-style-type: none"> <li>• Enjoys pretend play</li> <li>• Begins planning play with peers</li> <li>• Begins enjoying simple jokes</li> </ul>
<b>5 years</b>	<b>Articulation &amp; Phonology</b> <ul style="list-style-type: none"> <li>• Speech is understood by unfamiliar listeners ~95-100% of the time</li> </ul> <p><i>Until 5 years of age, children may still have some difficulty saying /r/ (e.g. "wed" for "red"), /l/ (e.g. "yeyo" for "yellow") and /th/ (e.g. "fanks" for "thanks")</i></p>
	<b>Comprehension</b> <ul style="list-style-type: none"> <li>• Can follow three-part instructions (e.g. <i>Take out your lunch box, put on your hat and sit on the mat.</i>)</li> <li>• Understands words about time (e.g. <i>before</i>, <i>now</i>, <i>later</i>)</li> <li>• Thinks about and questions the meaning of words in learning</li> </ul>
	<b>Expressive Language</b> <ul style="list-style-type: none"> <li>• Well-formed sentences that are generally understandable to most listeners</li> <li>• Tells simple stories with beginning, middle and end</li> <li>• Uses past and future verbs correctly</li> </ul>



Age	Communication Milestones
5 years cont'd	<p><b>Social Skills</b></p> <ul style="list-style-type: none"> <li>• Initiates conversations and takes longer conversational turns</li> <li>• Asks relevant questions and makes comments appropriately</li> <li>• Attempts simple negotiation, sharing of opinions and feelings</li> <li>• Taking on different roles in imaginative play</li> <li>• Using language to help work out problems, though some physical reactions to conflict resolution</li> </ul>
6 to 7 years	<p><b>Articulation &amp; Phonology</b></p> <ul style="list-style-type: none"> <li>• Speech is easily understood by everyone <ul style="list-style-type: none"> <li>○ Difficulty with saying the /th/ sound may persist until 7-8 years</li> </ul> </li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Can pick out and respond to key information in questions and requests (e.g. <i>There are two fish tanks in the classroom. Each tank has 8 fish. There is one pond outside that is empty. How many fish are there all together?</i>)</li> <li>• Requests explanation when information is unclear</li> <li>• Understands and responds to complex instructions with two to three parts (e.g. <i>Write down how the main character was feeling at the end of the story, then share what you wrote with a partner.</i>)</li> </ul> <p><b>Expressive Language</b></p> <ul style="list-style-type: none"> <li>• Compares words for meaning and spelling (e.g. <i>bear vs. bare</i>)</li> <li>• Can describe according to perceptual features and function</li> <li>• Uses a range of descriptive language in sentences</li> <li>• Produces more complex sentence structure to explain and justify events</li> <li>• Tells a logical story with sound macrostructure</li> </ul> <p><b>Social Skills</b></p> <ul style="list-style-type: none"> <li>• Developing awareness and use of peer language</li> <li>• Adapts speaking style according to partner (different style for peers vs. school principal)</li> <li>• Begins to exaggerate for effect when sharing personal stories</li> <li>• Maintains conversation appropriately</li> </ul>
8 to 9 years	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Summarise and make relevant comments about incoming extended discourse / information (e.g. <i>So there is more rain in New Zealand than WA because of where it is.</i>)</li> <li>• Clarify misunderstandings and request specific additional information (e.g. <i>Wait, do we measure long distances in meters or kilometres?</i>)</li> <li>• Infers and makes reasoned predictions (e.g. <i>The prince must have been terrified of losing the princess forever.</i>)</li> </ul> <p><b>Expressive Language</b></p> <ul style="list-style-type: none"> <li>• Developing vocabulary relating to time and measurement (e.g. <i>An hour isn't that long</i>)</li> <li>• Developing capacity to explain cause and effect relationships and internal response to daily events</li> <li>• Uses wide range of regular and irregular grammatical endings and sentence structure with few errors</li> <li>• Adapts detail in stories to match listener knowledge</li> </ul>

Age	Communication Milestones
	<p><b>Social Skills</b></p> <ul style="list-style-type: none"> <li>• Maintains and stimulates conversation with a wide range of partners across social contexts by asking questions and making comments</li> <li>• Uses more formal language with unfamiliar listeners as appropriate</li> </ul>
<p><b>10 to 11 years</b></p>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Understands and responds appropriately to more complex open and closed questions</li> <li>• Understands simple idioms, though has difficulty describing their meaning</li> </ul>
	<p><b>Expressive Language</b></p> <ul style="list-style-type: none"> <li>• Uses more complex literate language with some errors (e.g. <i>I had to cooperate really hard.</i>)</li> <li>• Recognises when sentences are grammatically incorrect</li> <li>• Uses more complex connectives (e.g. <i>therefore, however</i>)</li> <li>• Includes complication in story telling following initial attempts to resolve the initiating event</li> </ul>
	<p><b>Social Skills</b></p> <ul style="list-style-type: none"> <li>• Negotiates and persuades where appropriate</li> <li>• Recognises comprehension breakdown for listeners and seeks to clarify</li> <li>• Explains rules of play effectively</li> </ul>

## REFERENCES

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