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What is Speech-Language Therapy?

It is the treatment for kids with language disorders. Language disorder refers to a difficulty understanding or putting words together to communicate ideas.

Language disorders can be either receptive or expressive:

- * **Receptive disorders refer to difficulties understanding or processing language.**
- * **Expressive disorders include difficulty putting words together, limited vocabulary, or inability to use language in a socially appropriate way.**

Overview of Phonological Awareness

Phonological awareness is the ability to manipulate the structure of an utterance independently from its meaning. It is an auditory task that requires an individual to manipulate the utterance at the word, syllable, or sound level. According to the National Center on Education and the Economy, "Children who readily develop phonemic awareness in kindergarten will probably learn to read easily" (Goldsworthy, 2001, p. 3).

Phonological awareness skills develop from syllable, to onset-rime, to phoneme. These skills begin at age three and continue through the development of early reading skills at ages six and seven.

Skill	Definition	Sample Task
Syllable Segmentation	counts the number of syllables in a word	How many syllables do you hear in <i>butterfly</i> ?
Syllable Blending	blends syllables into a word after they are given separately	What word do you hear when I say <i>cow...boy</i> ?
Rhyming	identifies words that sound alike or rhyme	Which word rhymes with <i>mat</i> ; <i>star</i> or <i>hat</i> ?
Phoneme Isolation	identifies whether a given sound occurs at the beginning, middle, or end of a word	In the word <i>sun</i> , is the /s/ at the beginning, middle, or end of the word?
Initial Alliteration	identifies the beginning sound in a word	Which word begins with /t/; <i>toad</i> or <i>boat</i> ?
Final Alliteration	identifies the last sound in a word	Which word ends with /b/; <i>dog</i> or <i>tub</i> ?
Sound Blending	blends sounds into a word after they are given separately	What word do you hear when I say /b/... /a/.../t/?
Sound Deletion	deletes a given sound from a word and says the new word	Say <i>cup</i> without the /k/.
Sound Substitution	replaces a specified sound in a word and says the new word or syllable	Say <i>top</i> ; now change /t/ to /h/.
Sound-Grapheme Matching	identifies grapheme(s) associated with individual sounds	What letters say /k/?

Flahive, L.K., & Lanza, J.R. (2004). *Phonological awareness cards*. East Moline, IL: LinguSystems, Inc.
 Gillon, G.T. (2004). *Phonological awareness: From research to practice*. New York: The Guilford Press.
 Goldsworthy, C.L. (2001). *Sourcebook of phonological awareness activities Vol. II: Children's core literature*. San Diego: Singular.

From *LinguSystems Guide to Communication Milestones*
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Auditory Processing

There are 5 main components of auditory processing.

1) Retention and Organization-involves listening to something, remembering it and being able to repeat it.

Skills Affected: following directions, remembering info., retelling and describing events.

2) Auditory Discrimination- involves discriminating and differentiating between auditory signals.

Skills Affected: comprehension, spelling (encoding), articulation (sound production).

3) Sequencing- involves putting information in the appropriate order.

Skills Affected: providing and following directions, retelling events, logic.

4) Conceptualization- giving meaning to what is heard.

Skills Affected: comprehension of time, direction and space, organizational skills, reasoning skills, ability to adapt to new situations.

5) Synthesis of Information-involves incorporating all of the skills listed above in order to communicate effectively.

Skills Affected: answering comprehension question (why and how), social language skills, comprehending the main idea.

Language Processing Strategies

Here are 10 strategies to support the child with language processing delays:

1. When presenting information, make sure you are engaging the child. Establish eye contact.
2. Repeat directions/instructions and/or have the student repeat them for you.
3. Use concrete materials to support learning concepts.
4. Break your tasks into chunks, especially those requiring auditory attention.
5. Allow additional time for the student to process and additional time for recall of information.
6. Provide repetition, examples and encouragement regularly.
7. Be sure the child understands that he/she can request clarification at any time, make sure the child is comfortable asking for help.
8. Slow down when you speak and repeat instructions, directions often.
9. Tap into the child's prior knowledge regularly to help the child make meaningful connections.
10. Reduce pressure whenever possible and observe the child as much as possible to ensure that understanding is in check and always, always be supportive.

Reducing Test Taking Stress

Test taking stress is when a student excessively worries about doing well on a test. This can become a hindrance on test performance and cause extreme nervousness and memory lapses among other symptoms. The following are tips on reducing test taking stress.

Being well prepared for the test is the best way to reduce test taking stress.

Space out your studying over a few days or weeks, and continually review notes and materials, don't wait until the night before and try to learn everything the night before.

Try to maintain a positive attitude while preparing for the test and during the test.

Exercising for a few days before the test will help reduce stress.

Get a good night's sleep before the test.

Show up to class early so you won't have to worry about being late.

Stay relaxed, if you begin to get nervous take a few deep breaths slowly to relax yourself and then get back to work.

Read the directions slowly and carefully.

If you don't understand the directions on the test, ask the teacher to explain it to you.

Skim through the test so that you have a good idea how to pace yourself.

Write down important formulas, facts, definitions and/or keywords in the margin first so you won't worry about forgetting them.

Do the simple questions first to help build up your confidence for the harder questions.

Don't worry about how fast other people finish their test; just concentrate on your own test.

If you don't know a question skip it for the time being (come back to it later if you have time), and remember that you don't have to always get every question right to do well on the test.

Focus on the question at hand; don't let your mind wander on other things.

If you still experiencing extreme stress after following these tips, seek help from your teachers or school guidance counselor.

Visit TestTakingTips.com for more test taking help.

Difference Between Speech and Language

Many students ask, "I speak fine. How come I still need Speech?" Students may receive speech/language therapy for a variety of reasons. Often, students come to Speech/Language to address language difficulties.

What is the difference between Speech and Language?

Language is different from speech.

Language is made up of socially shared rules that include the following:

- What words mean (e.g., "star" can refer to a bright object in the night sky or a celebrity)
- How to make new words (e.g., friend, friendly, unfriendly)
- How to put words together (e.g., "Peg walked to the new store" rather than "Peg walk store new")
- What word combinations are best in what situations ("Would you mind moving your foot?" could quickly change to "Get off my foot, please!" if the first request did not produce results)

Speech is the verbal means of communicating. Speech consists of the following:

- **Articulation:** How speech sounds are made (e.g., children must learn how to produce the "r" sound in order to say "rabbit" instead of "wabbit").
- **Voice:** Use of the vocal folds and breathing to produce sound (e.g., the voice can be abused from overuse or misuse and can lead to hoarseness or loss of voice).

- **Fluency:** The rhythm of speech (e.g., hesitations or stuttering can affect fluency).

When a person has trouble understanding others (*receptive language*), or sharing thoughts, ideas, and feelings completely (*expressive language*), then he or she has **difficulty with language**.

When a person is unable to produce speech sounds correctly or fluently, or has problems with his or her voice, then he or she has **difficulty with speech**.

In our example, Tommy has difficulty with **speech** that makes him hard to understand. If his lips, tongue, and mouth are not moved at the right time, then what he says will not sound right. Children who stutter, and people whose voices sound hoarse or nasal have speech problems as well.

Jane has *receptive and expressive language difficulties*. She does not have a good understanding of the meaning of words and how and when to use them. Because of this, she has trouble following directions and speaking in long sentences. Many others, including adults with aphasia and children with learning disabilities, have language problems.

****Information found in this note can be credited to www.asha.org****

Auditory Processing Disorder

ASHA - Understanding Auditory Processing Disorder
(Article excerpt provided)
full article link is listed below.

<http://www.asha.org/public/hearing/disorders/understand-apd-child.htm>

A multidisciplinary team approach is critical to fully assess and understand the cluster of problems exhibited by children with APD. Yet it is important to know that, however valuable the information from the multidisciplinary team is in understanding the child's overall areas of strength and weakness, none of the test tools used by these professionals are diagnostic tools for APD, and the actual diagnosis of APD must be made by an audiologist.

To diagnose APD, the audiologist will administer a series of tests in a sound-treated room.

These tests require listeners to attend to a variety of signals and to respond to them via repetition, pushing a button, or in some other way. Other tests that measure the auditory system's physiologic responses to sound may also be administered. Most of the tests of APD require that a child be at least 7 or 8 years of age because the variability in brain function is so marked in younger children that test interpretation may not be possible.

Common Symptoms: APD

Easily distracted by background noise.

Doesn't follow oral directions well, especially if they are complex and have to be carried out some time later.
Has problems recalling names, dates, times, and other information.
Has poor memory for numbers, letters, words, and other information that is heard.
Has difficulty with directions, especially if they are complex, lengthy, presented in a noisy background or to be carried out some time later.
Asks for statements to be repeated.
Is slow to respond to questions or directions.
Gives inappropriate answers to simple questions.
Has difficulty interpreting abstract information.
Has poor musical abilities.
Is slow to respond to questions or directions.
Has difficulty with verbal math problems.
Shows unusual reaction to sudden or loud sounds.
Has difficulty identifying the source or location of a sound.
Is easily distracted by noises.
Performs better in one-to-one settings (Kelly, D.A., 1995).

Multiple Choice Test Taking Tips

- *Read the question before you look at the answers.
- *Come up with the answer in your head before looking at the possible answers.
- *Eliminate answers you know are not right.
- *Read ALL of the answers before choosing your answer.
- *In a question with an "All of the Above" choice, if you see that at least two of the statements are correct, then select "All of the Above."
- *A positive choice is more likely to be true than a negative one.
- *Usually the correct answer is the choice with the most information.

Short Answer Test Tips

- *Try to anticipate questions that will be asked on the test and prepare for them. Usually what your teacher emphasizes will be on the test.
- *Use flashcards when studying.
- *Do not leave any answers blank and don't forget to show your work and write down your thoughts. Sometimes your teacher will give partial credit.
- *If you don't know the answer, leave it blank and go back to it after you finish the rest of the test. Sometimes other parts of the test will give you a clue to what the answer may be. It is called: **USE THE TEST TO TAKE THE TEST**
- *Read the question carefully and make sure that you answer everything that it asks for. Some short answer questions have multiple parts.

True-False Test Tips

- *Usually there are more true answers than false on tests.
- *Read through each statement carefully and pay attention to the keywords and qualifiers.
- *Statements that use qualifiers like "usually, sometimes and generally" typically result in a "true" answer.

*If any part of a statement is false, then the entire statement is "false."

Open Book Test Taking Tips

*Make sure that all of your notes have the date at the top.

*Be familiar with your notes and text books-the main ideas and where they are located.

*Highlight important points, use post-it notes and bookmarks to keep your information organized.

*If your teacher allows, write down important formulas and key information on a separate piece of paper, so you don't have to search.



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Cool Sites for Kids

<http://www.quia.com/pages/havefun.html> Speech/ Language Activities

www.brainpop.com Academic site with many related video clips

www.funbrain.com Academic site with many related video clips

www.coolmathforkids.com Math Skills

www.yahooligans.com

www.AAAmath.com Math Skills

www.sciencebob.com Science info. site

http://www.vocabulary.com/dir-info-site_map

www.multiplication.com Math Skills

www.netstate.com

www.puzzlemaker.com

www.eduplace.com/tales Fun using parts of speech

www.lumosity.com memory and problem solving, attending and speed

www.vocabulary.com