

Transfer of care: developmental language disorder, family relocating



Assume that today's date is 20 November 2026. Toby's final session at your service is on 4 December 2026. You are a paediatric speech pathologist at a community health service in Melbourne. Using the information in the case notes, write a letter to Ms Rebecca Alavi, Senior Paediatric Speech Pathologist, asking her to continue therapy for Toby after his family moves to Brisbane. Address the letter to Ms Rebecca Alavi, Senior Paediatric Speech Pathologist, Children's Community Health Service, 40 Wharf Street, Brisbane QLD 4000. In your answer: expand the relevant notes into complete sentences; do not use note form; use letter format. The body of the letter should be approximately 180–200 words.

Choose one box per line: I = Include / C = Compress / O = Omit. Answers and reasons are on the webpage (scan QR).

Patient details

1. Name: Toby Javadi
2. DOB: 18/09/2021 (5 yrs 2 mths)
3. New address from 12/12/26: 27 Riverside Parade, Brisbane QLD

Social background

4. Lives with parents and older sister (8 yrs)
5. Sister: no speech or language concerns
6. Family relocating to Brisbane 12/12/26 (father's job transfer)
7. Due to start Prep late 01/27
8. Attends kindergarten 3 days/wk; teacher reports plays well but difficulty following group instructions
9. Loves dinosaurs and trains → useful for engagement in sessions
10. Mother reports paternal grandmother thinks Toby is 'just lazy'
11. Mother unhappy with kindergarten — says teacher 'doesn't bother' with Toby

Developmental and medical history

12. Term birth, uncomplicated
13. First words 20 mths; 2-word combinations approx. 3 yrs
14. Audiology 04/26: hearing normal bilaterally
15. Recurrent ear infections age 2 — resolved; no grommets
16. Mild eczema — moisturiser BD
17. Paediatrician review 05/26: motor and social development age-appropriate; no other diagnoses

Initial assessment (05/26)

18. Referred by GP 04/26 following kindergarten concerns
19. CELF-P3: core language score well below average; receptive and expressive language both affected, expressive > receptive
20. Diagnosis: developmental language disorder (DLD)
21. Speech sounds age-appropriate; intelligible to unfamiliar listeners

Initial assessment (05/26)

22. Language sample: short sentences (3–4 words); omits 'is' and verb endings (-ing, -ed); pronoun errors (e.g. 'him go')
23. Limited vocabulary; frequent use of 'thing' for unknown words

Therapy and progress

24. Weekly 45-min individual sessions since 05/26 (approx. 24 sessions); mother attends all
25. Goals: (1) 'is' + verb-ing (2) regular past tense -ed (3) he/she pronouns (4) vocabulary — describing objects by category and function
26. Approaches: recasting, focused stimulation, visual sentence frames; word mapping for vocabulary
27. Progress: 'is' + verb-ing approx. 80% in structured play; he/she consistent in structured tasks, emerging in conversation; past tense -ed approx. 40%
28. Vocabulary: now names categories (animals, food) and describes function; uses 'thing' ↓
29. Mother does home practice 10 min daily with picture books; confident using recasting
30. Missed 3 sessions 08/26 — family holiday
31. Therapy room air conditioning broken 10/26 — Toby distracted in 2 sessions

Plan

32. Continue: past tense -ed; pronouns in conversation; introduce following multi-step instructions and narrative skills before school starts
33. Formal reassessment due 05/27
34. Recommend liaison with new school re classroom supports (e.g. visual instructions)
35. Mother consents to sharing of reports; assessment and progress reports enclosed with referral; last session here 04/12/26