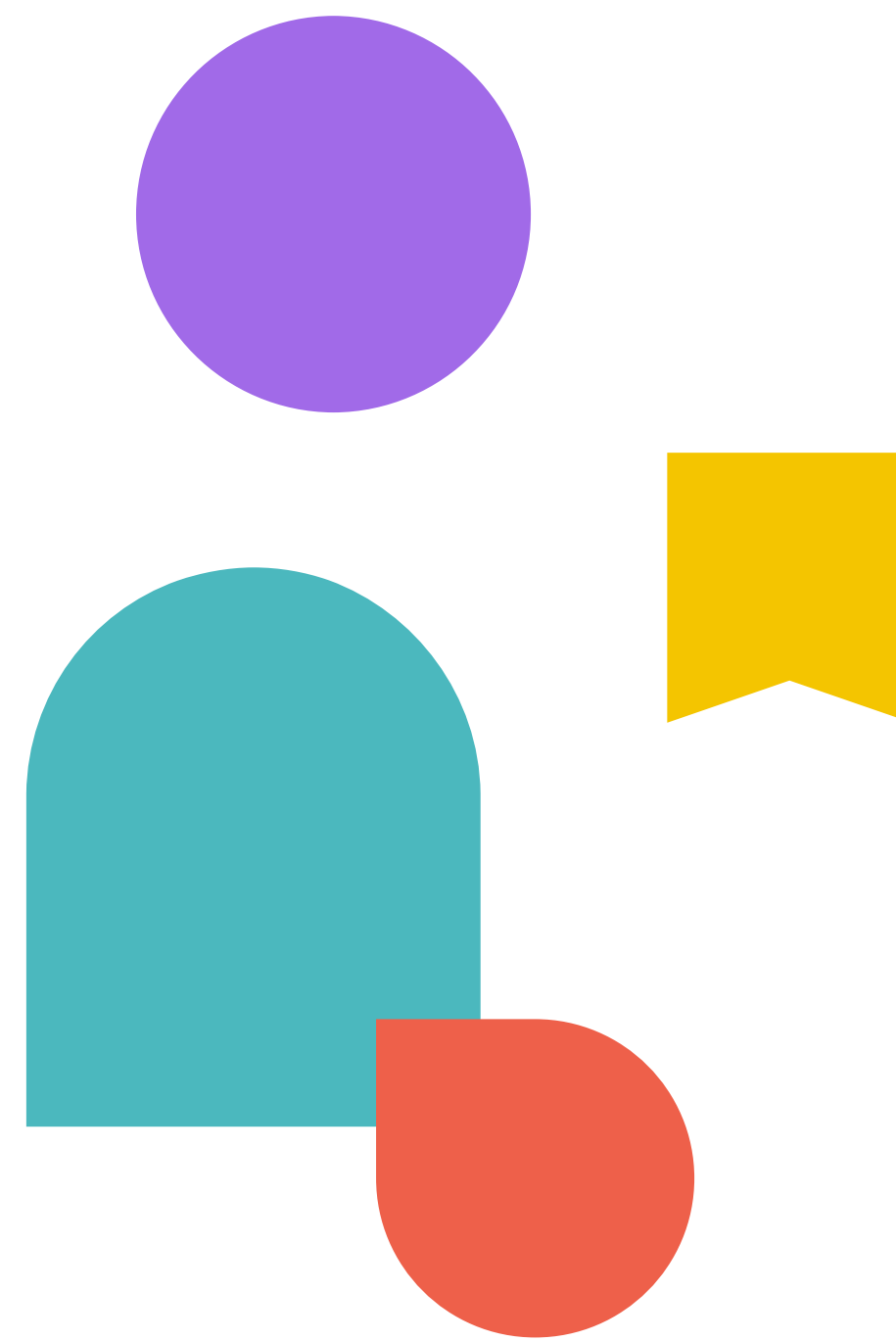
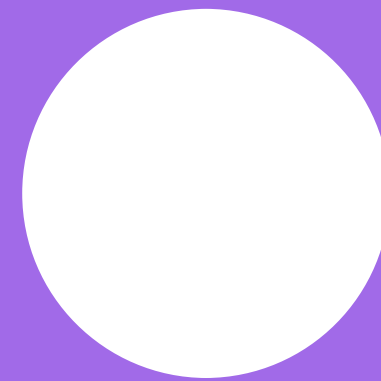


# SLS Services



# Overview

- Roles of SLS Team Members
- Roadmap - when to access services, how to access services, next steps
- Questions



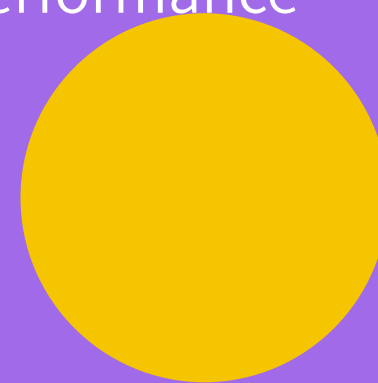


## **Michelle Curtis, Occupational Therapist (OT)**

“Occupational therapy aims to assist people to live their life to the fullest by aiding them to participate in activities, or ‘occupations’, that are meaningful or important to them such as, participating in class, playing at recess and eating at lunchtime” (American Occupational Therapy Association, 2014)

OT’s can help a student to:

- Improve academic skills needed to complete classroom tasks (handwriting, attention, organization)
- Address fine and gross motor skills during class time and at recess
- Improve independence and develop self-help skills
- Address regulation of the senses to improve academic performance



# An OT can assist with:

## Fine & Gross Motor Tasks

Difficulties with handwriting, drawing, or other fine motor tasks

## Executive Functioning

Difficulties with working memory, task initiation, planning and sequencing, or impulse control

## Daily Living

Difficulty tying shoes, putting on clothing, opening lunch materials

## Organizing & Transitioning

Difficulties transitioning between tasks, staying organized, completing homework, time management

## Confidence

Hesitancy playing at recess or participating in motor tasks

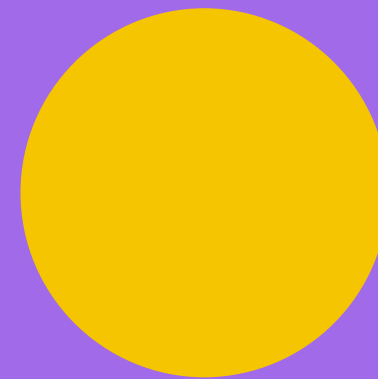
## Behaviour Management

Behaviours that are interfering with academic performance, different than other students their age



## Patricia Henderson, Speech & Language Pathologist (SLP)

“SLPs have a variety of roles in schools, including assessing and diagnosing speech, language, communication and swallowing disorders. As members of interprofessional teams, they also contribute to educational goal setting, planning and curriculum accessibility... Interventions may take the form of individual treatment, small or large group instruction, and/or consulting and collaborating with teachers, parents and other educational support staff” (Speech, Language & Audiology Canada, 2019)



# An SLP can assist with:

## Speech Sounds

Missing sounds, not speaking clearly, or being difficult to understand

## Language & Literacy

Trouble understanding what was heard, not following directions, not answering questions fully, saying words incorrectly, talking in short sentences, phonological awareness, phonemic awareness

## Social Communication

Difficulty talking to other children, understanding how others think/feel

## Cognitive Communication

Difficulties with remembering and solving problems

## Stuttering

Repetition of sounds and inability to speak fluently

## Voice

Nasality (talking through their nose), too loud or too soft of a voice, hoarse sounding voice



## **Aaron Block, Registered Psychologist**

“School Psychologists are uniquely qualified members of school teams that support students’ abilities to learn and teachers’ abilities to teach. They apply expertise in mental health, learning, and behaviour to help children and youth succeed academically, socially, behaviorally and emotionally. School psychologists partner with families, teachers, school administrations, and other professionals to create safe and healthy learning environments that strengthen connections between home, school, and the community” (National Association of School Psychologists, 2021)



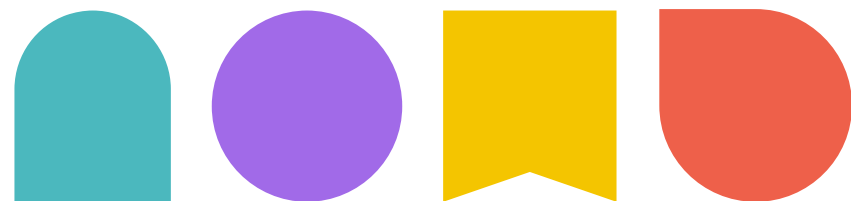
# A Registered Psychologist can assist with:

Counseling

PsychoEducational  
Assessment



# When to refer for counseling services:



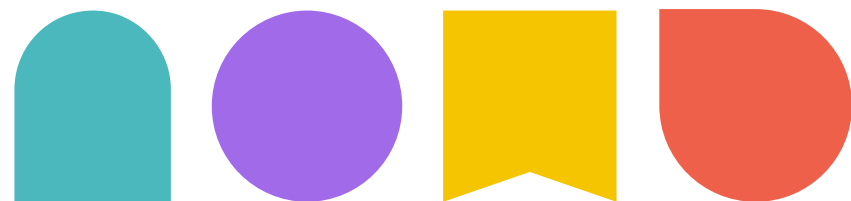
- Deterioration in class work (disengagement)
- Dependency on teacher to complete basic tasks
- Listlessness, lack of energy, frequent falling asleep in class
- Changes in personal hygiene
- Appears overly nervous, tense, or tearful
- Troubling content in written or drawn work
- Repeated incompleteness of work or asking for extensions
- Behaviours that interfere with classroom management
- Excessive weight gain/loss
- Irritable, aggressive, or abrasive behaviour
- Inability to make decisions
- Bizarre or inappropriate behaviour
- Evidence of self-injurious behaviour
- Disclosure of suicidal ideation or intent to harm others

# Psychoeducational Assessment



“A psychoeducational assessment involves a standardized assessment of a child’s intellectual and academic abilities. It is administered by a psychologist or psychometrist and combined with clinical interviews, observation and historical records to help understand how a child learns, and identify if and how they are struggling. It measures overall aptitude and academic achievement around core skills, such as reading, writing, and math. It involves a number of techniques including pencil and paper activities, verbal responses, and the evaluation of motor skills (eg. drawing, playing with blocks).

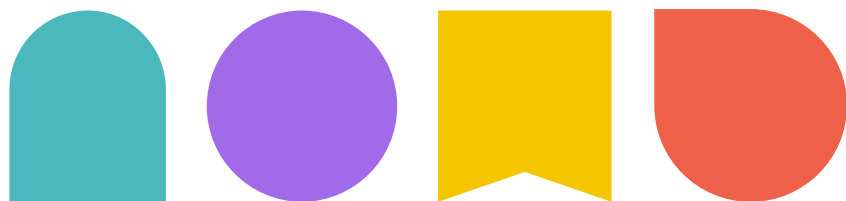
The results can help the psychologist understand the child’s potential (ie. if they are gifted or have a learning disability) and provide strategies to support them. During these assessments, other concerns are also evaluated such as attention-deficit hyperactivity disorder or anxiety...” (CBT Associates, 2020)



# When to refer for a psychoeducational assessment:



- A child works hard but their marks don't reflect their effort
- A child appears to be falling behind their peers and struggles greatly and consistently in certain areas despite additional help being provided
- An increasing worsening attitude towards school (loss of interest or feeling "bad at school")
- Persistently disruptive behaviour
- Failure to learn basic intellectual, social, and behavioural skills (as appropriate for their age)
- When considering retention of a student





## Jaymie Curilla, Student Learning Support Coordinator

Support the SLS Team by:

- Facilitating communication between teachers, SLS team members, administration teams, and central office
- Assisting with scheduling of SLS team members and communicating schedules to teachers when required
- Tracking and reporting on services provided to schools and the district
- Answering questions and finding solutions to problems you may be having in accessing services and delivering on recommendations made by SLS professionals
- Organizing and facilitating meetings to discuss student progress with all parties involved (parents, students, teachers, SLS professionals)





**Questions?**

# Resources

- <https://www.asha.org/public/speech/development/speech-and-language-services-in-schools/>
  - <https://www.nasponline.org/about-school-psychology/who-are-school-psychologists>
  - <https://anderson.edu/uploads/campus-life/refer-students-to-counseling-services.pdf>
  - <https://www.psy-ed.com/wpblog/seeking-psychoeducational-assessment/>
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