

A Speech-Language Pathology Service Delivery Framework: The Creation of a Collaborative Practice within Our School District SD57 Prince George

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Answers

- Question 1.
- Collaborative discussion with school staff about curriculum demands and targeted intervention for speech, language, and communication needs within students daily routines.
 - Any SLP provided intervention emerges from these collaborative discussions and is evidence-based (i.e., frequency, duration).
 - Consider implementing speech and language goals within the student's established school community instead of, or as an extension of, SLP individualized intervention.

- Question 2.
- **Set Limits.** The number of students is determined by how many you can provide evidence-based practice for, not necessarily the amount of students who could benefit from SLP services.
 - Using the continuum of support, many of the interventions are dealt with at a class or school-based level. Students arise from the continuum of support who require intervention that only an SLP can provide.
 - Evidence-based and effective intervention requires specificity to the speech, language and communication needs as well as intensity and duration of the intervention.

- Question 3.
- Develop a collaborative referral process within the school system and the continuum of support.
 - Other professionals are able to help to address speech, language and communication needs with collaborative support from SLPs.

- Question 4.
- Use SAC, provincial, and evidence-based research and resources to support your decisions regarding caseload and service delivery.
 - Work within your established department guidelines
 - Be flexible and responsive
 - Build relationships with your colleagues and administrator

Elementary Schools - Use of Continuum of Support Model

- Extended:** Monthly Extended School Based team (ESBT) meetings. Provide intensive speech, language and literacy based intervention; conduct assessments of students who exhibit communication difficulties for the purpose of developing interventions, strategies, implementation, and monitoring of programs. Referrals accepted at ESBT, individual education planning (IEP) meetings, consultation program planning meetings (2xyear), and transition to kindergarten meetings. Feeding Resource Group (FRG) intervention.
- Targeted:** Monthly School Based Team (SBT) meetings; collaborate with school staff on school-based interventions and with school-based programming for small groups/individual students; Student Support Services provides educational assistant support for language intervention, for AAC (Alternative & Augmentative Communication) device management and modeling how to use the device, as well as core board use in the classroom.
- Universal:** Assist school staff in screening for articulation and language deficits; provide professional development to teachers, educational assistants and other school-based staff.

SLPs meet monthly to discuss service delivery processes, to agree on core practices for referral, prioritization, caseload and workload management and to design/implement new service developments.

Caseload: The recommended caseload size for a full-time speech language pathologist is 30+/- 2 students at any period of time. Clinically based flexibility due to AAC requirements and the complex needs of students.

Referral Process: Clear and protective. Referrals to the speech language pathologist are discussed and received during the ESBT and other meetings at the discretion of the SLP in consultation with the school. Service defined by SLP and may be time or activity limited.

Workload: SLP workload includes all activities outlined in the Universal, Targeted and Extended Continuum of Support Model. Services and level of SLP involvement may vary throughout the school year.

Priority for Service: Priority for SLP services is determined in discussion with the school team and is based on the needs within the individual SLP's total school assignment.

Secondary School - Use of Continuum of Support Model

Extended: Referrals through Extended School-Based Team meeting (SLP attends)

Assessment of complex students to support programming, AAC use, and/or ongoing SLP collaboration; students with HFA are a strong focus for collaboration, assessment and IEP support; direct intervention for speech, voice, stuttering or resonance.

Targeted: School-based team.

Collaborate with teachers and admin to facilitate interventions for students with a range of needs; attend IEP meetings on request; collaboration meetings with teachers in order to plan for programming/IEP; attend other meetings on request without a referral (e.g. community, emergency VTRA, suicide prevention).

Universal: Training provided to staff around speech, language and communication needs due to school-driven desire to make classroom-based changes.

Current projects

- AAC specialist proposal
- Secondary school support & services
- Functional curriculum research project
- Collaboration with SD57 Mental Health Clinicians about students with a diagnosis of ASD
- Collaboration with SD57 Teachers of Deaf and Hard of Hearing - assessment project

Evidence references

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Gorski, D. (2019). *What is Response to Intervention (RTI)? | RTI Action Network*. [online] Rtinetwork.org. Available at: <http://www.rtinetwork.org/learn/what/whatisrti> [Accessed 11 Sep. 2019].

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Further information

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If you use any of this information please cite Student Support Services, School District 57 (Prince George), BC, Canada