



ADMINISTRATIVE PROCEDURES

SUBJECT: SPEECH AND LANGUAGE SERVICES

The speech and language program is a consultative model delivered by Speech Language Pathologists and Communicative Disorder Assistants who are employees of the Lambton Kent District School Board.

In accordance with Ministry Policy/ Program Memorandum #81, "Provision of Health Support Services in School Settings", the speech and language program within the Lambton Kent District School Board provides for the consultation and remediation of mild to moderate speech delays and/or delayed language abilities. The treatment of more serious speech disorders is provided by the Ministry of Children, Community and Social Services. Principals can access support for students requiring speech and/or language remediation or correction through the following procedures.

1. Referral

- Through on-going observation, student records, and other relevant data, the classroom teacher may make a determination that the student is experiencing difficulty with speech and/or language development and would bring the data forward to a school team meeting.
- The school team, in consultation with the Speech Language Pathologist, may determine that a speech and/or language assessment and consultation with possible remediation is needed.
- Following the team meeting, the principal may make a referral for a student by completing the referral form (See Appendix 1) and forwarding the form to the appropriate Speech Pathologist for their school area.

2. Role of the Speech Language Pathologist

- The Speech Language Pathologist will assess the child following referral and make a determination regarding the appropriate remediation program. This may include:
 - a) making remediation suggestions that can be carried out by the teacher, educational assistant, parent,
 - b) referring the student to an outside agency for treatment, and/or,
 - c) limited direct intervention.
- The Speech Language Pathologist will notify the school in order to schedule a visit to carry out the assessment.
- The Speech Language Pathologist will meet with school staff and parents relaying assessment and school/home strategies.
- The Speech Language Pathologist will collaborate with school staff and administrators to increase knowledge of communication skills and remediation skills in the classroom.
- The Speech Language Pathologist will oversee the work of the Communicative Disorder Assistants, set up therapy programs and make decisions, in consultation with the C.D.A., regarding the program.
- Assessment and Progress reports are the responsibility of the Speech Language Pathologist, and will be shared with the principal.

3. Role of the Communicative Disorder Assistant (C.D.A.)

- The C.D.A. will provide limited direct service to identified students as directed by the Speech Language Pathologist (Please Note: The C.D.A. is not authorized to add new clients to the approved caseload. Any new referrals must be made through the area Speech Language Pathologist.)
- The C.D.A. will implement intervention programs established by the Speech Language Pathologist.
- The C.D.A. will maintain records of client progress and will consult with the Speech Language Pathologist about any required changes in the program.
- The C.D.A. will report to the office upon arrival at the school and will follow the timetable that has been established.

4. Role of the Principal (or designate)

- The principal will co-ordinate referrals to the appropriate Speech Language Pathologist.
- The principal will provide the C.D.A. or Speech Language Pathologist with a quiet area in which to work with students.
- The principal will notify the Speech Language Pathologist and C.D.A. if speech services are not required on a specific day (due to special events, class trips, student illness, etc.)
- The principal will review all written correspondence before it is sent home with the student for parents.
- Any problems, questions or concerns should be addressed to the Speech Language Pathologist or to the Special Education Co-ordinator responsible for Speech and Language Services.

5. Role of the Special Education Co-ordinator

- The Special Education Co-ordinator will co-ordinate service through the Speech Language Pathologists.
- The Special Education Co-ordinator will notify principals each September regarding the Speech Language Pathologist responsible for their school.
- The Special Education Co-ordinator, along with the Speech Language Pathologist, will assist schools with any concerns or questions.

Implementation Date: September, 1999

Revised: June, 2004, December, 2005, October, 2007, June, 2008,
December, 2009, January 21, 2019

Reference: Ministry Policy/Program Memorandum #81



SPEECH-LANGUAGE PATHOLOGY SERVICES - REFERRAL, CONSENT, AND DISCLOSURE FORM

SECTION 1

Section 1.1 Student Data

Student:	Date of referral:
School:	O.E.N.:
Parent/Guardian:	D.O.B.:
Address:	Grade:
Daytime Telephone:	Room:
Teacher:	
Language(s) spoken at home other than English:	

Referral Initiated by:	<input type="checkbox"/> School Based Team	<input type="checkbox"/> Parent/Guardian	<input type="checkbox"/> Classroom Teacher
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The following is to be completed by CLASSROOM TEACHER

Section 1.2 Areas of Concern

Identify your concerns. Please indicate with an "x" all of the areas that are causing concerns:

<input type="checkbox"/> ARTICULATION (difficulty with speech)	
<input type="checkbox"/> LANGUAGE SKILL (if applicable see and complete Language Skill Checklist below in	
<input type="checkbox"/> FLUENCY (stuttering)	
<input type="checkbox"/> VOICE (quality, hoarseness, pitch,	

Section 1.3 Language Skill Checklist

Does the student....	Yes	No
- have age appropriate vocabulary?	<input type="checkbox"/>	<input type="checkbox"/>
- have appropriate grade level reading comprehension?	<input type="checkbox"/>	<input type="checkbox"/>
- demonstrate appropriate phonological awareness skills?	<input type="checkbox"/>	<input type="checkbox"/>
- understand directions appropriately for age?	<input type="checkbox"/>	<input type="checkbox"/>
- have the ability to tell about past experiences?	<input type="checkbox"/>	<input type="checkbox"/>
- have the ability to tell stories that make sense?	<input type="checkbox"/>	<input type="checkbox"/>
- ask/answer questions appropriately?	<input type="checkbox"/>	<input type="checkbox"/>
- generally use appropriate grammar?	<input type="checkbox"/>	<input type="checkbox"/>
- have the ability to find the right word(s) to express meaning?	<input type="checkbox"/>	<input type="checkbox"/>
Other:		

Please ensure that the parent or guardian receives all three pages of the referral, consent, and disclosure form and that your principal signs the bottom of the third page before sending it to the parent/guardian.

Once the parent/guardian returns the entire completed referral form, keep a copy for the OSR and forward the referral to the Speech-Language Pathologist assigned to your school.

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SECTION 2 – The following is to be completed by PARENT/GUARDIAN

Section 2.1 Background Information Form for Speech Language Pathology Assessment and Intervention

- Is your child's speech understood by the immediate family? Yes No
- Is your child's speech understood by people outside your family? Yes No
- Does your child speak in complete sentences? Yes No
- Is your child able to tell you a short story? Yes No
- Does your child ask you questions? Yes No

What factors in your child's medical history might affect his/her communication?

<input type="checkbox"/> head injury	<input type="checkbox"/> hearing difficulties	<input type="checkbox"/> seizure disorder
<input type="checkbox"/> visual difficulties	<input type="checkbox"/> premature birth	<input type="checkbox"/> delay achieving development milestones
<input type="checkbox"/> other	Please describe:	
Has your child been identified with any medical conditions?		
<input type="checkbox"/> ADHD	<input type="checkbox"/> Down Syndrome	<input type="checkbox"/> Anxiety/Depression
<input type="checkbox"/> ASD	<input type="checkbox"/> ODD	<input type="checkbox"/> other
Comments:		

Is your child currently taking any regular medications? yes no If yes, please list _____

Has your child's hearing been assessed? yes no Date: _____

Does your child have any hearing difficulties? yes no If yes, please describe _____

Does your child have central auditory processing difficulties? yes no If yes, please describe _____

Has your child been involved with any other therapies/support? yes no Please check all that apply:

<input type="checkbox"/> speech and language	<input type="checkbox"/> behaviour	<input type="checkbox"/> occupational therapy
<input type="checkbox"/> physical therapy	<input type="checkbox"/> resource support in daycare	<input type="checkbox"/> resource support in school <input type="checkbox"/> tutor
<input type="checkbox"/> other	Comments:	
At what agency/agencies:		
<input type="checkbox"/> Pathways	<input type="checkbox"/> St. Clair Child and Youth Services	<input type="checkbox"/> Thames Valley Children's Treatment Centre
<input type="checkbox"/> The Children's Treatment Centre of Chatham-Kent	<input type="checkbox"/> CPRI (Child and Parent Resource Institute)	
<input type="checkbox"/> School Based Rehabilitation Services (SBRS)	<input type="checkbox"/> other	

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Section 2.2 Benefits/Risks of Speech and Language Service, Consent to Assess and Provide Intervention and Consent to Use, Collect and Disclose Protected Personal Health Information for Speech-Language Pathology Service

Parent/Guardian:

The possible benefits of speech and language service may include identifying your child's strengths and weaknesses in the areas of speech and language to help your child reach his/her learning potential and improve his/her communication with you, teachers and classmates (e.g. clearer speech and improved language skills, etc.). The assessment of your child's speech-language skills is completed at your child's school and be informed that it takes approximately 20-90 minutes and involves his/her removal from class. Once the assessment is completed, results will be shared with you (through a report and/or meeting at your child's school). These results are confidential and will not be released to other agencies or organizations without your consent.

Assessment may include:

- classroom observation
- interview with school personnel
- review of Ontario Student Record
- measures to assess your child's
 - o articulation (speech sound production)
 - o receptive language (understanding of language)
 - o expressive language (use of language)
 - o conversational language skills
 - o emerging literacy

Intervention may include:

- suggestions and programming for the school team and parents/guardians
- referral to School Based Rehabilitation Service administered through the local children's treatment centre, if appropriate (stuttering, voice disorder, moderate-severe articulation delay)
- potential for limited direct intervention by a Communicative Disorders Assistant (CDA) at the discretion of the Speech-Language Pathologist (SLP). Direct intervention involves removal from class for 20-30 minutes per therapy session.

Your signature below indicates that you give consent for our department to assess and/ or provide intervention if possible as indicated above.

By signing this form, you also consent to the use, collection and disclosure of protected personal health information with school staff who are directly involved with your child in order to carry out educational activities and treatment services. The guidelines/ administration procedures for LKDSB speech and language service can be found on the LKDSB website.

Your child may need to be referred to School Based Rehabilitation Services (SBRS) which is administered through the local children's treatment centre. In the event that your child qualifies for this speech service (voice disorders, stuttering, moderate-severe articulation) through SBRS, a referral will be initiated. Your consent allows the LKDSB to release and receive information to and from SBRS regarding your child's speech and language assessment and intervention. A SBRS case manager will contact you to discuss your child's needs if a referral is made to SBRS. SBRS speech services are provided at school during regular school hours.

If you have any questions, you can reach the appropriate SLP for your child's school by contacting the principal.

Parent consent may be withdrawn at any time by written request to the principal.

Signature of Principal:		Date:	
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Signature of Parent or Legal Guardian:		Date:	
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