

PROMPTS FOR SPEECH-LANGUAGE IMPAIRMENT CRITERION 2 INFORMATION

Criterion 2 information is to be completed by the student's teacher with support from the school team. Where more than one teacher provides the student's program, this should be a teacher with an overview of the specific significant education adjustments that are currently in place in all subject areas.

Criterion 2: The severe, ongoing, primary spoken communication disorder results in activity limitations and participation restrictions for the student at school requiring *significant* education adjustments.

For the purposes of verification, ***significant* education adjustments**:

- are **personalised**
- may benefit all/other students, but are **essential** for the identified student to access and participate in the required curriculum
- need to be **specific and targeted** to the identified impairment and the individual student
- include the **range and breadth, frequency and intensity** of adjustments that are required.

Please Note:

- These prompts are intended as a **guide** to assist schools with recording the **evidence** required for verification.
- It is **not essential** to answer every prompt or to present information in the exact order of the prompts.
- It is only necessary to record information once in the most appropriate section.
- The relevant information provided by school teams should be a **summary** demonstrating the **educational impact** of the student's impairment at school and the associated ***significant* education adjustments** that are **currently occurring** for the student.

CURRICULUM	PROMPTS FOR SCHOOL TEAMS <i>Consider the prompts and include information relevant to the verification request.</i>
<p>Achieved Curriculum</p> <p>Knowledge, Functioning and Understanding of the World</p> <p>Curriculum Planning</p> <p>Teaching Strategies</p> <p>Resources</p> <p>Assessment/Reporting</p>	<p>Describe the student’s functioning related to the spoken communication disorder identified in Criterion 1:</p> <p>What are the current achievement levels, strengths and weaknesses within the curriculum? How does this compare to peers? How does the student learn best? How does the student store, retain, recall and generalise information? How does the student interpret, select, plan, organise, sequence, research and synthesise information?</p> <p>Is the student’s functioning consistent with the identified spoken communication disorder or other factors?</p> <p>Describe the significant education adjustments related to the identified spoken communication disorder:</p> <p>Curriculum, planning, teaching strategies, resources and assessment/reporting:</p> <ul style="list-style-type: none"> • What adjustments are being made to teaching strategies? • What adjustments are being made to resources (e.g. human resources, assistive technology, classroom materials etc)? • What adjustments are being made to assessment/reporting? • How are the adjustments targeted to the individual student? • How do these adjustments relate to the spoken communication disorder identified in Criterion 1? (How do the adjustments relate to any other factors?) • In what contexts are these adjustments implemented? • How do these adjustments impact on levels of achievement, access to and participation in the curriculum? <p>What support has been accessed:</p> <ul style="list-style-type: none"> • at the school level • at the regional level • through outside agencies to support the student at school? <p>Targeted Programs:</p> <ul style="list-style-type: none"> • What targeted/specialised programs are in place? (summary, if applicable) • How are they targeted to the individual student? • How do these relate to the identified spoken communication disorder or other factors? <p>What are the outcomes of the education adjustments and targeted programs that have been implemented?</p>

COMMUNICATION	PROMPTS FOR SCHOOL TEAMS <i>Consider the prompts and include information relevant to the verification request.</i>
<p>Communicating (both giving and receiving the message) for a range of purposes across a range of contexts</p> <p>Receptive</p> <p>Expressive</p> <p>Pragmatics (language use)</p> <p>Speech</p>	<p>Describe the student's functioning related to the spoken communication disorder identified in Criterion 1:</p> <p>NB: Please do not reproduce information from Criterion 1 (iii) Description of student's performance in spoken communication domains and Criterion 1 (iv) Response to appropriately targeted intervention for identified spoken communication difficulties.</p> <p>Please add information that is not included in Criterion 1 related to:</p> <ul style="list-style-type: none"> • understanding/receiving spoken language in the school environment • expressing/producing spoken language in the school environment • language use in a range of contexts in the school environment • producing speech which is easily understood by others in the school environment. <p>Describe the significant education adjustments related to the identified spoken communication disorder:</p> <p>Receptive language, expressive language, language use and speech:</p> <ul style="list-style-type: none"> • What adjustments are being made to address the impact of the receptive language difficulties? • What adjustments are being made to address the impact of the expressive language difficulties? • What adjustments are being made to address the impact of difficulties with language use? • What adjustments are being made to address the impact of speech production difficulties? • How are they targeted to the individual student? • In what contexts are these adjustments implemented? • How do these adjustments impact on levels of achievement, access to and participation in the curriculum? <p>What support has been accessed:</p> <ul style="list-style-type: none"> • at the school level • at the regional level • through outside agencies to support the student at school? <p>Targeted Programs:</p> <ul style="list-style-type: none"> • What targeted/specialised programs are in place? (summary, if applicable) • How are they targeted to the individual student? • How do these relate to the identified spoken communication disorder or other factors? <p>What are the outcomes of the education adjustments and targeted programs that have been implemented?</p>

SOCIAL PARTICIPATION/ EMOTIONAL WELLBEING	PROMPTS FOR SCHOOL TEAMS <i>Consider the prompts and include information relevant to the verification request.</i>
<p>Social/ Interaction Skills</p> <p>Self-Management Skills</p>	<p>Describe the student’s functioning related to the spoken communication disorder identified in Criterion 1:</p> <p>Describe the student’s current social and emotional participation and wellbeing, and his/her self-management skills. Consider:</p> <ul style="list-style-type: none"> • ability to learn and develop socially appropriate skills/abilities and/or learn/follow social rules • reciprocity in conversations and/or ability to share and take turns • understanding consequences of actions • ability to relate to others socially – able to interpret, consider others’ thoughts and feelings and/or predict social situations and responses • friendship skills, participation in leisure/recreation activities and/or maintaining socially appropriate behaviour in a range of settings • ability to make decisions, request assistance, solve problems and resolve conflict • emotional regulation skills (understanding self and appropriate coping strategies). <p>Is this functioning consistent with the identified spoken communication disorder or other factors?</p> <p>Describe the associated significant education adjustments related to the identified spoken communication disorder:</p> <p>Social/emotional participation and wellbeing:</p> <ul style="list-style-type: none"> • What adjustments are being made to address the impact of the spoken communication disorder on the student’s social/emotional participation and wellbeing in the school environment? • How are the adjustments targeted to the individual student? • How do these adjustments relate to the spoken communication disorder identified in Criterion 1? (How do the adjustments relate to any other factors?) • In what contexts are these adjustments implemented? • How do these adjustments impact on levels of achievement, access to and participation in the curriculum? <p>What support has been accessed:</p> <ul style="list-style-type: none"> • at the school level • at the regional level • through outside agencies to support the student at school? <p>Targeted Programs:</p> <ul style="list-style-type: none"> • What targeted/specialised programs are in place? (summary, if applicable) • How are they targeted to the individual student? • How do these relate to the identified spoken communication disorder or other factors? <p>What are the outcomes of the education adjustments and targeted programs that have been implemented?</p>

LEARNING ENVIRONMENT/ ACCESS	PROMPTS FOR SCHOOL TEAMS <i>Consider the prompts and include information relevant to the verification request.</i>
<p>Classroom and Non-Classroom Environment</p> <p>Organisational Skills</p> <p>Access</p>	<p>Describe the student’s functioning related to the spoken communication disorder identified in Criterion 1:</p> <p>Does the student require:</p> <ul style="list-style-type: none"> • assistive technology (e.g. laptop, iPods etc)? • specific strategies/programs (e.g. around the playground, assemblies, specialist lessons, transition within the school or other environments, visual supports, organisational strategies)? • changes in the physical environment to support sensory, organisation or motor issues? • an Alternative or Augmentative Communication (AAC) system (e.g. speech generating device, symbol communication system)? <p>Are these requirements consistent with the identified spoken communication disorder or other factors?</p> <p>Describe the associated significant education adjustments related to the identified spoken communication disorder:</p> <p>Classroom and non-classroom environment and organisation:</p> <ul style="list-style-type: none"> • What adjustments are being made to the learning environment? • How are the adjustments targeted to the individual student? • How do these adjustments relate to the spoken communication disorder identified in Criterion 1? (How do the adjustments relate to any other factors?) • In what contexts are these adjustments implemented? • How do these adjustments impact on levels of achievement, access to and participation in the curriculum? <p>What support has been accessed:</p> <ul style="list-style-type: none"> • at the school level • at the regional level • through outside agencies to support the student at school? <p>Targeted Programs:</p> <ul style="list-style-type: none"> • What targeted/specialised programs are in place? (summary, if applicable) • How are they targeted to the individual student? • How do these relate to the identified spoken communication disorder or other factors? <p>What are the outcomes of the education adjustments and targeted programs that have been implemented?</p>

HEALTH AND PERSONAL CARE, SAFETY	PROMPTS FOR SCHOOL TEAMS <i>Consider the prompts and include information relevant to the verification request.</i>
Health Management Risk Management Personal Care Skills	<p>Describe the student's functioning related to the spoken communication disorder identified in Criterion 1:</p> <p>Describe the student's current health and safety needs which are impacted by the spoken communication disorder. Consider:</p> <ul style="list-style-type: none"> • behaviours that put the student's (or other students') health and safety at risk • self care skills • specialised health support/procedures • individualised eating, drinking and dietary requirements and/or • individualised essential hygiene routines. <p>Are these consistent with the identified spoken communication disorder or other factors?</p> <p>Describe the associated significant education adjustments related to the identified spoken communication disorder:</p> <p>Health and safety:</p> <ul style="list-style-type: none"> • What adjustments are being made to address the impact of the spoken communication disorder on the student's health and safety? • How are the adjustments targeted to the individual student? • How do these adjustments relate to the spoken communication disorder identified in Criterion 1? (How do the adjustments relate to any other factors?) • In what contexts are these adjustments implemented? • How do these adjustments impact on levels of achievement, access to and participation in the curriculum? <p>What support has been accessed:</p> <ul style="list-style-type: none"> • at the school level • at the regional level • through outside agencies to support the student at school? <p>Targeted Programs:</p> <ul style="list-style-type: none"> • What targeted/specialised programs are in place? (summary, if applicable) • How are they targeted to the individual student? • How do these relate to the identified spoken communication disorder or other factors? <p>What are the outcomes of the education adjustments and targeted programs that have been implemented?</p>