

Teacher Name: Blake/Taylor

COURSE TITLE/GRADE: PS-Fourth

DEPARTMENT/SUBJECT: Speech/Lang. Therapy

**September through June**

Essential Questions	What is speech and language (S/L) therapy in the school system?	What are speech and/or language disorders in children?	What are some ways communication delays/disorders affect the curriculum?
Content	A related service under the Special Education umbrella of services: a series of activities to meet specific speech and/or language disorder goals developed on an individual basis that have an impact on the curriculum	<ul style="list-style-type: none"> <li>• Communication and related areas such as oral motor function that may be delayed or have characteristics that are different from “normal” development</li> </ul>	<ul style="list-style-type: none"> <li>• Development of self-concept</li> <li>• Safety &amp; independence</li> <li>• Social interactions and participation</li> <li>• Understanding &amp; expressing needs, abilities, interests, &amp; information</li> <li>• Acquisition and demonstration of knowledge</li> </ul>
Skills	<p>S/L therapy achieved in a team (parent, S/L specialist, teacher/other faculty) approach &amp; classification:</p> <ol style="list-style-type: none"> <li>1. referral</li> <li>2. id./consent meeting</li> <li>3. with consent, evaluation</li> <li>4. eligibility/consent meeting</li> <li>5. eligible for S/L services I.E.P. or CST related services</li> </ol>	<ul style="list-style-type: none"> <li>• Delayed/disordered communication skills when student’s speech and/or language skills are noticeably behind peers: general range – from sound substitutions to inability to understand or use language or mechanisms for speech &amp; feeding</li> </ul>	<ul style="list-style-type: none"> <li>• Communication disorders: articulation or phonological problems – way speech sounds are formed, or difficulties with vocal pitch, volume or quality, language – impairment in ability to understand and/or use words in verbal &amp; nonverbal context</li> </ul>
NJ Core Content Standard	Across curriculum, and linked to 3.1, 3.2, 3.3, 3.4	Across curriculum, and linked to 3.1, 3.2, 3.3, 3.4	Across curriculum, and linked to 3.1, 3.2, 3.3, 3.4
Assessments	2 or more of following: Parent/guardian interview/case history; teacher & S/LS observations; formal/informal testing	2 or more of following: Parent/guardian interview/case history; teacher & S/LS observations; formal/informal testing	2 or more of following: Parent/guardian interview/case history; teacher & S/LS observations; formal/informal testing

September through June

Essential Questions	What is a speech (articulation/phonological) delay/disorder?	How does a speech sound (articulation/phonological) delay/disorder affect the curriculum?	Are there other related speech production difficulties in children?
Content	Difficulty with the way speech sounds are formed Words/conversation difficult for the listener to understand due to speech	Across the curriculum Oral presentations (speaking) Reading Spelling Language Arts	Developmental (childhood) apraxia – generally, understand language Difficulty coordinating all muscles used to speak Understands – trouble replying Talks unevenly or very slowly More difficulty with longer words/sentences
Skills	Environmental/speech sound awareness/association Muscle strengthening Breath control Location of tongue, teeth, lips, etc. for sounds Comparing same/different sp. Sounds Making sounds (individual, syllables, words, sentences, conversation)	Oral-motor awareness/coordination Sound awareness/discrimination Sound/symbol recognition Making sounds (individual, syllables, words, sentences, conversation)	Oral-motor awareness/coordination Sound awareness/discrimination Sound/symbol recognition Making sounds (individual, syllables, words, sentences, conversation)
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	1 or more of following: teacher/S/LS observations, informal testing/checklist, formal testing, parent consultation	1 or more of following: observation, informal testing/checklist, formal testing, behavior recording, parent consultation, therapy data	1 or more of following: teacher/S/LS observations, informal testing/checklist, formal testing, parent consultation

**September through June**

Essential Questions	What is a language disorder?	How may a language impairment affect the curriculum?
Content	An impairment in the ability to verbally and nonverbally understand and/or use words which includes speaking, reading, writing, and some gesture systems	Across the curriculum Oral presentations (speaking) Reading Spelling Language arts
Skills	Difficulty in one or a combination of characteristics that include: acquiring or retaining words Improper use of words and their meaning to express ideas Inappropriate grammatical patterns Inability to follow directions	CONTENT – vocabulary/semantics: Acquisition of words and their meaning; FORM – syntax – morphology: using correct word order & grammar; USE – pragmatics: functional use of language to communicate
NJ Core Content Standards	3.1, 3.2, 3.3, 3.4	3.1, 3.2, 3.3, 3.4
Assessments	1 or more of the following: observation, informal testing/checklist, formal testing, behavior recording, parent consultation, therapy data	1 or more of the following: observation, informal testing/checklist, formal testing, behavior recording, parent consultation, therapy data

**September through June**

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Essential Questions	What is a fluency disorder?	How may a fluency disorder affect the curriculum?
Content	Fluency disorders – interruption in how speech flows: dysfluent speech – speech is uneven and does not flow smoothly Repetition Interjection Pauses Revision Mistiming Muscle tightness	Oral presentations (speaking) Reading Spelling Language arts
Skills	Easy onset speech breathing	Responding to teacher/classmates in class recitation; asking questions and/or volunteering information; reading orally during class; conversing with teacher/classmates
NJ Core Content Standards	3.1, 3.2, 3.3, 3.4	3.1, 3.2, 3.3, 3.4
Assessments	observation, informal testing/checklist, formal testing, behavior recording, parent consultation, therapy data	observation, informal testing/checklist, formal testing, behavior recording, parent consultation, therapy data

**September through June**

Essential Questions	What is a voice disorder?	How may a voice disorder affect the curriculum?
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Content	1 or combination of: abnormal pitch, loudness or vocal quality resulting from disordered laryngeal, respiratory and/or vocal tract function ranging from mild hoarseness to complete voice loss and may limit effectiveness of oral communication	Across the curriculum Self-concept independence Oral presentations (speaking) Reading Spelling Language arts
Skills	Strategies and techniques Pitch identity (too high/low, no range) Appropriate loudness (too loud or soft, unable to monitor) Vocal quality (hoarseness, breathiness, tension) Resonance (too much or no nasal quality) Prosody (rhythm, pitch, duration)	Instruction on: behavioral medication of vocal pattern; (with confirmation) alternate mode of communication; combination of behavioral modification and alternative mode of communication training
NJ Core Content Standards	3.1, 3.2, 3.3, 3.4	3.1, 3.2, 3.3, 3.4
Assessments	1 or more of the following: observation, informal testing/checklist, formal testing, behavior recording, parent consultation, therapy data	1 or more of the following: observation, informal testing/checklist, formal testing, behavior recording, parent consultation, therapy data

REVISED 4/24/03