

Scope of SLP Services 2020-2021

Priority Time Allocation:

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| <p>Language Development in JK to Grade one, utilizing all tiers of intervention, is the primary focus. Interventions should be aligned to the Kindergarten and Primary curriculum, as well as supporting IEP development</p> | |
| <p>Early Assessment and Intervention Model Primary Focus</p> | <p>On-Going SLP Activities Secondary Focus</p> |
| <p>JK-Grade 1</p> <ul style="list-style-type: none"> • Provide Supports in classroom for Tier 1, 2, and 3 as prioritized with school administration • Teacher/Staff Consultation • Small Group in-class interventions by SLP • Small group interventions by CDA with supervision of SLP • Specific interventions requiring pull out of student(s) • Formal Assessments JK-1 • Informal Assessments JK-1 | <p>JK-Grade 12</p> <ul style="list-style-type: none"> • meet with LST's and school administration • report writing • GAINS/STEP consultation/collaboration • RISE classroom consultation/collaboration • system level PD presentations • school-based PLC's • articulation therapy for grade 2 students (3-6 sessions; if have not previously had 2 blocks in JK to grade 1) • other consultations in the elementary and secondary panels • Committee participation • Assessments on case-by-case basis • Articulation Blocks (JK- 1; up to 8 sessions – maximum 2 blocks for a student) |
| <p>JK-Grade 1: Communication Disorder Assistants (CDA's) will provide increased small group interventions for language development in assigned schools</p> <p>CDA's will also provide support in JK-SK, GAINS/STEPS and RISE programs based on availability to model language facilitation strategies and use of visual materials, as well as communication strategies</p> | |

- SLP Services will be focused on Language Development, with the major focus of all tiers being supports and interventions that will address language development and the alignment of language development to the curriculum.
- In JK to Grade 1, all tiers of intervention (1, 2, 3) will continue to occur within each school. Within each individual school, the SLP and school administration will consult to determine how the tiers are prioritized within the school (e.g, some schools may focus

on tier 3 support in Kindergarten and Grade One, will others may focus on all levels of support, and some may focus on tier 2 and 3, etc). Within the JK to Grade 1 programs, **70%** of the SLP time will focus on supporting the classrooms in tiers 1 and 2 supports, tier 3 intervention, formal assessments, and other consultation services.

- **30%** of SLP time will be used to meet with LST's, administration, report writing, GAINS/STEP consultation, RISE classroom consultation, system level PD presentations, school-based PLC's, articulation therapy for grade 2 students (3-6 sessions if haven't previously received 2 blocks of intervention), formal assessment (grade 2 and above), committees, other consultations in the elementary and secondary panels. **Articulation blocks (JK-1, 2 blocks total).**
- Tier 2 services should be based on the Continuums which have been provided and are aligned to curriculum and benchmarks to ensure consistency across the department.
- Tiers 1 and 2 may be supported by SLPs through their participation in PLCs, team meetings, and in school PD opportunities, etc as requested by the school.
- Direct assessment and intervention services will be provided to students in JK through grade 1 with a focus on classroom-based small group intervention as much as possible. Pull out of students for direct interventions will still occur as needed but should not be the primary form of direct intervention.
- Beyond grade 1, assessment and consultation may occur based on students' needs; a consultation should be initiated with the SLP serving the school. Assessments will be completed on a case-by-case basis based in order to support student identification and IEP development
- **Communication Disorders Assistant (CDA) time will be prioritized across the department in Kindergarten and grade 1 classes, providing individual Tier 2 and 3 interventions. The school SLP will set goals for CDAs based on CASLPO requirement and provide supervision. Intervention block lengths TBD.**
- Students referred to SBRS for articulation, fluency and voice are still eligible for tier 2 support from school SLPs as long as intervention is aligned to the curriculum. This is not a duplication of services.
- CDA support in GAINS/STEPS programs, with SLP Supervision, will be available upon request, but will depend on time availability. Support will include modeling language facilitation strategies and use of visual materials, and communication strategies with members of a classroom educator team.

- Communication Disorders Assistant (CDA) support for the development of specific and individualized communication and literacy materials that support a student's communication and/or literacy development as directed by an SLP.
- School SLP's will be available for consultative services in the GAINS and STEP classrooms for communication needs
- School SLP's will be available for consultative services in the RISE classroom for communication needs
- Services in GAINS and STEPS programs will prioritize students' functional communication systems and comprehension of daily routines. Students referred to SBRS and/or AAC will not be directly supported by the SLP in GAINS/STEPS rooms, as this is a duplication of services.
- Students with articulation difficulties can receive one block of articulation intervention prior to the end of grade 1. Should articulation continue to be an issue in grade two, a student may receive 3-6 sessions of articulation therapy in grade 2. After this point, consultation can continue and additional home programs and private practice lists can be given to families. When possible Articulation intervention should be done in small groups.
- French Immersion schools will continue to receive Tier 1 services from the SLP. Students requiring language support or functional communication will receive service through a consultation-based model. Students requiring language and functional communication support at the Tier 2 and 3 levels will receive collaborative consultation services from the school's SLP. This may include observation and assessment, when warranted, but will not include direct intervention for language-based goals. Articulation intervention for students in the FI program maybe provided following the same process as for all other schools. A pilot project with the Program Department will increase the opportunities for SLP staff to provide consultative services to support small group tier 2 group interventions to students in Kindergarten and Grade One.
- Referrals for Selective Mutism will be addressed by a multidisciplinary consultative model consisting of the school assigned SLP and Psych Services, and Social Work.
- Referrals for Auditory Processing Delay/Disorder (FM Equipment) will be addressed through a multidisciplinary consultative model consisting of the school assigned SLP and Psych Services, as well as an Itinerant Teacher of the Deaf and Hard of hearing.
- SLP's and Psychological Services staff may be consulted for students in the early years who may require on-going literacy support.
- Students after grade 1 presenting with probable global delays should be discussed with LST regarding a referral to Psychological Services for assessment

