

## Meet Your Executive

Pictured left to right are:

**Angela Dunphy** (top left)

Role on executive: **Secretary**  
Home base: Western Regional Office  
Years worked: Currently in my 6<sup>th</sup>  
Trained at: Dalhousie University

**Susan Clarke** (bottom left)

Role on executive: **Member at Large**  
Home base: District School, St. John's Office  
Years worked: Currently in my 19<sup>th</sup>  
Trained at: M.Sc. at Dalhousie University;  
B.A. at MUN; M.Ed. at Mount St. Vincents  
University, St. John's Cohort



**Jade Kearley**

Role on executive: **Treasurer**  
Home base: Western Regional Office  
Years worked: Currently in my 7<sup>th</sup>  
Trained at: Dalhousie University

**Kirsten Haynes**

Role on executive: **Vice-President**  
Home base: Holy Redeemer, Spaniard's Bay  
Years worked: Currently in my 5<sup>th</sup>  
Trained at: McGill University, MUN

**Michele Critchley** (bottom right)

Role on executive: **Communications**  
Home base: District School, St. John's Office  
Years worked: Currently in my 19<sup>th</sup>  
Trained at: Dalhousie University

**Sandy Crowley** (top right)

Role on executive: **President**  
Home base: A.P. Low Primary School,  
Labrador City  
Years worked: Currently in my 18<sup>th</sup>  
Trained at: Western Illinois University and  
MEd at MUN

## Wondering How the SLP SIC Came About?

In the spring of 2016 Sandy Crowley, SLP and Vice-President of the Labrador West Branch, wanted to find a way to advocate for SLPs in Education and to give us all a voice to express our unique concerns within our profession. The best way to accomplish this was through the NLTA.

Sandy then recruited Kirsten Haynes, fellow colleague who shared

her passion regarding how to address our professional concerns and improve service delivery, to discuss forming a special interest council within the NLTA.

As a result, Sandy sent an email to all SLPs in Education to gauge interest in forming an SIC and over 50% responded with a resounding "yes"!

## Good News and Accomplishments

### SLP Issues Represented at NLTA Biennial General Meeting (BGM)

On April 18-21, 2017, the NLTA held their BGM at the Sheraton Hotel in St. John's. Kirsten Haynes attended as a delegate for our special interest council, with the support and encouragement of Sandy Crowley, who attended to also represent the Labrador West Branch.

### What happens at BGM doesn't stay at BGM!

One objective at the BGM includes voting by delegates to either carry or defeat resolutions that are submitted by Branches and Special Interest Councils. If carried, these resolutions are used by the NLTA to help generate their priorities for the next two years. We are very pleased to share with you that 3/3 resolutions put forth by our SIC were passed at BGM. They are as follows:



- That NLTA enter into discussions with the Department of Education and school boards to come up with a fair, responsible and ethically sound allocation formula for S-LPs taking into consideration workload and geographical responsibility.

- That NLTA enter into discussions with the Department of Education and school boards to address the issue of recruitment and retention of school based S-LPs in this province.
- That NLTA enter into discussions with the Department of Education and school boards regarding the specific professional development (PD) needs of S-LPs.

Since these resolutions were passed, our SIC has been in communication with the NLTA and NLESD regarding these and other issues. We are so thankful that our voices are being heard!



Sandy and Kirsten managed to find speech-related props at the photo booth during an NLTA evening social during the BGM.

# SLP Issues Identified by Premier's Task Force (PTF)

As many of you are aware, in response to the Provincial Government's 'Premier's Task Force' information-gathering initiative a document has been published entitled *Now is the Time – The Next Chapter in Education in Newfoundland and Labrador*. It contains 82 recommendations for improving educational outcomes, some of which have no doubt been the subject of many lively conversations across the province since the report was released last summer. Of particular interest to us are items 10 and 11:

- The Department of Education and Early Childhood Development and the Department of Health and Community Services, within one year of the release of this report, develop a provincial child health services model, situated within one government department, to ensure seamless service delivery to schools, continuity of care, and year round access for children and families, and to include: community nursing, speech/language pathology, psychology, occupational therapy and social work.

- The Department of Education and Early Childhood Development and the Department of Health and Community Services review the capacity of social workers, psychologists, occupational therapists, speech language pathologists and community nurses to ensure adequate service to students and families in the new proposed model.

Our SIC has since formed a subcommittee to address these recommendations, thanks to Sandy Crowley, Natalie Finlay, Penny Gale-Pittman, Janice McKay, Lori Penny and Allison Stark. These individuals were motivated to come together to do research and compile strong arguments for maintaining the 'status quo' (i.e., SLPs remain within the NLESD). At this point in time we can confidently say that the NLTA sees this issue as a priority and is working with us towards the same outcome.

## Presentation to Deputy and Associate Deputy Ministers

We recently received the opportunity to present our case to Mr. Robert Gardiner and Mr. Eldred Barnes of the Department of Education and Early Childhood Development. Lori and Janice developed the presentation with input from the subcommittee and Lori delivered it on our behalf, with Sandy and Natalie joining via Skype for the Question and Answer period with the ministers which followed.

We feel that the presentation went well and that at least a few points caught the ministers' attention, such as: the different service delivery models in healthcare and education (i.e., therapy blocks/continuous therapy); speech/oral language skills as prerequisites

for literacy and numeracy; and the anticipated position statement from SAC in November on the role of SLPs within school systems.

We have been told that government is not married to the "within 1-year" time frame indicated in the report, and we are advocating for a thorough exploration of all options prior to any decisions being made.

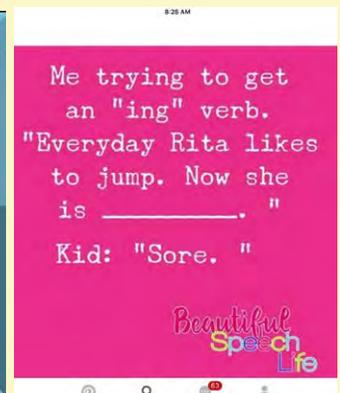
## The 'Bright Side' of Inclusion – an Anecdotal Account

At a recent SLP meeting in Metro, Marie Stirling told a story of a little boy at one of her schools who was playing dinkies with his friend who has mobility limitations. Noting that the child had difficulty rolling the cars back and forth on a flat surface, he mentioned it to the student assistant who reassured him that even though his friend's arms were waving about with the cars, he really enjoyed having someone to play with.

When the boy arrived at school the following day, the assistant watched as he took a toy airplane out of his backpack and gave it to his friend, saying "now it doesn't matter if your hands are in the air!"



*\*Marie also reported that when this story was shared with the boy's father, he was finally able to connect the dots... apparently he'd been surprised at the beginning of the year when his son*



*came home talking about teachers 'pushing [his friend] around'. He admitted that up until he heard this story, he didn't have the concept that the friend his son talked about was in a wheelchair.*

# Professional Development Grant

We are happy to announce that we have decided to offer a professional development grant to SLP Special Interest Council members. Please read on to learn how to apply by **June 15, 2018**.

This grant will provide funding opportunities to members to attend professional development in the field. The grant to be awarded is a maximum of \$500. Applications will be reviewed by the SLP-SIC executive and eligible applicants will be randomly selected. Please consider the following guidelines:

- Travel, accommodations and registration will be covered up to \$500; the fund does not cover the cost of meals
- Funds will be awarded when proof of attendance and necessary receipts are received

- Professional development must be in the area of speech, language and literacy, and/or be relevant to school-based speech-language pathologists
- Applicants must agree to provide a short written summary of what they learned during their professional development. This summary will be shared with our members through our newsletter and social media

**Hurry and get your applications in before it's too late – by June 15!** This is an opportunity you won't want to miss!

## PLEASE NOTE:

Be sure to fill out an application for grant consideration.  
Go to [www.nlta.nl.ca/slp-pdgrant](http://www.nlta.nl.ca/slp-pdgrant).