

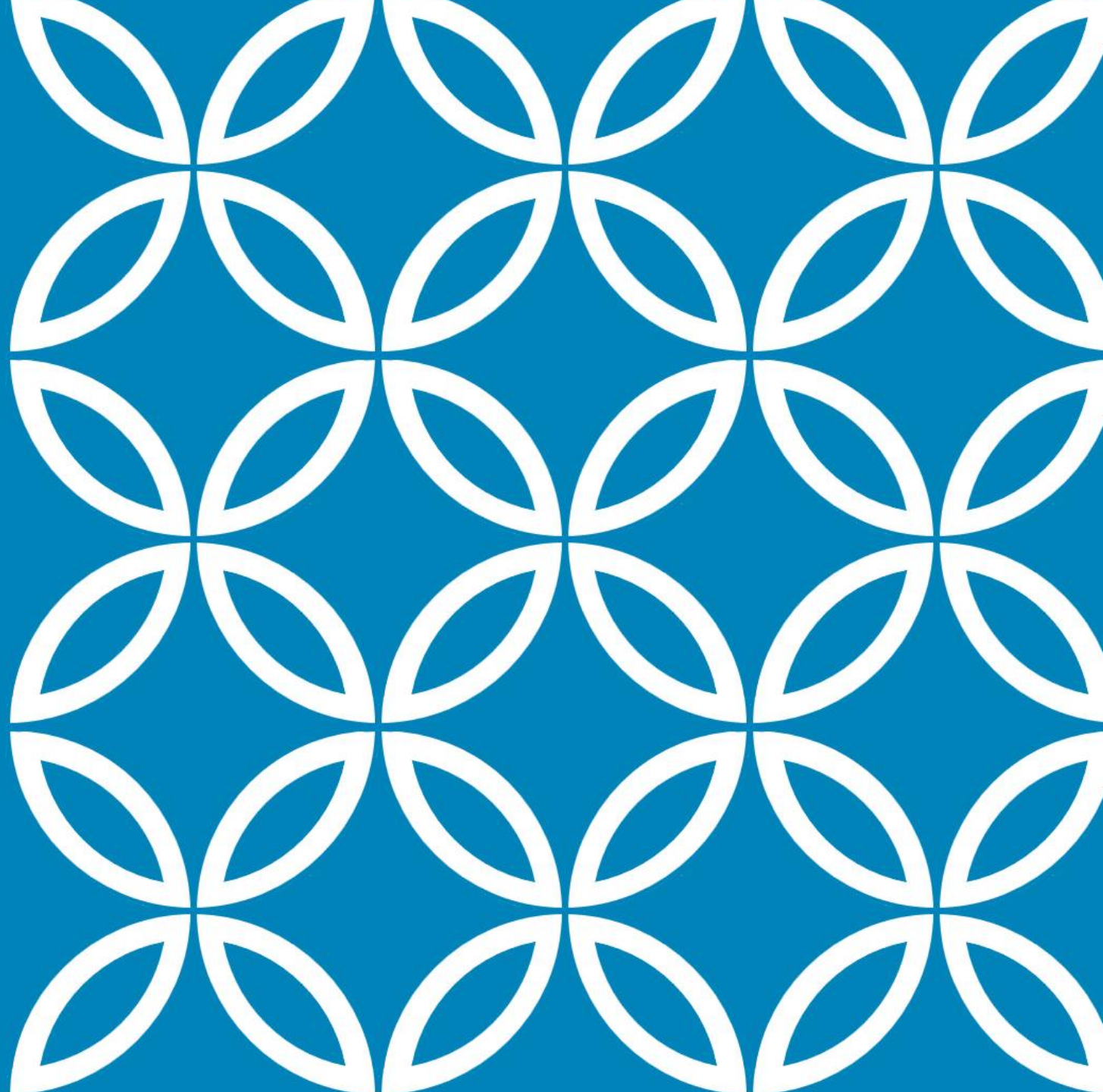


EMBEDDING COMMUNICATION IN THE CLASSROOM

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Lauren Lenzen M.S. CCC-SLP, and
Catherine Fetscher M.S. CCC-SLP

INTRODUCTIONS

- Who we are
- What grade(s) do you work with?
- What setting do you work in?
- What are you interested in learning more about?





WHAT IS A SPEECH-LANGUAGE PATHOLOGIST?

“Speech-language pathologists (SLPs) work to prevent, assess, diagnose, and treat speech, language, social communication, cognitive-communication, and swallowing disorders in children and adults.”

American Speech-Language-Hearing Association

AREAS OF COMMUNICATION TARGETED IN THE SCHOOL SETTING

Expressive Language

Receptive Language

Articulation

Fluency

Augmentative & Alternative Communication (AAC)

COMMUNICATION DEVELOPMENT MILESTONES

	Listening	Speaking	Articulation
Kindergarten (ages 5-6)	<ul style="list-style-type: none"> Follow 1–2 simple directions in a row. Follow a simple conversation. 	<ul style="list-style-type: none"> Answer simple yes/no questions. Answer simple WH- questions Retell a simple story 	Should be able to produce the following sounds: /p, m, h, w, b, n, k, g, d, t, f, v, y/ and /s/ blends (/st, sm, sp, etc.)
First Grade (ages 6-7)	<ul style="list-style-type: none"> Remember what they hear. Follow two- to three-step directions in a row. 	<ul style="list-style-type: none"> Answer harder yes/no questions. Retell complex stories. Use complete sentences. Use most parts of speech, or grammar, correctly. Ask and answer WH- questions. Stay on topic and take turns in conversation. 	Should be able to produce the following sounds: "sh", "ch", "j", "th" (thumb), "th" (that)
Second Grade (ages 7-8)	<ul style="list-style-type: none"> Follow 3–4 directions in a row. Understand direction words, like <i>here, there, over, next to, before, or later.</i> Answers questions about a second grade-level story. 	<ul style="list-style-type: none"> Use more complex sentences. Explain words and ideas. Give directions with 3–4 steps. Use words to inform, persuade, and entertain. Keep eye contact during conversations. Start and end conversations. 	Should be able to produce the following sounds: "ng", "zh" (measure) /r, s, z/

COMMUNICATION DEVELOPMENT MILESTONES

	Listening	Speaking	Articulation
Third Grade (ages 8-9)	<ul style="list-style-type: none">• Pay attention in groups.• Understand grade-level information.	<ul style="list-style-type: none">• Use words related to school subjects.• Summarize a story.• Explain what she learned in school.	<p>**Any sounds unable to be produced beyond the age of 8 are considered delayed/disordered</p>
Fourth Grade (ages 9-10)	<ul style="list-style-type: none">• Listen to and understand information.• Form opinions based on what she hears.• Listen for specific reasons, such as to learn, enjoy, or convince.	<ul style="list-style-type: none">• Use words correctly in conversation.• Use language for many reasons, like asking questions, arguing, and joking.• Understand some figurative language. This is language that uses words in new or different ways.• Summarize ideas in his own words.• Organize information so it is clear.	
Fifth Grade (ages 10-11)	<ul style="list-style-type: none">• Listen and draw conclusions indifferent classes.	<ul style="list-style-type: none">• Make planned speeches.• Deliver a speech. He should keep eye contact and use gestures and a loud voice.• Take part in class discussions.• Summarize main points.• Report about information from group activities.	

KEY TERMS TO KNOW

Modeling – demonstrating appropriate use of a skill

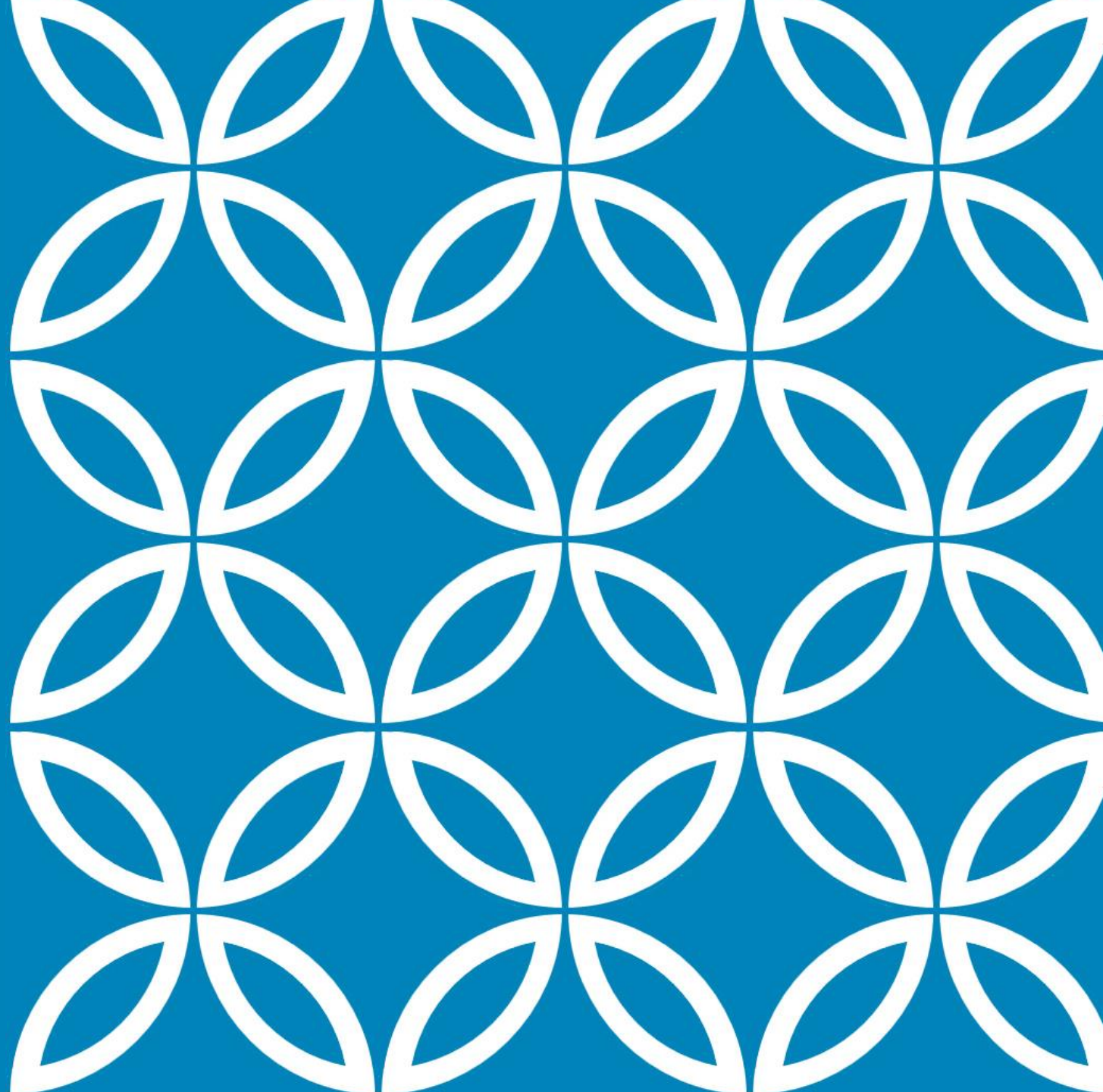
Recasting – repeating what a student has said in the correct manner or with additional details

Visual Cues – visual "hints" to aid a student

Verbal Cues – verbal "hints" to aid a student

EXPRESSIVE LANGUAGE

The ability to use language, including using a variety of vocabulary words and using grammatically correct sentences.



EXPRESSIVE LANGUAGE MILESTONES

Kindergarten (ages 5-6)	<ul style="list-style-type: none">• Answer simple yes/no questions.• Answer simple WH- questions.• Retell a simple story.
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Second Grade (ages 7-8)	<ul style="list-style-type: none">• Use more complex sentences.• Explain words and ideas.• Give directions with 3–4 steps.• Start and end conversations.
Third Grade (ages 8-9)	<ul style="list-style-type: none">• Use words related to school subjects.• Summarize a story or personal experience, including what she learned in school that day.
Fourth Grade (ages 9-10)	<ul style="list-style-type: none">• Use words correctly in conversation.• Use language for many reasons, like asking questions, arguing, and joking.• Understand some figurative language.• Summarize ideas in his own words.
Fifth Grade (ages 10-11)	<ul style="list-style-type: none">• Create and deliver a speech.• Take part in class discussions.• Summarize main points.

WHAT DOES AN EXPRESSIVE LANGUAGE DISORDER LOOK LIKE?



WHAT DOES AN EXPRESSIVE LANGUAGE DISORDER LOOK LIKE?

Difficulty with...

- **Vocabulary development**

The student may have difficulty learning and using new vocabulary words.

The student may have a limited vocabulary and use the same words over and over.

They often use non-specific vocabulary such as 'this' or 'thing.'

- **Word recall**

The student may talk around a topic.

The student may have difficulty finding a word to use even when they are familiar words.

- **Sentence structure**

The student may have difficulty knowing what words to use and in what order.

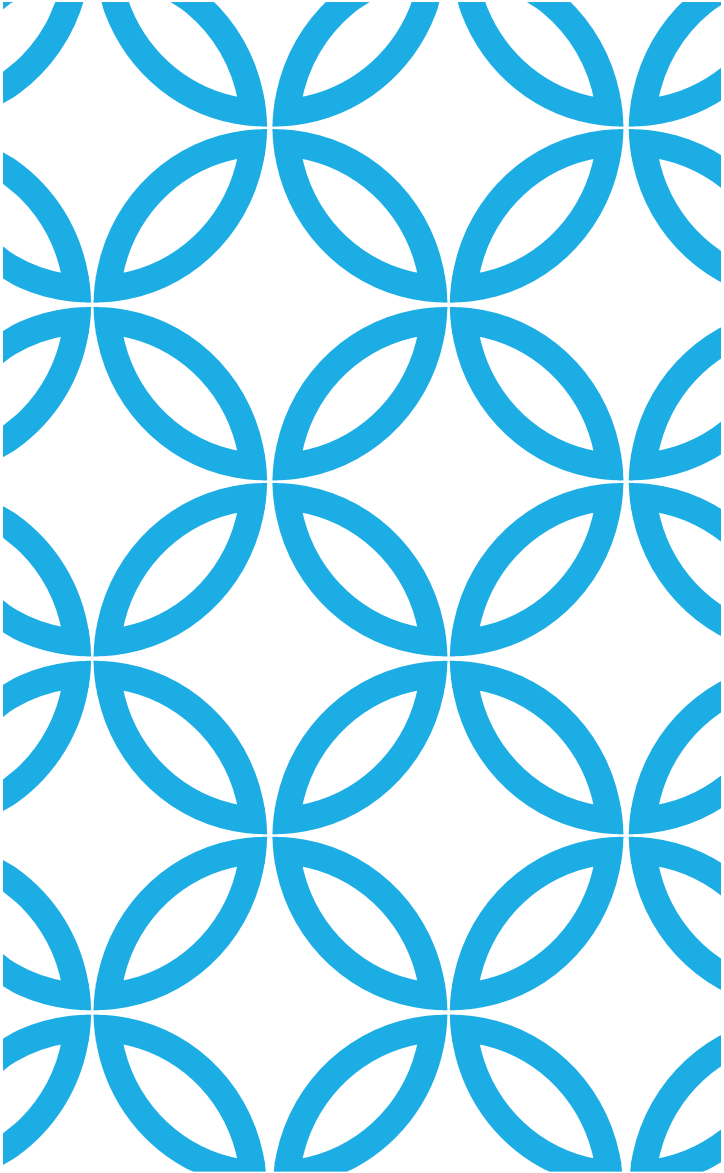
They typically produce much shorter phrases and sentences than other children of the same age.

The student may have difficulty getting their thoughts out in a coherent fashion, verbally or in writing, to express their thoughts and ideas.

The student may have difficulty using the correct pronoun or verb tense, verbally or in writing.

HOW YOU CAN HELP

1. **Give the child 'think time'** Model and encourage the use of 'think time' by giving the child 10 seconds to respond.
2. **Comment, don't question** Comment on what is happening rather than asking questions. Instead of asking, "What did you do?" or "What is this?" give simple commentary on what they are doing.
3. **Model** Say their incorrect sentence back to them with the errors corrected. Student: "I goied to the park." Paraprofessional: "Yes, you went to the park."
4. **Expand or add** When you are saying a sentence back to a student, add another word or two to their statement to help expand their language. Student: "Sit on chair." Paraprofessional: "Yes, the teddy bear is sitting on the chair."
5. **Offer choices** Students with language difficulties may know the answer to a question, but can't find the words to say to respond. Offering a choice reduces the options and helps cue the student with the vocabulary they may want to use.



MODEL GRAMMATICALLY
CORRECT SENTENCES SO
STUDENTS HEAR
GRAMMATICALLY CORRECT
SENTENCES

WHAT WOULD YOU DO WITH THIS STUDENT...

Little Johnny speaks in one-to-two word sentences in the 1st grade. He can follow directions and understands what teachers tell him to do. He uses simple words like "things" and "stuff", making it difficult for him to tell teachers what he wants or needs.

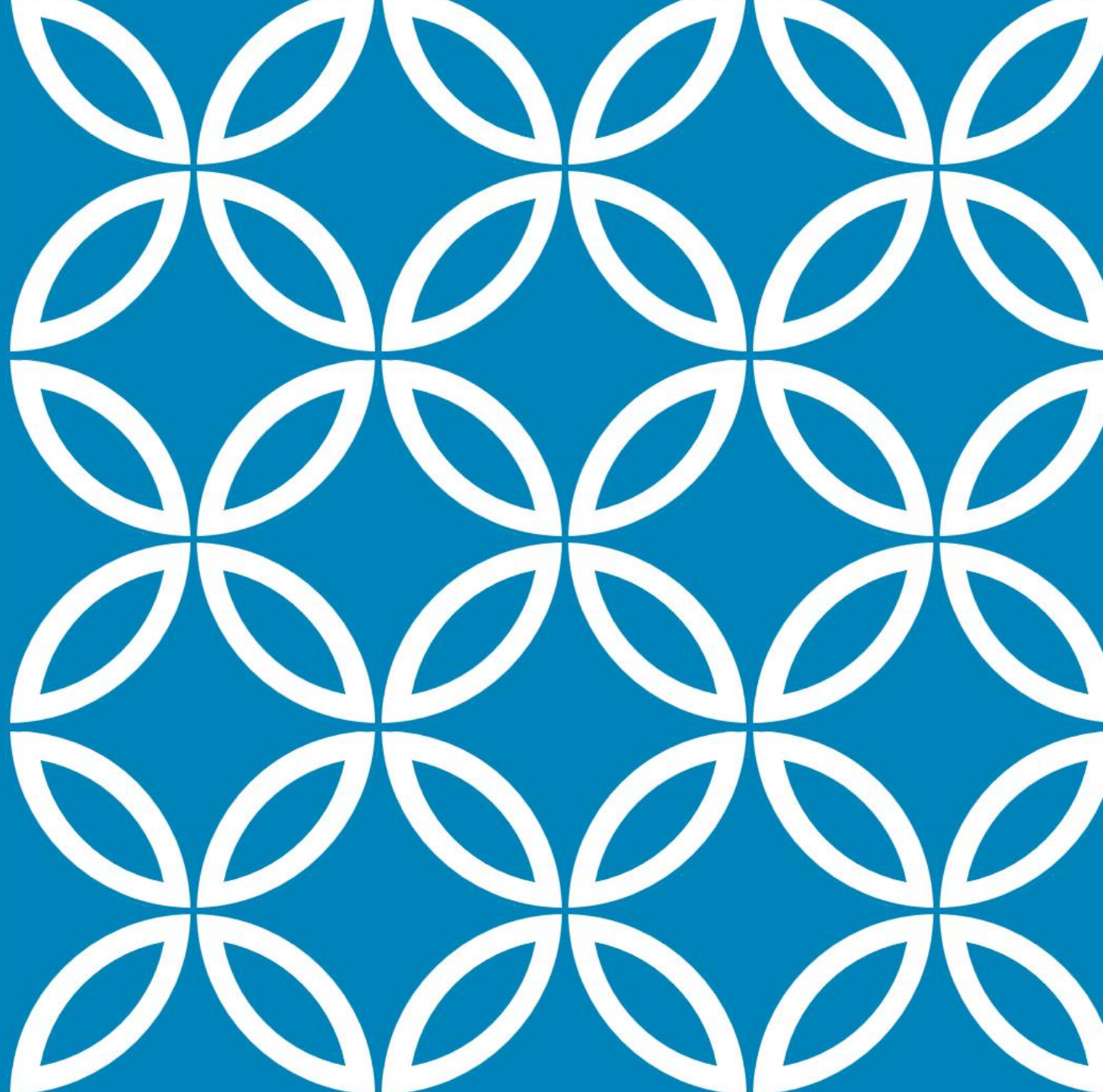
What strategy could you use to support Johnny?

Johnny: "Open." (Johnny is trying to get into his locker to get his backpack)

Paraprofessional: " _____ "

RECEPTIVE LANGUAGE

The ability to understand spoken or
written language.



RECEPTIVE LANGUAGE MILESTONES

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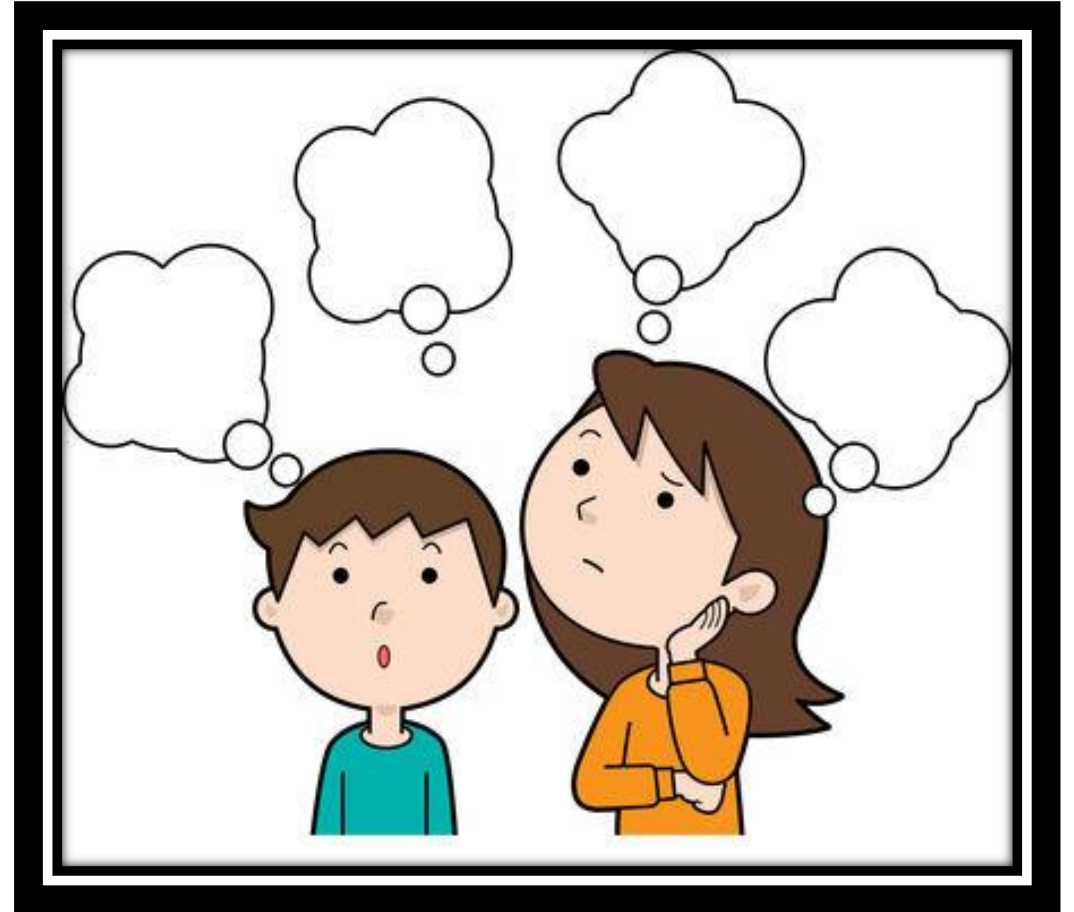
WHAT DOES A RECEPTIVE LANGUAGE DISORDER LOOK LIKE?



WHAT DOES A RECEPTIVE LANGUAGE DISORDER LOOK LIKE?

Difficulty with...

- Comprehending orally presented information
 - Following directions
 - Understanding read aloud stories
- Answering comprehension questions



HOW YOU CAN HELP — COMPENSATORY STRATEGIES

Use visual aids to
complement oral
language

Move student
away from
distractions

Repeat information
— give 10 seconds
of processing time

Rephrase
information

Give directions in
short, concise
sentences in a slow,
even tempo voice

Write down
important
information

HOW YOU CAN HELP— USING VISUAL AIDS

Visual schedules in
the classroom

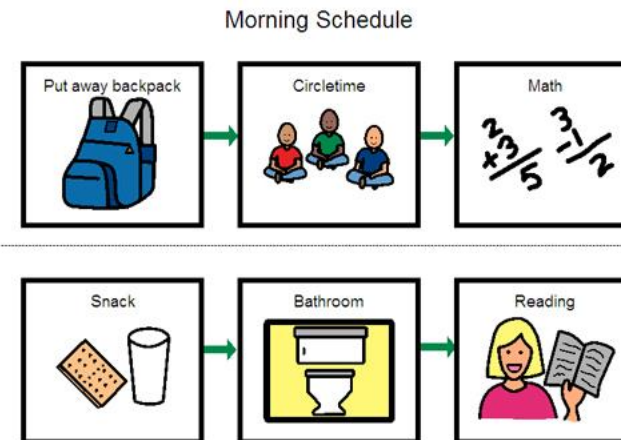
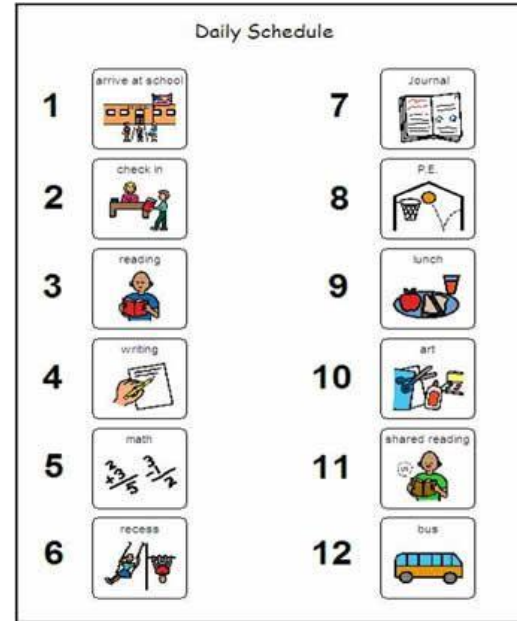
Graphic
organizers

First, then charts







Allow students to
use highlighters or
Post-It notes

Provide pictures of
new vocabulary to
accompany
definitions

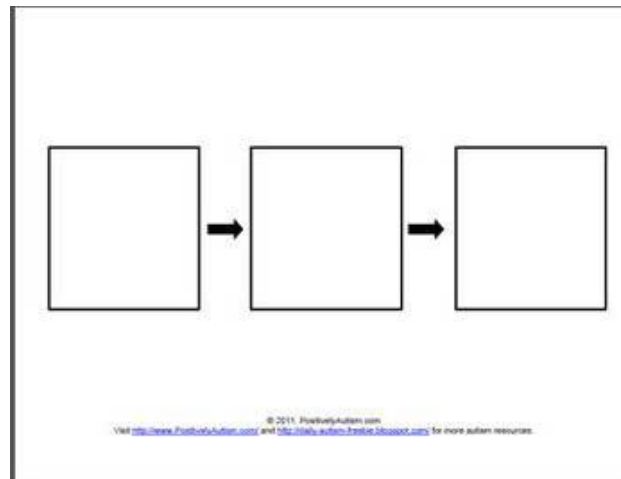
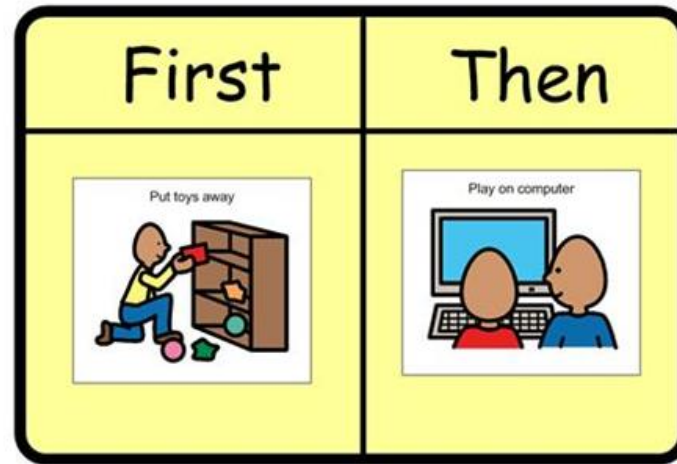
VISUAL AIDS FOR RECEPTIVE LANGUAGE — VISUAL SCHEDULES



School Schedule

- ☐  Language Arts
- ☐  Recess
- ☐  Library
- ☐  Lunch
- ☐  Math
- ☐  Music

VISUAL AIDS FOR RECEPTIVE LANGUAGE — "FIRST, THEN" CHARTS



Name _____

First	→	Then

Name _____

Schedule

1	2	3

COMPREHEND THIS ...



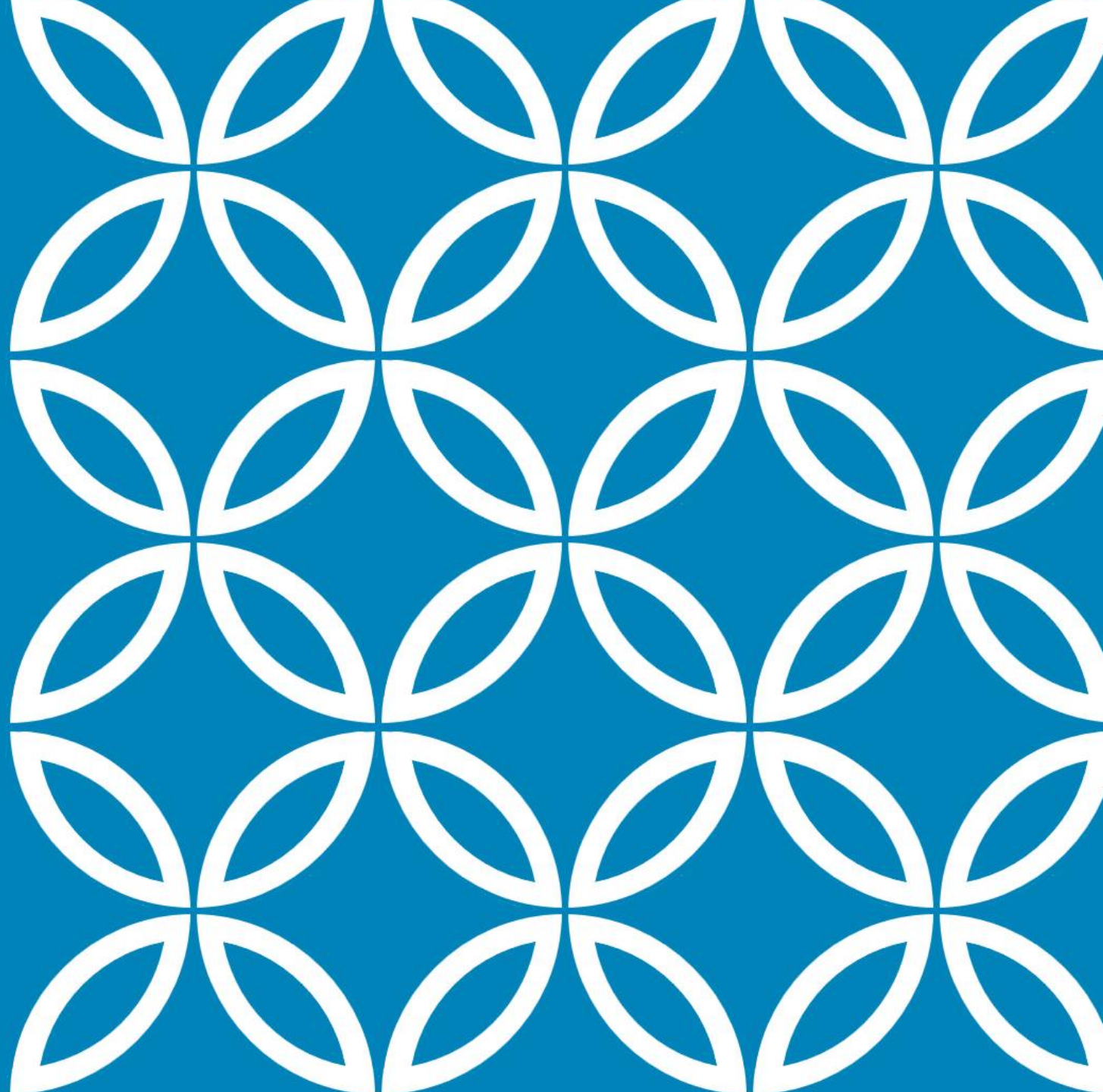
WHAT WOULD YOU DO WITH THIS STUDENT....

Alex is a kindergartner who appears to not listen to his teachers. During story read aloud, Alex will look around the classroom instead of at the teacher. The teacher will tell the class to put away their crayons, pencils, and folders and then get their backpacks and coats to go home. Alex will put away his folder and will get his backpack, but does not follow any of the other directions.

What strategy would you use to support Alex in the classroom?

ARTICULATION

The ability to produce phonemes in one's language.



WHAT DOES AN ARTICULATION DISORDER LOOK LIKE?

“Speech sound disorders (SSD) include articulation disorders, in which a child has trouble physically producing a sound or sounds, and phonological disorders, in which the child produces set patterns of sound errors.”

VIDEO OF ARTICULATION DISORDER





Williamson County Education Services
recommendations for school-based SLPs

ARTICULATION DEVELOPMENT

SIGNS OF AN ARTICULATION DISORDER

- **omissions/deletions**—certain sounds are not produced but omitted or deleted (e.g., "cu" for "cup" and "poon" for "spoon")
- **substitutions**—one or more sounds are substituted, which may result in loss of phonemic contrast (e.g., "dood" for "good" and "wabbit" for "rabbit")
- **additions**—one or more extra sounds are added or inserted into a word (e.g., "buhlack" for "black")
- **distortions**—sounds are altered or changed (e.g., a lateral "s")
- **whole-word/syllable-level errors**—weak syllables are deleted (e.g., "tephone" for "telephone"), a syllable is repeated or deleted (e.g., "dada" for "dad" or "wawa" for "water")

The American Speech-Language-Hearing Association



Williamson County Education Services
recommendations for school-based SLPs

ARTICULATION DEVELOPMENT

HOW YOU CAN HELP

Recast words and sounds

Student: "I see the tat."
Parapro: "Oh look at that cat. I see the cat too."

Don't call attention to errors

Calling extra attention to the student's errors in front of classmates could cause anxiety for the student.

Provide specific positive reinforcement

Student: "I see the cat."
Parapro: "Wow! You used the /k/ sound on the word 'cat'. That's awesome!"

Reinforce during Reading

During oral reading by the student, have the student underline the target sounds and reinforce the student for correct sound production when they read aloud.

Exaggerate pronunciation of target sounds

When working one-on-one with the student, prolong or point out words that contain target sounds.

WHAT WOULD YOU DO WITH THIS STUDENT...

Kelly is a first grader. She struggles to produce the "r" sound while she is talking. She is a very bright student who has a lot to share with her peers, but it can be difficult to understand what she is saying at times.

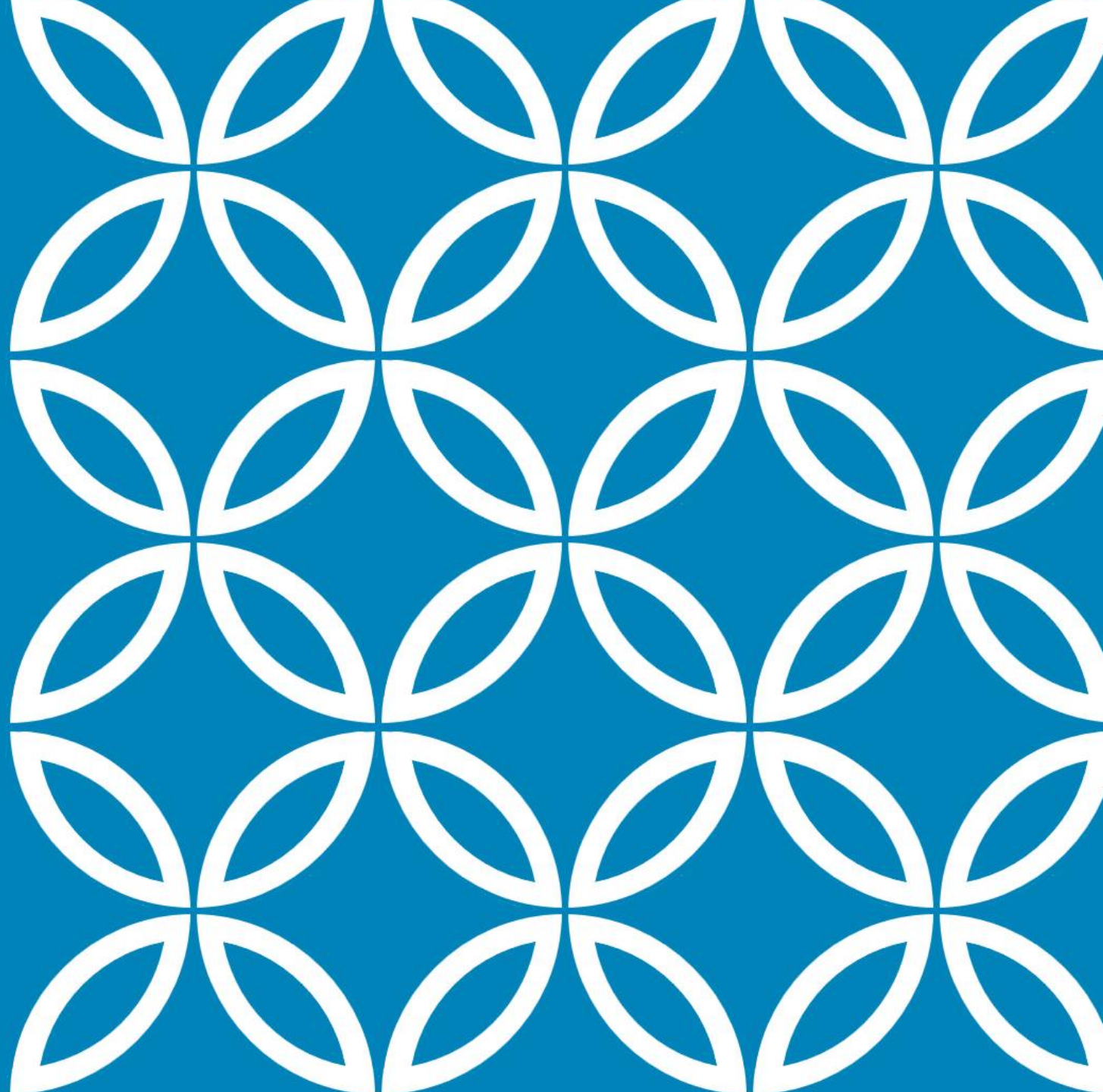
What strategy would you use to support this student?

Kelly: "I saw a wabbit outside my house. He was weally cute with his fuwwy tail and his bwown and white eayas."

Paraprofessional: " _____ "

FLUENCY

Fluency is the aspect of speech production that refers to continuity, smoothness, rate, and effort.



WHAT DOES STUTTERING LOOK LIKE?



STUTTERING

- Stuttering is the most common fluency disorder.
- Stuttering is a communication disorder in which the flow of speech is broken by repetitions (li-li-like this), prolongations (lllllike this), interjections (um, um, um) or abnormal stoppages (no sound) of sounds, syllables, and words.
- There may also be unusual facial and body movements associated with the effort to speak.

ASHA, 1993; Yaruss, 1998; Yaruss, 2004

The Stuttering Foundation

FACTS ABOUT STUTTERING

- There are four factors most likely to contribute to the development of stuttering: genetics, child development, neurophysiology, and family dynamics.
- Stuttering may occur when a combination of factors comes together and may have different causes in different people.
- More than 70 million people worldwide stutter, which is about 1% of the population. In the United States, that's over 3 million Americans who stutter.

The Stuttering Foundation

MORE FACTS ABOUT STUTTERING

- Stuttering affects four times as many males as females
- Approximately 5 percent of all children go through a period of stuttering that lasts six months or more. Three-quarters of those will recover by late childhood, leaving about 1% with a long-term problem.
- Children and adults who stutter are no more likely to have psychological or emotional problems than children and adults who do not. There is no reason to believe that emotional trauma causes stuttering.

The Stuttering Foundation

8 tips for teachers

- 1 Don't tell the student to "slow down" or "just relax."
- 2 Don't complete words for the child or talk for him or her.
- 3 Help all members of the class learn to take turns talking and listening. All students — and especially those who stutter — find it much easier to talk when there are few interruptions, and they have the listener's attention.
- 4 Expect the same quality and quantity of work from the student who stutters as the one who doesn't.
- 5 Speak with the student in an unhurried way, pausing frequently.
- 6 Convey that you are listening to the content of the message, not how it is said.
- 7 Have a one-on-one conversation with the student who stutters about needed accommodations in the classroom. Respect the student's needs, but do not be enabling.
- 8 Don't make stuttering something to be ashamed of. Talk about stuttering just like any other matter.

Compiled by Lisa A. Scott, Ph.D., The Florida State University
Illustration by Amy L. Dech

 THE
STUTTERING
FOUNDATION®
P.O. Box 11749 • Memphis, TN 38111-0749
info@stutteringhelp.org

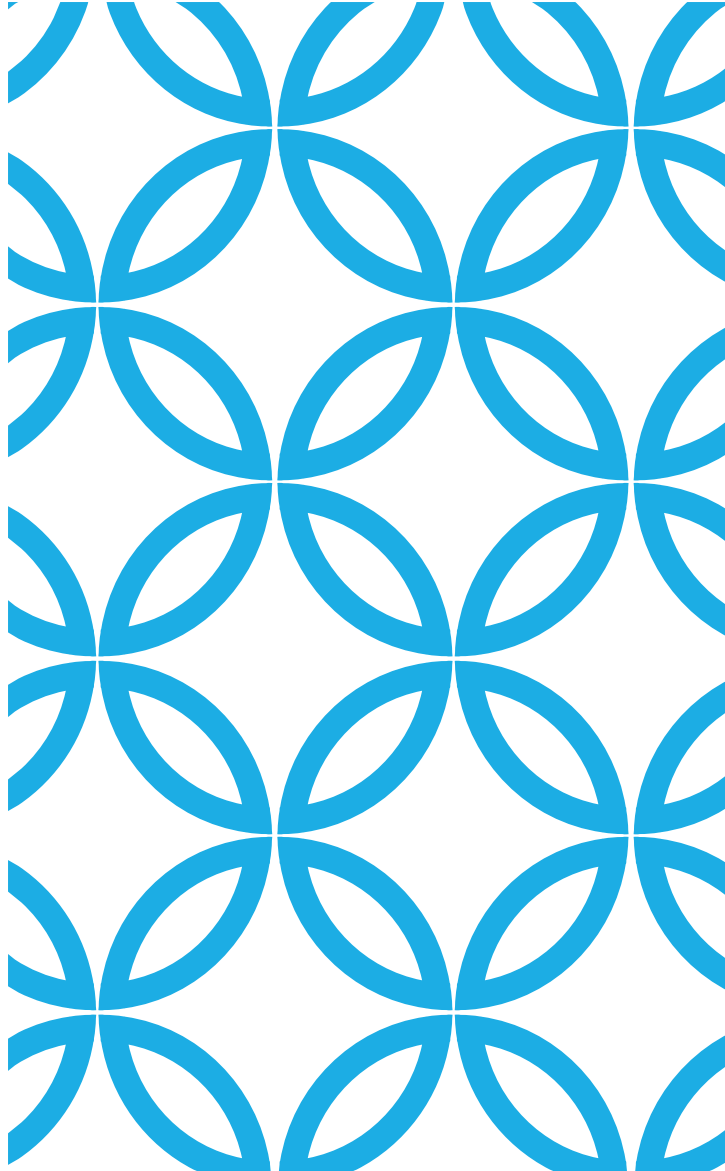
A Nonprofit Organization
Since 1947—Helping Those Who Stutter

800-992-9392
www.StutteringHelp.org
www.tartamudez.org

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HOW YOU CAN HELP

- Don't tell the child to slow down or "relax".
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- Help all members of the class learn to take turns talking and listening. All children - especially those who stutter - find it much easier to talk when there are few interruptions and they have the listener's attention.
- Speak with the student in an unhurried way, pausing frequently.
- Convey that you are listening to the content of the message, not how it was said.



THE MOST IMPORTANT THING
TO DO WHEN A CHILD IS
STUTTERING IS BE A GOOD
COMMUNICATOR YOURSELF!



**THE WORST PART
ABOUT STUTTERING IS
SEEING THE OTHER
PERSON LOSE
PATIENCE LIKE
THEY'RE THE ONE
LIVING WITH IT**

PARTNER ACTIVITY

MISTER ROGERS

Thanks to scientific research, it has been determined that children aged 3 to 5 “respond to a speech rate of **124 words per minute** over any other speech rate”. Therefore the Mr. Rogers' Neighborhood production team made sure to deliver their lines in such a tempo.



WHAT WOULD YOU DO WITH THIS STUDENT...

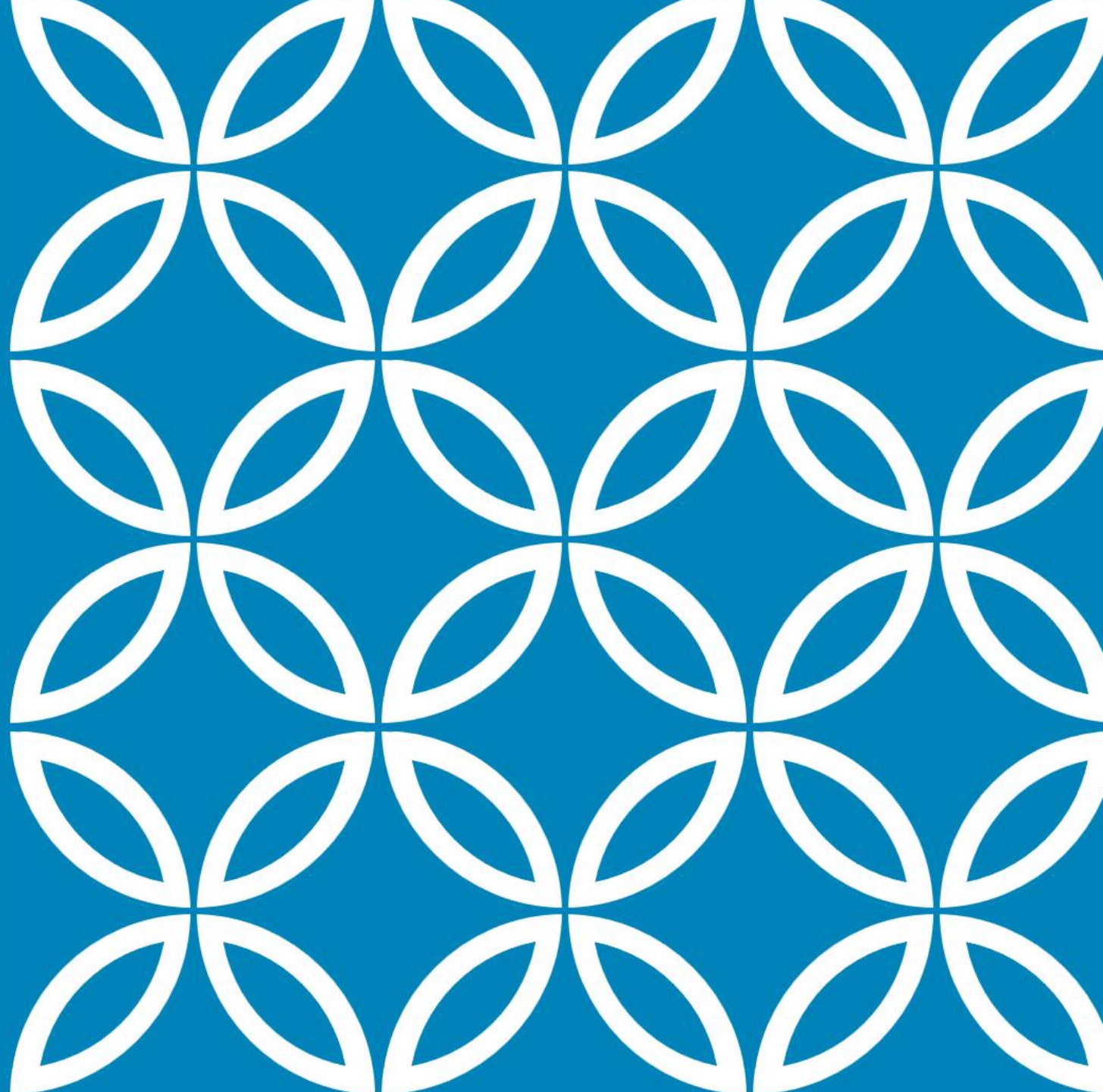
Lucy is a fourth-grade student. She loves to participate by volunteering to read out loud. She struggles with speaking fluently and often has syllable and word reduplication in the beginning of her sentences. You are working with Lucy in a small group and she is asked to retell a short story.

What strategy would you use to support this student?

Lucy: "F-f-f-first the girl tries to eat the pa-pa-pa-papa bear's porridge, b-b-b-but it's t-t-t-t-too hot. Then she tries to eat the mama bear's p-p-p-p-porridge, but it-it-it's too cold."

AUGMENTATIVE & ALTERNATIVE COMMUNICATION (AAC)

Set of tools and strategies that an individual uses to solve communicative challenges.





Accessible Technology Coalition

EVERYONE CAN COMMUNICATE

"At its most basic level, AAC is *anything* that helps a person communicate when traditional spoken or written forms of communication don't meet that person's needs ...

There are no prerequisites to use AAC ...

AAC is an intervention approach that can be the beginning of communication development for an individual."

-Jill E. Senner, PhD, CCC-SLP

www.talcaac.com

S'MORRES



S SLOW RATE

- Use a slow speech rate.
- Speak in slow, clearly articulated manner.



Mo MODEL

- Say words/phrases that are related to the contextual information available while simultaneously pointing to pictures on the child's board or device.
- Parallel talk (i.e., describing what the student is doing as he or she is doing it) and self talk (i.e., talking about what you're doing as you're doing it) are helpful tools for modeling.
- Think about modeling as providing the color commentary for ongoing classroom activities.



R RESPECT AND REFLECT

- Provide the words to code the child's wants, feelings, and intended messages.
- When the child communicates something through gesture or word approximation, model a word or phrase to communicate the same thought or feeling without making the child repeat him or herself on the device. For example, if the child points to a water fountain, the adult might model: "DRINK. WANT DRINK."



R REPEAT

- Frequently repeat utterances. When you model a sentence, say it again. It's ok to vary how you say it (e.g., "I WANT A RED BALLOON," "A RED BALLOON, PLEASE").



E EXPAND

- Repeat and rephrase, building upon your own single word utterances by adding one to two words to provide a more complete phrase or sentence. You can build upon the child's communication as well (i.e., if he/she use one word or symbol such as "BUBBLE" try expanding the comment to two or three words, for example, "BIG BUBBLE," or "BLOW a BIG BUBBLE").



S STOP

- Provide an expectant pause to allow the child time to respond. Count to 10 (or longer) in your head after you model a phrase to give the child an opportunity to take a turn in the conversation.

Senner & Baud (2013)

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TYPES OF AAC DEVICES — LOW TECHNOLOGY

- No audio output
- Non-electronic
- Examples include:
 - Pencil/Paper
 - Dry Erase Marker/Board
 - Symbol based communication board/book
 - Pointing (PECS)
 - Eye gaze
 - Answering yes/no questions

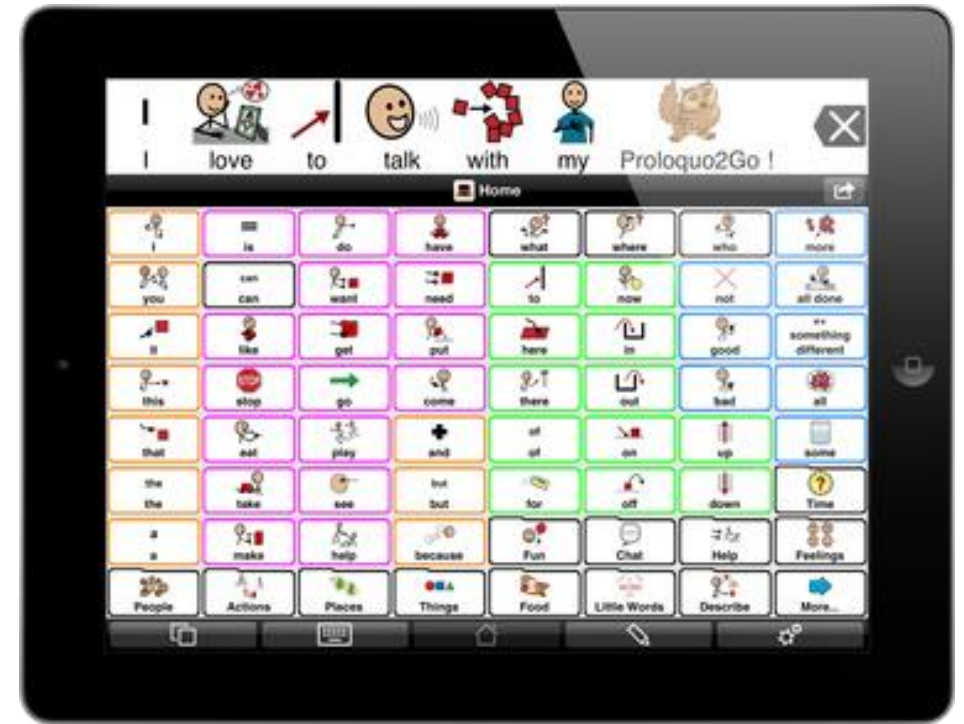


USING LOW TECHNOLOGY DEVICES



TYPES OF AAC — HIGH TECHNOLOGY

- Static, or fixed, displays
- Symbols are arranged on individual pages
- Examples include:
 - Big Mack
 - One Step
 - Tech Talk
- Computer based, touch screen system with voice output
- Examples include:
 - Dynavox
 - iPad app (Touchchat)



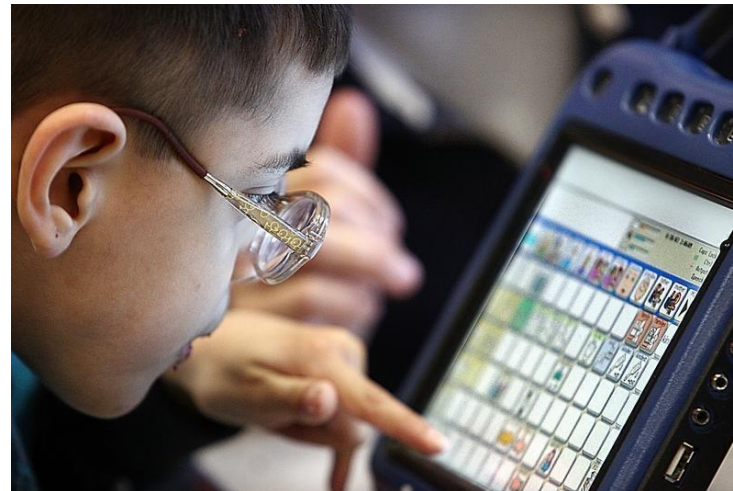
USING HIGH TECHNOLOGY DEVICES

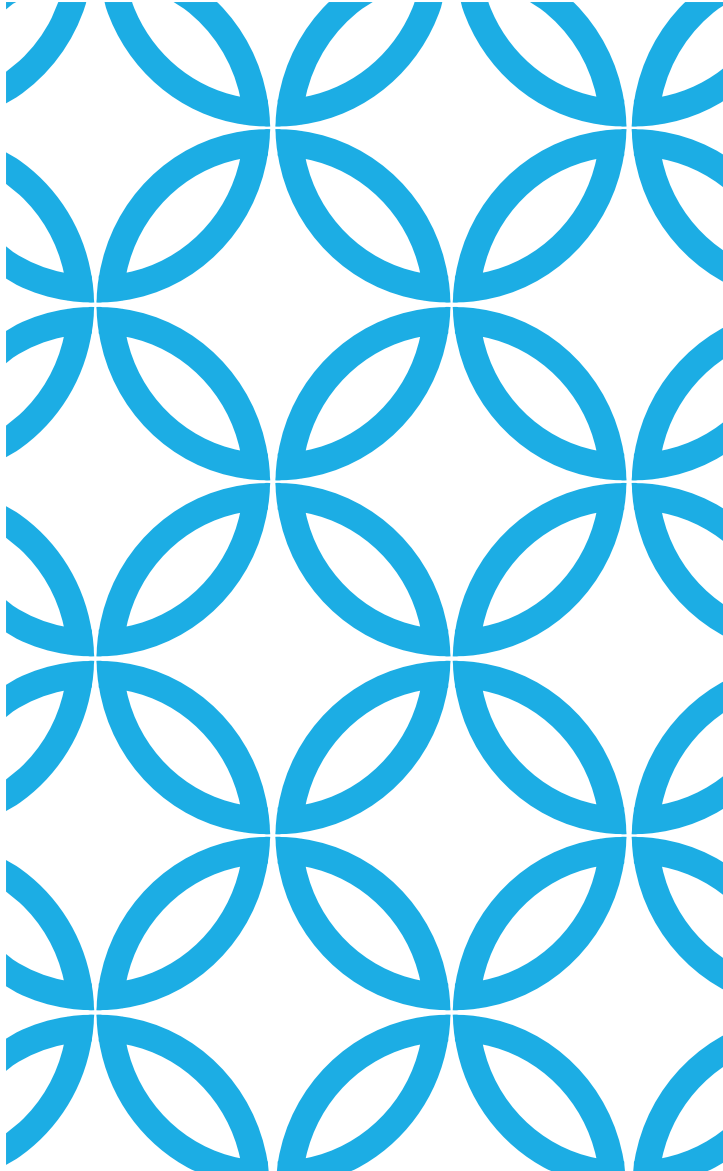


IT WILL TAKE 84
YEARS ...

"The average 18-month-old child has been exposed to 4,380 hours of oral language at a rate of 8 hours/day from birth. A child who has a communication system and receives speech/language therapy two times per week for 20-30 minutes sessions will reach this same amount of language exposure in 84 years."

Jane Korsten: **From Considering AAC - Speech and Language, Common Myths & Resources**



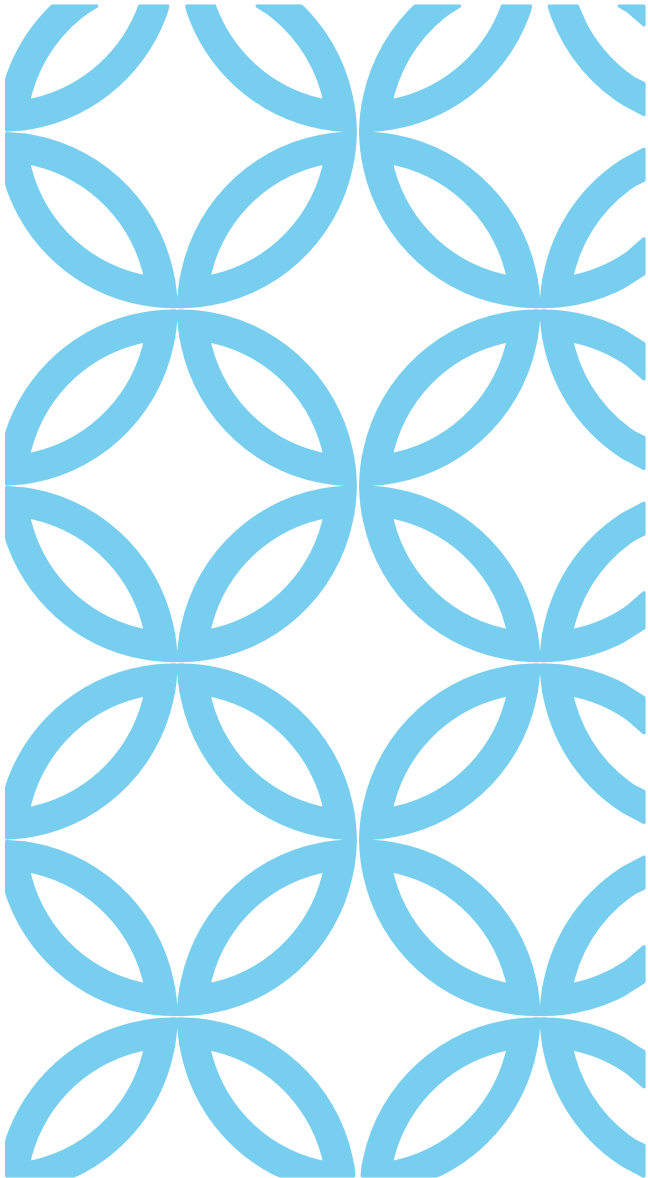


THIS IS WHY YOUR ROLE AS
A PARAPROFESSIONAL IS
CRUCIAL; YOU ASSIST IN
THE CARRYOVER OF SKILLS.

WHAT WOULD YOU DO WITH THIS STUDENT...

In a preschool classroom, Joan is a nonverbal student. A typically developing child would be speaking in 3-4-word sentences. During a center activity, Joan is trying to request more bubbles by grabbing the bubble wand from the teacher's hand. Joan uses TouchChat on an iPad to facilitate communication. Her iPad is sitting on the shelf.

What would you do to support this student?



TOP 5 TAKEAWAYS

1. Model appropriate communication skills.
2. Speak in short, concise sentences when giving directions.
3. Students who do not follow directions may not have understood them.
4. Recast incorrect sound productions with emphasis on the misarticulated sound.
5. Give 10 seconds of wait time to allow time for processing.

YOU ARE MAKING A DIFFERENCE



An old man walked up a shore littered with thousands of starfish, beached and dying after a storm.

A young man was picking them up and flinging them back into the ocean. "Why do you bother?" the old man scoffed. "You are not saving enough to make a difference."

The young man picked up another starfish and sent it spinning back to the water. "Made a difference to that one," he said.

RESOURCES FOR MORE INFORMATION

- Please email us with any questions you have following today's presentation:
cfetscher@casedupage.com, ktaraska@caseduage.com, llenzen@casedupage.com
- Here are some websites that have great information about communication abilities:
 - www.ASHA.org (American Speech-Language and Hearing Association for broad communication support)
 - www.StutteringHelp.org (The Stuttering Foundation for fluency support)
 - www.praacticalaac.org (Praactical AAC for AAC support)
- Reach out to your school based SLP!

THANK YOU!

- What questions can we answer for you?
- What information would you like to learn more about?

