

# What is “Speech & Language”?



## What does the “Speech Teacher” do?

Speech/Language Pathologists help students with:

- articulation (speech): saying sounds correctly.
- Receptive language (understanding): comprehending words they’ve heard.
- Expressive language: using words correctly for a variety of purposes.
- Syntax (grammar): choosing the right words to follow the rules of language and be understood by listeners.
- Voice: the way one’s voice sounds (i.e. too hoarse, too nasal, not enough air coming through the nose, etc.) This is usually due to medical or anatomical factors.
  - Fluency (stuttering): having fluent, not “bumpy” speech.

## What should I do if I think my student needs help from the SLP?

Do your best to describe the difficulties you’re seeing. If you see articulation difficulties, write down what they child *meant* to say and how it actually came out. If you suspect language difficulties, take notes on all of the different deficits you see during class discussions, peer interactions, and more. Take note of grammar errors in your student’s writing and show work samples to the SLP. Observe how your student interacts with peers. What does he do or not do that makes him stand out amongst his peers?

## What is “Language”?

Language is made up of the words we understand and use and how we associate words with our environment. Students with language disorders *may* have difficulty:

- ~Answering WH- questions with the correct type of response (i.e. saying “in a bed” when asked, “*When* do you sleep?”)
- ~Determining relationships between objects/concepts and describing that relationship (i.e. A pumpkin and a basketball are both round and orange, but one is a toy and one is a vegetable.)
- ~Using more than one word(s) to explain something. We might work on synonyms, antonyms, homonyms, homophones, paraphrasing, defining, describing, and more!
- ~Using unspoken rules of social interaction to communicate with others politely and effectively to establish relationships and get one’s needs and wants met.



# May is Better Hearing and Speech Month!

MADE BY: SPEECH LANGUAGE PIRATES

*I cover many of the same language concepts and grammar in the classroom.*

*Why does Johnny need to come to you?*

Classroom teachers teach concepts based around a curriculum. SLPs teach skills at a developmentally appropriate level that will (hopefully) continue to be useful as the student progresses. SLPs teach strategies and rules that can be used in a variety of grades. Teachers may teach the similarities and differences between two different Native American tribes, but a language disordered student is taught how to formulate the sentence, what characteristics to look for comparing/contrasting, and how to transfer this skill to a variety of concepts. Teachers teach the answers to Wh questions about a given topic. SLPs teach language disordered students that a “where” question needs a place as an answer and a “who” question needs a person. We teach that “is” comes after a singular noun and “are” comes after a plural.

*How is teaching hurting my voice?*

*What can I do to help my voice?*

Teachers can be some of the worst culprits of “vocal abuse behaviors”. These are behaviors that negatively impact our voice quality and can have permanent, detrimental effects on our vocal cords. Do you find yourself losing your voice toward the end of the day or week? Does your throat get scratchy? Does your voice get hoarse, harsh, or raspy? Does your throat hurt? These are all signs of vocal abuse. But, they can be prevented! Be sure to:

~Rest your voice when you feel it becoming fatigued. This does not have to mean silence, but do NOT whisper! Whispering takes more effort from your lungs and vocal cords in order to make sound, so it is detrimental to your voice in the long run!

~Make sure sufficient air is coming out of your mouth and lungs as you speak. Do you use that last little bit of air in your lungs? take a breath, then finish your thought.

~Drink plenty of water throughout the day.

~Avoid yelling or raising your voice. Speak at a normal, comfortable pitch for you. Do not speak at a higher pitch than is normal for you. Yelling and increasing pitch puts strain on your vocal cords.

*Vocal abuse behaviors can cause the development of calluses on your vocal cords (or vocal folds). The calluses are called “vocal nodules” and can get worse if not treated. You can reduce the size of or prevent the development of nodules by avoiding the behaviors described above.*

# What is “Speech & Language”?



## What does the “Speech Teacher” do?

Speech/Language Pathologists help students with:

- articulation (speech): saying sounds correctly.
- Receptive language (understanding): comprehending words they’ve heard.
- Expressive language: using words correctly for a variety of purposes.
- Syntax (grammar): choosing the right words to follow the rules of language and be understood by listeners.
- Voice: the way one’s voice sounds (i.e. too hoarse, too nasal, not enough air coming through the nose, etc.) This is usually due to medical or anatomical factors.
  - Fluency (stuttering): having fluent, not “bumpy” speech.

## What should I do if I think my student needs help from the SLP?

Do your best to describe the difficulties you’re seeing. If you see articulation difficulties, write down what they child *meant* to say and how it actually came out. If you suspect language difficulties, take notes on all of the different deficits you see during class discussions, peer interactions, and more. Take note of grammar errors in your student’s writing and show work samples to the SLP. Observe how your student interacts with peers. What does he do or not do that makes him stand out amongst his peers?

## What is “Language”?

Language is made up of the words we understand and use and how we associate words with our environment. Students with language disorders *may* have difficulty:

- ~Answering WH- questions with the correct type of response (i.e. saying “in a bed” when asked, “When do you sleep?”)
- ~Determining relationships between objects/concepts and describing that relationship (i.e. A pumpkin and a basketball are both round and orange, but one is a toy and one is a vegetable.)
- ~Using more than one word(s) to explain something. We might work on synonyms, antonyms, homonyms, homophones, paraphrasing, defining, describing, and more!
- ~Using unspoken rules of social interaction to communicate with others politely and effectively to establish relationships and get one’s needs and wants met.



# May is Better Hearing and Speech Month!

MADE BY: SPEECH LANGUAGE PIRATES ©

*I cover many of the same language concepts and grammar in the classroom.  
Why does Johnny need to come to you?*

Classroom teachers teach concepts based around a curriculum. SLPs teach skills at a developmentally appropriate level that will (hopefully) continue to be useful as the student progresses. SLPs teach strategies and rules that can be used in a variety of grades. Teachers may teach the similarities and differences between two different Native American tribes, but a language disordered student is taught how to formulate the sentence, what characteristics to look for comparing/contrasting, and how to transfer this skill to a variety of concepts. Teachers teach the answers to Wh questions about a given topic. SLPs teach language disordered students that a “where” question needs a place as an answer and a “who” question needs a person. We teach that “is” comes after a singular noun and “are” comes after a plural.

*How is teaching hurting my voice?  
What can I do to help my voice?*

Teachers can be some of the worst culprits of “vocal abuse behaviors”. These are behaviors that negatively impact our voice quality and can have permanent, detrimental effects on our vocal cords. Do you find yourself losing your voice toward the end of the day or week? Does your throat get scratchy? Does your voice get hoarse, harsh, or raspy? Does your throat hurt? These are all signs of vocal abuse. But, they can be prevented! Be sure to:

- ~Rest your voice when you feel it becoming fatigued. This does not have to mean silence, but do NOT whisper! Whispering takes more effort from your lungs and vocal cords in order to make sound, so it is detrimental to your voice in the long run!
- ~Make sure sufficient air is coming out of your mouth and lungs as you speak. Do you use that last little bit of air in your lungs? take a breath, then finish your thought.
- ~Drink plenty of water throughout the day.
- ~Avoid yelling or raising your voice. Speak at a normal, comfortable pitch for you. Do not speak at a higher pitch than is normal for you. Yelling and increasing pitch puts strain on your vocal cords.

*Vocal abuse behaviors can cause the development of calluses on your vocal cords (or vocal folds). The calluses are called “vocal nodules” and can get worse if not treated. You can reduce the size of or prevent the development of nodules by avoiding the behaviors described above.*

**THANK YOU SO MUCH FOR DOWNLOADING MY PRODUCT! I HOPE YOU FIND IT USEFUL. IF YOU LIKE THIS PRODUCT, PLEASE LEAVE FEEDBACK. BY LEAVING FEEDBACK ON TPT YOU CAN EARN CREDITS TOWARD FUTURE PURCHASES AND HELP FUTURE BUYERS KNOW WHAT TO EXPECT FROM MY PRODUCTS.**

