

The Role of the Speech Language Pathologist in Schools

SEPAC Meeting
March 29, 2018

A little about us....

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Qualifications and Training

A master's or doctoral degree

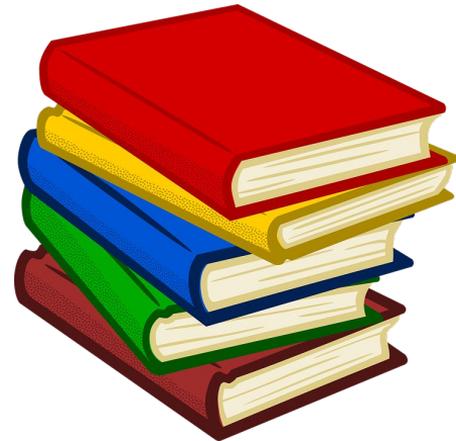
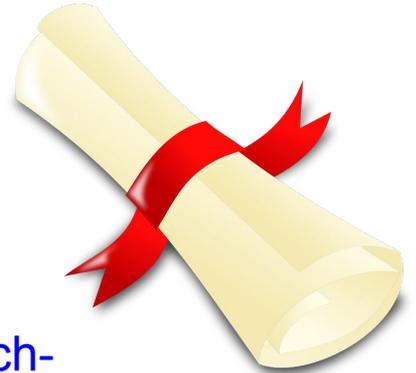
Pass a national exam

Completing a 1-year, supervised clinical fellowship

The Certificate of Clinical Competence from the American Speech-Language-Hearing Association

(CCC=certificate of clinical competence)

A state license and/or Department of Education certification, where required



Evaluation Process-Educational Model

Referral made to special education through:

- Assistance team
- Parent request

Evaluations occur within 30 days of receiving consent from parents

Meeting to discuss results is held within 45 days of receiving consent from parents

Parents may request copies of evaluation reports 48 hours before the meeting

March

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4

Eligibility for IEP

What is a communication disorder?

- An impairment in the ability to receive, send, process, and comprehend concepts or verbal, nonverbal, and graphic symbol systems.
- It may affect one's ability to speak, read, write, process information, and interact socially.

According to the Massachusetts DESE website, they define a communication impairment on an IEP:

“The capacity to use expressive and/or receptive language is significantly limited, impaired, or delayed and is exhibited by difficulties in one or more of the following areas: speech, such as articulation and/or voice; conveying, understanding, or using spoken, written, or symbolic language. The term may include a student with impaired articulation, stuttering, language impairment, or voice impairment if such impairment adversely affects the student's educational performance.”

Eligibility for Speech-Language Services

Sometimes students can access services in the community but will not be eligible for services in schools.

In school settings, speech-language pathology services must conform to federal regulations created to implement the Individuals with Disabilities Education Act (IDEA), a law designed to ensure that all students receive a free appropriate public education (FAPE).

In some cases, parents may want services beyond what is determined appropriate in the school setting. Parents may obtain services from an SLP in private practice at their own discretion and cost.

What is Speech?

Speech

How we say sounds and words. Speech includes:

Articulation

How we make speech sounds using the mouth, lips, and tongue. For example, we need to be able to say the “r” sound to say "rabbit" instead of "wabbit.”

Voice

How we use our vocal folds and breath to make sounds. Our voice can be loud or soft or high- or low-pitched. We can hurt our voice by talking too much, yelling, or coughing a lot.

Fluency

The rhythm of our speech. We sometimes repeat sounds or pause while talking. People who do this a lot may stutter.

What is Language?

Receptive and Expressive Language

Receptive language means the ability to understand information. It involves understanding the words, sentences and meaning of what others say or what is read.

Expressive language means being able to put thoughts into words and sentences, in a way that makes sense and is grammatically accurate. Expressive language also includes an individual's writing.

What is Pragmatic Language?

Using language for different reasons, such as:	Changing language for the listener or situation, such as:	Following rules for conversations and storytelling, such as:
<ul style="list-style-type: none">• Greeting. Saying "hello" or "goodbye."• Informing. "I'm going to get a cookie."• Demanding. "Give me a cookie right now."• Promising. "I'm going to get you a cookie."• Requesting. "I want a cookie, please."	<ul style="list-style-type: none">• Talking differently to a baby than to an adult.• Giving more information to someone who does not know the topic. Knowing to skip some details when someone already knows the topic.• Talking differently in a classroom than on a playground.	<ul style="list-style-type: none">• Taking turns when you talk.• Letting others know the topic when you start talking.• Staying on topic.• Trying another way of saying what you mean when someone did not understand you.• Using gestures and body language, like pointing or shrugging.• Knowing how close to stand to someone when talking.• Using facial expressions and eye contact.

What is AAC?

Augmentative and Alternative Communication (AAC)

- An area that attempts to compensate for the impairment and disability patterns of individuals with severe expressive communication disorders

- AAC uses a variety of techniques and tools including:

- picture communication boards
- line drawings
- speech-generating devices
- tangible objects
- manual signs
- gestures
- finger spelling

- SLPs play a central role in the screening, assessment, diagnosis and treatment of persons requiring AAC intervention.

Communication Problems Affect:

Classroom activities, peer relationships, literacy skills, writing



Good Communication Skills Lead to Successful:

- Speaking • Thinking • Reading • Writing • Learning

Signs of Communication Disorders

- Late talker
- Below expectations in classroom
- Difficulty learning to read and write
- Unable to express thoughts and ideas
- Problems understanding others and/or following directions
- Problems taking tests, needing questions reworded
- Difficulty joining in conversations or interacting with peers and/or staff

Communication
Communication is the
conveying information th
speech, visuals, signals
exchange of informati
communication requ
icate th

Role of SLPs in School



Prevention of communication disorders

Identification of students at risk for later problems

Assessment of students' communication skills

Evaluation of the results of comprehensive assessments

Development and implementation of IEPs

Documentation of outcomes

Collaboration with teachers and other professionals

Advocacy for teaching practices

Supervision of assistants, graduate students, and clinical fellows

Participation in school- wide curriculum and literacy teams

Service Delivery

- Pull-out
- Push-in
- Co-teach
- Consultation
- Frequency

Consultation and Collaboration

Preschool level

Elementary level

Middle School level

High School level

Transitional level



What do SLPs do to support literacy?

Teach language underpinnings of literacy, including

- Vocabulary**
- Grammar**
- Phonology**
- Idiomatic concepts**
- Sequencing**
- Categorizing**
- Summarizing**
- Social language skills**

Supporting Literacy

Spoken language is the foundation for later language skills, specifically reading and writing.

Oral and written language continue to develop off of each other into adolescence and adulthood.

Difficulty with written language can occur at any level - sound, syllable, word, sentence, and/or discourse.

This can occur at any grade level, but literacy skills can be a prime target during middle and high school years.

Supporting Literacy

Reading comprehension is the ultimate goal of reading.

SLPs can assist with the 5 research-based, fundamental skills that support reading:

1. Phonemic Awareness
2. Phonics
3. Fluency
4. Vocabulary
5. Comprehension

Tools used during sessions

- Books
- Pictures
- Flash cards
- Worksheets
- Games (board or on computer)
- Music
- Classroom vocabulary or concepts
- Preferred items/toys
- Functional objects
- Graphic organizers
- Dry erase board
- Videos
- PowerPoint

Speech/Language games (that you can do at home)

- Taboo
- 5 Second Rule
- 20 Questions
- Guess Who?
- HedBanz
- Card games (Go Fish)
- Password
- Bingo
- Zingo

Other Speech/Language activities (to do at home)

- Read together: Even into adolescence, this is helpful
- Studying
- Participating in discussions, such as at the dinner table
- Talking about TV shows, movies, or video games

Questions?