



SCHOOL DISTRICT #22 (VERNON)
SPEECH-LANGUAGE-COMMUNICATION SERVICES

SERVICE DELIVERY MODEL
OF THE
SPEECH-LANGUAGE PATHOLOGIST
UPDATED SEPTEMBER 2019



DEFINITION

Speech-Language Pathologists (SLPs) are health professionals who identify, diagnose, and treat communication and swallowing disorders across the lifespan.

EDUCATIONAL REQUIREMENTS

A master's degree in Speech-Language Pathology or Communication Disorders (or equivalent) is required for current entry to practice in all jurisdictions in Canada.

SLP AREAS OF SERVICES

Speech Sound Delays and Disorders: Difficulties with articulation, phonology (sound system impairment), or Apraxia of speech (motor speech impairment).

Language Delays and Disorders: Impairments with receptive language (comprehension), such as difficulties with following directions and vocabulary knowledge, and expressive language (using language), such as having difficulties with formulating meaningful and grammatically correct sentences and responding to questions.

Phonological Awareness: Pre-literacy skills that are building blocks for reading success, such as rhyming, segmenting syllables and sounds, and deleting and isolating sounds in words.

Alternative and Augmentative Communication (AAC): Use of low to high technology to support communication, such as PECS and TouchChat on iPads.

Fluency Disorders: Interruption in the flow of speaking characterized by atypical rate, rhythm, and repetitions in sounds, syllables, words, and phrases (i.e. stuttering).

Voice Disorders: Vocal quality issues, such as hoarse or breathy vocal quality.

Resonance Disorders: Hypo- or hyper-nasality difficulties.

Social Communication Disorders: Problems with social interaction, understanding emotions, and pragmatics (i.e. body language and eye contact).

Feeding and Swallowing Disorders: Developmentally atypical eating and drinking behaviors, such as not accepting age-appropriate liquids or foods, being unable to use age-appropriate feeding devices and utensils, or being unable to self-feed (advanced training required).

Cognitive Communication Disorders: Difficulties with any aspect of communication that is affected by disruption of cognition. Some examples of cognitive processes include: attention, memory, organization, problem solving/reasoning, and executive functioning. Problems in these areas can affect verbal and non-verbal communication.

Hearing Impairments: History of and/or ongoing hearing impairment, in relation to it impacting the student's speech and language. SLPs may consult/collaborate with hearing specialists regarding school-based communication programming and intervention.

SLP SERVICES

Assessments

Informal and/or formal assessments will be completed upon receipt of each SLP referral. Informal assessments may include observations in the classroom, parent/teacher interviews, and collecting language samples. Formal assessments include standardized assessment tools. Assessment reports will be shared with family and school based team members.

Direct Service

Direct service for students may include one-on-one and/or small group therapy with a Speech-Language Pathologist (SLP).

SLP: In the elementary school setting, each SLP may serve between 5-16 students directly, depending on designated FTE and caseload priorities at each school. These students typically have moderate-severe speech and language disorders. The SLP will provide therapy, collaboration/consultation with school staff, EA training, parent training, and participate in team meetings as needed.

District EA: Students demonstrating articulation difficulties may be placed in groups for articulation practice. These groups will be established and supervised by the SLP. The students will be reviewed by the SLP following each cycle.

Augmentative and Alternative Communication (AAC): The SLP specializing in AAC will be 0.8FTE and designated to all students (K-12) in the district who use AAC. This SLP's delivery model will differ from the typical SLP in this school district. The SLP/AAC Specialist will schedule to see students with the school based resource teacher based on student need and SLP availability. This SLP will provide therapy, consultation to school team as needed, and professional development to school district staff and parents.

In-Class Support

The SLP may work with the classroom teacher to conduct small group stations and/or full class activities within the classroom that will benefit referred students and the class at large.

Consultation

The SLP will consult with Resource Teachers, Classroom Teachers, Educational Assistants, and other support staff involved with students on the SLP caseload. The SLP will make every effort to attend IEP meetings and collaborate in communication goal setting. The SLP may recommend specific materials/resources for students and may provide strategies to support student learning in the classroom.

- The SLP will collaborate with Kindergarten teachers early in the school year regarding appropriate referrals.
- High schools will be served through assessments with recommendations provided following the assessments. Each high school assessment request will be directed to the HS Key Contact. A department SLP will be assigned to that assessment.
- The SLP department has one SLP specialized in feeding/swallowing. This SLP may collaborate with the Occupational Therapist as needed regarding referred students who have feeding and swallowing difficulties.

Monitoring

Students with age appropriate difficulties, mild delays, and/or students beyond the early intervention grade level focus (grades 4-7), may be monitored by the SLP and only seen periodically for reviews.

Home Programming

The SLPs may provide programs to be worked on at home upon parent request.

Reporting

A review report will be provided to those students receiving direct services at the beginning and end of each school year. A report will be sent home following initial/follow-up assessments. Discharge reports will be sent home when a student is dismissed from the SLP caseload.

Professional Development

Each SLP is required to attend professional development to maintain professional license and certification requirements.

GRADE FOCUS OF SLP

With research consistently supporting the importance of early intervention, there is a direct therapy focus for students in Kindergarten through grade 3. Older grades will receive services primarily on a consultative basis.

ESTIMATED TIME LINE GUIDELINES FOR EACH SCHOOL YEAR

September – Update parental consents, review of previous caseload, set up EA articulation groups, programming for higher needs students, and consult regarding incoming students from other agencies (i.e. NONA).

October/November – Continue reviews, complete new assessments/reports, participate in IEP meetings and goal setting, and complete kindergarten observations.

December to May – Direct therapy, priority assessments, Tier 1 in-class support, and consultation.

June – Participate in IEP and Kindergarten transition meetings upon request, report writing, and possible assessments.

HOW SLP SERVICES RELATE TO THE CURRICULUM

Early intervention is critical for literacy success. Language is the foundation of literacy. Without good language development, a student will likely not be a successful reader or write.



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