

WORKING WITH YOUR SCHOOL'S SPEECH-LANGUAGE PATHOLOGIST

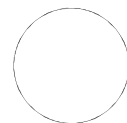
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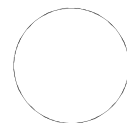
WHAT IS THE ROLE OF A SPEECH-LANGUAGE PATHOLOGIST (SLP)?

- Assess and treat children who have difficulty with communicating
- Provide preventative services to promote good speech and language development in children
 - Providing screenings
 - Working with educators to encourage activities to help with communication skills
 - Working with other professionals who see children with communication difficulties, like audiologists and other therapists
- Help children who have swallowing and feeding difficulties (not always in school setting)



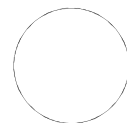
WHAT AREAS DOES AN SLP COVER?

- Articulation: Pronunciation of speech sounds
- Phonology: Development of sound patterns
- Fluency: Stuttering
- Voice: The way the voice sounds, its quality
- Receptive Language: How a child understands language
- Expressive Language: How a child produces language
- Pragmatic Language: Social skills
- Hearing Loss: Helping children with hearing problems
- Swallowing/Feeding: Difficulty with eating (not always done in schools)



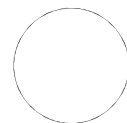
WHAT HAPPENS IN THERAPY?

- Depending on the age of the child, the SLP will plan activities to help the child develop specific speech/language skills
 - For younger children, skills will be embedded into games and play
 - For older children, skills can be worked on more directly
- The SLP will choose a few goals to work on at a time. If the child has a lot of skills that need to be worked on, the SLP will prioritize a few to work on first.
- The SLP will keep data to make sure that the skill continues to improve. The SLP may ask for your help in noting any progress seen in the classroom.



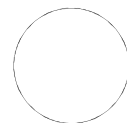
WHERE DOES THERAPY TAKE PLACE?

- Pull-Out Therapy: Happens in the speech therapy room, away from your classroom. This is helpful for children who need a distraction-free environment to learn a new skill.
- Push-In Therapy: Sometimes, therapy will happen inside the classroom. This is helpful for children who know how to do a new skill but need help remembering to use it in the natural setting. The SLP's role in the classroom is to support the student(s) while keeping disruptions to your classroom as minimal as possible.
- Combination: Many children will need a combination of push-in and pull-out therapy depending on what they're working on and the type of environment they learn best in.



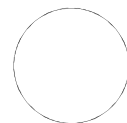
RED FLAGS TO LOOK OUT FOR

- If you notice any of these red flags in your students, speak with your school's SLP:
 - Child uses shorter sentences than peers
 - Child doesn't understand or follow directions as well as peers
 - Child's speech sounds less mature than peers (missing grammatical markers, etc.)
 - Child's speech is harder to understand than peers
 - Child isn't reading or writing as well as peers
 - Child has trouble making friends
 - Child stutters often
 - Child has a harsh or rough voice quality
 - Child doesn't respond when others speak to him



HOW YOU CAN HELP

- Children will make faster progress in therapy if the same skills are worked on in the classroom setting.
- You can help the child make faster progress and get dismissed more quickly by working with the SLP to ensure new skills carry over to the classroom.
- Speak with the SLP about what you can be working on during classroom activities that will help the child generalize new skills.
- Be aware of the student's IEP goals and which ones are specifically being worked on right now.
- Ask the child to tell you about what he/she is doing during speech therapy sessions.



COMMUNICATING WITH YOUR SCHOOL'S SLP

- Your school's SLP *does* want to talk with you about any students with communication problems, but the SLP's schedule is very demanding
- The school SLP often has 2, 3, or 4 times as many kids to keep track of as a classroom teacher
- Planning time is taken up by documenting therapy sessions, writing IEPs, performing screenings and assessments, and planning therapy activities that must be individualized for each child
- Ask your school's SLP about the best way to get a hold of him/her and to catch up about specific children. He/she wants to work with you as much as possible and will know the best way for the two of you to communicate and connect.

