

Application for RTD service

Student details	
Student's full legal name	
Date of birth	
Gender	Male <input type="radio"/> Female <input type="radio"/> Other <input type="radio"/>
Address	
Ethnicity (as stated by parent)	
NSN	
ORS (include status)	VH <input type="radio"/> H <input type="radio"/> D <input type="radio"/> N/A <input type="radio"/> In progress <input type="radio"/>

School / Early Childhood Service details			
Current class/year level			
School / ECE			
Address			
Phone number		Facsimile	
Principal / Head Teacher		Email	
SENCO		Email	
Class teacher		Email	
Teacher Aide		Hours per week	
Other			
AODC		Indirect Service	
RTD			
CI habilitationalist			
Placement next year			

Parent/guardian 1 details

Full name			
Relationship to student			
Address (if different from student)			
Phone		Mobile	
Email			
Emergency Contact name		Phone	

Parent/guardian 2 details

Full name			
Relationship to student			
Address (if different from student)			
Phone		Mobile	
Email			

Communication used

<input type="radio"/> Full user NZSL/first language	<input type="radio"/> Limited NZSL
<input type="radio"/> Uses some key signs/gestures as a range of strategies to support communication	<input type="radio"/> Participates in Ministry of Education FIRST SIGNS (NZSSL) programme
<input type="radio"/> Spoken English	<input type="radio"/> Limited spoken English
Home Language	
Is an interpreter needed for IEP meetings?	Yes <input type="radio"/> No <input type="radio"/>
Other information (needs other than Deafness, allergies, medication)	
Diagnosed disabilities	

Record of Learning: (please attach record of learning from Year 9 and NCEA results (internal and external) from Year 11)

Language age: (this information must be completed for this application to be processed)

Language age		Standardised test and/or assessment used to make OTJ, RAPT, CELF, PPVT/EVT, other
Current IEP/IDP (If no, please describe reason for application)		Yes <input type="radio"/> No <input type="radio"/>

Audiological: (the latest audiogram must be attached for this application to be processed)

Audiologist		Clinic		Age of diagnosis	
Audiological descriptor		Unilateral sensori-neural <input type="radio"/>	Mild-moderate (25-55dB) <input type="radio"/>	Moderate-severe (55-70dB) <input type="radio"/>	Severe-profound (70-90+dB) <input type="radio"/>
Hearing loss: Right	Degree		Average		
Hearing loss: Left	Degree		Average		
Use of assistive listening device(s)			Consistently <input type="radio"/>	Inconsistently <input type="radio"/>	
Use of FM System			Consistently <input type="radio"/>	Inconsistently <input type="radio"/>	
Hearing Aids/CI		Right	CI <input type="radio"/> HA <input type="radio"/> No <input type="radio"/>	Left	CI <input type="radio"/> HA <input type="radio"/> No <input type="radio"/>
Brand					
Model					
Serial number					
Volume					
FM System		Right	Yes <input type="radio"/> No <input type="radio"/>	Left	Yes <input type="radio"/> No <input type="radio"/>
Brand					
Model					
Serial number					

Privacy statement: The information collected will be used by the school for enrollment and forms an essential part of the information held by the school on your child. The records made from this information may be viewed on request to the Regional Manager. The information collected may be disclosed to appropriate education, health and welfare authorities for data-gathering purposes by the New Zealand Ministry of Education. In accordance with the principles of the Privacy Act. It will not be disclosed to any other person or agency unless such disclosure is authorised or required by law.

Parent approvals: This is essential for this Application to be processed. We give permission for the Resource Teacher of Deaf to share relevant information between AODCs, Principals, Classroom Teachers, Audiologists and associated health professionals. We give permission for access to Health Board/Audiological information as it relates to child in the education setting.

Parent/caregiver signature			
Parent/caregiver name		Date	

Social & emotional development

	N= No	S= Sometimes	F= Frequently	N/A= Not applicable
Reluctant to take part in class discussions	N <input type="radio"/>	S <input type="radio"/>	F <input type="radio"/>	N/A <input type="radio"/>
Isolated or isolates self, may sit alone during breaks	N <input type="radio"/>	S <input type="radio"/>	F <input type="radio"/>	N/A <input type="radio"/>
Signs of fatigue, possibly due to prolonged visual/auditory concentration	N <input type="radio"/>	S <input type="radio"/>	F <input type="radio"/>	N/A <input type="radio"/>
Difficulties from need to gain essential information from peers/teacher	N <input type="radio"/>	S <input type="radio"/>	F <input type="radio"/>	N/A <input type="radio"/>
Poor "turn taking" in class or dominant/passive behaviours	N <input type="radio"/>	S <input type="radio"/>	F <input type="radio"/>	N/A <input type="radio"/>
Limited interaction/social skills	N <input type="radio"/>	S <input type="radio"/>	F <input type="radio"/>	N/A <input type="radio"/>
Language delay/difference resulting in disadvantaged social interaction with peers (e.g. humour, or as play becomes more language based)	N <input type="radio"/>	S <input type="radio"/>	F <input type="radio"/>	N/A <input type="radio"/>
Awareness of difference is affecting self-esteem	N <input type="radio"/>	S <input type="radio"/>	F <input type="radio"/>	N/A <input type="radio"/>
Independence skills significantly less developed than peer group	N <input type="radio"/>	S <input type="radio"/>	F <input type="radio"/>	N/A <input type="radio"/>
Limited contact with other NZSL users	N <input type="radio"/>	S <input type="radio"/>	F <input type="radio"/>	N/A <input type="radio"/>

Speech and audition

Misunderstands wrongly interprets instructions/slow to react	Yes <input type="radio"/>	No <input type="radio"/>
Difficulty in locating the source of sound	Yes <input type="radio"/>	No <input type="radio"/>
Reliance on visual clues and speech reading	Yes <input type="radio"/>	No <input type="radio"/>
Difficulties understanding speech at normal voice levels when using hearing aids at a distance greater than 2m in quiet conditions	Yes <input type="radio"/>	No <input type="radio"/>
Use of personal FM is essential	Yes <input type="radio"/>	No <input type="radio"/>
Acquisition and comprehension of new language in curriculum areas will need to be specifically taught and reinforced	Yes <input type="radio"/>	No <input type="radio"/>
Speech articulation problems which affect intelligibility	Yes <input type="radio"/>	No <input type="radio"/>

Learning and assessment:

(please state the student's current curriculum level. Attach formal test results and a written language sample if you wish)

Reading level	
Comment:	

Written language level	
Comment:	
Math level	
Comment	
Include or attach additional information:	

Communication: Expressive language

- Uses natural gestures/non verb
- Uses single word utterances
- Uses phrases (3 to 4 words)
- Uses simple sentences - can convey meaning
- Uses simple conversation - limited use of adjectives, prepositions, pronouns
- Discusses logically and sequentially. Uses questions - Who? What? Where?
- Uses complex sentences - a range of adjectives, adverbs, conjunctions, prepositions and pronouns
- Can discuss topics outside of own experience at a level appropriate to the situation

Communication: Receptive language

- Understands natural gestures/facial expression. Watches speaker's face. Responds to name
- Responds to nouns/verbs. Responds to simple instructions e.g. Get your book. Responds to simple sentences e.g. Daddy's home
- Responds to simple questions: Who? What? Where? Turn takes in simple conversation
- Responds to 2/3 element instructions e.g. Put your book in your bag
- Understands complex sentences. Follows complex instructions sequentially e.g. Art construction
- Understands discussion of topics outside own experience

Learning in educational facility

- Requires total adaptation of curriculum delivered 1:1
- Requires significant adaptation of curriculum and/or instructional methods and help
- Requires some adaptation of curriculum and/or instructional methods & 1:1
- Requires in-class support e.g. note taking, small group activities
- Requires 1:1 monitoring visits only on a regular basis

Additional considerations: Tick as many boxes as are relevant

- Late detection of hearing loss

If yes, date of detection

Date hearing aid/s first fitted

- Student sitting national qualifications

- Student is from home where little or no English is spoken

- Student has significant communication need i.e disparity between the student's language skills/conceptual development, and communication needs appropriate to his/her age

- Child is aged 3-5 years of age

- Child is aged 5-8 years of age

- Student transitioning from ECE to primary

primary to secondary

Changing mainstream schools

- For students aged 3-5 not in a transition

EI teacher

Available

Declined

ESW

Available

Declined

Specify other resources available (e.g. RTLB, SLT)

- Have Deaf or Hard of Hearing parent/caregivers

Other (please advise)

Please send completed application to: outreachschool@kotakureo.school.nz