Speech Therapy Service Guidelines

The South East Local Health Integration Network provides speech therapy for children and youth with a health based need for speech services.

Program Criteria:

- Must have sufficient expressive and receptive language skills to participate. (with discretion of LHIN therapist)
- SLP report including an assessment on language skills (within past year) where there are identified concerns, from referring agency/school board/private SLP.
- Referral must be initiated by a SLP; if no identified concerns then a statement on language skills (within past year) is required from SLP.
- Stimulability for speech sounds.
- School Support – appropriate physical environment/space is provided; participation of volunteers or family/caregivers is facilitated by school; teacher/EA willing to work with therapist to include strategies in class work.
- Family/caregiver to attend minimum of one session.
- Motivation and consent of student to participate.
- Adequate attention and behaviors for assessments/treatment sessions.
- Consistent follow-up demonstrated in supplemental programs/homework provided by SLP.
- Voice Disorders ENT report required and for eligibility of ongoing services – expectation is of clinical changes in the first 3 months, if not, service not continued and client referred for more appropriate intervention.

School Boards are responsible for providing services to children and youth who have a language disorder. This is inclusive of private and home schools. School Boards are also responsible for the treatment of mild articulation disorders. (Mild articulation = no processes involved or 1-2 sound errors regardless of age or errors fall within the child’s development range or sound patterns associated with that of first language (ESL) or “W” for “R” or front lisp, tongue thrust).
1. Conditions/Service Need

**Moderate To Severe Articulation/Phonological Disorder**
- **Moderate:** 3-5 sound errors are noted OR phonological processes (including atypical errors) may be involved and errors noticeably reduce intelligibility (e.g. lateralization of most or all fricatives with significant negative effect on intelligibility).
- **Severe:** 6 or more sound errors, processes involved, intelligibility is severely reduced.

**Role of SLP/Model of Service**
- Direct treatment and/or consultative individually or in group.
- Consult as required.
- Provide home program.
- Education, consultation and training of client/parent/ school personnel.

2. Conditions/Service Need

**Moderate/Severe Articulation With Cognitive Difficulties**
- Service has been provided in another category for moderate to severe disorders or articulation, fluency or those with multiple needs (more than one category) but student also has identified cognitive/learning difficulties (e.g. Developmental Delay, Learning Disability) that may impede rate of progress. It is anticipated that therapeutic strategies will require more time.

**Role of SLP/Model of Service**
- Direct treatment and/or consultative individually or in group.
- Consult as required.
- Provide home program.
- Education, consultation and training of client/parent/ school personnel.

3. Conditions/Service Need

**Motor Speech Disorder**
Includes: Apraxia, Dyspraxia, Dysarthria

**Role of SLP/Model of Service**
- Direct treatment and/or consultative individually or in group.
- Consult as required.
- Provide home program.
- Education, consultation and training of client/parent/ school personnel.
4. Conditions/Service Need

Fluency Disorder
- Dysfluent in first language
- Tension
- Secondary behaviours – avoiding words/avoidance of situations.
- Effortful speech, struggle.
- Demonstration of social and/or vocational limitation(s) as a result of fluency disorder.
- Stuttering behaviours are found not to be associated with language difficulties. (e.g. word finding and formulation difficulties)

Role of SLP/Model of Service
- Direct treatment and/or consultative individually or in group.
- Consult as required.
- Provide home program.
- Education, consultation and training of client/parent/ school personnel.

5. Conditions/Service Need

Voice Disorder
Vocal fold pathology (e.g. vocal nodules, laryngeal web) identified by ENT resulting in poor voice quality including pitch and loudness. (e.g. rough, hoarse, whispey
- **Mild/Moderate** – vocal production impacts on daily communication
- Misuse of voice
- **Severe** Vocal production is markedly affected. Majority of communication may require non-verbal techniques

Role of SLP/Model of Service
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- Consult as required.
- Provide home program.
- Education, consultation and training of client/parent/ school personnel.
6. Conditions/Service Need

Resonance Disorder

- Atypical Hyper nasality

Nasal air emission. (e.g. cleft palate)

Role of SLP/Model of Service

- Direct treatment and/or consultative individually or in group.
- Consult as required.
- Provide home program.
- Education, consultation and training of client/parent/ school personnel.
Multiple Needs
Experiencing moderate to severe difficulties in more than one treatment area/category of speech remediation including: articulation, oral motor, fluency and voice difficulties.

Role of SLP/Model of Service
- Direct treatment and/or consultative individually or in group.
- Consult as required.
- Provide home program.
- Education, consultation and training of client/parent/ school personnel.