

SPEECH-LANGUAGE SERVICES IN THE SCHOOLS

What services does a Speech-Language Pathologist (SLP) provide?

Consultation and Evaluation - SLPs may use a variety of standardized tests combined with classroom observations, interviews with parents and teachers, and reviews of school and medical records and reports.

Speech-Language services focus on the impact that communication has on academic performance. SLPs address the following areas of deficit:

- Language Comprehension
- Oral Expression
- Speech/Articulation
- Voice
- Fluency (Stuttering)

Continuum of Services

Response to Intervention (RtI) Services – Mild communication deficits can be addressed by providing services on a short-term basis without an Individualized Education Plan (IEP).

Direct Service – Significant communication deficits that negatively impact classroom performance can be addressed as part of an IEP. Services can be provided individually or in small groups in a separate setting or within the classroom.

Consultation – Consultation with the teacher helps establish an environment to promote or support effective communication in the classroom.

Parent Referral – Parents are an important part of your student’s education team. If you have concerns about her/his communication skills, please feel free to contact your school’s SLP.

Typically Developing Listening and Speaking Skills

Kindergarten

- Follows 1-2 step oral directions in order.
 - Example: “Pick up a book and come sit in the chair.”
- Listens to understand age appropriate stories read aloud.
- Follows simple conversation.
- Be understood in all situations by most listeners.

- Correctly produces most speech sounds.
- Be asked to repeat without exhibiting frustration.
- Answers simple yes/no questions.
 - Example: “Did you eat lunch?”
- Answers open-ended questions.
 - Example: “What did you do at school?”
- Retells stories, parts of stories, or events.
- Talks about things that happened during the day.
- Asks and answers questions. Asks for more information or make comments.
- Takes turns and stays on topic when talking.
- Shows interest in what others are saying.
- Starts conversations

First Grade

- Remembers facts taught in class.
- Understands what is taught in class.
- Follows 2-3 steps in order.
 - Example: “Get a piece of paper, find your pencil, and write your name.”
- Answers harder “yes” or “no” questions
 - Example: “Did the girl take her puppy into the house with her?”
- Says all speech sounds clearly. **
- Tells and retells a story in the right order.
- Uses complete sentences to talk about ideas.
- Uses most parts of speech and grammar correctly.
- Asks and answers “who,” “what,” “where,” “why,” and “when” questions.
- Stays on topic and takes turns when talking with people.
- Gives directions.

** District 65 Guidelines: Mastery of later developing sounds may take until age 8.

Second Grade

- Follows 3-4 oral directions in order.
 - Example: “Stay in your seat, wait for the bus to stop, and don’t forget your backpack.”
- Understands words about place and time.
 - Example: on top of, behind, next to, before, after, today, and yesterday
- Answers questions about a story.
- Answers more complex yes/no questions.
 - Example: “Was the boy in the story telling the truth when he said he was going to a friend’s house?”

- Explains words and ideas.
- Asks and answers “who,” “what,” “where,” “why,” and “when” questions.
- Uses more complex sentences when speaking.
- Gives directions with 3-4 steps.
- Uses oral language to inform, persuade, and entertain.
- Stays on topic, takes turns, and uses appropriate eye contact during conversation.
- Opens and closes conversations properly.
- Talks for a variety of reasons.
 - Example: To comment on something, to convince someone, and to make someone laugh.

Third Grade

- Asks and answers questions.
- Uses words taught in subjects like science, math, and social studies.
- Stays on topic and introduces new and related topics.
- Tells a shorter version of a story correctly.
- Can talk about what is learned in school.
- Knows how to talk in different ways in different places.
 - Example: Using a “quiet voice” in the library and an “outside voice” on the playground.
- Predicts what will happen next in stories.
- Asks and answers questions about books.
- Bases opinions on facts.
- Listens for important details in conversations and stories.
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Fourth Grade

- Talks for a variety of reasons in different situations.
- Understand and uses figures of speech.
 - Example: “It’s raining cats and dogs.”
- Has discussions with groups of friends and adults.
- Give correct directions.
- Summarizes information in the right order.
- Uses words and ideas from classes like science, math, and social studies.
- Gives an organized speech in front of a group of people.
- Follows written directions.

- Takes short notes.
- Uses a dictionary and other reference books or online resources.
- Thinks and talks about why an author wrote a book.
- Uses words he/she knows to guess the meaning of new words.
 - Example: Figuring out the meaning of “frigid” by thinking about the word “refrigerator.” Seeing the same letters in both words may help him/her to figure out that frigid means cold.
- Predicts what a character is about to do or how a story will end.
- Tells a shorter version of what has been read including main ideas and details.

Fifth Grade

- Plans and makes class presentations.
- Makes presentations interesting by using facial expressions, gestures, and an engaging voice.
- Participates in discussions in different subjects like math, science, and social studies.
- Gives a summary with main points during discussions.
- Tells about information gathered in group activities.
- Uses what he/she knows about words to learn the meaning of new words.
 - Example: If he knows what the word “even” means, he may be able to figure out what “uneven” means.
- Decides which parts of a piece of writing are most important to read.

Tips to Build Your Child's Communication Skills

- Talk to your child often.
- Read a variety of books to your child.
- Talk about the stories together.
- Talk about how things are the same and different.
- Help your child listen to sound patterns in words. Rhyming games are good for this.
- Ask your child to tell you 1 or 2 things that happen each day.
- Talk about new words you hear.
- Give your child pencil and paper to practice writing.
- Do projects with your child.
 - Example: Arts and crafts, folding laundry, washing the car
- As you work together, talk about what you are doing.
- Give your child directions to follow.
- Find interesting books, magazines, and news stories for your child to read.

- Encourage active listening, like forming opinions and making connections to daily life.
- Discuss links between what is read and heard at school, home, and in other daily activities.
- Understand and talk about how to solve problems when reading.
- Spot spelling patterns, including word beginnings and word endings.
- Talk about new words that he/she hears.
- Write letters, journal entries, blogs, and short stories for fun.