|  |  |
| --- | --- |
| **Secondary Age Communication Checklist to accompany SLT referral**  *The following checklist must be completed in order for the referral to SLT for Young people aged 11+ to be accepted* | |
| **Young Person’s Name** |  |
| **Young Person’s Date of Birth** |  |
| **Secondary School** |  |
| **Name of person completing the checklist**  ***(and designated role in school)*** |  |

|  |  |  |
| --- | --- | --- |
| **Referrer’s view of the Young Person’s current Speech, Language and Communication Need**  *Please consider the Young Person’s communication and whether it is being well supported currently or if further support is required.*  *Please place a tick 🗸 in the appropriate box for that descriptor. If the descriptor does not apply – please write NA* | | |
| **Understanding of Spoken Language**  The young person: | Being well supported | Further support required |
| Has difficulties following long or complex instructions “You need to read the chapter and then identify the key ideas which you then need to write about, explaining why they are important.” |  |  |
| Watches and copies others when instructions are given |  |  |
| Tends to take things literally When told “I’ll be back in a minute” literally expects the person to come back to them in 60 seconds |  |  |
| Gives an inappropriate response to abstract language e.g. “I’ve got butterflies in my stomach”, the Young Person says “urrrr you ate butterflies” |  |  |
| Repeats what you say rather than responding appropriately “What have you been reading?” – “I’ve been reading” |  |  |
| Has difficulties understanding implied meaning ‘I wouldn’t take my shoes off now’ meaning ‘Don’t take your shoes off’. Interpreted as you talking about yourself |  |  |
| **FORM: Structure of the young person’s communication**  The young person: | |  |
| Speaks too quickly so that others cannot follow what has been said |  |  |
| Is the Young Person non-fluent? Do they stammer?, |  |  |
| Has difficulties using sentences with conjunctions including ‘and’, ‘because’ ‘so’, ‘but’, etc |  |  |
| May take a long time to organise words into a sentence, pauses for a long time before responding or stops mid-sentence, searching for a word |  |  |
| Has difficulties giving specific answers or explanations “I dunno, it’s kind of, something that’s, well you know…” |  |  |
| Has difficulties recalling and sequencing events and ideas coherently.  Finds it difficult remember or tell a story, even a simple one |  |  |
| **CONTENT: Meaning of the Young person’s message – semantics**  The Young Person: | |  |
| Has limited vocabulary, uses some core vocabulary accurately |  |  |
| Finds it hard to express emotions verbally. Can’t explain how they are feeling or why |  |  |
| Uses fluent clear speech which doesn’t seem to mean much e.g. “Came over to that place and did that you know” |  |  |
| Has trouble learning new words, names of people and objects, i.e. the Young Person does not modify the style of communication for the context |  |  |
| Cannot provide significant information to listeners. Difficult for the listener to understand what their message is |  |  |
| Overuses ‘meaningless’ words e.g. “thingy, whatever, and that” |  |  |
| **USE: Purpose, function or reason for communication including pragmatics and social communication**. | |  |
| Has difficulties with eye contact or personal space e.g. doesn’t make eye contact or gets too close to others |  |  |
| Interrupts inappropriately during conversation and is not aware of when it is and isn’t appropriate to say something |  |  |
| Uses the same language with peers, teachers and unfamiliar adults |  |  |
| In conversation, moves from topic to topic for no obvious reason or finds it difficult to change the subject “Do I need to type this up, so can I go and talk to Sam, I like your earrings” |  |  |
| Has difficulties taking turns in conversation |  |  |
| Doesn’t ask questions or start a conversation e.g. sits quietly and waits for others to initiate verbal communication |  |  |
| **METALINGUISTICS** - refers to the use of language knowledge to make decisions about and to discuss the process of language | |  |
| Doesn’t say if they can’t understand e.g. will continue doing what they are doing even if it isn’t what was asked for |  |  |
| Does the Young Person correct and revise their responses during to self-monitoring or when feedback is given. |  |  |
| Adapted from work by Melanie Cross and Angela Sloan in Cross, M. (2004). *Children with emotional and behavioural difficulties and communication problems: There is always a reason.* Jessica Kingsley Publishers. Communication difficulties indicators checklist ©ICAN | |  |

|  |  |
| --- | --- |
| **Referrer’s view of the Young Persons current functioning at School** | |
| How are the above skills/difficulties affecting the Young person’s access to their curriculum? |  |
| How are the above skill/difficulties impacting the Young Person’s ability to build and manage peer relationships? |  |
| What do you hope to gain from this request for support? |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Consent to engage in Collaborative Working with Barnet’s CIT Service | | | |
| Young person: I agree to work with the staff and the SLT to support me in school | Name: | Date | Signed |
| School:  I agree that staff will work collaboratively as a therapy partner with the SLT Service | Name:  Role | Date | Signed |

Young Person’s Self-Evaluation of their own Communication Skills

|  |  |
| --- | --- |
| **Name of Student** |  |
| Date of Self-Evaluation |  |
| Year Group |  |
| Person facilitating self-evaluation |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Please place a number in the appropriate column showing if the sentence describes your skill  always, sometimes or never – there are no right or wrong answers. | | | | |
|  | Never  ☹  1 2 3 | Sometimes  😐  4 5 6 | Always  ☺  7 8 9 | This is a skill I’d like to improve over the next year |
| **Attention and Listening** | | | |  |
| I am good at listening to the teacher |  |  |  |  |
| I remember what the teacher has told me to do |  |  |  |  |
| If I ‘zone out’ I can get myself back in to work |  |  |  |  |
| I sit still in lessons and leave my pencils alone |  |  |  |  |
| **Comprehension (of spoken language )** | | | |  |
| I understand what the teacher has told me to do |  |  |  |  |
| I remember new words |  |  |  |  |
| I understand the meaning behind non-literal ways of speaking (idioms or sarcasm) |  |  |  |  |
| I answer questions in class |  |  |  |  |
| **Expressive Language** | | | |  |
| I can tell my teacher if I have a problem/question with the work |  |  |  |  |
| I like using the new topic words |  |  |  |  |
| Everyone understands what I say to them |  |  |  |  |
| **Interaction Skills** | | | |  |
| I work well with the other students in my class |  |  |  |  |
| I spend lunch times with friends |  |  |  |  |
| I can start and finish conversation with other students my age |  |  |  |  |
| **Comments:** | | | | |
|  | | | | |