

## Speech-Language Pathologists Assignments 2022–2023

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<b>Rieko Hatakeyama</b>	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Arbutus</td> <td style="width: 33%;">Mt. Doug</td> </tr> <tr> <td>Colquitz</td> <td>Oak Bay</td> </tr> <tr> <td>Monterey</td> <td>Spectrum</td> </tr> </table>	Arbutus	Mt. Doug	Colquitz	Oak Bay	Monterey	Spectrum
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**\*From the SD61 Speech Language Pathologists\***

**Comprehensive Collaborative 3:1 (CC3:1) SLP Model – Sept 2022**

Dear Elementary Schools Staff, Welcome Back!

We're looking forward to another productive year working with you to support students' communication needs. We thought it might be helpful, as we launch into this year, to outline how service delivery will look. The Speech-Language Pathologists (SLP) are using a comprehensive 3:1 model to maximize effective and equitable service provision. This translates to three weeks of regularly planned service (e.g. assessment, therapy, whole class lessons, consultation) and one week of student-related, collaborative services on a rotating schedule. This model is designed to offer the flexibility needed to better support a broad range of student needs. As such its framework is able to adapt to caseload demands and school needs.

The 3:1 model is promoted by the American Speech-Language-Hearing Association (ASHA) as an evidence-based approach. Research indicates that this model provides more consistent services to students and increases collaboration time with teachers and caregivers. There are more opportunities to integrate curriculum and plan interdisciplinary lessons and units. Evidence indicates that the 3:1 model is tremendously successful.

During the fourth "Related Services" week, services may include, but are not limited to:

- Communication with a student's team including teachers, parents, educational assistants, other district professionals (e.g. low incidence support, educational psychologists, inclusion outreach etc.) and outside agencies.
- Scoring and interpreting assessments, communicating results with families and school teams and writing reports
- Observing students in the classroom to obtain specific information regarding communication and social interaction skills.
- Collaborating with teachers and educational assistants to share resources and strategies that can be incorporated in the classroom and ensure goals are relevant to access learning in the classroom.
- Attending IEP, case review, family, and department meetings.
- Opportunity to provide make-up sessions or additional sessions based on individual student needs.
- Monitoring inactive (monthly) students

Please mark Related Service Weeks for term 1 in your calendars:

- ❖ October- week of the 17th
- ❖ November- week of the 14th
- ❖ December- week of the 12th

Related Services Week dates for terms 2 & 3 will be provided by December.

Your SLP will have greater availability and flexibility to attend meetings if it is possible to schedule them during the related services weeks. Related services may take place off site. If you would like to request that the SLP visit your classroom, please contact your school's SLP to set up a time.

Related service weeks are designed to increase the effectiveness of direct therapy, increase collaboration and enhance generalization of skills within the student's natural learning environment, improve management of responsibilities, alignment of IEP goals with communication goals

All the best for a wonderful new school year!



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## Middle/High SLP Service for 2022-2023

### **Overview:**

1. 1.2 FTE total for all middle & high schools shared by 3 SLPs (0.4 FTE each). Each SLP has 5-6 schools to support.
2. No specific allocation has been assigned to individual schools. Please understand that SLP may not have a fixed schedule for your school.
3. Collaborative team approach: key contact SLP for each Family of Schools
4. Pre-referral form: Advisory teachers or Case Managers may be asked to fill out the “Teacher SLP Observation Checklist” as part of the SLP -prereferral process. This paperwork was created for data collection/tracking purposes.
5. Referral APP: All SLP referrals must come through the app ([learningsupportreferrals.sd61.bc.ca/](http://learningsupportreferrals.sd61.bc.ca/)). Each referral must be approved by a school SLP. Please consult with your SLP regarding possible referrals prior to submitting them.
6. SLP may be available to attend SBT meetings at your school as needed. Please kindly give your SLP an advance notice if s/he is expected to attend.

### **Service Delivery: Key Points**

1. Aiming 20 students in total for a 0.4 FTE position
2. Focusing on 2-3 students per school at a time to provide effective and efficient service
3. Primarily consultative support through SBT. A school SLP will help build capacity and establish specific programs/systems for students. Direct treatment may be limited.
4. New referrals: Available primarily for students with severe communication challenges. A school SLP will consider certain criteria to determine the appropriateness of referrals. Please note that previous SLP support in elementary school or middle school DOES NOT guarantee continued service. No new referrals will be accepted after spring break.
5. Screenings: limit to two times a year (October and January) when SLP considers students brought forward by LST or SBT to screen.
6. SLP referrals are not open-ended, students will be discharged whenever appropriate. Determining factors include:
  - a. Specially designed instruction from SLP is no longer warranted
  - b. Student moves up to high school, moves out of the district, or graduate from high school
  - c. Student is not motivated or does not want service
  - d. Communication programs/systems are established and supported by school and/or family
  - e. Social and/or emotional needs are minimally impacted
7. Short-term therapy may be available for a limited number of students: most likely those with severe sound production or fluency issues.