

Speech-Language Pathologists Assignments Assignments 2024–2025

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Why SLP consultation?



Speech-Language services are consultative in middle and high schools across the Greater Victoria School District. Our aim is to work with school teams, students, and their families to address a specific communication need and provide targeted strategies that help maximize a student's communication and foster skill-building within their teams. A consultative service model allows middle/high school Speech-Language Pathologists (SLPs) to **collaborate** with school teams in a process where individuals with different expertise, knowledge, or experience work together to create solutions to meet communication needs of diverse students.

Phases of Response to Instruction & Intervention

PHASE 1

School-Based Planning

CONSIDERATIONS

Environmental Supports
Attendance
Language History
Communication Needs
Academics / Literacy
Medical / Motor
Hearing / Vision

Classroom teacher problem solves to support student needs by:

- **Consulting** with parents and school staff
- **Reviewing** student records
- **Providing** differentiation (UDL), extra instruction and classroom supports based on available assessment data

MONITOR & DOCUMENT RESULTS

Classroom teacher brings concerns to School-Based Team meeting where **collaborative** consultation occurs

- Specific strengths and needs are identified and discussed
- **Goals** are determined
- **Strategies** and **adaptations** are identified and implemented
- Targeted **instruction** and **intervention** is provided
 - A range of relevant factors are explored

MONITOR & DOCUMENT RESULTS

No SLP Involvement at Phase 1

PROGRESS OBSERVED ?

NO

YES - Continue

PHASE 2

Additional Consultation

CONSIDERATIONS

Consult with middle/high school Speech-Language Pathologist on strategies that could be used to inform instruction, Intervention, & decision-making

- **Seek** consultation with SLP and other relevant itinerants (e.g., School Psych, DLST, OT/PT, DHH/TVI etc.)
- **Review** available information together (e.g., history of supports and assessment data etc.)
- **Develop** additional goals and strategies (IEP)
- **Consider** community-based services (e.g., medical, private therapy services)

MONITOR & DOCUMENT RESULTS

PROGRESS OBSERVED ?

NO

YES - Continue

PHASE 3

Pre-Referral

CONSIDERATIONS

Appropriate timeline for the student and family
School-wide prioritization
Response to intervention history

- **Direct and explicit consultation** with middle/high school SLP regarding potential next steps, which may include a referral or other recommendations

CAPACITY BUILDING — INTERVENTION — MONITORING

CONTINUE DURING THIS PHASE

Speech-Language Service Menu Middle & High Schools 2024/2025

All Speech-Language Services at the middle and high school levels are consultative in nature. Areas for SLP consultation are specified in the menu below to help School-Based Teams make decisions about which services would most benefit their students and team. Services can be requested by emailing the request form to SLP-MS@sd61.bc.ca. Each school will be able to receive at least two requested services from the menu below granted they are relevant to supporting students who are complex communicators. Once a service request has been reviewed and is approved, the middle/high SLP team will determine a timeline for the service to be provided.

Menu of SLP services that may be requested:

- Consultation on IEP goals
- Consultation/training on communication strategies
- Accessing communication (AAC) technology for a student
- Adapting a student's current communication (AAC) system
- Staff training on a communication-related topic or skill: _____
- Resource sharing on a communication-related topic: _____
- Support creating visual materials to aid communication
- Making a chosen environment more inclusive for complex communicators
- Consultation/training on how to incorporate AAC into school programming

FAQs - Supporting Complex Communicators in Middle and Secondary Schools:

Q: Who are complex communicators?

A: Complex communicators are individuals whose speech alone is not sufficient to meet their daily communication needs. They may be autistic, have cerebral palsy, Down syndrome, traumatic brain injury, or other developmental or acquired disabilities that impact their ability to communicate effectively using speech. These individuals need augmentative and alternative communication (AAC) methods to express themselves, understand others, and engage in social interactions.

Q: What AAC methods are available for complex communicators?

A: AAC methods can include:

- Low/Lite-tech options: Picture boards, communication books, switches, and voice-output devices (Go Talk 12)
- High-tech options: Speech-generating devices (SGDs), tablet-based communication apps, and other electronic communication aids

Q: What do the services on the menu look like in real school settings?

A: Here are some examples:

1. Adapting a student's current communication (AAC) system:

- Scenario: A 16-year-old high school student with autism, who uses a combination of TouchChat and low-tech communication boards, requires an update to their AAC system to incorporate specific vocabulary for elective classes. The SLP assesses the current system, collaborates with the student's team, and modifies the AAC app/boards to include the new relevant vocabulary, ensuring enhanced participation in the classroom. The SLP also provides resources on how to edit the device so that school staff can add new buttons/pages as appropriate.

2. Consultation/training on how to incorporate AAC into school programming:

- Scenario: An inclusive learning teacher is looking for activity ideas for their modified literacy class. The SLP observes the class and offers activity ideas based on the students' needs. The SLP also provides consultation and training to the classroom staff on how to integrate AAC strategies and tools into activities. This ensures that students with complex communication needs can actively participate and communicate with their peers. The goal is for the teacher and EAs to implement these strategies and tools regularly.

3. Consultation/training on communication strategies:

- Scenario: A 13-year-old middle school student with Down syndrome, who uses a combination of sign language and TouchChat, is having difficulties communicating during group activities. The SLP provides consultation and resources to teachers and EAs to help them understand and support the student's communication methods. This will include training on creating a personal communication dictionary and demonstrating how to use an AAC device to model language for the student (aided language input).

4. Making a chosen environment more inclusive for complex communicators:

-Scenario: A 12-year-old middle school student with cerebral palsy, who uses Proloquo2Go as their primary means of communication, is participating in a home economics class. The SLP provides consultation to the student's case manager and the home economics teacher to make the classroom more inclusive and communicative for the student. This can involve setting up class-specific communication boards at the student's station, training EAs to assist with communication, and providing visual supports to help the student communicate with their peers.

Q: What role do school-based teams play in supporting complex communicators?

A: While SLPs will be available for consultative support, it's important for school-based teams to be prepared and willing to consistently implement established communication strategies. Teachers, EAs, and preferably peers too need to apply these strategies regularly to ensure the success and development of complex communicators. Having at least one change agent at the school to support the use of new strategies is key!