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Chapter 13

Teaching Students with Communication Disorders

Please see notes on the following pages.

Communication Disorders

- One of the most common of all disabilities
 - Affect academic & social performance
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Communication disorders are one of the most common of all disabilities.

The special needs of students with communication problems fall in the areas of academic and social performance.

Types of communication disorders

- Delayed speech
 - Articulation
 - Poor voice quality
 - Dysfluency
 - Stuttering.
- Language
 - Oral communication
 - Written communication
 - Speech
 - Expression of thought
-

Types of communication disorders: delayed speech, articulation, poor voice quality, dysfluency or stuttering.

Two types of communication disorders:

language- includes oral and written communication

speech- an aspect of oral language by which thoughts are expressed in oral communication

Characteristics of language disorders as defined by The National Information Center for Children and Youth with Disabilities: “Improper use of words and their meanings, inability to express ideas, inappropriate grammatical patterns, reduced vocabulary, and inability to follow directions.”

Important Support

- School Nurse
 - Speech Pathologist
 - Other Specialists
 - Parents
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The school nurse is usually the first person consulted to determine whether hearing loss is contributed to poor speech or language performance.

If the child has a minor speech disorder, the speech pathologist usually takes primary responsibility for assessment.

If a child has a significant speech disorder, several specialists participate in gathering assessment information

Parents must give written consent before the student receives any type of formal assessment.

Most children have mastered the sounds of the English language by the age of 8.

Language assessment typically focuses on both reception and expression.

A student's parents and the general education teacher are valuable sources of information about language performance.

Student with Speech Problems

- In general education classroom
 - Meet with Speech Pathologist
 - Participate!
-

Students are members of general education classroom

They leave the classroom for short amounts of time daily or a few times a week to work with a speech pathologist.

Students are able to participate in class activities

Students with speech or language problems can usually participate in all aspects of the general classroom.

Teachers can...

- Ensure tolerance and support by classmates
- Model speech
- Create communication opportunities
- Create an environment of inclusion



Special Attention for:

Students with speech and language skills

May need to improve articulation, voice quality, or fluency

Goals in general classroom setting

Oral communication-teachers ensure tolerance and support by classmates

Language impairments

Students with difficulty in the reception and expression of oral communication

In the general classroom setting

Teacher assists by modeling appropriate grammar, stressing vocabulary development in all content areas, and modifying language aspects of classroom activities and assignments.

Students with speech impairments that participate in a general education classroom are able to hear and practice communication skills.

Students with speech/language disorders require good models of oral communication.

The teacher is the primary model

Should speak clearly, fluently, and with appropriate articulation

Monitor rate of their speech, length and complexity of sentences, and the number of direction given at one time

The classmates serve as important secondary models by demonstrating appropriate speech.

Teachers can...

- Ensure tolerance and support by classmates
- Model speech
- Create communication opportunities
- Create an environment of inclusion



For both, the general education teacher should:

Create an accepting environment and tolerant classroom:

When those with speech problems speak, the teacher and the classmates need to listen with full attention.

The teacher should model appropriate listening skills for the entire class and show the importance of waiting quietly and listening to others speak.

Speech errors should never be criticized, the teacher can repeat what the student said, using correct speech, but in a positive light.

Attention should never be called to speech errors. Whatever the teacher does, the students should follow.

The teacher needs to make the classmates aware that it is considered inappropriate behavior to make fun of those with speech impediments.

Create communication opportunities:

Do not anticipate needs

Give a student paper w/o crayons

Arrange for unusual events to occur

Give a student a fork to eat soup or hang an unusual object to the wall

Arrange for a child to convey information to their classmates

Provide the child with choices

Inclusion:

Allow those with special needs to participate in as many classroom activities as possible.

Seat those with special needs amongst typical classmates in order to ensure student interaction.

Surround them with good speech models and natural opportunities for

communication.

LISTEN!

- Look
 - Idle your motor
 - Sit up straight
 - Turn to me
 - Engage your brain
 - Now...
-



Use and model the LISTEN strategy: Look, Idle your motor, Sit up straight, Turn to me, Engage your brain, Now...

Summary

- Help increase vocabulary
 - Use
 - Demonstrations
 - Examples
 - Encourage
 - Dictionary use
 - Regular
 - Picture
 - Enable the child to see specialists without negative consequences
-



The student may see a speech pathologist for assistance with language skills

The teacher is the primary model

Should speak clearly, fluently, and with appropriate articulation

Correct the student without criticism

The classmates serve as important secondary models by demonstrating appropriate speech.

The general education teacher should:

Use all means possible to increase the student's vocabulary

Demonstration, use of examples, provide additional meanings and explanations

Encourage regular and/or picture dictionary use

Encourage the child to practice and to elaborate

Use and model the LISTEN strategy: Look, Idle your motor, Sit up straight, Turn to me, Engage your brain, Now...

Give students information in a step by step manner

Help students with classroom instruction missed when visiting the speech pathologist

Find the best times for students to "miss" during the day

Provide a means for the student to catch up with class activities missed during Speech pathology sessions