



Primary Orientation

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# Tips from your School's Speech-Language Pathologist

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What does a School SLP do?

- SLPs assist teachers in understanding the oral language needs of students and the interrelationships between listening, speaking, reading, and writing.
- We work with children who have a number of different communication difficulties including:
  - Speech-sound difficulties/disorders, i.e., difficulty producing specific sounds (E.g., saying "tat" for 'cat', or "poon" for 'spoon')
  - Stuttering
  - Voice or prosody concerns such as voice quality and/or pitch that is inappropriate for a child's age, gender, cultural background or geographic region
  - Understanding language (e.g., following directions)
  - Using language (e.g., grammar, vocabulary)
  - Social Language (e.g., difficulty with social interaction, reading social cues, etc.)
  - Phonological awareness
- Services may be in the form of one or more of the following:
  - Home programming
  - Consultation and/or school programming for classroom teachers, resource teachers, learning centre teachers and EPAs.
  - One-on-one direct assessment and/or therapy
  - Small group therapy
  - Large group/In-class collaborative teaching
  - Providing education to parents/guardians and teachers

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## What can I do to help my child's speech & language development?

- Remember that speech sounds are developmental, so depending on your child's age, the errors they are making might improve as they develop, and with some simple strategies used during conversation, reading and play. I.e., they might not need direct speech therapy!
- **Talk about sounds** often and in a variety of contexts including book reading and play. When reading and doing alphabet/letter activities, always talk about the *sound(s)* the letter makes as well as the letter name.
- **Give sounds a name** to make it fun for kids! (e.g., *s* is the *snake sound*, *sh* is the *quiet sound*), and when talking, point out the sounds in a casual way. E.g., "did you hear that snake sound? *Sssnack* time!"
- When you notice a child make any speech sound errors or grammatical errors, **repeat the word/sentence back** with the correct pronunciation and grammar.
- **Talk** to your child about things they see, hear, do, feel. Use a variety of words to describe things to help expand their vocabulary. E.g. instead of just saying, "this pizza is good!", you could say "this pizza is so mouth-wateringly delicious!"
- **Read, read, read, read!** Your child will be learning to read, which is so exciting! Enjoy listening to them read their "just right" books to you, but don't forget to keep reading story books to them too!

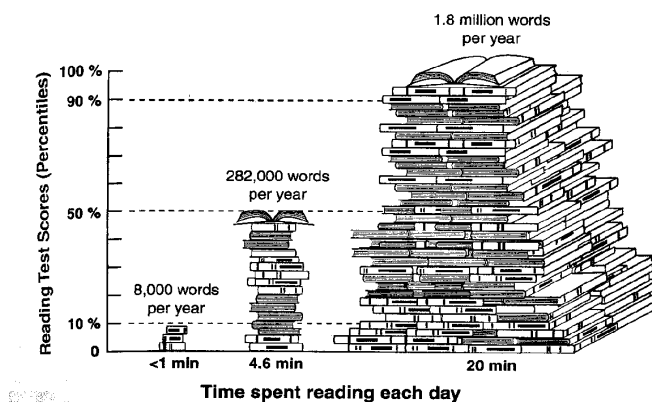


Figure 29. Good Readers Read Many Words Per Year; Poor Readers Read Very Few