

Incorporating a health team as part of a disadvantaged high school's interconnected community learning model

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Appendix S1

ALLIED HEALTH TEACHER REFERRAL FORM

STUDY HIGH SCHOOL

Name:	Year/Class:
Referral made by:	Faculty:

A. HEALTH	C. SOCIAL/EMOTIONAL WELLBEING	D. LANGUAGE, SOCIAL SKILLS, SPEECH & LITERACY	E. FUNCTIONAL SKILLS FOR THE CLASSROOM
<p>Access to health care Access to paediatrician specialist Health advocacy Medication Vision Hearing Absence of basic needs met (e.g. poor hygiene, unkempt)</p>	<p>General counselling for: Mood Social behaviour Family issues Self-harm/safety Coping/regulation skills Mental health/wellbeing assessment Assessment of learning difficulties Return to school</p>	<p>Language Comprehension of spoken words/phrases Comprehension written information Difficulties understanding/ using classroom vocabulary Makes grammatical errors in sentences Difficulties taking turns in conversation Need for instructions to be repeated/broken down</p> <p>Social communication Rigid in their daily timetable Literal understanding of language Poor eye contact Difficulties making friends</p> <p>Literacy Spelling Sounding out Letter reversals</p> <p>Speech Unclear speech (e.g. lisp, poor articulation of sounds) Repeating sounds/words ("getting stuck")</p>	<p>Hand / motor control Illegible handwriting Reduced handwriting speed Challenges with copying from board Poorly organised book work Difficulties using utensils with their hands Typing coordination Uncoordinated movements Poor balance</p> <p>Attention/Concentration Loses items/resources Impulsive actions causing distraction Fidgets constantly Distracted by sounds/vision Need for movement i.e. swinging on chair Makes noise inappropriately Low level of alertness Appears sleepy</p>
B. OTHER			
<p>Poor diet General healthy eating education Education to parents healthy eating lunch box options culturally and cost appropriate options</p>			

Current support in place:

Other observations/comments: