

# The Role of the SLP in Schools



**A Presentation for Teachers,  
Administrators, Parents, and the  
Community**



AMERICAN  
SPEECH-LANGUAGE-  
HEARING  
ASSOCIATION

# Speech-Language Pathologists (SLPs) Are Specially Trained Professionals Who Have Earned:

- A master's or doctoral degree
- The Certificate of Clinical Competence from the American Speech-Language-Hearing Association
- A state license and/or Department of Education certification, where required



# ASHA Requirements

- **Master's degree**
- **Supervised post graduate fellowship**
- **National competitive examination**



# SLPs Work With School Children Who Have Communication Problems That Affect Success In:

- **Classroom activities**
- **Social interaction**
- **Literacy**
- **Learning**



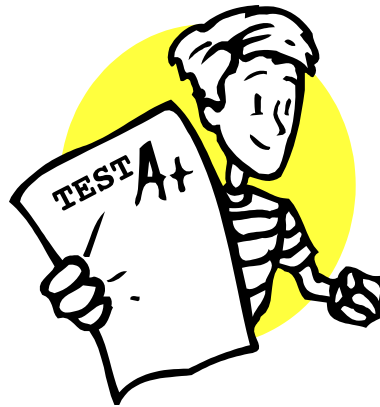
# The Individuals With Disabilities Education Act (IDEA) Provides Speech-Language Services For:

- **School-age children with communication disorders that adversely affect children's educational performance**



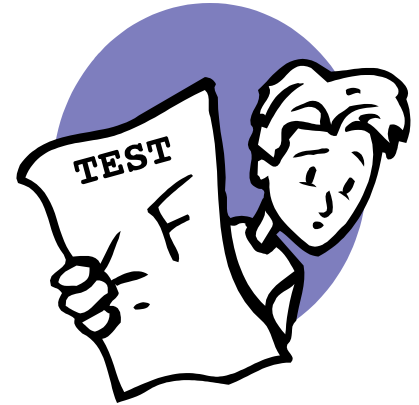
# Good Communication Skills Lead to Successful:

- **Speaking**
- **Thinking**
- **Reading**
- **Writing**
- **Learning**



# Poor Communication Skills Lead to Problems:

- **Understanding classroom instruction**
- **Participating in classroom instruction**
- **Developing and maintaining relationships**



# SLPs Work With Children Who Have A Variety Of Disabilities

- **Language**
- **Voice**
- **Fluency or stuttering**
- **Articulation**
- **Swallowing , also called dysphagia**





# Language Disabilities Include:

- **Slow development of vocabulary, concepts or grammar**
- **Inability to use different communication styles for different situations**
- **Poor building blocks of understanding/expressing ideas, social development, learning, reading, and writing**



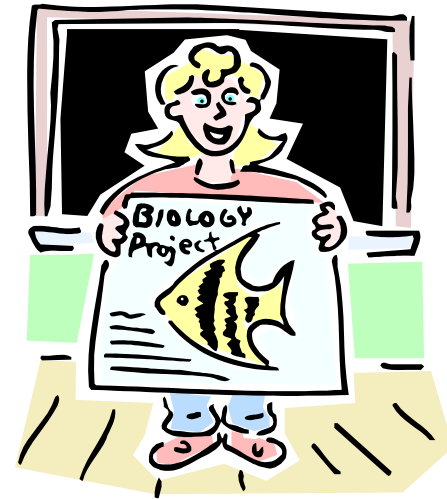
# Voice Disorders

- **Speech that is too high, low, or monotonous in pitch**
- **Interrupted by breaks**
- **Too loud or too soft**
- **Harsh, hoarse, breathy, or nasal**



# Fluency or Stuttering Problems

- **Interruptions in flow or rhythm**
- **Can include hesitations, repetitions, or prolongations**
- **Can affect sounds, syllables, words, or phrases**



# Articulation Disorders

- **Saying one sound for another (wabbit for rabbit)**
- **Omitting a sound in a word (i-cream for ice cream)**
- **Distorting a sound (thee for see)**



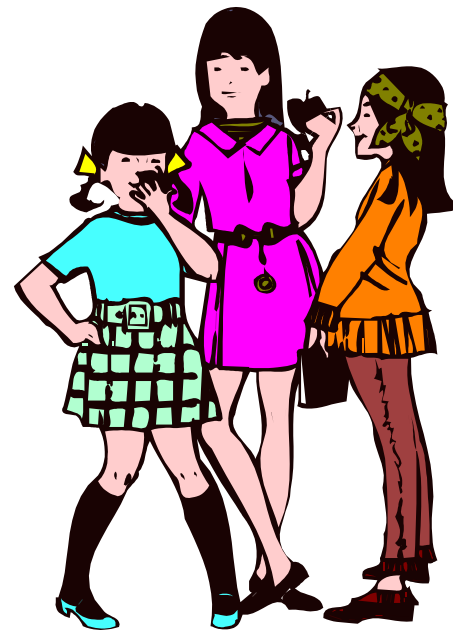
# Swallowing/Dysphagia

- **Difficulty in sucking, chewing, triggering a swallow, moving food into the stomach**



# Swallowing/Dysphagia (continued)

- **Interfere with eating lunch and snacks**
- **Reduce opportunities that build friendships**
- **Can affect social and communication skills**
- **Can impact learning**



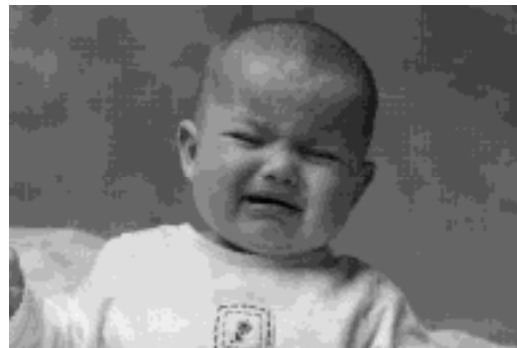
# Speech and Language Disorders Can Be Associated With:

- **Hearing loss**
- **Cleft palate**
- **Cerebral palsy and other motor problems**
- **Learning disabilities**



# Speech and Language Disorders Can Be Associated With: (continued)

- **Autism**
- **Developmental delays**
- **Traumatic brain injuries**
- **Other problems**





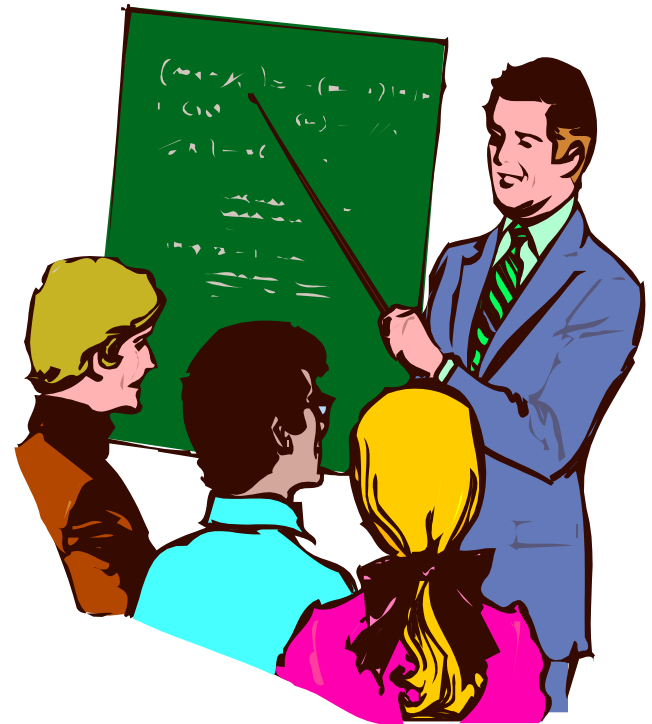
# SLPs Have Many Roles in Schools

- **Prevention of communication disorders**
- **Identification of students at risk for later problems**
- **Assessment of students' communication skills**
- **Evaluation of the results of comprehensive assessments**
- **Development and implementation of IEPs**



# SLPs Have Many Roles in Schools (continued)

- **Documentation of outcomes**
- **Collaboration with teachers and other professionals**
- **Advocacy for teaching practices**
- **Participation in research projects**



# SLPs Have Many Roles in Schools (continued)

- **Supervision of assistants**
- **Supervision of graduate students and clinical fellows**
- **Participation in school-wide curriculum and literacy teams**



# SLPs Work With Children in a Variety of Ways

- **Combine communication goals with academic and social goals**
  - Integrate classroom objectives
  - Help students understand and use basic language concepts
  - Support reading and writing
  - Increase students' understanding of texts and lessons



# SLPs Work With Children in a Variety of Ways (continued)

- **Services can vary depending on students' needs**
  - **Monitoring or periodic screening**
  - **Collaborating and consulting**
  - **Classroom based services**
  - **Small group or individual sessions**
  - **Speech classrooms**



# Signs of Communication Disorders

- **Late talker**
- **Below expectations in classroom**
- **Difficulty learning to read and write**
- **Unable to express thoughts and ideas**



# Signs of Communication Disorders

(continued)

- **Problems understanding others and following directions**
- **Doesn't get along with others**
- **Problems taking tests**



# How to Get Help

- **Meet with classroom teacher**
- **Request a screening**





# ASHA Resources for Consumers About Communication Disorders

- [WWW.ASHA.ORG/public/](http://WWW.ASHA.ORG/public/)  
ASHA's Public Web site
- To Locate a Professional:  
[WWW.ASHA.ORG/PROSERV/](http://WWW.ASHA.ORG/PROSERV/)
- ASHA's Action Center for Consumers:  
toll free 1-800-638-8255



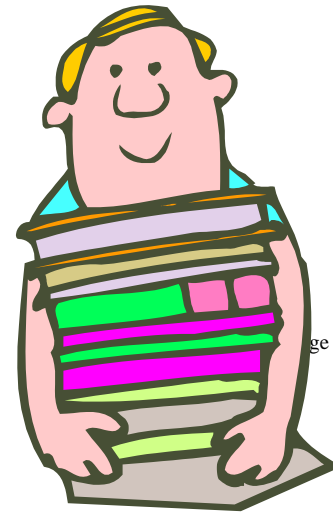
# Some Brochures: Your First Copy is Free

- **Getting Ready for Reading and Writing**
- **IDEA and Speech-Language Services in the Schools: A Guide for Parents and Guardians**
- **Literacy and Communication: Expectations From Kindergarten Through Fifth Grade**
- **The Speech-Language Pathologist in Your Child's School: An Important Resource**



# More Brochures

- **Child Language**
- **Speech Sound Disorders**
- **Stuttering**
- **Voice Disorders**



# Still More Brochures

- **Ear Infections and Language Development**
- **Hearing, Noise, and School-Aged Children**
- **How Does Your Child Hear and Talk? ( in English, Spanish, and Chinese)**



# Questions?

Press the "Esc" key on the computer's keyboard to end this presentation.