



APPROACH TO SPEECH PATHOLOGY SERVICE DELIVERY

DESCRIPTION & DEFINITION OF SERVICES

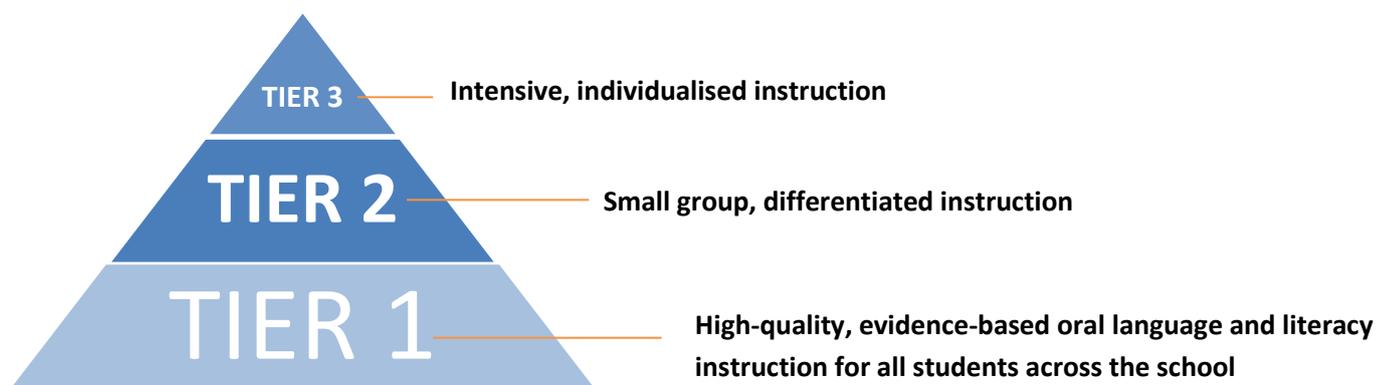
NEMLDC speech pathologists provide specialised speech and language services to support students with speech, language and literacy impairments. Support may be provided at the whole school, cohort, class, small group or individual level. Services may be provided directly to students or through consultation with families and educators.

The approach to speech pathology service delivery within the NEMLDC is supported by research, which has demonstrated that:

- classroom based services may be as effective as withdrawal intervention (Cirin et al, 2010)
- effective speech pathology service delivery in schools needs to move beyond traditional student withdrawal methods to a more facilitative and consultative model to meet the needs of the greatest number of students
- speech pathologists should be recognised as essential providers in the educational team (SPA, 2010, pp.6-7)
- educators benefit from speech pathologist delivered coaching (Namasivayam, et al., 2015)
- when effectively trained, parents can be as effective as speech pathologists in delivered specific types of intervention (Hanen, 2016).

Levels of Support

The NEMLDC speech pathology service delivery model follows the Response to Intervention (RTI) model, a best practice model for the provision of speech pathology services in schools. This model is delivered within the context of the most effective evidenced based, teaching and learning practices and prescribes multiple tiers of service provision:



The NEMLDC speech pathologists provide services across all tiers of intervention. Involvement at each tier offers unique advantages for reaching specific goals. There is a particular focus on working

closely with teachers to support the delivery of high-quality, evidence-based instruction for all students within Tier 1.

Service Type

The **types** of speech pathology services delivered within the NEMLDC are:

1. Capacity building services

Services that occur whenever the NEMLDC speech pathologist works with a teacher, education assistant, parent, or other individual involved in the educational program.

2. Direct services

Services that are provided by the speech pathologist while in direct contact with NEMLDC student/s.

Table 1: Summary of capacity building speech pathology services delivered across the NEMLDC

SERVICE	DESCRIPTION
Whole school language and literacy programming	The NEMLDC speech pathologist plays an active role in the development of the school's vision and shared goals around speech, language and literacy development. Current research drives the ongoing development and review of effective whole school oral language learning programs.
Teacher consultation	Close relationships are formed between teaching staff and speech pathologists. Ongoing specialist support is provided to teachers to ensure the effective delivery of the oral language and literacy programs.
In class observations and feedback	With the purpose of providing support to students and/or teachers, or in order to evaluate the effectiveness of an intervention strategy, the speech pathologists conduct classroom observations. The purpose is made clear to all parties prior to the observation. Collaboratively developed checklists are routinely used. Feedback is immediate.
In class modelling	The NEMLDC speech pathologist may provide short term modelling to a teacher, parent or education assistant of a specific assessment or intervention strategy. The purpose of the modelling is clear to all parties prior to modelling and feedback is immediate.
Co-teaching	A NEMLDC speech pathologist and teacher jointly plan and deliver oral language instruction to a whole class of students. The speech pathologist and teacher may take turns leading the instruction, or one may lead while the other demonstrates or role plays a concept or skill.
Caregiver training and consultation	With the aim of empowering parents, parent training workshops are held regularly. The NEMLDC speech pathologist participates in individual case conferences with families as needed.
External service provider consultation	The NEMLDC speech pathologist regularly initiates and responds to communication with relevant parties providing outside services and agencies such as paediatricians, physiotherapist, occupational therapists, social workers and community speech pathologists.

Table 2: Summary of direct speech pathology services delivered within the NEMLDC.

SERVICE	DESCRIPTION
Assessment	Speech and language skills of students are assessed as needed by the NEMLDC speech pathologist using both formal and informal assessments. Assessment data is used to establish student learning goals, evaluate progress or to seek information that will support transition.
Group intervention (station teaching)	The NEMLDC speech pathologist provides intervention small group of students in an area of oral language within the classroom. While there may be shared planning between the speech pathologist and teacher, each has separate responsibilities for delivering the instruction.
Specialised group intervention (Tier 2)	The NEMLDC speech pathologist may deliver intensive, specialised intervention for small groups of students considered at risk. The primary purpose of this service is to administer targeted remedial instruction or trial specific intervention techniques or approaches. The intervention may occur within or outside the classroom.
Individual intervention (Tier 3)	When it is determined by the administration team that it is the most appropriate and effective service delivery option, the NEMLDC speech pathologist may provide therapeutic, individualised intervention to students. The intervention goals are clearly defined prior to the commencement of therapy. Families and teachers are aware of and, where possible, involved in the intervention program.

SERVICE SELECTION AND ALLOCATION

The speech pathology service delivery within the NEMLDC is dynamic and changes with the needs of the staff, students and their families. In selecting and directing the type, location and amount of service the NEMLDC administration team considers:

- professional learning needs of NEMLDC staff in line with the *Australian Professional Standards for Teachers*
- the priority areas of the school, as outlined in the NEMLDC Business Plan
- expertise and skills of individual speech pathology team members
- the importance of and time needed to build effective, long-term interdisciplinary relationships
- individual student characteristics including complexity of case, response to intervention and level of performance or progress
- research surrounding the most effective service type according to the nature and severity of the language deficit.

The NEMLDC Senior Speech Pathologist and school administration team work closely to ensure collaborative decisions are made when planning for speech pathology service delivery. Where possible, one speech pathologist works with teaching staff across an entire year level. This

approach promotes consistency in support to teachers in the delivery of specific NEMLDC programs and intervention strategies to support curriculum implementation.

SERVICE QUALITY & EVALUATION

Regular performance management of speech pathology staff ensures standards in competency across several dimensions are maintained. The NEMLDC speech pathologist continues to develop skills through ongoing professional learning, including accessing professional learning activities, engaging in professional reading, peer consultation and coaching.

The effectiveness of the NEMLDC speech pathology service is underpinned by regular evaluation, which is supported by annual data collection and research. Student performance data is maintained and analysed with the purpose of evaluating the effectiveness of individual and group intervention, and the oral language and literacy learning programs. Feedback from teaching staff, caregivers and NEMLDC administrators is routinely sought and analysed following the delivery of professional learning workshops and presentations.

The NEMLDC supports relevant external research and undertakes internal research to determine the efficacy of a specific intervention strategy or approach.

