



A disorder in language formulation that may be associated with neurological, psychological, physical, or sensory factors, that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.

CRITERIA: Assessment by Speech Language Pathologist

PLACEMENTS: Delivered by or with the support of the Special Education Teacher:

- Resource in Class
- Resource Withdrawal

PROGRAMMING: Delivered in home school with appropriate supports and resources

SERVICES: Speech/Language Services are available at all Elementary and Secondary Schools

Community Care Access Centre

SPECIAL PROGRAM

Students with speech impairments are enrolled in home school on a regular classroom register with age-appropriate peers. They have a program focused on supporting communication needs for academic and speech development. Implementation of the program is a collaboration between parents, classroom teacher, and special education teacher with additional supports as required.

Each school is serviced by a resource team that supports the professionals working with these students. Speech/Language Services include student assessment, collaborative programming, consultation support and inservice.

When a student requires more extensive support that includes ongoing direct speech therapy, school board personnel may facilitate the application of the parents to Community Care Access Centre (CCAC). If the student meets criteria, the school then provides space for subsequent therapy sessions offered by (CCAC).

Services Provided by the Speech-Language Pathologist

The school Speech-Language Pathologist's primary role is to provide consultation around a student's communication needs.

A school Speech-Language Pathologist:

- identifies and evaluates students with speech, language and related problems through classroom observation and informal and/or formal assessment
- provides parents, caregivers, teachers and other professionals with an understanding of the student's oral language and social communication needs as related to language learning, literacy, behaviour and general ability to participate in the classroom program
- plans, discusses and demonstrates activities to develop a student's communication skills
- monitors the effectiveness of implemented programs
- inservices parents, teachers and administrators about communication development and its disorders
- maintains liaison with community agencies including the exchange of confidential information with appropriate consent
- works with Language Centre teachers to demonstrate specific oral language strategies and provides direct intervention for students in the Language Support Centres
- supports teachers in developing language and social communication strategies for Individual Education Plan (IEPs) for students with severe communication needs