

Role and Function of Speech and Language Clinician

The role of the Speech-Language Clinician is to support and assist school staff in meeting the overall objectives of the Division and the needs of individual students subject to standards and guidelines set out by MSHA (Manitoba Speech and Hearing Association). In fulfilling this role the Speech-Language Clinician acts as a member of the clinical services team under the supervision of the Coordinator of Student Services, and in consultation with parents and school staff members. The duties of the Speech-Language Clinician would include, but not be restricted to, the following.

1. To be part of the pre-referral process for identified students. Following a request for further services, assessment and evaluation of individual students will take place. This will include, but not be restricted to:
 - school-age students with speech and language difficulties
 - may include pre-school children who will be attending kindergarten in Pine Creek School Division (including children with speech difficulties, language difficulties, multiple handicapping conditions)
 - follow-up assessment of students who have previously been identified as having speech and language problems
2. To consult in the interpreting of existing diagnostic information and to collaborate in developing appropriate programs.
3. To refer to other agencies if additional information/treatment is needed (for example - ENT doctors, medical personnel, audiologists, etc.).
4. To discuss test results with appropriate educational staff, students, and parents.
5. To provide support to students, resource teachers, teachers and parents through:
 - collaborating in program planning with the school team, to meet the communicative needs of the child in the best educational environment. This will ensure that important communication goals are embedded in their academic program throughout the school day.
 - providing direct intensive therapy for students with severe or moderately severe speech and language delays/disorders.
 - providing modeling of strategies in appropriate environments:
 - the classroom
 - small group sessions
 - individual sessions
 - for parents to work on at home
 - providing direct training and supervision of teacher assistants
 - setting up programs
 - observation/modeling of sessions
 - monitoring teacher assistant observation logs
6. To provide inservice and consultative services to school staff and to community.
7. To provide a written report of observations, assessments and recommendations.
8. To maintain a professional growth plan as approved by the Coordinator of Student Services.