

Sensory Connections Therapy Services

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DOES YOUR SCHOOL AGED CHILD NEED TO SEE A SPEECH PATHOLOGIST?

The following information has been provided to help you determine whether or not your child might need to have an assessment with a speech pathologist. It is important to note that this information is general and provided as a guide only. Each child develops at a different rate and therefore just because your child is 'not' doing something does not always mean that there is cause for concern. In general we recommend that if you have any concerns about your child's development (no matter how small) that you seek professional support and guidance.

General indicators that your school aged child would benefit from a speech pathology assessment:

Challenges in Understanding and Listening

- Has a difficulty understanding story or informative passages; or seems to only understand some parts.
- Finds it challenging to following classroom routines independently.
- Needs repetition and demonstrations to follow instructions.
- Does not always understand or appreciate humour.
- Takes longer than others to respond.
- Has difficulty understanding concepts of time.
- Is finding it challenging to learn to read.

Challenges in Speaking and Using Language

- Has difficulty using complex sentences and telling stories.
- Sentences are often disorganised and hard to follow or very short and lacking detail.
- Difficulty using specific and accurate vocabulary.
- Often forgets words or uses inaccurate words.
- Prefers to do or show rather than talk.
- Reduced initiation of conversation.
- Does not ask spontaneous questions (who, what, where, when, how).
- Displays difficulty using language in social settings (greeting, informing, demanding, requesting, etc.)
- Has a difficult time changing language according to the needs of the listener or the situation (talking differently to child vs. adult, monitoring voice loudness, understanding when to start and stop).
- Has difficulty following conversations and joining in play (turn taking, staying on topic, using non-verbal and verbal cues).
- Is not always intelligible.
- Stutters.
- Is finding it challenging to learn to write.