

Program Overview

The emphasis for speech-language services is on early intervention. S-LPs may provide direct or indirect service to a student depending on the student's communication needs.

The selection of students for direct therapy is dependent on a number of variables including the type and severity of the student's communication needs and the availability of support both at home and at school for the student.

Consultation/indirect service may take the form of participation on Individual Program Planning (IPP) Team meetings, team teaching, providing home programs, providing training and professional development to Resource Teachers, Teachers, and Teacher Assistants, and/or collaboration with outside agencies.

Contact Information

To contact an S-LP please contact the student's school.

Referral Process

Students may be referred for speech-language services by teachers, parents, and/or outside agencies through the school's program planning team. They may

also be identified prior to school entry through preschool services from Nova Scotia Hearing and Speech Centres.

Referrals are received through the program planning process at the student's school. Junior and senior high referrals for assessment and consultative services must be approved at the school level and then be brought forward to the Community of Schools. For all ages parental consent is required prior to service.

Speech-Language Services for Students with Intensive Needs

All S-LPs are part of the program planning teams of students from P – 12 with severe speech and language disorders (e.g. non-verbal, Autism, Cerebral Palsy, Down Syndrome). They may be involved in working directly with students with intensive needs, consulting regarding program planning for students with intensive needs, and assessing, monitoring and evaluating program goals for students with intensive needs.

Speech- Language Pathology Services



Who are Speech-Language Pathologists?

Speech – Language Pathologists (S-LPs) have a Master's degree in Communication Disorders. They are employed by school boards to provide speech, language, and communication development services to school-age students.

S-LPs specialize in the assessment and treatment of articulation and/or language disorders and other communication difficulties.

S-LPs work with assigned schools on an itinerant basis.

The Role of the S-LP

S-LPs provide direct/indirect speech-language services to students and collaborate with teacher(s), and parents/guardians to develop and/or implement speech and language programming.

Types of Speech-Language Disorders

- **Articulation/Phonology:** difficulty pronouncing certain speech sounds (e.g. 'tar' for 'car').
- **Language:** difficulty understanding and/or using language (e.g. difficulty following directions, understanding meaning, uses improper grammar, difficulty expressing him/herself).
- **Pragmatics/Social Skills:** difficulty with turn taking, getting along with others, and with social language skills (e.g. topic maintenance).
- **Voice:** unusual high/low pitch for the student's age, monotone, consistently hoarse, or nasal/denasal voice quality.
- **Fluency (Stuttering):** difficulty controlling the fluency and rate of speech (e.g. consistently repeating sounds and/or parts of words).
- **Phonological Awareness/Literacy:** difficulty decoding (sounding out) words, rhyming, sound-letter correspondence, segmenting, blending, and spelling.
- **Hearing:** difficulty producing sounds, using and/or understanding language due to hearing related difficulties (i.e. hearing loss, cochlear implant). S-LPs are able to perform hearing screenings.
- **Augmentative/Alternative Communication:** using another mode than speech to communicate (e.g. iPod Touch with AAC apps, PECS, voice output device, sign language).

Responsibilities of the S-LP

- S-LPs work collaboratively with Student Services staff, Student Services Coordinator, principals, and teachers in developing appropriate programming for students with speech-language difficulties.
- S-LPs conduct an assessment of the individual student's speech, language and communication needs.
- S-LPs consult/collaborate with Program Planning Teams (including parents/guardians) to develop Individual Program Plans (IPPs), Documented Adaptations (DAs), and Transition Planning.
- S-LPs may provide direct/indirect service to students with speech and/or language needs.
- S-LPs consult with Resource Teachers and classroom teachers. Programming suggestions/materials may be provided to parents, teachers, and school staff.
- S-LPs may collaborate with Supporting Early Literacy Learners (SELL) teams and Levelled Literacy teams by sharing resources with teachers.