

August 2019

Speech, Language Pathology Service Delivery Model



Who Are Speech and Language Pathologists?

Saskatchewan Rivers Public School Division's (SRPSD) Speech and Language Pathologists (SLP) are certified professionals who are a part of our interdisciplinary Intensive Supports team. Speech-Language Pathologists have specialized training in all areas of communication including speech, language, hearing, and literacy. SLP training includes skills in assessment, intervention and consultation.

What Will the Speech and Language Pathologist (SLP) Do?

SRPSD's Speech and Language Pathology (SLP) Service Delivery Model aligns with the Ministry of Education's Early Learning and Literacy focus.

Based on the SLP's assessment of student needs, services will be provided to:

- Students in Pre-kindergarten through Grade 1
- Students with intensive needs requiring communication devices and/or
- Students with moderate to severe communication needs.

SLPs will be providing classroom-based supports in Pre-kindergarten and Kindergarten classrooms. They will work in collaboration with Pre-kindergarten and Kindergarten teachers and support staff to embed strategies that will promote early language development in their educational program. SLPs will dedicate approximately 40% of their contact time with each school providing classroom-based supports for Pre-kindergarten and Kindergarten teachers.

SLP support may involve an assessment as well as some intervention *where caseload size permits*. SLPs are always available to provide consultative support for students with intensive needs from Pre-Kindergarten through Grade 12.

In our Collaborative Team (C-Team) Model, SLPs work as part of the school team. The SLP will provide education and resources to teachers and parents about how children typically develop communication skills and how to promote speech and language development in the classroom and at home.

Specific types of supports offered by SLPs are detailed below:

Early Intervention (PreK – Kindergarten)

- Classroom-based supports
- Consultative services
- Inter-agency collaboration
- Assessments

Moderate & Severe Communication Supports (PK – Grade 3):

- Prioritize students in kindergarten to grade 3 who have been identified by the SLP and classroom teacher as having a moderate to severe communication impairment
 - Support may consist of:
 - provision of classroom strategies;
 - programming recommendations through the Educational Assistant and;
 - direct therapy with the SLP

Consultation (PreK – Grade 12)

- Collaborate with school-based team
- Provide classroom strategies which support communication
- Suggest and/or provide specific materials and resources
- Communicate with parents and other professionals
- Provide consultations for High School Students requiring intensive supports
- Participate in Collaborative Team (C-Team) meetings

Assessment and Intervention (PreK – Grade 12)

- Prioritize students for assessment through consultation with the educational-support and/or classroom teacher and other members of the C-Team if necessary
- Provide assessment for communication disorders including articulation/phonology, receptive and expressive language, voice problems, resonance issues and fluency (stuttering).
- Determine candidacy for intervention based on assessment results and student priority.
- Provide intervention ***as scheduling and caseload permits***

*Students with mild communication difficulties will not be seen for direct intervention because they do not fit into the targeted areas of priority. Information will be offered to parents regarding developmental norms for articulation, speech apps, and private SLP services (see Appendix A).

Intensive Supports (PreK – Grade 12)

- Prioritize students with complex communication needs.
- Provide programming for communication that will be implemented and monitored by members of the school team in collaboration with the SLP.
- Collaborate with school team members and outside agencies related to student communication needs.
- Support Assistive Technology Aid applications which support communication
- Participate on the school's Intensive Supports Collaborative Team (C-Team) in determining a student's level of need and potential interventions
- Support the school team in the development of an Individualized Intervention Plan

Professional Development

- Provide professional development for school division personnel on communication and language supports and interventions.

Specialized Supports (PreK – Grade 12)

SRPSD has two SLPs who focus on supporting specific intensive needs:

- **Augmentative and Alternative Communication (AAC)**
 - The AAC SLP is designated to support SRPSD students who use AAC. The AAC SLP will schedule to see students with the school-based team via the Educational Support Teacher based on student need and SLP availability. The AAC SLP will be providing consultative supports to the school team as needed, and professional development to school division staff and parents.

- **Social Referencing and Regulation**
 - The R&R SLP is designated to support SRPSD students with Autism Spectrum Disorder. The SLP will work with the school-based team and an occupational therapist when necessary to determine the student's developmental level and develop an individualized program. The SLP will offer ongoing consultative supports to the school-based team and parents in the form of modelling of:
 - Modelling of strategies and interventions
 - Coaching of school-based personnel
 - Monitoring of student growth
 - Updating of the student's individualized program

How to Access the Support of an SLP?

When a classroom teacher has identified a student or a group of students whose needs are not being met, despite adaptations and differentiation strategies implemented by the teacher with the support of the school's Educational Support Teacher (EST), the following process should be followed to access SLP services:

Prekindergarten and Kindergarten

1. In Prekindergarten and Kindergarten classrooms, the classroom teacher will have ongoing interactions with the SLP assigned for classroom-based supports. As a team, the teacher and SLP can monitor student needs, implement classroom-based programming and determine any need for more individualized supports.

2. If it is determined that a prekindergarten or kindergarten student may require individualized supports, the SLP will determine the type of support that can be offered based on the prioritized caseload managed by the SLP.

Grades 1 to 12

1. Classroom teacher consults with the school's EST to confirm that initial adaptations and differentiation strategies are not having the desired effects on student growth.
2. EST consults with their school's SLP to analyze the needs and determine possible strategies or interventions.
3. If it is determined that a student may require individualized supports, the SLP will collaborate with the school to determine the type of support that can be offered based on the prioritized caseload managed by the SLP and the programming supports that can be offered by the school.

Specialized Supports (AAC and R&R)

1. Classroom teacher consults with the school's EST to confirm that initial adaptations and differentiation strategies are not having the desired effects on student growth.
2. EST consults with the school's SLP to confirm referral for specialized supports
3. EST and/or SLP consult with Specialized Supports SLP to determine next steps.
4. The type of support that can be offered based on the prioritized caseload managed by the SLP and the programming supports that can be offered by the school.-

Parental Consent Requirements

Implied Consent

Upon registering a child in a SRPSD school, parents are providing implied consent for supports and services that are offered by our team of educational professionals, including speech and language pathologists, to support the classroom teacher in providing universal strategies that are of benefit to all students in the classroom. This type of support does not have any out-of-classroom interaction between the SLP and a student.

Informed Consent

Informed consent, as confirmed by a signed [Consent form for SLP services](#), is required by a parent or legal guardian for the following types of SLP services:

- Formal assessment of an individual student; or
- Direct services and supports provided by the SLP to an individual student or a targeted group of students.

Other Documents and Resources Associated With SLP Service Delivery Model:

Saskatchewan Rivers Public School Division Resources

- [SRPSD SLP Website](#)
- [SRPSD SLP Consent Form](#)
- [SRPSD Inclusive Education: EST Orientation Manual](#)
- [SRPSD Release of confidential information Form](#)

Saskatchewan Ministry of Education Documents

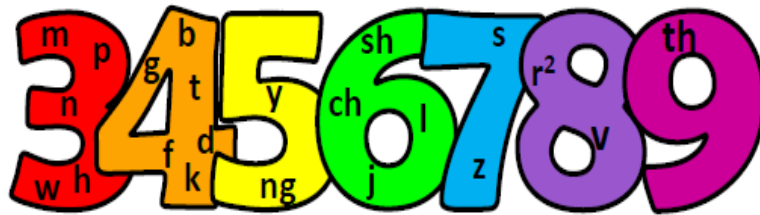
- [Inclusive Education \(2017\)](#)
- [Inclusive Education: A Guide for Classroom Teachers](#)
- [Inclusive Education: A Guide for Educational Support Teachers](#)
- [Inclusive Education: A Guide for School-Based Leaders](#)
- [The Adaptive Dimension](#)
- [Inclusion and Intervention Plan Guidelines](#)

SRPSD SLP Team

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Appendix A: Parent Information regarding Speech Development in Children

Young children do not pronounce speech sounds correctly all of the time. The graphic below shows the age that most children pronounce the English consonant sounds correctly. Other languages spoken in the home may affect development of English speech sounds.



**Adapted from Toronto School Division and <http://www.teachersites.net>*

Options for Parents to Further Supplement SLP Supports for Their Children

Students with mild speech delays may not meet criteria for therapy services through the school. Parents are encouraged to consider the following options for treatment:

The SRPSD SLP website has the following pages to support parents:

- [Speech and Language Tip for Parents](#)
- [Home Programs and Activities](#)
- [Speech and Language Apps for iPad](#)

These websites also offer speech materials for free download:

- <https://www.speakingofspeech.com/artic-main.html>
- <https://mommyspeechtherapy.com>

Information regarding private speech therapy services in Saskatchewan may be found at: <http://www.saspa.ca/publics/private-practice-directory>

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