



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

SERVICE DELIVERY MODEL
OF THE
SPEECH-LANGUAGE PATHOLOGIST
UPDATED SEPTEMBER 2018



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 functions. Problems in these areas can affect verbal and nonverbal communication.

SLP SERVICES

Kindergarten Screens

The Kindergarten screening pilot project (2015/16 – 2016/17) has ended. Upon review, it was determined that this pull-out model was discontinued due to the following factors: (1) extensive time required to administer and report upon the kindergarten screens with limited SLP resources and (2) delayed initiation of programming for the higher priority/more delayed students. New Kindergarten students will be screened in the classroom environment in collaboration with the classroom teacher(s) at the beginning of the school year (October/November) to initiate appropriate referrals for services. The focus of this screening model will be on articulation and language concerns that impact academics. Commencing in 2018, grade 2 students' articulation will be observed in the classroom by the SLP and the classroom teacher(s) will be consulted to determine new referrals.

Assessments

Informal and/or formal assessments will be completed upon receipt of each SLP referral.

Direct Service

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

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 language delays, severe articulation delays, and/or fluency disorders. The SLP will provide therapy, collaboration/consultation with school staff, EA training, parent training, and participate in team meetings as needed.

EA: Students demonstrating articulation difficulties may be placed in groups for intense articulation practice. These groups will be established by the SLP and facilitated by a trained EA. These EA articulation groups will be monitored by the SLP and the students will be reviewed by the SLP following each cycle.

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 Resources Teachers, Classroom Teachers, Educational Assistants, and other support staff involved with students on the SLP caseload. The SLP will attend IEP meetings and participate in goal setting upon request. 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 who will assign the request to the appropriate SLP. Each SLP will take turns completing the high school assessments during their designated District Time. The AAC Specialist will provide additional services to those high school students requiring AAC support.

Monitoring

Students with age appropriate difficulties, mild delays, and/or students beyond the early intervention grade level focus (grades 5-12), may be monitored by the SLP and only seen periodically for reviews. Consultation may be provided as appropriate.

Home Programming

The SLPs may prepare and send programs to be worked on at home upon parent request.

Reporting

For students who are receiving direct services with the SLP, reports will be completed at the beginning and end of each school year. A report will be sent home following initial/follow-up assessments. A progress report may be sent home following an EA treatment block. Discharge reports will be sent home when a student is dismissed from the SLP caseload.

Professional Development

The SLP may provide professional development for school staff. The SLP will attend ongoing professional development outside the school setting to maintain professional standards and to enhance her knowledge and skills.

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 4, with older grades primarily receiving services on a consultative basis.

ESTIMATED TIME LINE GUIDELINES FOR EACH SCHOOL YEAR

September – Review of previous caseload, set up EA articulation groups, and programming for higher needs students.

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

November – Articulation observations for grade 2 students.

December to May – Direct therapy, priority assessments, 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 writer.

SPECIALITY POSITIONS

As of September 2017, there are two speciality SLP positions in School District #22:

- 1) Augmentative and Alternative Communication (AAC) - The AAC SLP will be 0.6FTE and will be designated to all students (K-12) in the district who use AAC. The AAC SLP's delivery model will differ from the typical SLP in this school district. The SLP will schedule to see students with the school based resource teacher based on student need and SLP availability. The AAC SLP will be providing therapy, consultation to school team as needed, and professional development to school district staff and parents.
- 2) Feeding/Swallowing - The feeding/swallowing SLP will collaborate with the Occupational Therapist as needed regarding referred students who have feeding and swallowing difficulties.