

Quick ideas for supporting listening comprehension/oral expression:

- *Provide lots of wait time for your student to respond
- *Think about the pace that oral information is delivered and adapt
- *Use visual aids in the classroom that match what you say verbally
- *Use repetition to highlight key points—and repeat again!
- *Provide students with critical vocabulary prior to teaching new concepts WITH these words
- *Review previously learned concepts each day and build from there
- *Encourage students to say it “a different way” when you don’t understand
- *Embed vocabulary and other concepts in a meaningful context
- *ALWAYS pair meaningful information shared orally in writing too!
- *Develop a cue to let a student know you will call on them NEXT
- *Ask your SLP for more ideas!!!!



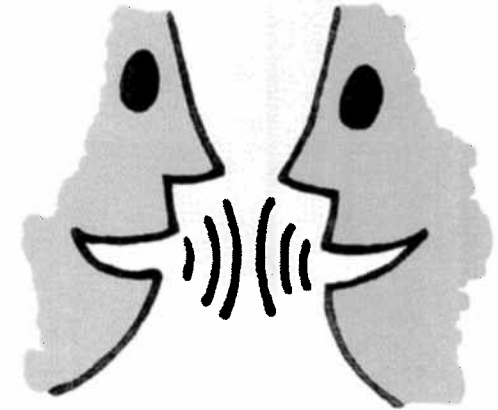
Who should I contact if I have concerns about someone in my family, class, or community?

- For students enrolled in PSD, contact your school’s speech-language pathologist, who can talk with you about your concerns. Your SLP can also complete a screening to determine if further evaluation is warranted.
- For children 3-5 years of age, contact PSD Child Find at (970) 490-3040. Evaluations that address early learning, cognitive functioning, speech-language development, as well as physical, social-emotional, vision, and hearing are provided at no cost to parents.
- For children birth to three, contact Foothills Gateway program at (970) 226-2345.

For additional information on communication disorders, please visit:

- American speech-Language-Hearing Association-
www.asha.org
- www.identifythesigns.org
- <http://www.nidcd.nih.gov/health/voice/pages/speechandlanguage.aspx>
- <http://www.stutteringhelp.org/>

**MAY is Better
Speech-Language
-Hearing Month!**



*Poudre School District
Speech-Language
Pathology Department.*

Know the Signs of Possible Speech/Language Disorders!

Young Children:

- Does not smile or interact with others (birth and older)
- Does not babble (4-7 months)
- Makes only a few sounds or gestures, like pointing (7-12 months)
- Does not understand what others say (7 months-2 years)
- Says only a few words (12-18 months)
- Words are not easily understood (18 mos-2 years)
- Does not put words together to make sentences (1.5-3 years)
- Has trouble playing and talking with other children (2-3 years)
- Has trouble with early reading and writing skills (2.5-3 years)
- Says p,b,m,h incorrectly in words (1-2 years)
- Says k, g, f, t, d, n incorrectly in words (2-3 years)
- Produces speech that is unclear, even to familiar people (2-3 years of age)
- Struggles to say sounds or words (2.5-3)
- Repeats first sounds of words (*b-b-b-ball* for *ball*) (2.5-3 years)
- Pauses a lot while talking
- Stretches sounds out (*f-f-f-farm*) (2.5-3 years)

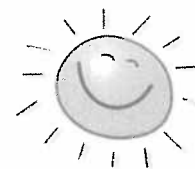
What Is a Communication Disorder?

Approximately 40 million Americans have a communication disorder. It is estimated that communication disorders costs the U.S. between \$154 and \$186 annually.

Speech disorders includes difficulty with phonology/articulation, stuttering, or voice disorders. By 1st grade, approximately 5% of children have noticeable speech disorders. Stuttering affects more than 3 million Americans.

Language disorders includes difficulty understanding or producing language. Children with language disorders in elementary years often go on to have language based learning/reading disabilities.

Hearing disorders includes hearing loss or deafness. One in five Americans have hearing loss in at least one ear; and approximately 26 million adults 20-69 have high frequency loss due to exposure to loud noises!



Know the Signs of Possible Speech/Language Disorders!

School-Aged Children:

- Difficulty following verbal instructions
- Difficulty following along with class discussion
- Difficult understanding vocabulary words
- Long pauses before answering questions
- Becoming confused or frustrated when information is presented verbally
- Easily distracted in class
- Difficulty with grammar and pronouns (*him* for *he*, *her* for *she*, using the wrong verb tense –*We is going*)
- Difficult explaining concepts or retelling experiences in understandable ways
- Ideas sometimes appear jumbled or confused and meaning is lost orally or in writing
- Difficulty finding the right word (may replace words with “*thing*” or “*stuff*”)
- Struggles when giving directions or telling stories
- Difficulty understanding stories read (NOT due to difficulty with decoding)
- Difficulty writing grammatically correct sentences
- Problems organizing written language