
ROLE OF THE SPEECH LANGUAGE PATHOLOGIST

Background

Speech-Language Pathologists (SLP) are professionals educated in the study of human communication, its development, and its disorders. By evaluating a student's speech, language and communication skills, the Speech-Language Pathologist is able to determine what difficulties exist and the best way to support them. Communication skills are essential for learning, social interaction and academic success.

The goal of the SLP is maximizing a child's ability to participate in and benefit from curriculum, by promoting the development of communication and language skills. In addition, the SLP increases the school and community's understanding of the nature and needs of the language/learning disabled and communicatively disordered populations.

Procedures

1. The Speech Language Pathologist is directly responsible and accountable to the Director of Inclusive Learning. The Speech Pathologist will have specific responsibilities for:
 - 1.1. assisting students to become effective communicators;
 - 1.2. providing supervision for GYPSD Therapy Aides, and AHS Speech Language Pathology Assistants. Intervention is typically provided by the educational assistant under the direction and supervision of the SLP;
 - 1.3. mentoring, supporting and providing professional development for GYPSD Therapy Aides;
 - 1.4. provide information regarding referrals to appropriate outside agencies when needed, and will work as part of both the medical and educational team;
 - 1.5. collaborating with other Registered Speech Language Pathologists;
 - 1.6. maintaining a Professional Growth Plan as per Division Administrative Procedures;
 - 1.7. providing on-site speech and language service to students.
2. Collaborative Consultative services and Case Management includes:
 - 2.1. working actively and collaboratively as a member of the Inclusive Education Team to provide support to schools, while ensuring the services provided are integrated and complementary;
 - 2.2. assisting teachers in supporting goals in Individual Support Plan for students;
 - 2.3. communicating with families, schools, communities and external agencies to increase understanding of student needs and appropriate interventions;
 - 2.4. communicating with teachers and parents to provide updates on student progress, as appropriate.

3. Program Development and Instruction

The Speech Language Pathologist, in collaboration with classroom teachers, are responsible for:

- 3.1. development of intervention strategies for individual and small group programs to meet student needs. Intervention may involve; individual/group therapy, classroom-based intervention, development of augmentative/alternative communication systems and consultation/collaboration with schools teams, parents and/or outside agencies;
- 3.2. building the capacity of school and division staff in the area of communication disorders by providing targeted professional development.

4. Assessment, Evaluation and Reporting:

- 4.1. screening of Kindergarten students to identify a need for further assessment and/or intervention;
- 4.2. assessment of the student's communication strengths and challenges in the learning environment;
- 4.3. providing assessments, written reports, recommendations and debriefs, as required, within eight weeks from the date of the written referral;

Reference: Section 11,33,52,53,68,196,197,204,222,225 Education Act
Indicators of Inclusive School Report

Approved: June 4, 2020
Amended: