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SPEECH AND LANGUAGE SUPPORT FOR ALL



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Speech and Language Support for All (SALSA) Initiative



What is the SALSA Initiative and what does it mean for the Speech-Language Pathologist (SLP), the school, and the students?

Goals of SALSA:

- » To support students with deficits in literacy, numeracy, or behavior.
- » To maximize the efforts and expertise of the SLP.
- » To facilitate collaborative efforts between the SLP, other educators, and parents.

SALSA Redefines and Expands the Roles of the SLP:

- » Aligns the role of the SLP with educational reform and legal mandates (IDEA, NCLB, et al).
- » Aligns to conform to ASHA guidelines for new roles in Response to Intervention (RTI) and language-literacy.
- » SLP roles affect academic achievement and educational outcomes for increased numbers of students.
- » SLP roles target educationally relevant skills that address personal, social, academic, and vocational needs.

SLPs' Roles in Literacy/Numeracy:

- » Make significant contributions to literacy/numeracy achievement of students with identified communication disabilities.
- » Maintain direct involvement in prevention or reduction of academic failure for struggling learners.
- » Identify and assess the impact of language-based factors of cultural and linguistic diversity and assist to remove barriers to academic success.

SLPs may provide support for:

- » Response to Intervention (RTI).
- » Literacy and Numeracy Initiatives.
- » Positive Behavior Support Initiatives.

SLP roles and responsibilities:

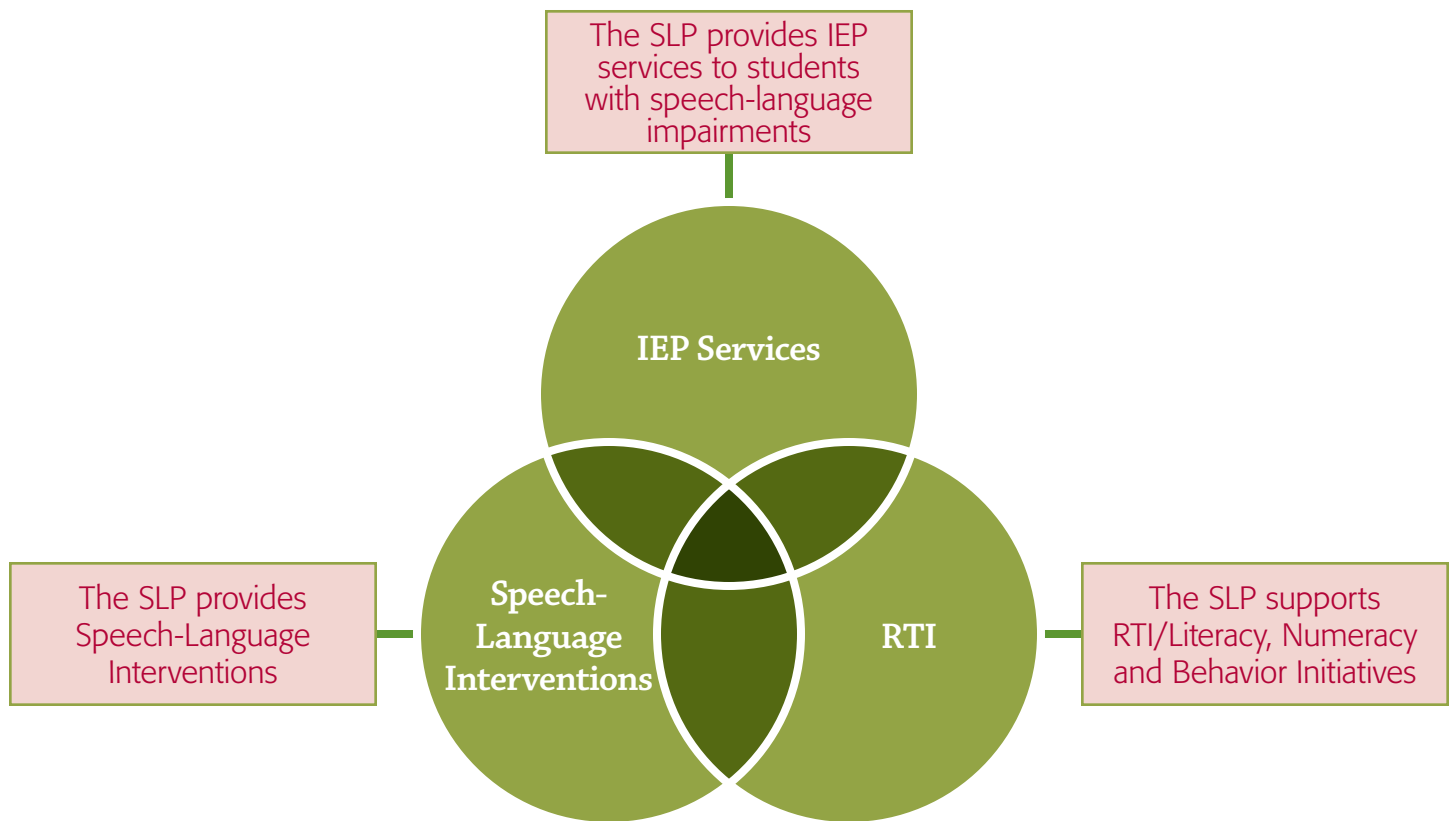
- » SLPs will retain some traditional roles.
- » SLPs will take on new and evolving roles that maximize use of their unique skill set and areas of expertise.
- » Some conventional duties may be replaced by practices that represent diagnostic-prescriptive teaching and relate to the cognitive foundations of the curriculum.
- » SLPs will evaluate academic, social, behavioral, and vocational issues using a language lens.

Components of the Changing/Expanding Role:

- » Employ evidence-based practices.
- » Make data-driven decisions regarding assessments, intervention/therapy, and/or instructional planning, as appropriate.
- » Address student's needs in least restrictive environment.
- » Be actively involved in program design.
- » Take leadership role in curriculum planning and school reform.
- » Engage in active collaboration with others, resulting in language-based instruction across the curriculum and school-wide.
- » Provide high quality, student-centered services at a time and manner in which they are most appropriate.



Three Tenets of SLP Support



- » Students may receive support from the SLP under three tenets.
- » The SLP works with identified speech-language impaired students and other struggling learners in various settings.
- » The implementation of support may be the same, while the tenet of the support is different.
- » The SLP may work with students in various settings, including pull-out, in-class, small group, and other service delivery models for all three tenets.

Speech-Language Interventions

- » Assessments
- » Consultations
- » Team meetings
- » Service plans
- » Data analysis and data-driven decision making
- » Direct or indirect intervention
- » RTI team participation
- » Language improvement classroom
- » Direct instruction
- » Student observations and consultations
- » Modeling of speech improvement strategies

Response to Intervention

- » Data analysis and data-driven decision making
- » Student assistance team membership
- » Modeling use of curriculum to teach language
- » Consultations
- » Direct instruction
- » Modeling of scaffolding techniques
- » Monitoring of students and providing feedback
- » Professional development
- » Modeling of lessons and strategies
- » Co-teaching

IEP Services

- » Evaluations, eligibility determination, IEP development, and implementation of evidence-based strategies
- » Data analysis and data-driven decisions
- » Consultation
- » Pull-out
- » In-class services
- » Record maintenance
- » Collaboration
- » Co-teaching
- » Recommendation of instructional strategies
- » Parent communication

SLP Services

Indirect Services Examples

- » Conduct student observations in the classroom (observance of voice, articulation, fluency, and language [expressive, receptive, and pragmatic]); conduct student observations of those who receive interventions to identify if academic difficulties result from linguistic deficits
- » Plan and design carry-over activities for students, parents, and teachers to implement in alternative settings
- » Prepare and provide literature for parents about speech-language development milestones, strategies for strengthening phonological, morphological, syntactical, and discourse awareness skills at home, identifying signs of speech and language deficits, understanding the language-literacy connection, promoting a vocabulary rich home environment, strategies for stimulating language skills, strategies for monitoring and providing feedback on carry-over skills at home, etc.
- » Participate in, plan, or provide professional development at faculty meetings, school in-services, faculty study group meetings, and professional learning communities
- » Serve as a provider of resources (e.g. information, literature, videos, modeled lessons, etc.)

Direct Services Examples

- » Observe students, analyze data, and assist in determining which students should be referred for a Bulletin 1508 evaluation
- » Facilitate and/or provide direct services in communication lab setting
- » Provide curriculum-relevant intervention/therapy
- » Provide direct intervention or therapy services through a service delivery continuum consisting of pull-out, in-class consultation, combination, etc. utilizing varied times, frequency, and duration intervals for service delivery based on student need (i.e. 2 X 30 m/wkly, 4 x 15m/wkly, 5 x 5m/wkly, 3 wk direct-1wk consult, etc.)
- » Conduct additional screening/diagnostic assessments for speech-language impaired students who score below benchmark on universal screening measures

- » Conduct activities that encourage students to self-monitor and self-correct their sound errors (in-class or pull-out interventions)
- » Model placement and production of sound errors
- » Conduct rapid, frequent intense practice drills in short durations on target error sounds
- » Rotate students through stations while providing concentrated, repetitive practice on target sounds or other sounds
- » In schools where centers or flexible groups are utilized as a part of the core instructional reading block, schedule time to provide intervention to targeted students in the classroom setting at this time
 - Work with students on difficult instructional material
 - Work with targeted students on speech and language development activities
 - Serve as instructional leader for small literacy groups
 - Organize and set up various speech and language centers in the classroom to facilitate development of skills (i.e. centers for listening, speech, socio-dramatic play, auditory discrimination between minimal pairs, etc.)
- » Schedule, plan, and teach classroom lessons that promote appropriate communication skills or that reinforce the connections between oral and written language
- » Serve as teacher of communication skills class, lab or elective course
- » Plan and team-teach or co-teach specific whole class instructional lessons when doing so will provide a unique contribution that students would not otherwise receive
- » Conduct universal screening and progress monitoring on targeted students
- » Determine if and when interventions should be changed, intensified, or discontinued and implement as deemed appropriate
- » Provide direct services indicated as “regular setting” minutes, as opposed to “special setting” minutes, on students’ IEPs

SLP Roles of Importance

Collaboration

- » Explain connections between spoken and written language and between language skill acquisition and academic achievement
- » Share information on how listening, speaking, writing, and reading weaknesses are reflected in formative and summative assessment data
- » Assist in analyzing universal screening and progress monitoring data, providing relevant information about language-literacy connections
- » Share literature on Evidence Based Practices and scientifically based interventions and materials
- » Work with teachers and other professionals:
 - on using data to make instructional decisions and decisions about interventions
 - to identify the sources of reading, writing, and spelling deficits
 - to intervene or to differentiate classroom instruction to address reading, writing, or spelling deficits
 - to modify material and other academic requirements for students to demonstrate knowledge and mastery of skills
 - to reduce language complexity of material and support instruction with multisensory aids
 - to support the nature of the student's speech problem and to use support strategies for speech problems in the classroom
 - to reduce task demands or homework assignments to address students' current needs and gradually build toward grade level expectations in an effort to address underlying reasons for inappropriate behavior
 - to problem-solve when students fail to thrive or when they appear nonresponsive or resistant to intervention efforts

- » Model use of various strategies to provide processing time and focus attention for students with language processing deficits (including students with learning disabilities, ADHD, auditory processing disorders, etc.)
- » Share information with teachers and other professionals on metalinguistic and metacognitive strategies

Program Design

- » Assist the school in marketing RTI to build consensus and promote “buy in”
- » Assist with the selection of universal screening measures, progress monitoring tools, and data tracking measures
- » Assist with data analysis and planning for use of data in designing instruction
- » Assist with identifying systemic areas of student need
- » Assist with identifying appropriate intervention materials for school-wide or district-wide use
- » Assist with identifying and planning professional development
- » Strategize on the logistics of providing a wide range of services to diverse populations of students
- » Integrate evidence based practices in the design of services and programs

Leadership and Advocacy

- » Participate in RTI, problem-solving, and other school-wide student assistance teams
- » Plan, participate in, and/or provide school or district-wide professional development activities at faculty meetings, school in-service programs, professional learning communities, and other venues on various topics

(e.g. understanding the language processes of listening, speaking, reading, and writing, understanding speech and language disorders and their impact on literacy, language-literacy connection, underpinnings of language, instruction in literacy-based skills, aligning instruction with linguistic development, expanding oral and written language, while maintaining fidelity to grade level content, etc.)

- » Explain and assist faculty members in understanding the role and range of responsibilities of the SLP
- » Advocate for appropriate roles and responsibilities, when appropriate
- » Promote understanding of the relevance of communication skills in student's overall academic achievement and educational experience
- » Promote efforts to ensure that speech-language services are fully integrated into the school culture
- » Demonstrate or model lessons to demonstrate strategies for facilitating speech and language development





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