

LANGUAGE

SPEECH

Communication.. What Is It?

HELLO



The Speech Pathologist's Role,
and a guide for parents
on how to best support their child's
speech and language skills.

PRESENTED BY: ATARA SIMPSON M.S. SLP-CCC, PC, SPEECH LANGUAGE PATHOLOGIST

January 26th 2023

HELLO

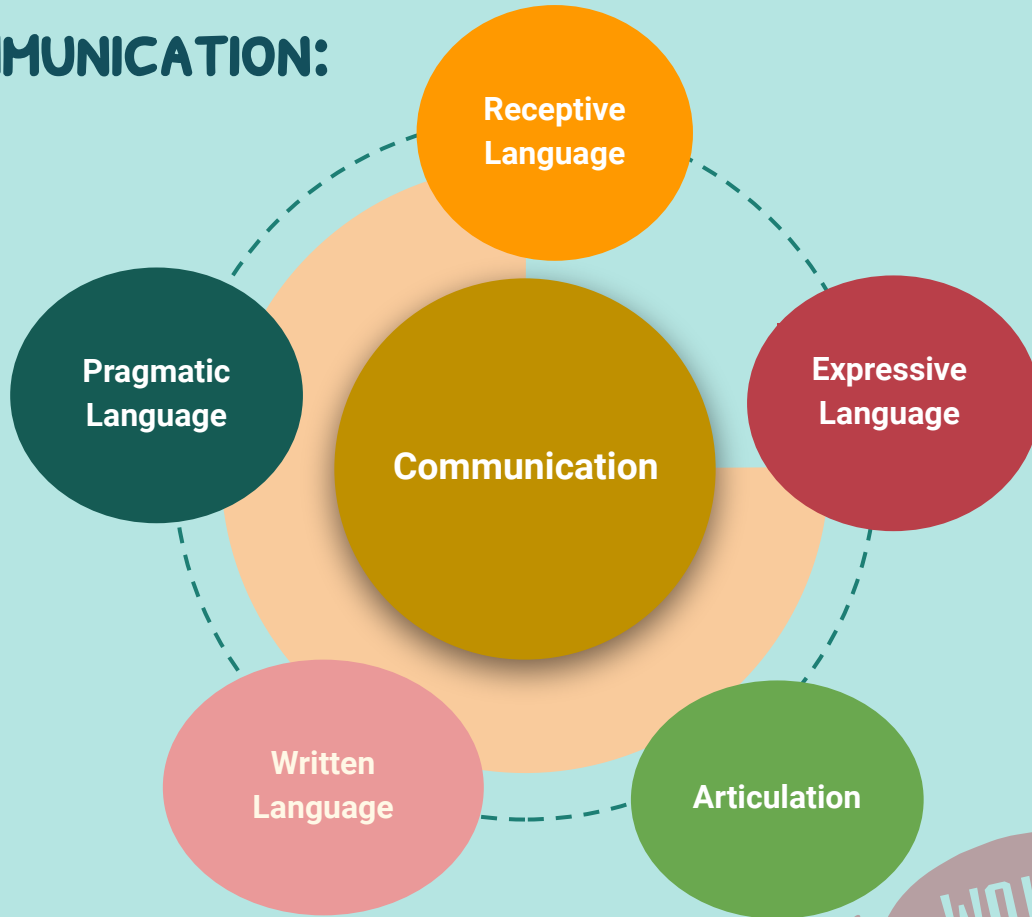
WHAT IS COMMUNICATION?

**COMMUNICATION CAN BE DEFINED AS THE
PROCESS BY WHICH INFORMATION,
THOUGHTS, IDEAS, AND FEELINGS ARE
EXCHANGED BETWEEN INDIVIDUALS.**

**THERE ARE MANY SPEECH AND
LANGUAGE SKILLS THAT CHILDREN MUST
ACQUIRE WITHIN THE AREA OF
COMMUNICATION THAT ARE NECESSARY
IN THE SCHOOL ENVIRONMENT.**

CONTENTS

AREAS OF COMMUNICATION:



SPEECH vs. LANGUAGE

- Articulation
- Phonology
- Fluency/Stuttering
- Motor Speech Disorders

SPEECH

- Receptive Language
- Expressive Language
- Written Language
- Pragmatic Language

LANGUAGE

Examples of Speech Disorders:

Articulation Disorder

- ❑ Difficulty producing certain sounds correctly in conversational speech
- ❑ Can be developmental
E.g., “wabbit” for “rabbit”

Phonological Disorder

- ❑ Phonological processes are patterns that young children use to simplify speech. When these patterns continue past the typical developmental age, it is called a phonological disorder
- ❑ Ex: Cluster Reduction: “top” for “stop”

Stuttering

- ❑ A communication disorder in which the rate and flow of speech is interrupted. Speech can be broken up by sound or word repetitions, prolongations, and/or blocking.

Motor Speech Disorder

- ❑ A communication disorder in which individuals have difficulty saying sounds, syllables and words. The brain has difficulty planning and coordination all of the movements with the lips, tongue and jaw necessary for speech.

LANGUAGE

PATHOLOGY

Examples of Receptive Language:

Receptive Language refers to the language a person is able to understand

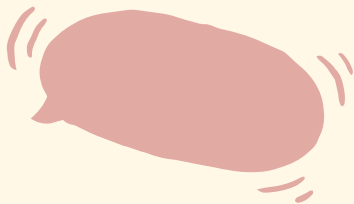
- ★ Learning and retaining new Vocabulary
- ★ Following Directions
- ★ Answering “WH” questions
- ★ Understanding concepts (big/small, above/below, before/after, etc)
- ★ Sorting information into categories



Examples of Expressive Language:

Expressive Language refers to the language a person is able to use

- ★ Putting words together to form sentences or thoughts
- ★ Using appropriate grammar
- ★ Labeling/Naming
- ★ Putting Thoughts into writing
- ★ Requesting, Describing, Sharing Feelings
- ★ Organized thoughts and stories



Pragmatic Language:

PRAGMATIC LANGUAGE MAY ALSO BE REFERRED TO AS DIFFICULTY OR DEFICITS IN THE AREA OF SOCIAL SKILLS

Pragmatic Language refers to the rules for social language. It is the ability to use language in a variety of social settings. Knowing what is appropriate to say and when.



A student with a pragmatic language disorder may:

- Say inappropriate things during a conversation
- Jump from topic to topic
- Struggle to maintain eye contact
- Tell stories in a disorganized way
- Have very little variety in language use
- Have difficulty maintaining friendships
- Invade the personal space of others
- Have difficulty understanding figurative language
- May know the social rules but have difficulty applying them
- Lack perspective taking skills
- Have difficulty taking turns in conversations

HELLO

DISORDERS

TECHNOLOGY

LANGUAGE

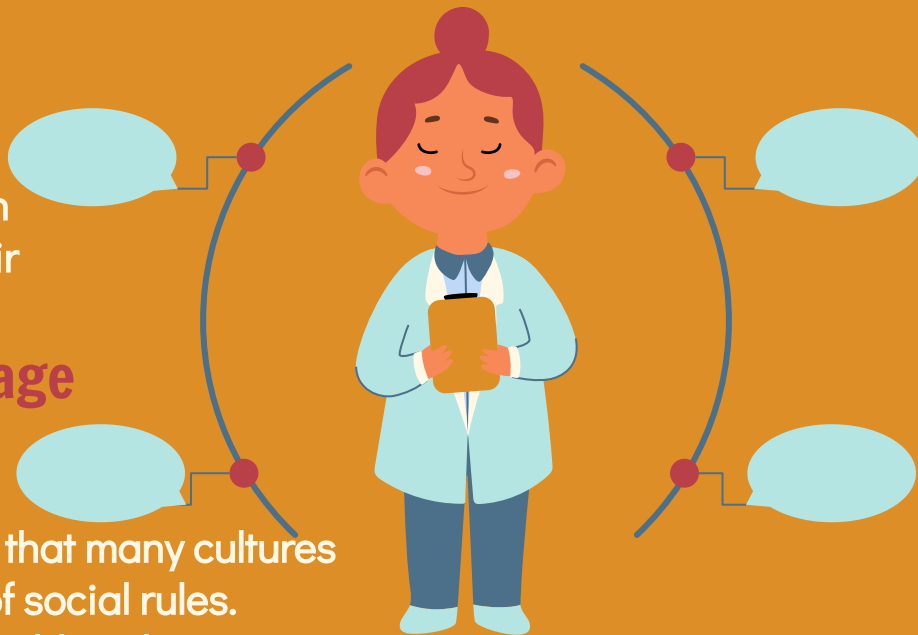
Other factors that may impact a child's Speech & Language Development:

Focus & Attention

If a student has difficulty with focus and attention, this can negatively impact their skill acquisition

Cultural and Language Differences

It's important to note that many cultures follow their own set of social rules. These differences would not be considered a disorder



Experiences

A child will often have a better understanding of a concept or vocabulary when they have had a direct life experience to make a connection

Medical Condition or Diagnosis

The Role of the Speech Language Pathologist:

A speech Language Pathologist provides both **direct** and **indirect** support to students who demonstrate deficits in their Speech and Language skills. A school based speech pathologist will treat speech and language disorders that have a direct affect on a student's academic performance, as well as their social development with peers.

Direct Support - speech therapy sessions in school

Indirect Support - support given to teachers and staff who interact with the student and carryover work for at-home practice.



PLEASE!!
NOTE

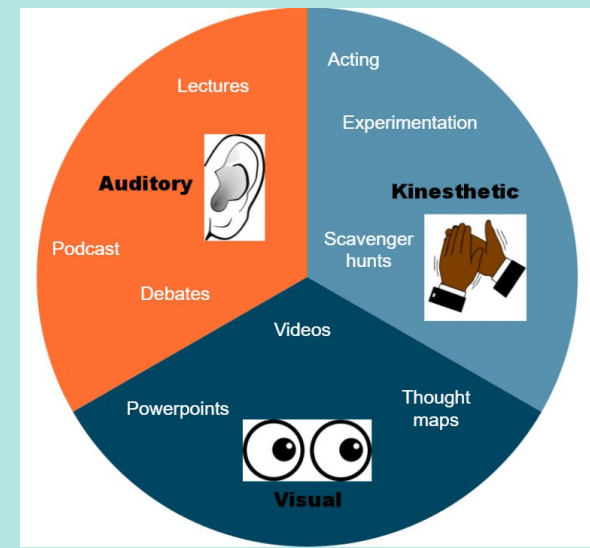
Parents play a key role in the progress a student makes, by ensuring that the student practices skills learned at school. Repetition of learned skills is critical!



How YOU as
parents can best
support your
child's **Speech
and Language
needs**

Understanding Learning Styles:

1. **Visual** – learn by seeing
2. **Auditory** – learn by hearing/listening
3. **Kinesthetic** – learn by doing



Most of us believe that everyone learns differently – study in ways that are most helpful to you!

Recent studies have shown that while we may have a preferred learning style, we learn and acquire information best when we use a **multi modal approach to learning** and that by adhering to one preconceived notion about the way we learn best, we are in fact limiting our growth mindset.

How Does This Knowledge Help Our Students and Children as Learners?

Fixed mindset vs. Growth mindset



DEVELOP
GROWTH MINDSET

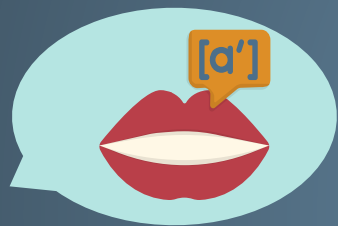
As parents and educators, we need to teach our children to have a growth mindset, that they don't only learn in one specific way, and that students should develop into positive thinkers in order to access information with an open-minded approach.

We should provide our students and children with opportunities to explore all of the different learning styles.

We need to expose them to many different modalities and they might adopt a new learning strategy that works better than the one the currently utilize.

A Guide for Parents :

Suggestions on how to target and support the following skills with your child:



ARTICULATION

- ★ Scavenger hunt with words that have your child's target sound in it
- ★ Articulation Uno - create a sound for each color
- ★ Articulation Calendar (see handout)
- ★ Mystery Box (see handout)

A Guide for Parents...continued



Activities to target:

EXPRESSIVE LANGUAGE

- ★ Vocabulary- word of the day on the calendar
- ★ Vocabulary ABC Journal - post it's when reading
- ★ Scattergories
- ★ Same and Opposite Word Game
- ★ The game of "Why?"
- ★ Vocabulary in different rooms of the house (e.g., kitchen appliances, furniture - create bingo boards, tic tac toe, scavenger hunt)

A Guide for Parents...Continued:

Ways to address Receptive Language Skills



RECEPTIVE LANGUAGE

- ★ Have your child repeat back your directions after you give them
- ★ Checklists and Charts - multi steps - sticker chart
- ★ Use new vocabulary words
- ★ Add multi step directions to daily tasks
- ★ Use Visualization strategies for comprehension

READING COMPREHENSION STRATEGY: VISUALIZATION



Visualization refers to the ability to create an image from language as a basis for comprehension and higher-order thinking. The development of imagery improves reading and listening comprehension, memory, oral vocabulary, critical thinking, and writing.

By using prior knowledge and background experiences, readers connect the author's writing with a personal picture. Through guided visualization, students learn how to create mental pictures as they read.



Steps on how to Use Visualization:

- While reading aloud with your child tell him/her to make a picture in his mind as he reads, pause after a few sentences or paragraphs that contain good descriptive information.
- Share the image you've created in your mind, and talk about which words from the book helped you "draw" your picture. Your picture can relate to the setting, the characters, or the actions. Talk about how these pictures help you understand what's happening in the story.
- Continue reading. Pause again and share the new image you created. Then ask your child to share what he sees, hears, tastes, smells and feels. Ask what words helped him create the mental image and emotions. By doing this, you are providing your child with practice with this new skill.
- Read a longer portion of text and continue the sharing process. Once this is a familiar skill, encourage your child to use mental imagery when she is reading by herself

A Guide for Parents...continued

Activities to target:

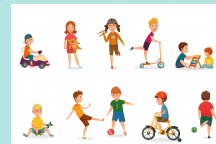
Phonological Skills



- ★ Have children identify the sound not the letter
- ★ Rhyming games
- ★ In the car or around the house- “I spy something that starts with the /b/ sound”
- ★ Bingo games to target initial or final sound identification

A Guide for Parents...continued

Ways to address and target:



Social/Pragmatic Language:

****See PDF packet for an assortment of posters and topic discussions: Solving a problem, Reading the Room, Social Filter, Social Chameleon, Compromising, Perspective Taking , Tuning In, Conflicts with Friends, Conversation Skills, Starters and Stoppers, Think It or Say It, Self Control, etc.**

- ★ Children benefit from direct instruction of target skills, e.g., conversation skills, appropriate behaviors, social filter
- ★ Provide children with the opportunities to practice new skills in various environments (out shopping, dinner table, birthday party, etc.)
- ★ Give immediate feedback for both positive and negative behaviors
- ★ Facilitate play dates with a peer (supervise as needed)

My Favorite Quote:



Whether you think
you can, or you
think you can't —
you're right.

Henry Ford

Let's empower our children to believe they CAN!

QUOTE

Together
MAY WE GIVE
our children
the —
roots O
grow
AND THE
wings
to fly

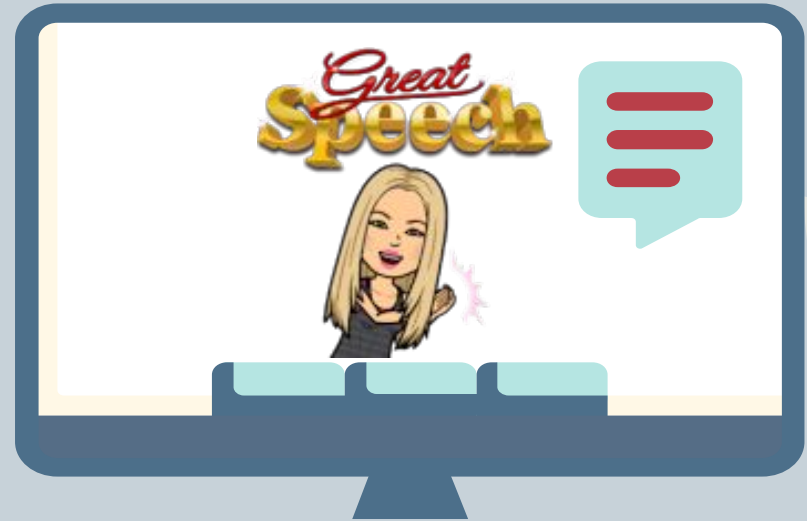


QUOTE

THANK YOU!



Do you have any questions?



References:

- ★ ASHA: The American Speech-Language-Hearing Association
 - asha.org/public
- ★ Everydayspeech.com
- ★ Superduperinc.com
- ★ The Myth of Individual Learning Styles, Dr. Robert Bjork

DISORDERS

HELLO