

## FLUENCY

A fluency disorder, also commonly called “stuttering”, is characterized by the abnormal flow of verbal expression. A student with a fluency disorder may have an impaired rate and rhythm of connected speech. He/She may show signs of physical struggle (e.g. eye blinking, finger snapping, etc) or repetition of syllables or words when attempting to relay a verbal message.

For more information about a fluency disorder or stuttering, please visit The Stuttering Foundation of America website at:

[www.stutteringhelp.org](http://www.stutteringhelp.org)

## VOICE

A voice disorder is characterized by a deviation in pitch, intensity, and quality of one’s voice. Voice quality is inappropriate to the age, gender, or sex of the student and can be described as hoarse, nasal, or off-pitch. Difficulties in this area significantly interfere with a student’s ability to effectively communicate with others.



## AAC

Augmentative and Alternative Communication (AAC) consists of strategies used to help people with severe communication disabilities participate in everyday activities. Some people with disabilities may not be able to use speech as their main mode of communication. AAC helps compensate for difficulties using special techniques and technology on a continuum of levels. AAC systems may be electronic (aided) or unaided.

## HELPFUL WEBSITES

For more information about speech and language disorders, please visit the American Speech-Language-Hearing Association website at:

[www.asha.org](http://www.asha.org)

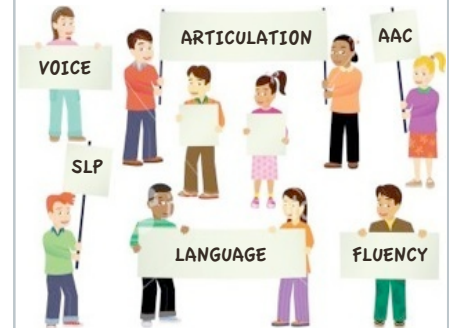
or

District 39’s Speech-Language Pathology website at:

[www.wilmette39.org/specialservices/Speech\\_Language](http://www.wilmette39.org/specialservices/Speech_Language).



# SPEECH AND LANGUAGE THERAPY



**WILMETTE PUBLIC SCHOOLS DISTRICT 39**



## SLPs in SCHOOLS

School-based speech-language pathologists (SLPs) work with children to maximize their communication skills to support learning within an educational environment. Ultimately, the school-based SLP's purpose in addressing communication and related disorders is to effect functional and measurable change(s) in a student's communication status so that the student may participate as fully as possible in all aspects of life – educational, social and vocational.

School-based SLPs may assess, diagnose and treat disorders related to speech, language, voice and/or fluency.

In order for a communication disorder to be considered a disability within the school-based setting, it must exert an adverse effect on educational performance.

Students receive intervention, aimed at achieving functional communication outcomes in a variety of settings, including the general education classroom, special education classroom and/or therapy office.

Dismissal occurs when the need for specialized services to address the adverse effect(s) on educational performance is no longer present, the disability no longer has an adverse effect on the student's educational performance and/or the disability no longer exists.

## ARTICULATION/ PHONOLOGY

An articulation/phonological disorder is characterized by difficulties with accurate production of specific sounds during connected speech. Speech sound errors frequently include the omission, distortion, substitution, addition, and/or inaccurate sequencing of phonemes, thus making the child more difficult to understand.

### SOME HELPFUL TIPS:

\*Use speech that is clear and easy for your child to follow.

\*Repeat what your child says, using correct sounds. Never imitate incorrect speech.

\*Avoid baby talk.

\*Sing songs and recite poems and nursery rhymes that contain the target sounds.

\*Read the child 10 words with that sound every night.

\*Select four or five common household words containing the target sound and use them frequently during the day.

\*If your child has many misarticulations, focus on one or two sounds for a few weeks at a time.

## LANGUAGE

### RECEPTIVE LANGUAGE:

A receptive language disorder is characterized by difficulties understanding and processing information and concepts that are presented verbally. Difficulties in this area may interfere with a student's ability to understand and follow directions in the classroom, answer questions related to information given orally, and/or understand new vocabulary or concepts that have been introduced.

### EXPRESSIVE LANGUAGE:

An expressive language disorder is characterized by difficulties formulating and producing spoken language. Students who have difficulties in this area may produce grammatical errors when speaking, have difficulty identifying or retrieving vocabulary words, and/or formulate narratives that lack detail and organization.

### PRAGMATIC LANGUAGE

A pragmatic language disorder is characterized by difficulties with non-verbal parameters of communication such as eye contact, body posture (e.g. orientation to speaker/listener) and gestures, as well as the skills involved in engaging in conversation (e.g. initiating, maintaining, responding, turn-taking, and closing conversations).