Speech Language Therapy - Department Brochure

- Who is the Speech Language Pathologist?
  - The role of an SLP in a school based setting is to:
    - Assess students for the presence of language, speech, or social communication disorder
    - Provide direct treatment to students using either inclusion or pull-out model
    - Participate in the pre-referral process as needed (Instructional Support Team- IST) through screenings, observations, and educator consult
    - Attend team meetings to present assessment findings and to develop IEP
    - Collaborate/Consult with staff (educators and therapists), provide accommodations, strategies, modifications, recommend interventions
    - Support families in skills and generalization at home
    - Documentation: assessment reports, IEP development, medicaid reimbursement, progress reports, progress monitoring
  - Areas of practice and service delivery in the school setting:
    - Oral language: receptive and expressive language; listening, speaking, vocabulary, language structure
      - Receptive language: language processing, auditory processing, phonological awareness, vocabulary development
      - Expressive language: sentence structure, word structure, description, summarization, narrative, and word retrieval
    - Speech: articulation, fluency (stuttering), phonological processes, voice
    - Social Communication (pragmatic language): understanding and use of language for social purposes
      - Conversational skills, perspective taking, non-verbal language (facial expressions, tone of voice etc.), social problem solving
    - Augmentative Communication: communication boards, assistive devices (research devices, facilitate trials, program devices)
    - Hearing impaired: FM systems, hearing aids, cochlear implants, etc.

- What is the goal of Speech language therapy in the school/difference between school based and clinical?
  - School based SLPs are available to support children who *meet eligibility* for language, pragmatic (social skills), articulation, voice and/or fluency disorders if it adversely impacts the student's educational performance and requires specialized instruction. Educational performance refers to the child's ability to access the curriculum as well as the life of the school. On the other hand, a private SLP may provide services for a student that has a disorder, regardless of their school performance. SLPs in private practice are not held to the same eligibility guidelines as school-based SLPs, and they can treat disorders that may not be addressed in a school setting.

- Pre-referral form (see attached) to be given to educator to address concerns prior to screenings and observations
  - Check referral form

- How is eligibility determined?/ Areas of assessment/Examples of tools?
  - *Referral*: Any preschool or school-aged student residing in Woburn may be referred for a speech/language evaluation by families or the Instructional Support Team (IST). The referral process will determine what areas are appropriate to evaluate at that time based on concerns expressed, referral questions, and other relevant factors. Before the IST determines a speech/language evaluation is recommended, consultation with the SLP is required. Use of the pre-referral checklist may be used at SLP discretion.
  - *Eligibility*: In order to be eligible for speech language services within the school setting, a formal assessment is required. This may include standardized testing, informal assessment, observation, language samples, clinical judgment, review of medical and educational history, and team input about communication skills in the educational setting. This process is used to determine the presence of a disability and whether it is impacting the student's access to the curriculum or life of the school. It also must be determined if specialized instruction is required to make effective progress.
    - Assessments must fully consider the impact of the student's culture, language, and dialect on communication and linguistic abilities, in order to determine language difference versus language disorder. Language differences are not considered to be an area of disability, and do not require speech language therapy services.
    - Assessments must be integrated and interpreted in relation to other relevant evaluations and assessments (e.g. academic, cognitive, social/emotional, etc.) if they have been conducted, in order to gain a full understanding of the child's presentation and performance in the school setting. Based on all of this data, the team will determine disability based on IDEA Disability Areas. Outside evaluations are considered as one data source, and do not solely determine eligibility for school-based services.
  - *Areas of Assessment and Examples of Tools*: The following chart provides a brief list of examples of assessment tools for communication evaluation. Clinical judgment of the SLP, paired with referral concerns, will determine which tools are appropriate to administer and are made on an individual, case-by-case basis.

Communication Domain to be Assessed	Examples of Standardized Assessments	Examples of Non-Standardized Informal Assessments
☐ Receptive / Expressive Language	☐ PPVT ☐ EVT	☐ Conversation / Language Samples ☐ Play-Based Assessment

	□ EOWPVT □ CELF □ CELF P □ PLS □ CELF Metalinguistics	□ Observation
□ Articulation and Phonology	□ GFTA □ CAAP	□ Informal Phoneme Inventory □ Connected Speech Sample □ Stimulability □ Self Rater / Educator Rater □ Oral Mechanism Exam □ Observation
□ Phonological Awareness	□ CTOPP □ TAPS	□ Informal Rating Scales and Tasks
□ Fluency	□ SSI	□ Conversational Speech Sample □ Self Rater / Educator Rater □ Interview / Questionnaire □ Observation
□ Social Pragmatics	□ SLDT-A □ SLDT-E □ TOPL □ CELF Metalinguistics	□ Conversation □ Self Rater / Educator Rater □ Observation
□ Functional Communication	□ Functional Communication Profile - Revised □ Communication Matrix	□ Checklists □ Observation □ AAC Evaluation
□ Case History		□ Educational History □ Family History □ Medical History (e.g. hearing, etc.)

- Who is eligible? Disability areas...
  - SLPs may provide services to students that qualify for services in any of the MA DESE Eligibility Categories.
- Areas of service delivery:
  - See above
- What is the role of the SLP in Reading and ELA?
  - Sound symbol/letter correspondence for students with speech sound disorders
  - Support reading comprehension through answering main idea, sequential, detail, factual, inferential, and prediction questions

- ○ Support vocabulary development
- ○ Support language organization and formulation
- ○ Support syntax and morphology (word order, pronouns, verb tenses, sentence construction, grammar, etc.)
- ○ Support summarizing/narrative skills
- How does school based SLP services address stuttering?
    - ○ Educating the team about the disability and its treatment
    - ○ Teaching student and educators strategies to support them in the class
    - ○ Consultation with educators, families, and other involved staff
    - ○ Recommending accommodations in class
    - ○ Indirect and direct services for stuttering
- What are some examples of speech and language accommodations for the General Education setting
    - ○ Accommodations are specific to individual needs and documents in student IEPs.

- How are services delivered?

  A variety of service models are provided based upon age, disability and individual needs. Direct services may include individual therapy, small group, co-taught with OT, PT, psych, and/or special education teacher provided in an integrated/inclusion setting or outside of the student's classroom. Indirect services may include consultation/collaboration with educators and other professionals, conducting classroom observations and participating on student assistance teams.

- What is the exit criteria for SLP services? Fading process? Progress monitoring

  The main reasons for termination are:
    - The communication disorder has been remediated, compensatory strategies have been successfully established, or the disability no longer affects their ability to access the curriculum
    - The IEP team determines the child no longer needs speech language services to benefit from special education (for example: the student's communication needs can be met through the communication goals worked on in the regular or special education classroom)
    - The individual or family chooses not to participate in treatment
    - Treatment no longer results in measurable benefits after multiple modifications have been attempted

  In order for services to be terminated, the student typically needs to be formally re-evaluated in the area of the disability. Speech and language services can be terminated through a termination report citing data, on a case by case basis with parental agreement.