

**Clay Community Schools
Special Services
Speech-Language Pathology**

The Special Services Department of Clay Community Schools includes speech-language pathology services for children having needs in the area of communication. "Communication is the active process of exchanging information and ideas. Communication involves both understanding and expression. When individuals communicate effectively, they are able to express needs, wants, feelings, and preferences that others can understand." (American Speech-Language-Hearing Association)

When a child has needs in the area of communication, a referral may be made to the speech-language pathologist (SLP). The SLP is responsible to assess, diagnose, and treat communication disorders. When a child is referred, written parental consent is required for the SLP to complete a speech-language screening. Results are shared with parents and, if indicated, a speech-language evaluation may be recommended to further assess communication skills. Written parental consent is obtained, the evaluation completed, and a conference held to discuss results and recommendations. When a child meets eligibility requirements in the area of Speech Impairment and/or Language Impairment, an Individualized Education Program (IEP) or Individualized Service Plan (SP) is developed and speech-language therapy provided as recommended (typically once a week, twenty-minute sessions) to help improve the child's communication skills. Speech-language therapy is a free service provided at school during the school day and is available as long as the child remains eligible. An annual conference is held to review progress and determine present levels and the need for continued speech-language therapy. As the child's communication skills improve and therapy goals are met, with written parental consent, a re-evaluation may be recommended and completed. A re-evaluation review conference is held to discuss results and consider dismissing the child from therapy if no longer in need of or eligible to receive speech-language therapy.

Kindergarten children receiving speech and language therapy as preschoolers within Clay Community Schools and determined to be eligible to continue therapy may do so as recommended during their annual conference.

If a child has needs in the area of communication and a referral is made to the school's speech-language pathologist, then the following areas may be assessed:

1. Auditory: hearing (a hearing screening is completed by the school nurse for all kindergarten students).
2. Oral Peripheral: oral (mouth) structures and function.
3. Voice: quality (harsh, hoarse, breathy), intensity (loudness or softness), resonance (nasality), and pitch (highness or lowness).
4. Fluency: rate and rhythm of speaking; excessive hesitations, repetitions, or prolongations of sounds or words (stuttering).
5. Speech Sound Disorders:
 - a. Articulation Disorder - (motor aspects) - difficulty saying speech sounds correctly. Sounds may be substituted ("wabbit" for "rabbit"), omitted ("p_ay" for "play"), distorted ("mencil" for "pencil") or added ("buhlack" for "black").
 - b. Phonological Process Disorder - (linguistic aspects) - difficulty organizing speech sounds. May be able to produce sounds, but not in the correct place; saying only one syllable ("bay" for "baby"), simplifying a word ("baba" for "bottle"), leaving out a consonant sound ("tar" for "star"), or changing consonant sounds ("tat" for "cat").
6. Language:
 - a. Receptive: ability to understand and comprehend spoken language that is heard or read.
 - b. Processing: thinking about what is heard or read and then formulating verbal or non-verbal responses.
 - c. Expressive: ability to express wants and needs through verbal and/or non-verbal communication of thoughts.
 - d. Pragmatic: social communication (following rules when talking with others regarding when and how to talk to people: using language, changing language, following rules).

The Development of Speech Sounds in Children

The following sources were consulted for development of these norms: Poole, Sander, Hena, Fudala, Templin and Wellman.

The following information identifies the approximate ages at which children are expected to produce or articulate various consonant speech sounds of the English language. It is important that children develop the correct speech sounds in the initial, medial, and final positions of words and then say those sounds correctly when combining their words into phrases, sentences, reading, and conversation.

3 years

M	<u>m</u> onkey	le <u>m</u> ur	wo <u>m</u>
N	<u>n</u> arwhal	po <u>n</u> y	loo <u>n</u>
H	<u>h</u> ippo	sea <u>h</u> orse	_____
W	<u>w</u> olf	ko <u>w</u> la	co <u>w</u>
P	<u>p</u> uppy	porcu <u>p</u> ine	sheep

4 years

B	<u>b</u> eetle	ba <u>b</u> oon	cu <u>b</u>
T	<u>t</u> oad	ki <u>t</u> ten	ba <u>t</u>
D	<u>d</u> og	pa <u>n</u> da	bi <u>r</u> d
K	<u>c</u> at	do <u>n</u> key	du <u>ck</u>
G	<u>g</u> oat	ea <u>g</u> le	pi <u>g</u>
F	<u>f</u> ox	go <u>p</u> her	ca <u>l</u> f

5 years

Y	<u>y</u> ak	co <u>y</u> ote	_____
V	<u>v</u> iper	bea <u>v</u> er	do <u>v</u> e
NG	_____	ka <u>n</u> garoo	le <u>m</u> ing

6 years

L	<u>l</u> lama	wa <u>l</u> laby	wea <u>s</u> e
J	<u>j</u> aguar	he <u>d</u> gehog	spo <u>n</u> ge
SH	<u>sh</u> rew	o <u>c</u> ean	fi <u>sh</u>
ZH	<u>J</u> acques	treas <u>u</u> re	beig <u>e</u>
CH	<u>ch</u> eat <u>h</u>	ha <u>ch</u> ling	ostr <u>ic</u> h
WH	<u>w</u> hale	bob <u>w</u> hite	_____

7 years

S	<u>s</u> eal	gras <u>sh</u> opper	mo <u>s</u> e
Z	<u>z</u> ebra	li <u>z</u> ard	bea <u>rs</u>

8 years

R	<u>r</u> abbit	tur <u>t</u> le	de <u>r</u>
TH (voiced)	<u>th</u> ough	feath <u>er</u>	breat <u>h</u> e
TH (voiceless)	<u>th</u> rush	pan <u>th</u> er	slo <u>th</u>
L Blends:	<u>bl</u> uebird, <u>cl</u> am, <u>fl</u> amingo, <u>gl</u> obefish, <u>pl</u> over		
R Blends:	<u>br</u> onco, <u>cr</u> ow, <u>dr</u> agonfly, <u>fr</u> og, <u>gr</u> oundhog, <u>th</u> rush, <u>tr</u> ogon		
S Blends:	<u>sk</u> unk, <u>sl</u> oth, <u>sm</u> ew, <u>sn</u> ail, <u>sp</u> arrow, <u>sq</u> uirrel, <u>st</u> ork, <u>sw</u> an		

Speech, Language, and Reading

The National Education Association professional library

Reading is first and foremost a form of communication. When learning to talk, children develop the concept that words communicate thoughts, emotions, and needs. When learning to read, they develop the concept that words can be communicated visually as well as orally. In order that the printed words will have meaning for them, children must have a solid foundation in language. Mastering spoken language is a key step toward mastering written language. The more experiences children have, the more they are talked to and listened to, the more language stimulation they receive and the more they will be ready to read. Parents can help their children develop the needed foundation in language by talking with them and listening to them.

- Talk with your child while doing things together: folding laundry, driving the car, cooking, going for a walk.
- Ask your child to sequence the events of the day at dinner or at bedtime.
- Discuss what you've read, seen on television, or experienced together. Ask questions: Who was your favorite character? Why? What would you have done? What do you think will happen next?
- Repeat favorite nursery rhymes and stories. If your child has memorized them, listen as the child retells them.
- Encourage questions and try to answer them.
- Encourage your children to ask questions about the world around them.
- When reading to or with young children, ask them to imagine what will happen next in the story.

Additional Suggestions for Developing Speech and Language

The American Speech-Language-Hearing Association (ASHA)

The following are ways parents can help their children develop better speech and language. Because some of the skills basic to reading are essential to good oral communication, listening, and language development, it is recommended that parents read to their children.

Here are some suggestions that you might try at home:

- Make a habit of reading to your child and letting your child read to you every day.
- Select easy-to-follow, familiar stories for young children. A child will ask you to read the same story repeatedly because emphasis will be placed on different aspects of the story each time it is heard.
- Have your child listen to a sentence or paragraph and retell what you've just read in his or her own words.
- Change the story slightly at times, or substitute an incorrect word. See if the changes are noticed and if your child can correct the errors.
- Stop reading in midsentence, and let your child finish the sentence.
- Read a sentence or paragraph; then ask your child to tell you what might happen next in the story.
- A child who cannot read may enjoy looking at the pictures in a familiar book. Encourage the child to tell you the story or to make up a different story to go with the pictures.

Children of all ages enjoy a special reading time with a parent or older sibling. Try to plan a reading time so that you and your child can relax and enjoy a good story. A sense of humor will add to the fun, build on your child's imagination, and reinforce a love of reading books.

Activities to Encourage Speech and Language Development

American Speech-Language-Hearing Association:

<https://www.asha.org/public/speech/development/activities-to-encourage-speech-and-language-development/>

Birth to 2 Years

- Encourage your baby to make vowel-like and consonant-vowel sounds such as "ma," "da," and "ba."
- Reinforce attempts by maintaining eye contact, responding with speech, and imitating vocalizations using different patterns and emphasis. For example, raise the pitch of your voice to indicate a question. Imitate your baby's laughter and facial expressions.
- Teach your baby to imitate your actions, including clapping your hands, throwing kisses, and playing finger games such as pat-a-cake, peek-a-boo, and the itsy-bitsy-spider.
- Talk as you bathe, feed, and dress your baby. Talk about what you are doing, where you are going, what you will do when you arrive, and who and what you will see.
- Identify colors.
- Count items.
- Use gestures such as waving goodbye to help convey meaning.
- Introduce animal sounds to associate a sound with a specific meaning: "The doggie says woof-woof."
- Acknowledge the attempt to communicate.
- Expand on single words your baby uses: "Here is Mama. Mama loves you. Where is baby? Here is baby." Read to your child. Sometimes "reading" is simply describing the pictures in a book without following the written words. Choose books that are sturdy and have large colorful pictures that are not too detailed. Ask your child, "What's this?" and encourage naming and pointing to familiar objects in the book.

2 to 4 Years

- Use good speech that is clear and simple for your child to model. Repeat what your child says indicating that you understand. Build and expand on what was said. "Want juice? I have juice. I have apple juice. Do you want apple juice?"
- Use baby talk only if needed to convey the message and when accompanied by the adult word. "It is time for dinner. We will have dinner now."
- Make a scrapbook of favorite or familiar things by cutting out pictures. Group them into categories, such as things to ride on, things to eat, things for dessert, fruits, things to play with. Create silly pictures by mixing and matching pictures. Glue a picture of a dog behind the wheel of a car. Talk about what is wrong with the picture and ways to "fix" it. Count items pictured in the book.
- Help your child understand and ask questions. Play the yes-no game. Ask questions such as "Are you a boy?" "Are you Marty?" "Can a pig fly?" Encourage your child to make up questions and try to fool you.
- Ask questions that require a choice. "Do you want an apple or an orange?" "Do you want to wear your red or blue shirt?"
- Expand vocabulary. Name body parts, and identify what you do with them. "This is my nose. I can smell flowers, brownies, popcorn, and soap."
- Sing simple songs and recite nursery rhymes to show the rhythm and pattern of speech.
- Place familiar objects in a container. Have your child remove the object and tell you what it is called and how to use it. "This is my ball. I bounce it. I play with it."
- Use photographs of familiar people and places, and retell what happened or make up a new story.

4 to 6 Years

- When your child starts a conversation, give your full attention whenever possible.
- Make sure that you have your child's attention before you speak.
- Acknowledge, encourage, and praise all attempts to speak. Show that you understand the word or phrase by fulfilling the request, if appropriate.
- Pause after speaking. This gives your child a chance to continue the conversation. Continue to build vocabulary. Introduce a new word and offer its definition, or use it in a context that is easily understood. This may be done in an exaggerated, humorous manner. "I think I will drive the vehicle to the store. I am too tired to walk."
- Talk about spatial relationships (first, middle, and last; right and left) and opposites (up and down; on and off).
- Offer a description or clues, and have your child identify what you are describing: "We use it to sweep the floor" (a broom). "It is cold, sweet, and good for dessert. I like strawberry" (ice cream). Work on forming and explaining categories. Identify the thing that does not belong in a group of similar objects: "A shoe does not belong with an apple and an orange because you can't eat it; it is not round; it is not a fruit." Help your child follow two- and three-step directions: "Go to your room, and bring me your book."
- Encourage your child to give directions. Follow his or her directions as he or she explains how to build a tower of blocks.
- Play games with your child such as "house." Exchange roles in the family, with your pretending to be the child. Talk about the different rooms and furnishings in the house.
- The television also can serve as a valuable tool. Talk about what the child is watching. Have him or her guess what might happen next. Talk about the characters. Are they happy or sad? Ask your child to tell you what has happened in the story. Act out a scene together, and make up a different ending.
- Take advantage of daily activities. For example, while in the kitchen, encourage your child to name the utensils needed. Discuss the foods on the menu, their color, texture, and taste. Where does the food come from? Which foods do you like? Which do you dislike? Who will clean up? Emphasize the use of prepositions by asking him or her to put the napkin on the table, in your lap, or under the spoon. Identify who the napkin belongs to: "It is my napkin." "It is Daddy's." "It is John's."
- While shopping for groceries, discuss what you will buy, how many you need, and what you will make. Discuss the size (large or small), shape (long, round, square), and weight (heavy or light) of the packages.

Additional Suggestions for Developing Speech and Language Skills

1. Sit beside your child in front of a mirror so that your child may see your mouth near his or her own to learn visually how to produce speech sounds.
2. Use a highlighter to mark specific target speech sounds in spelling lists, word lists, worksheets, etc. Say the words and help your child say the correct speech sounds in words.
3. Make a speech word box or file folder with words containing target speech sounds. Practice saying the words in phrases, sentences, or stories.
4. Help your child cut pictures out of old catalogs or magazines which contain target speech sounds and keep the pictures in a shoe box or folder to use in memory, clue, guessing, describing, sentence, and story activities. Ask who, what, when, where, why, and how questions when talking. Encourage your child to describe with many details by using the five senses (sight, hearing, smell, taste, and touch), and attributes (category, function, components, composition, associations, origin, size, shape, color, location, and other information).
5. Help your child tell or write a sentence or story about pictures or topics of interest. Highlight target speech sounds and practice saying the words using correct speech sounds. Teach your child to describe the pictures with as many details as possible to further develop speech and language skills. Welcome your child to express thoughts and opinions about topics during discussions and to ask and answer questions. Always model and expect good manners (be respectful by looking at the eyes of the person speaking, listen quietly and patiently, take turns nicely, and be courteous and polite by saying "Please." and "Thank you." and "You're welcome.").
6. Invite your child to be the author and illustrator of his or her own book. Ask your child tell you a story by using a lot of interesting details and creativity, write or type the story and let you child draw pictures to illustrate the story. As time goes by and your child is able, help guide him or her to write or type the story. Children love this activity and it is a wonderful way to share special quality time together building great communication skills and making treasured memories. Be sure to write the date on each story so that as years go by you and your child will be able to "remember when..." you shared these special times together. Encourage your child to share the book with family and friends.



Clay Community Schools' Speech-Language Pathology Website

Please visit the Clay Community Schools' Speech-Language Pathology (SLP) website. Follow the directions below to access our SLP website that has many excellent links not only for speech and language, but also for spelling, math, reading, science, history, social studies, health, the arts, nature, animals, child development, parenting, and archived libraries.

To access our Speech-Language Pathology website directly, go to <https://in02200674.schoolwires.net/Page/115>. You also may access our SLP site by going to the Clay Community Schools' website at <https://in02200674.schoolwires.net/>. On the right side near the top, find and click on "Departments". Scroll down and click on "Special Services". On the left side under "Special Services," scroll down and click on "Speech-Language Pathology".

Our SLP website has many excellent resources including a link to the Khan Academy that offers a tremendous range of courses including math, science, computing, arts and humanities, reading and language arts, economics, test prep, and life skills. There truly is something for everyone from two years of age through adult. To access the Khan Academy from our SLP website, please scroll down below "Staff Directory" to "Related Links" and then down to and click on "Khan Academy: a free world-class education for anyone, anywhere". In the top left corner, find and click on "Courses" to view and select from the wide variety offered. From our SLP website, click on "Khan Academy Kids" to find links to the free app Khan Academy Kids ("created to spark the joy of learning in kids ages two through seven... encouraging creativity, curiosity, and kindness."). Review the Khan Academy site to find the incredible assortment of courses for all ages as well as information about the impressive content specialists and potential impact of the Khan Academy upon educating the world.

Enjoy the many free resources accessible from our SLP website to inspire us all - both great and small - as we continue upon this path of life-long learning. You are welcome and encouraged to share this information with others.

Noise

<https://www.noisyplanet.nidcd.nih.gov/>; <https://www.chcheating.org/>; <https://www.asha.org/public/hearing/noise-and-hearing-loss-prevention/#:~:text=You%20can%20listen%20to%20sounds,8%20hours%20at%20a%20time.>

Loud noise can be very damaging to hearing. Both the level of noise and the length of time you listen to the noise can put you at risk for noise-induced hearing loss. Noise levels are measured in decibels, or dB for short. The higher the decibel level, the louder the noise. Sounds that are louder than 85 dB can cause permanent hearing loss. The hearing system can be injured not only by a loud blast or explosion but also by prolonged exposure to high noise levels.

How loud is too loud?

The noise chart below lists average decibel levels for everyday sounds around you.

Painful

150 dB = fireworks at 3 feet

140 dB = firearms, jet engine

130 dB = jackhammer

120 dB = jet plane takeoff, siren

Extremely Loud

110 dB = maximum output of some MP3 players, model airplane, chain saw

106 dB = gas lawn mower, snowblower

100 dB = hand drill, pneumatic drill

90 dB = subway, passing motorcycle

Very Loud

80-90 dB = blow-dryer, kitchen blender, food processor

70 dB = busy traffic, vacuum cleaner, alarm clock

Moderate

60 dB = typical conversation, dishwasher, clothes dryer

50 dB = moderate rainfall

40 dB = quiet room

Faint

30 dB = whisper, quiet library

How can I tell if I am listening to dangerous noise levels?

- You must raise your voice to be heard.
- You can't hear someone 3 feet away from you.
- Speech around you sounds muffled or dull after you leave the noisy area.
- You have pain or ringing in your ears (this is called "tinnitus") after exposure to noise.

How can loud noise damage hearing?

- Understanding how we hear will help you to understand how loud noise can hurt your hearing.

One of the most common bad effects of loud noise on hearing is a permanent hearing loss.

- This happens in the following way:
- The loud sound is collected by the ear as sound waves. The sound waves travel down the ear canal toward the eardrum with enough force to disrupt the delicate hearing system. If the sound is loud enough, it can dislodge the three tiny bones of the middle ear.
- The loud sound passes through the middle ear and travels to the inner ear, also known as the cochlea. The tiny hair cells lining this fluid-filled chamber can be damaged as the loud sound reaches the inner ear.
- Only healthy hair cells can send electrical impulses to the brain. It is in the brain that the sound is understood and interpreted. Hair cells damaged by loud sound cannot send the impulse to the brain for interpretation.
- Intense brief noises, like a firecracker or an explosion, can damage hair cells, as can continuous and/or repeated exposure to high levels of noise.
- Once the hair cells are damaged, there is no current treatment to repair them.

How else can loud noise be harmful?

- Loud noise can increase fatigue and cause irritability.
- Noise can reduce the ability to pay attention to tasks. This is a concern at the workplace when it comes to workers' safety: The ability to detect faulty equipment operation or warning signals can be reduced. Noise can also reduce productivity.
- Noisy classrooms can make it harder for children to learn.
- Noisy backgrounds can make understanding conversation harder. The noise can mask or cover up some of the sounds of speech, making a word like "time" sound like "dime." More concentration and energy are needed not only to listen and hear over the noise but also to speak louder. As a result, voices can be strained, and laryngitis can develop.
- Another common effect of loud sound on hearing is tinnitus. Tinnitus is ringing, buzzing, or other sounds in the ear.
- Loud noise can also cause other physical problems, such as:
High blood pressure; Increased or abnormal heart rate; Upset stomach; Insomnia or difficulty sleeping (even after the noise stops); Disruption of the development of a baby before birth.

How can I protect my own or my child's hearing from loud noise?

- The key words are education and prevention!
- Dealing with noise and its effects on your hearing is a personal responsibility. The obvious first rule is to avoid loud noise whenever possible. A good rule of thumb is to remember that if you must shout to be heard, then you should avoid the situation.
- In typical day-to-day activities, you and your children can be exposed to damaging noise from many sources, such as:
 - Lawn mowers and leaf blowers;
 - Hairdryers
 - Power tools
 - Kitchen appliances (like food processors, garbage disposals, and dishwashers)
 - Prolonged exposure to heavy traffic or subway noise
 - Long flights in an airplane
 - Farm tractor noise
- In addition, recreational activities can be sources of damaging noise:
 - Hunting and target shooting
 - Riding personal water craft
 - Snowmobiling
 - Motorcycle riding
 - Attending rock concerts
 - Listening to music on personal devices (such as MP3 players, cell phones, computers, Chromebooks)

Here are some things you can do:

- **Wear hearing protection.** Cotton in the ears will not work. Hearing protection, such as earmuffs or earplugs, can be purchased at drugstores, hardware stores, or sports stores. Custom earmolds can be made to fit your ears by an audiologist. Learn how to correctly insert the earplugs and earmolds for the best noise reduction.
- **Earplugs** are placed *into* the ear canal so that they totally block the canal. They come in different shapes and sizes, or they can be custom-made by taking an impression of the ear. Earplugs can reduce noise by 15 to 30 decibels (dB) depending on how they are made and fit.
- **Earmuffs** fit completely *over* both ears. They must fit tightly so that sound is blocked from entering the ears. Like earplugs, muffs can reduce noise 15 to 30 dB depending on how they are made and fit.
- **Earplugs and earmuffs** can be used together to achieve even greater sound reduction. Use of earplugs and earmuffs is recommended when noise exposure is particularly high.
- **Do not listen to loud sounds for too long.** If you don't have hearing protection, move away from the loud sound. Give your ears a break from the sound. Plug your ears with your fingers as emergency vehicles pass on the road.

- **Lower the loudness of the sound.** Keep personal listening devices set to no more than half volume. Don't be afraid to ask others to turn down the sounds from speakers. Speak to the movie theater projectionist if the movie sound track is too loud.
- **Be a good consumer.** Look for noise ratings on appliances, sporting equipment, power tools, and hair dryers. Purchase quieter products. This is especially important when purchasing toys for children.
- **Be a local advocate.** Some movie theaters, health clubs, dance clubs, bars, and amusement centers are very noisy. Speak to managers and those in charge about the loud noise and the potential damages to hearing. Ask to have the noise source lowered.
- **Can my ears get used to noise?**
Don't be fooled by thinking your ears are "tough" or that you have the ability to "tune it out"! Noise-induced hearing loss is usually gradual and painless but, unfortunately, permanent. Once destroyed, the hearing nerve and its sensory nerve cells do not repair. If you think you have "gotten used to" the noise you routinely encounter, you may already have some hearing damage.

Children Learn What They Live

By Dorothy Law Nolte, Ph.D.

If children live with criticism, they learn to condemn.
 If children live with hostility, they learn to fight.
 If children live with fear, they learn to be apprehensive.
 If children live with pity, they learn to feel sorry for themselves.
 If children live with ridicule, they learn to feel shy.
 If children live with jealousy, they learn to feel envy.
 If children live with shame, they learn to feel guilty.
 If children live with encouragement, they learn confidence.
 If children live with tolerance, they learn patience.
 If children live with praise, they learn appreciation.
 If children live with acceptance, they learn to love.
 If children live with approval, they learn to like themselves.
 If children live with recognition, they learn it is good to have a goal.
 If children live with sharing, they learn generosity.
 If children live with honesty, they learn truthfulness.
 If children live with fairness, they learn justice.
 If children live with kindness and consideration, they learn respect.
 If children live with security, they learn to have faith in themselves and in those about them.
 If children live with friendliness, they learn the world is a nice place in which to live.

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