

Teacher Name: Jennifer McCusker COURSE TITLE/GRADE: Speech-Language/5-12 DEPARTMENT/SUBJECT: Speech-Language Therapy

	Disorders	Evaluation	Language Therapy
Essential Questions	What are the disorders of speech and language?	What is a speech and language evaluation?	What takes place in language therapy?
Content	<ul style="list-style-type: none"> • Language • Articulation • Fluency • Voice 	<ul style="list-style-type: none"> • Language • Articulation • Fluency • Voice 	<ul style="list-style-type: none"> • Language
Skills	<ul style="list-style-type: none"> • Language—understanding words or choosing words to express ideas and using language for a variety of purposes and situations • Articulation—the ability to produce correct speech sounds • Fluency—the ability to say sounds, words, and phrases in a smooth flowing manner • Voice—speaking without abusing or misusing the voice in the areas of loudness, quality, and resonance 	<p>The speech-language pathologist will evaluate the student’s ability to:</p> <ul style="list-style-type: none"> • Understand and use different words • Use words in grammatically correct sentences • Use language for different purposes • Enunciate speech sounds • Produce speech physically • Speak clearly • Speak fluently or smoothly • Act appropriately using adequate social-communication skills 	<p>Goals and objectives will vary for individual students.</p> <ul style="list-style-type: none"> • Receptive Vocabulary • Expressive Vocabulary • Receptive Grammar • Expressive Grammar • Auditory Memory • Auditory Discrimination • Word Finding
NJ Core Content Standards	3.1, 3.2, 3.3, 3.4	3.1, 3.2, 3.3, 3.4	3.1, 3.2, 3.3, 3.4
Assessments	CELF-4, TOAL-3, EOWPVT, ROWPVT, The Word Test, TARPS, TAPS, TOPS, GFTOA-2, SSI-3, informal measures, clinician/teacher observation, therapy data/notes, behavior data/notes, parent consultation	CELF-4, TOAL-3, EOWPVT, ROWPVT, The Word Test, TARPS, TAPS, TOPS, GFTOA-2, oral/motor examination, SSI-3, informal measures, developmental/educational history review, hearing/vision screening, clinician/teacher observation, therapy data/notes, behavior data/notes, parent consultation	CELF-4, TOAL-3, EOWPVT, ROWPVT, The Word Test, TARPS, TAPS, TOPS, informal measures, clinician/teacher observation, therapy data/notes, behavior data/notes, parent consultation

Articulation Therapy

Fluency Therapy

Essential Questions	What takes place in articulation therapy?	What takes place in fluency therapy?
Content	<ul style="list-style-type: none"> • Articulation • Speech sounds most frequently targeted at the middle school level include voiceless “th” (thumb), voiced “th” (they), “s” (soup), “z” (zoo), “r” (rain), vocalic “r” (shirt) 	<ul style="list-style-type: none"> • Fluency • Stuttering
Skills	<p>The student must produce the speech sound correctly in the initial, medial, and final positions of words in:</p> <ul style="list-style-type: none"> • Isolation • Nonsense syllables • Words • Phrases • Sentences • Contextual reading • Story narration • Picture description • Conversational speech • Transfer/carry over phase 	<p>The student will:</p> <ul style="list-style-type: none"> • Develop an awareness of his/her disfluencies • Develop and use various techniques (light contacts, muscle relaxation, easy onset, yawn-sigh) • Reduce disfluencies (repetitions, prolongations, blocks, interjections) • Reduce secondary characteristics (eye blinking, muscle tension) • Decrease anxiety in communicative settings
NJ Core Content Standards	3.1, 3.3	3.1, 3.3
Assessments	GFTOA-2, informal measures, clinician/teacher observation, therapy data/notes, behavior data/notes, parent consultation	SSI-3, informal measures, clinician/teacher observation, therapy data/notes, behavior data/notes, parent consultation

Voice Therapy

Essential Questions	What takes place in voice therapy?
Content	<ul style="list-style-type: none"> • Voice
Skills	<p>The student will speak while using appropriate:</p> <ul style="list-style-type: none"> • Stance and posture • Muscle Tension • Phonation • Resonance • Head position • Respiration • Articulation • Prosody <p>**A medical evaluation should always be completed before starting voice therapy.</p>
NJ Core Content Standards	3.1, 3.3
Assessments	Medical evaluation, formal tests, informal measures, clinician/teacher observation, therapy data/notes, behavior data/notes, parent consultation

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