Speech and Language Impairments impact significantly on communication skills. Children and students with speech and/or language impairments may have trouble understanding and using spoken language.

Students with severe specific speech and/or language impairment are verified under the policy Student with Disabilities and are eligible for additional support.

SPECIFIC LANGUAGE IMPAIRMENT
The acquisition of language skills is the primary area of concern for children with specific language impairment (SLI). Receptive or expressive language or a combination of both can be impaired. Children with specific language impairment have difficulty with the processing of linguistic information, organising and storing it and retrieving it from memory. There are no causal factors such as hearing loss or IQ level.

Indicators of Specific Language Impairment
Children and students who have SLI have difficulty with using language. Their language may be limited and/or unusual when compared to their peers.

They will have difficulties with understanding language resulting in the inability to follow information requests instructions and explanations. They will have difficulty expressing their ideas and thoughts due to their limited vocabulary and/or grammatical problems.

This impacts on their social skills which results in reduced opportunities to further develop their language skills through positive interactions.

SPECIFIC SPEECH IMPAIRMENT
The disrupted development of speech skills is the primary area of concern for children with specific speech impairments (SSI). There are no causal factors such as hearing loss, English as a Second Language or IQ level.

Indicators of Specific Speech Impairment
Children with SSI have difficulty with speech / articulation. Where there is a severe articulation difficulty communication with others is frequently unsuccessful because of poor speech clarity which in turn significantly affects social interactions.

DIAGNOSIS OF SPECIFIC SPEECH AND LANGUAGE IMPAIRMENT
Specific Speech and Language Impairments are diagnosed by speech pathologists and guidance officers.

The early identification of SSI and SLI and the early implementation of intervention strategies are critical in enabling the child to access, participate and achieve in their school learning.

Students with language disorder require extra assistance to access and participate in all areas of the curriculum as they have difficulty gaining meaning from experiences and interactions with others. Teaching and learning experiences need to be carefully scaffolded to maximise participation and achievement.

THE COMMUNICATION AND LANGUAGE DISORDER SUPPORT SERVICE (CLDSS)
DECS provides a range of services to support children and students with specific speech and language impairments.

The CLDSS is a statewide service which supports learners with communication and/or language impairment.

CLDSS project officers use a multi-disciplinary approach to plan and work with educators in the implementation, delivery and evaluation of intervention strategies and curriculum accommodations.

The team includes a project officer in Communication, Language and Technology with expertise in relevant software applications.

SERVICES
The team provides support to individual students and professional development for teachers.

Student Support
Students who have a Negotiated Education Plan (NEP) and are verified jointly by a DECS guidance officer and speech pathologist as students with a severe communication and/or language disorder are eligible.

The DECS speech pathologist and guidance officer jointly recommend to the school principal a referral to CLDSS through the NEP process.

Project officers will work with teachers to assist in the implementation and evaluation of inclusive curriculum practices and software applications to achieve the negotiated learning goals for the referred student.

PROFESSIONAL DEVELOPMENT
Individual Teacher Support
A consultancy service can be provided in:

- specific areas of language and communication pedagogical practices
- the implementation and evaluation of inclusive curriculum practices using the latest assistive technology.

District service providers in discussion with the teacher identify areas the teacher wishes to develop. The district service provider negotiates the service request with a CLDSS project officer.
CLDSS
COMMUNICATION AND
LANGUAGE DISORDER
SUPPORT SERVICE

THE TEAM

JILL BAILES—CLDSS
jill.bailes@seru.sa.edu.au

CAROL EDWARDS—CLDSS
carol.edwards@seru.sa.edu.au

JIM SPRIALIS—COMMUNICATION, LANGUAGE AND
TECHNOLOGY
jim.sprialis@seru.sa.edu.au

PROFESSIONAL DEVELOPMENT
Group Support

CLDSS provides regular statewide training and development. School sites and service providers may negotiate additional workshops.

Training and development is provided to improve the skills, knowledge and expertise of school staff to support communication skills for students with disabilities. This may include the use of assistive software.

District service providers and/or school principals can contact CLDSS to plan a training program.

Professional Development topics include:
♦ Language Disorder
♦ Visual Strategies
♦ Oral Language in the Curriculum
♦ Oral Language Games
♦ Social Skills
♦ Boardmaker 5
♦ Questioning
♦ Narrative Activities
♦ Clicker 5 /Jigworks

STATEWIDE TRAINING AND DEVELOPMENT IS
ADVERTISED IN Xtra EACH TERM.

CONTACT
SPECIAL EDUCATION RESOURCE UNIT
72A MARLBOROUGH STREET
HENLEY BEACH SA 5022
TELEPHONE: 8235 2871
FACSIMILE: 8235 1907
EMAIL: admin@seru.sa.edu.au
TTY: 8235 0465