

### Assessment (Formal or Informal)

- ✦ Collection of parent/caregiver and educator reports and checklists
- ✦ Classroom and/or play-based observation
- ✦ Informal screening and evaluation
- ✦ Administration of formal standardised assessments
- ✦ Analysis of findings, interpretation of results and reporting to parents and members of the educational team
- ✦ Assessment results inform the identification of appropriate goals and recommendations

### Programming

- ✦ Development of student-specific school-based or home-based programs
- ✦ Selection and demonstration of effective therapeutic techniques
- ✦ Training teachers, support staff and caregivers in strategies to support identified goals

### Direct Service

- ✦ Delivery of intervention in individual or small group therapy
- ✦ Priorities for service may be determined with input from the School-Based Team
- ✦ Research evidence supports a critical need for early identification and intervention (K-3 focus)

### WHEN DO SCHOOL STAFF REFER?

Outlined below are a number of warning signs which may indicate that a student is at risk for communication difficulties:

- ✦ Unintelligible speech
- ✦ Vague, non-specific language
- ✦ Short or poorly formed sentences
- ✦ Stuttering
- ✦ Inability to follow instructions
- ✦ Unusual vocal quality
- ✦ Minimal verbal output
- ✦ Inappropriate answers to questions
- ✦ Difficulty interacting and making friends with peers
- ✦ Attentional difficulties
- ✦ Hearing-related concerns

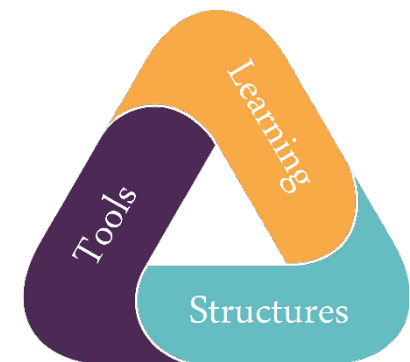
### HOW DO SCHOOL STAFF REFER?

Requests for SLP services are made by school personnel through a School-Based Team Meeting and/or completion of the *Student Support Referral* form.

Parental consent, current information about the student's ability to access the curriculum, relevant medical history and other background information is required for the referral.

Once these documents have been received and completed, the *Student Support Referral* form is presented to your school-based SLP for review.

## SPEECH-LANGUAGE PATHOLOGY SERVICES



Student Support  
Education Services

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[www.surreyschools.ca](http://www.surreyschools.ca)

## WHO WE ARE

Speech-Language Pathologists (SLPs) hold a Master's degree or higher and have specialised knowledge of a variety of speech, language and communication needs. In order to practice in British Columbia, SLPs must be registered with the regulatory body, which is the College of Speech and Hearing Health Professionals of BC (CSHHPBC).

## WHY ARE SLPs NECESSARY?

Language is the medium through which teachers instruct and students learn. Communication is also highlighted as a Core Competency within the new BC Curriculum.

Students with challenges in acquiring age-appropriate language and communication skills are at risk for developing academic and behavioural difficulties. Speech-language disorders will often co-exist with developmental delays, learning disabilities, hearing loss and autism.

## OUR ROLE WITHIN THE SCHOOL

SLPs are key members of the school-based interdisciplinary educational team. More specifically, our role is to assist in identifying and supporting those students whose significant communication impairments *prevent them from accessing the curriculum* and from developing their academic potential.

Current research estimates that the prevalence of speech-language-communication difficulties in the school-aged population is 10%; approximately 1 out of every 10 students will have a communicative impairment of some kind.

As there are many students with communication difficulties in each school, determining priorities for service is a dynamic process, which changes according to the needs of the caseload as a whole at any given time.

SLPs are skilled at supporting students in the following areas of communication:

- ✚ Expressive language (vocabulary, grammar and word order)
- ✚ Receptive language (understanding concepts and spoken language)
- ✚ Speech sounds
- ✚ Stuttering
- ✚ Phonological awareness & literacy
- ✚ Social-pragmatic skills (using language for a variety of purposes such as greeting, turn taking and conversation)
- ✚ Voice & resonance disorders (hoarse or nasal sounding)
- ✚ Augmentative and Alternative Communication (for low- or non-verbal students)

## SERVICES PROVIDED

Service specifics are heavily dependent upon the demands of the caseload as a whole at any given time and may include one or more of the following options within the range of services:

### *Consultation*

- ✚ Participation in school-based team and IEP meetings
- ✚ Collaborating with classroom teachers, learning support staff and educational assistants
- ✚ Sharing strategies and/or resources to support identified students within the classroom
- ✚ Providing recommendations and/or resources to parents and caregivers in order to facilitate continued support within the home environment
- ✚ Liaising with outside agencies such as medical doctors, paediatricians, neurologists, audiologists, ear nose and throat specialists, private therapists and various charity organizations
- ✚ Monitoring student progress
- ✚ Professional development and in-service delivery