

Speech-Language Pathology Services

Who are the professionals that make up Speech-language Pathology Services?

- The GECDsB has a staff consisting of a Supervisor of Psychological Services and Speech and Language Services, registered Speech-Language Pathologists (S-LPs) and Communicative Disorders Assistants (CDAs). CDAs are supervised by S-LPs.
- S-LPs are professionals whose practice is controlled in Ontario by the Regulated Health Professions Act and the Audiology and Speech-Language Pathology Act.
- S-LPs have specialized knowledge and skills in speech, language and communication development and disorders, and are key members of interdisciplinary educational teams.
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Why are Speech-language Pathologists necessary within an educational setting?

- Effective communication skills support students in accessing the curriculum, getting along socially with others, and participating in school. The ability of students to understand and use oral and written communication will affect their academic, social, and vocational success. Speech-language disorders often co-exist with other disabilities such as autism, learning disabilities, behavioural difficulties, and hearing loss.

S-LPs assist educators in understanding the communication needs of students and the interrelationships between listening, speaking, reading, and writing. Together with educators, S-LPs develop curriculum-based strategies to address the language-learning needs of students in the classroom.

How are the services offered?

- The S-LPs have regular scheduled times in schools and are integral members of the educational team. They assist students experiencing language, literacy, social communication, and speech difficulties at school.
- Consultation with educators, parents, and communication agencies as needed.
- Assessment of a student including discussion with parent(s) and school staff, observation of the student, review of school records/history, and individual informal and formal (structured) assessments.

When should a student be discussed with the Speech-language Pathologist?

A referral to S-LP Services is discussed at a school support team meeting so that a student's speech and language needs may be considered within the broader context of the student's educational needs. Please contact your teacher or school principal if you have concerns regarding your child:

- Following directions
- Understanding classroom conversations
- Understanding and retelling stories
- Playing and socializing with peers
- Organizing ideas sequentially
- Using appropriate vocabulary, word order, grammar
- Speaking on topic
- Learning sound skills necessary to read and write
- Speaking clearly and/or fluently

Supporting Your Child's Oral Vocabulary and Language Development

Parents have considerable influence over their child's language and brain development simply by engaging them in conversation!

- Add words to your child's sentences to make them more complete. For example: "Girl eat pancake." can become "The girl is eating pancakes for breakfast."
- Provide many opportunities for your child to hear and say new words across the day including outside activities such as playing at the park, shopping in a store, driving in a car, bathing, eating a meal, etc.
- Get on the floor and play with your child. Comment on what you are doing and what your child is doing.
- Choose toys that inspire creativity and conversation. Age-appropriate craft supplies, dress up props, building blocks, and play dough keep children busy and provide opportunities for parents - 2 (c) (1) - 0.7 (a. 5) - 1 (u1