

# Communication Chronicles

A publication bringing speech/language tips to your inbox and more



## Roles of the SLP in the School

Speech Language Pathologists can play a very active role in student achievement and success in the educational environment. Beyond working on speech sound errors and helping strengthen language skills, here are a few ways your school SLP may provide assistance to you and the family of the child.

- Serve on MTSS problem solving teams.
- Screen students of concern.
- Give inservices regarding appropriate communication development.
- Provide family education
- Conference with parents
- Evaluate students
- Develop IEPs
- Provide teachers with strategies for student success
- Help analyze behaviors related to communication difficulties

## 3 Prongs of Eligibility

When seeking additional assistance for general education students through the Exceptional Children's program, the team has to examine several areas after all data has been compiled and evaluations completed.

The first question is does the child present with one of the 14 disabling conditions outlined by federal law? Sometimes the answer is a resounding yes but this does not automatically provide access to EC programming.

The second question the team must answer is does the disability have an adverse impact on educational performance. This can be academically or in the academic environment. Data is needed to determine that this adverse impact is a direct result of the disability and not a deficiency in the core instruction.

The final question is does the student require specially designed instruction. SDI accounts for the student's disability, modifies or adapts content and allows access to the general education curriculum.

If the team determines that a child meets all of these criteria, they are deemed eligible for services.



### Did you know...

Approximately 17% of school-age students in the US receiving special education qualify under the category of speech or language impaired. This is approximately 1.1 million students (based on the estimated 6.5 million students receiving special education in schools).

## Tis The Season for Behavior

As we enter the holiday season, you might find yourself asking "Why are student behaviors on the rise?" You may even find yourself chalking it up strictly to excitement. There may be other things at play in terms of cause.

While most students have the ability to self-regulate and feel somewhat secure at home and school, a segment of our student population lives in highly unpredictable environments. Others may be wired in ways that require consistent routine. The stability and structure established at the beginning of the year suddenly collapses with assemblies, holiday activities, changes in schedules and even changes in instructors. For some students, this just lends to the excitement. For others, it becomes a very dysregulating force.

The behaviors you see may not be intentional but instead are coping mechanisms to deal with the stress of change.

With a little preparation you can make life easier for both your students and you.

Behaviors you witness in your students can cover a wide range. You may notice an increase in talking and interrupting from your students who are not always very conversational.

They may ask many questions for reassurance. Students may even experience full blown meltdowns which can perplex us because this is all supposed to be fun, right?

In order to reduce behaviors during this time, here are a few tips:

1. Identify students who rely on structure.
2. Prepare the entire classroom for schedule changes. Start the week before and warn that the following week there will be changes.
3. The day of the anticipated change in schedule and routine, make sure to reiterate each one to your class.
4. Visual schedules may help students with changes to routine and you as well.
5. Regularly check in with students who you know thrive on structure

With a little preparation and reflection this season can be a merry one for everyone involved.



## Vocal Hygiene For Teachers

Teaching requires excessive use of the voice throughout the day. If you are not careful you can strain your voice or even develop nodules or polyps on the vocal cords.

Here are some tips you can utilize to protect your voice while teaching:

- Stay hydrated - water is best
- Schedule intermittent learning activities that do not require speaking on your part.
- Utilize non-verbal cues for getting class attention such as a bell, hand raise, clapping, or turning the light on and off.
- If you are developing a cold or hoarseness, do not push through - devise alternate means to deliver instruction that require minimal voice usage.

## Celebrity Spotlight



Marilyn Monroe was famous for her breathy voice, which she established as a result of her childhood stuttering. She began stuttering as a young child, and faced stuttering again for two years while in high school. An SLP showed Marilyn how deliberate breathing at the onset of speaking could actually improve the fluency of her speech. Who knew this would become one of her iconic trademarks!



School systems have an important responsibility—they are charged with *identifying, locating, and evaluating* any children who need special education. This is called “Child Find.” This is critical to getting them the help they need to thrive in school.

Child Find applies to children from birth to age 21. It can cover children with learning and thinking differences, developmental delays, and other conditions. If you know of any children you suspect of disabilities particularly at the preschool level (at least 3 years old) but also beyond, please reach out to Dr. Kanika Griffin at the Board of Education at 252-426-5471.

Communication Chronicles is a publication of the Speech Language Pathologists at Perquimans Central School covering a broad range of topics. For questions or further material ideas, contact Ellen Silva [ellensilva@pqschools.org](mailto:ellensilva@pqschools.org) or Brittany Owens [brittanyowens@pqschools.org](mailto:brittanyowens@pqschools.org)