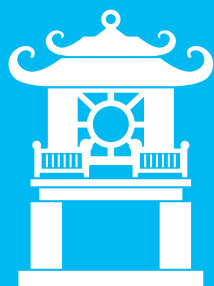




A GUIDE TO SPEECH-LANGUAGE PATHOLOGY



LEARNING TO INSPIRE



Service Provision

Speech language pathology addresses the fundamental ability for children to communicate effectively across all school, home, and play settings. The speech language pathologist (SLP) works to improve a student's ability to effectively understand and use language to express thoughts, feelings, and needs. Services are provided to help students improve: articulation or speech sound delays, receptive and expressive language development, social communication difficulties, voice and fluency needs, support for hearing loss as well as listening and comprehension in the classroom.

The SLP is a member of the ES, MS and HS Student Success Team (SST) structure and works closely with students, teachers, and parents in order to assist students who need speech and language

support in all school divisions: ES, MS, and HS. The SLP offers a continuum of therapy based on the diagnosis and severity, which is identified by assessment.

Credentials

The UNIS SLP is licensed and certified by their home country. Speech-language pathology is considered a medical discipline. SLP are thus required to adhere to a strict medical code of ethics.

Assessment, Diagnostics and Identification of needs

The SLP may receive referrals from 1. An SLP evaluation report, upon admission, that meets UNIS Hanoi SLP criteria; 2. ES, MS or HS SIT; or 3. medical professionals. Screenings for all

ECC and grade 1 students are conducted to identify early speech and language delays. The SLP consults with the school's Health Centre following their start of year hearing screenings. Evaluations are conducted at the request of the divisional SITs. Evaluations can lead to a diagnosis of a speech and/or language disorder/delay. The SLP evaluation may refer a student to other services, i.e. Occupational Therapy, ENT, Audiologist, etc.

Parents will be contacted before formal assessments are conducted and required to sign a consent form. Following the assessment, a report will be written which will contain therapy goals and recommendations for frequency and duration of therapy. The SLP will meet with parents to answer questions they may have about the evaluation before therapy commences. The written evaluation report and subsequent reports (progress notes, release from therapy) will be written and stored on the schools learning management system.

Eligibility for therapy services

Eligibility for therapy services is dependent on the underlying diagnosis, results of the assessment, and availability of space within the current caseload. At this time, articulation and voice therapy is provided for those with overall intelligibility below 60%, distortions or delays of more than two years. Language intervention is currently available for students who are at two standard deviations (a standard score of 70 or a score that is at or below the 4th percentile rank) on standardized



language assessments. Therapy for pragmatic language can be provided for students who meet eligibility criteria.

Parents may be informed of therapy service providers in the community if a student would benefit from speech-language therapy, but does not meet the school's criteria.

Therapy Services

Students will receive therapy based on best practice guidelines. This may include individual or small-group intervention sessions conducted in the therapy room or during the child's classroom time. Some sessions take place within the classroom to support generalization of skills or to provide an applicable setting for students to use targeted skills. The frequency of sessions will vary depending on the nature and severity of each student's needs.

Exit from Therapy

SLP therapy is directed by the measurable goals laid out in the evaluation. Students will be released from therapy once they have met the criteria for that goal or testing shows that they are no longer in need of support in that area. Parents and relevant faculty will be formally informed when students are ready to conclude their SLP therapy.

Student Intervention Team

The Student Intervention Team (SIT) is a part of a wider divisional Student Success Team. It is a collaborative professional inquiry in consultation with parents, into an individual student's learning profile, identifying their academic, social, emotional or speech and language strengths and needs. This is dedicated time to promote and facilitate student-centered, professional dialogue & collaboration and to encourage shared accountability and responsibility. The SLP is part of the SIT's multidisciplinary team approach to establishing support for a student and providing coordinated system of care to ensure student success.

Handling and Storage of Records

Evaluation reports will be stored in the school's learning management

system with restricted access. Results and recommendations will be held in strict confidentiality with relevant results shared only with appropriate administrators, teachers and student support staff. Information will only be shared outside of UNIS Hanoi with the family's permission, consent, or knowledge.

Works Cited

The American Speech-Language and Hearing Association (ASHA)
[ASHA.org](https://www.asha.org)

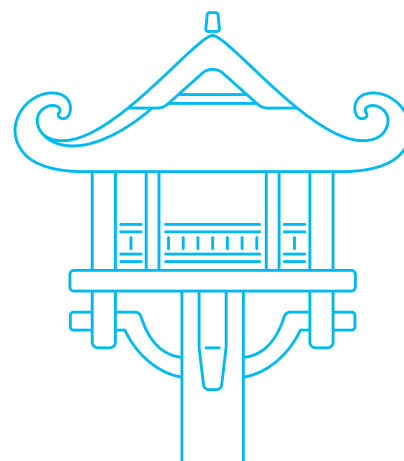
The Student Success Team handbook at The American School in Japan (ASIJ)

Speech-Language and Audiology Canada

Speech Pathology Australia

The International Association Logopedics and Phoniatrics

The Royal College of Speech & Language Therapists United Kingdom





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