

Speech and Language Support for All (SALSA) Initiative

Overview

The goal of the Speech and Language Support for All (SALSA) Initiative is to support students presenting with deficits in literacy, numeracy, or behavior through the efforts and expertise of school-based Speech-Language Pathologists (SLP) <http://www.asha.org/default.htm> . This initiative is intended to align with educational reform, legal mandates, and professional practices as described in official statements disseminated by the American Speech-Language-Hearing Association (ASHA). Through the SALSA Initiative, the unique skill set of the SLP will be utilized to affect academic achievement and promote effective educational outcomes for increased numbers of students. Through deliberate efforts, speech-language services will target educationally relevant skills that address personal, social, academic, and vocational needs impacting the attainment of students' educational goals.

The role and responsibility of the SLP has been re-defined by federal and state mandates such as IDEA, NCLB, ASHA, and Bulletin 1508, as well as by a number of changes that have occurred within the disciplines of speech-language pathology. With an emphasis on the interrelationships between the language processes of listening, speaking, reading, and writing, current literature imposes a language/literacy focus on the work of school-based SLPs who are tasked with making a significant contribution to the literacy achievement of students who experience communication difficulties. Additionally, the role of the SLP has been expanded to include increased responsibility to identify factors of cultural and linguistic diversity, address their impact on student learning, and assist in removing barriers to educational success created by such factors.

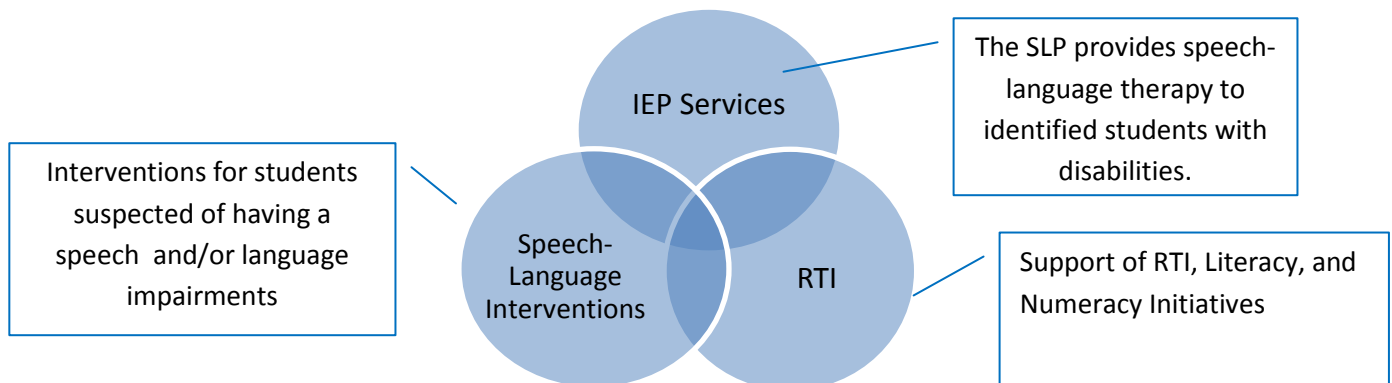
Through the SALSA Initiative, SLPs will be directly involved in the prevention of academic failure for students identified with speech or language impairments, as well as other struggling learners (i.e. SLPs will now support some students who have not been referred or who are not identified as students with a disability). Speech-language pathologists may support Ensuring Literacy for All (ELFA), Ensuring Numeracy for All (ENFA), and Response to Intervention/Positive Behavior Support (RTI/PBS) in a variety or combination of ways. Students across all levels, Pre-K through high school, will benefit as SLPs play critical roles in promoting literacy/numeracy proficiency and in preparing them to become productive citizens and to compete in the global market.

In the SALSA Initiative, changing roles and responsibilities will define the efforts of Speech-Language Pathologists. Successful implementation of this initiative and management of this expanded scope of practice will require realignment of existing roles and responsibilities. SLPs will retain some of their traditional responsibilities, while taking on new and evolving roles. However, some conventional practices may be replaced by contributions to the literacy achievements of students that are language-based, viewed through a language lens, representative of diagnostic-prescriptive teaching, and different from those of other professionals.

Speech-language pathologists will accomplish the goals of this initiative by employing evidence-based practices, data-driven decisions, and a continuum of service delivery options designed to target and address students' instructional needs in the least restrictive environment. Program design, leadership, advocacy, and collaboration are other roles in which SLPs may contribute to an RTI/literacy framework. Consequently, SLPs and other stakeholders must make a conceptual shift in thinking and move from a traditional "caseload approach" for documenting the provision of services and time to a more broad-based "workload approach". This workload approach will allow SLPs to provide high quality, student-centered services at the time and in the manner in which they are most appropriate and necessary. Using this approach, service-delivery decisions can be based on individual need, as opposed to convenience or time constraints, and the assessment of the SLP's workload will be based on the demand of specific activities and instructional contributions, rather than on the total number of students served.

In the SALSA Initiative, there are three major tenets under which student support may be provided by Speech-Language Pathologists. While the implementation of the support may be the same, the tenet of the support may be different (i.e., It is possible that the SLP work with students in a push-in, small group setting for all three tenets) The following diagram and chart contain a differentiation of the three tenets, as well as examples of responsibilities that could be appropriate for that tenet.

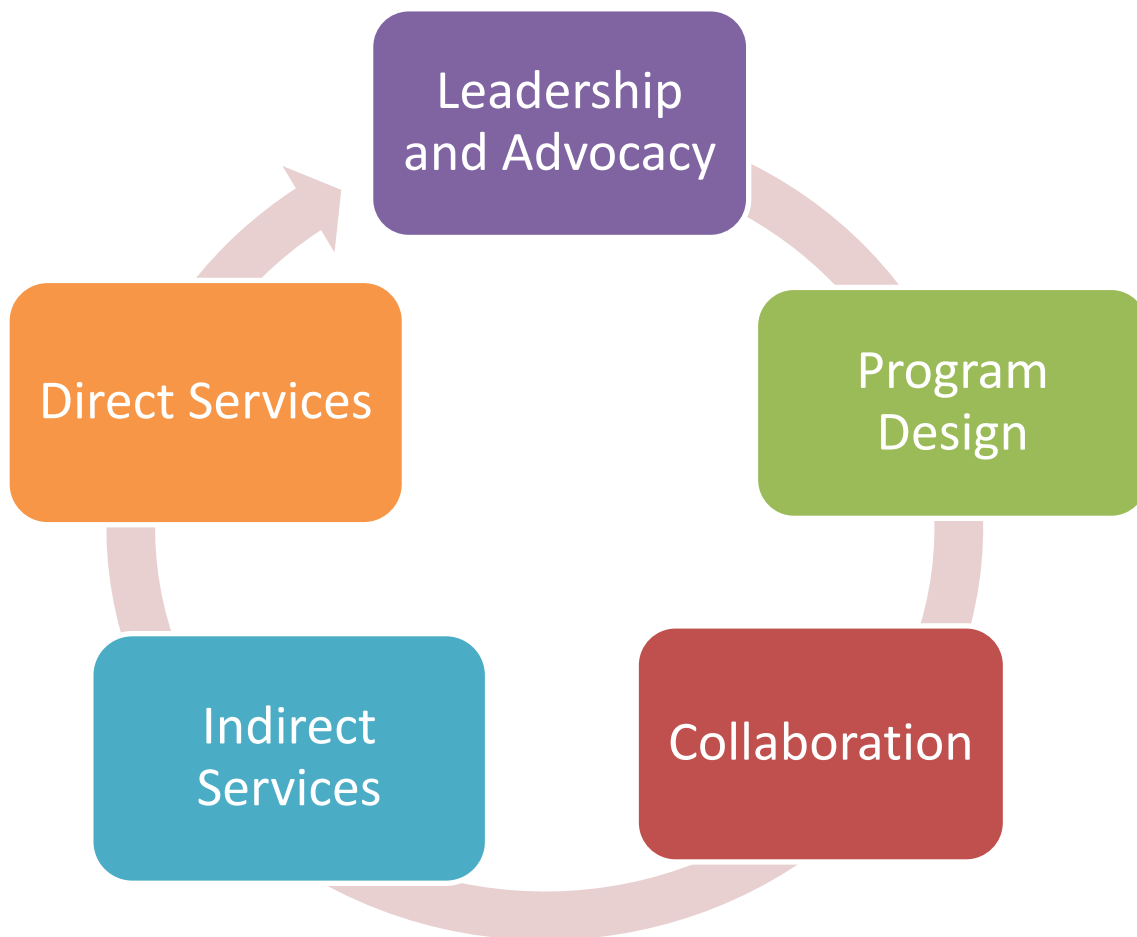
The Tenets of Student Support



Differentiation of the Three Tenets of Student Support

Interventions for Students Suspected of Speech-Language Impairments	RTI/Support of Literacy and Numeracy Initiatives	IEP Services in Accordance with IDEA
<ul style="list-style-type: none"> • Provide teacher, parent, and student consultations (guidance, training, progress updates) • Conduct student observations (emphasis on classroom language, facility with language, and student's mastery of grade appropriate language structures) • Conduct screening and diagnostic assessments • Attend SBLC/SAT meetings • Obtain parent permission • Develop written service plans • Participate on RTI team • Provide direct or indirect intervention (variable implementation time per student need) • Conduct data analysis • Progress monitoring • Determinations of recommendations for referrals • Monitor development (consider developmental norms of speech and language) • Conduct language improvement, phonological awareness, syntactic/morphological vocabulary development, and discourse awareness classes • Recheck/rescreen for speech or language impairments • Include students in sessions with students on IEPs (observations-trial basis) • Utilize formative assessments to drive instructional decisions for flexible grouping in the classroom or for preventive activities 	<ul style="list-style-type: none"> • Consult with teachers to identify the language basis of behavior, as well as literacy and numeracy problems (i.e. data analysis and trial teaching from a language perspective, classroom observations) • Participate on school-wide RTI/SBLC/SAT Teams; facilitate or provide communication with team members • Model how to use the curriculum to teach language and linguistic skills • Facilitate and monitor generalization and carry-over; • Teach and model strategies, such as scaffolding, to include all students in the discussion • Monitor and provide feedback to targeted students on strategies taught • Team-teach, co-teach (language and academics) • Model specific strategies and techniques for teachers • Provide Tier 2, small group intervention when "value-added" • Attend grade level meetings and faculty study group meetings • Attend district in-services and staff-development meetings • Share resources (provide literature, videos, et al) • Provide professional development and present faculty in-services • Provide model lessons or demonstration activities • Assist teams with analyzing data 	<ul style="list-style-type: none"> • Make referrals, schedule, and monitor laryngeal and other medical examinations • Conduct student observations • Determine eligibility for IDEA • Evaluate/Reevaluate/Write Diagnostic reports • Develop IEPs • Plan therapy session, write lesson plans • Provide pull-out therapy; short-term or long-term (habilitation) • Provide push-in, classroom therapy during flexible grouping time • Document and account for services; Keep records, gather data, maintain logs, write progress notes • Provide indirect therapy, and consultative services/Track students • Conduct carry-over and generalization activities (i.e. designing activities for students/teachers/parents implement in alternative communicative settings) • Connect content area curriculum standards to the IEP • Provide assistance to teachers; assist with differentiated instruction for students with disabilities • Collaborate with teachers. Recommend adaptations, accommodations, and modifications curriculum. • Recommend instructional strategies • Provide parent communication • Design reinforcement activities and activities for home • Conduct parent conferences • Supervise Speech-Language Pathology Assistants •

The Roles and Responsibilities of the Speech-Language Pathologist



SLPs are committed to improving educational outcomes for all students

**Speech and Language Support for All
Roles and Responsibilities of the Speech-Language Pathologist**

Leadership and Advocacy	Program Design	Collaboration
<ul style="list-style-type: none"> • Participate on RTI, problem-solving, school-wide 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 necessary • Promote understanding of the relevance of communication skills in students' 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 	<ul style="list-style-type: none"> • Assist the school in marketing RTI to build consensus and promote "buy-in" • Assist with the selection of universal screening measure, selection of 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 	<ul style="list-style-type: none"> • Explain connections between spoken and written language and between language skill acquisition and academic achievement • Share information on how the language processes of listening, speaking, writing, and reading weaknesses are reflected in formative and summative assessment data • Assist team members in analyzing universal screening and progress monitoring data, providing relevant information about language-literacy connections • Share literature on Evidenced Based Practices and scientifically based interventions and materials • Work with teachers and other professionals on the use of data to make instructional decisions and decisions about appropriate interventions • Work with teachers and other professionals to identify the sources of reading, writing, or spelling deficits • Work with teachers and other professionals to differentially intervene or differentiate classroom instruction to address reading, spelling, or written language deficits • Work with teachers and other professionals to modify materials and requirements or options for the demonstration of knowledge • Work with teachers and other professionals to reduce the language complexity and to support instruction with multisensory aids • Work with teachers and other professionals to support the nature of the student's speech problem and to use support strategies for speech problems in the classroom • Work with teachers and other professionals 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 • 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 • Work with other service providers to problem-solve when students fail to thrive or when they appear nonresponsive or resistant to intervention efforts

Speech and Language Support for All
Roles and Responsibilities of the Speech-Language Pathologist

Indirect Services	Direct Services
<ul style="list-style-type: none"> • Conduct student observations in the classroom (observance of voice, articulation, fluency, and language [expressive, receptive, pragmatic]; observance of students who receive interventions to identify if academic difficulties result from linguistic deficits) • Conduct • Plan and design carry-over activities for students, parents, and teachers to implement in alternative settings • Prepare and provide literature for parent about speech-language developmental 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, etc.) • Participate in, plan, or provide professional development at faculty meetings, school in-services, and faculty study group meetings, and professional learning communities. • Serve as a provider of resources (e.g., information, literature, videos, modeled lessons, etc.) 	<ul style="list-style-type: none"> • Provide direct intervention or therapy services through a service delivery continuum consisting of pull-out, push-in, consultation, combination, etc. utilizing varied times, frequency, and duration intervals for service delivery based on student need (i.e. 2 X 30m wkly, 4 x 15m wkly, 5 x 5m wkly, 3 wk direct, 1 wk consult, etc) • Conduct additional screening/diagnostic assessments for speech-language impaired students who score below benchmark on universal screening measures • Conduct activities that call attention to student’s sound errors (in class, push-in, 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 skills • 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. <ul style="list-style-type: none"> -Work with targeted 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 • Plan and team-teach or co-teach specific whole class instructional lessons when doing so will be considered “value-added” or when doing so will provide a unique contribution which 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 curriculum-relevant intervention/therapy • Provide direct services indicated as “regular setting” minutes, as opposed to “special setting” minutes on students’ IEPs • 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

Key Points to Consider

- Successful implementation of the SALSA initiative and direct involvement of SLPs in the improvement of academic outcomes for all students depends, in part, on effective realignment of the SLPs' current roles and responsibilities. Simply adding intervention activities and other RTI support responsibilities to the SLP's already busy workload without redefining roles and responsibilities will not create conditions for successful implementation or positive results. Reasonable workloads and administrative support for this realignment is critical.
- SLPs and other professions are encouraged to utilize a variety of methods, settings, and service-delivery options, including using nontraditional approaches and arrangements to serve students and support literacy and numeracy initiatives. SLPs are encouraged to be open to serving in new roles and working in different capacities. Likewise, school personnel, particularly administrators, must remain mindful of the multitude of overt and covert responsibilities assigned to SLPs. They must be careful to avoid assigning duties that reflect inadequate use of the SLP's specialized skills or ineffective use of the SLP's time.
- Small group - flexible group time during the core reading instructional period can be a useful time for the SLP to schedule and provide certain students with targeted interventions or therapy in the classroom.
- Careful attention and consideration must be given to ensure that the SLP's skill set and use of time are maximized at all times. It is possible for the SLP to make specific contributions to the speech or language development and/or literacy achievement of students during the whole class instruction portion of the core reading instructional period. However, assigning SLPs to spend time in certain classrooms for designated time periods to perform duties that do not utilize their specific skill set (e.g. "serve as a second teacher in the room," "assist with behavior management," "help to keep students on task") or to perform duties that may be assigned to other personnel is not recommended because it is not an effective use of their time.
- Intervention efforts of the SLP should be therapeutic, practical, and relate to current concepts or content that students are learning in school. SLPs should utilize their special competencies in language, language disorders, or other areas of expertise to address the curriculum in a unique way. Additionally, the skill set of the SLP in the provision of interventions and therapy should reflect a prescriptive and intensive linguistic focus that differs from those skills offered by classroom teachers or other service providers.
- It is imperative that SLPs remain informed about evidence-based practices and changes in the fields of education and speech-language pathology. They are encouraged to keep abreast of practices, update their knowledge base, and continuously improve their skills through continuing education opportunities.

Suggested Speech-Language Interventions

The suggestions listed below represent a composite of ideas that can be used by speech-language pathologists (SLPs) providing interventions to students. SLPs may select any, all, or none of these skills for interventions and they are not limited to the ideas listed in this chart.

The knowledge base, amount of experience, and levels of proficiency differ extensively among SLPs and they, collectively, bring a diverse and unique set of skills to each school setting. Consequently, selection of targeted interventions and the extent of direct involvement should be based on student need, as well as on the level of training, expertise, and overall capacity regarding a particular aspect of speech, language, or literacy development.

Domain	Examples of Specific Skills or Skill Areas to Target During Interventions
Articulation	Support student's ability to produce, monitor, and self-correct articulation as an integral part of oral reading or other curricular activities
	Provide short, intense practice and monitoring of articulation at designated stations in or outside of the student's classroom
Pre-Reading and Reading	Identify and address deficits of phonological awareness (concept of wordness, separation of meaning and form, rhyming, segmentation, isolation, word defining, phoneme blending, phoneme manipulation)
	Identify and address deficits in representing phonemes using the written modality (alphabetical knowledge, print conventions, word recognition, developmental spelling)
	In the beginning reader, identify deficits in vocabulary, syntax, morphology, or discourse structures (narrative and conversation)
	Strengthen metacognitive and metalinguistic skills
	Identify the source of reading deficits, including poor phonemic awareness, morphological awareness, inferential language, adequate background knowledge, and/or conventions for representing the elements of language in written format
Reading	Strengthen skills associated with difficulties understanding the underpinnings of language
	Identify the gap between a student's current language level and the language of grade level text (readability level is largely a measure of syntax, morphology, and vocabulary)
	Increase language abilities within the context of written text
	Use multisensory strategies to make the relationship between features of a sound (placement, manner, and voice) more explicit

Domain	Examples of Specific Skills or Skill Areas to Target During Interventions
Reading	Use multisensory strategies to make the structure of the syllable Shape of a word (CVC, CCVC, CVCC,); use mutlisensory strategies to make the patterns in graphemes that represent syllable shapes more explicit
	Use multisensory strategies to make the difference between a syllable and a morpheme, including the meaning expressed by morphemes more explicit; use visuals to show how morphemes are represented in graphemes (particular for children who speak non-standard English or who are ELL)
	Use multisensory strategies to “unpack” complex sentences taken from grade level text in constituent positions, and then recreate the complex sentences by deleting redundant phrases and replacing them with relative pronouns or commas (resulting in embedded clauses), or conjoining, coordinating, or subordinating information with conjunctions or adding information using infinitive verb clauses, appositive structures, adverbial clauses, or multiple prepositional phrases so that students increase syntactic and morphological awareness for these structures.
	Use multisensory aids (storyboards, graphic organizers) as a text is read to identify primary elements of discourse structure and to improve comprehension
	Use multisensory aids to demonstrate how the semantics of a sentence may be changed by moving a clause or constituent sentence to another position within a complex sentence, and how this grammatical transformation is marked by a comma
	Use multisensory aids to increase morphological awareness of pronouns as cohesive ties that relate current information back to previous (or successive) sentences where the referent is named.
	Use multisensory aids to show the multiple speakers represented in text and their roles (narrator, speakers identified using quotation marks, pronouns, and other linguistic devices
	Use multisensory strategies to show how punctuation within written text indicates elements of meaning that provide cues n written text
Written Language/ Expressive Language Deficit	Identify the source of written language deficits, including poor phonemic awareness, morphological awareness, syntactic awareness, vocabulary, narrative discourse, expository discourse, inferential language, adequate background knowledge, and/or conventions for representing the elements of language in written form.

Domain	Examples of Specific Skills or Skills Areas to Target During Interventions
Written and Expressive Language Deficit	Increase language abilities within the context of written text
	Use multisensory strategies to plan more explicitly the semantic, syntactic, and discourse structures of the text prior to the beginning of a composition
	Use multisensory strategies to explain how errors in writing result in communication breakdowns and to address the source of the confusion
Spelling	Identify the source of spelling deficits including phonemic awareness, morphological awareness, syllabic awareness, and/or conventions for representing phonological patterns using graphemes.
	Increase awareness of homonyms and use multisensory aids to provide a mnemonic to attach the semantic difference to the grapheme representation
Speech	Identify the sources of speech deficits (phonology, morphology, motor sequencing, voicing, meta-awareness of language)
	Work with the student to develop compensatory strategies for succeeding in the classroom.
Behavior	Recognize the language basis for many behavior problems.
	Differentiate between manipulative behaviors versus language-based behaviors and treat differentially.

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