

SPEECH/LANGUAGE CONCERNS

PreK, Kinder, 1st

A Speech-Language Pathologist can provide a variety of services to students:

1. Collaboration and consultation with classroom teachers, instructional assistants & parents
2. Observations and assessments (with parent consent)
3. Direct therapy in a pull-out or push-in program

Is it a speech & language disorder? Discerning the red flags:

Here are common red flags to identify speech and language difficulties within the classroom.

ARTICULATION

WHAT IS IT?

Articulation is the correct production of speech sounds. It is a concern when the errors are inappropriate for his or her cultural and social background or overall developmental level.

RED FLAGS

PreK: Errors in production of k, g, f, v

Difficult to understand (less than 75% for 3-year-olds, 90% for 4-year-olds)

Lateral S (sloppy "S")

By 1st Grade, they should have most speech sounds.

PARENTAL SUGGESTIONS:

- Avoid "baby talk"
- Model good speech
- Read with your child

LANGUAGE

WHAT IS IT?

Language is the ability to understand and use oral messages to clearly communicate ideas, wants and needs. It is a concern when the errors are inappropriate for his or her cultural and social background or overall developmental level.

RED FLAGS

(compared to other students in the class)

- Cannot express ideas logically and clearly
- Cannot maintain a topic of conversation, even for a brief period of time
- Difficulty coming up with the names of items
- Difficulty answering wh- questions
- Trouble making friends, entering a play circle, or expressing feelings
- Difficulty completing tasks independently/following directions

PARENTAL SUGGESTIONS:

- Read often with your child
- Ask questions after reading a story
- Discuss steps needed to complete a task

FLUENCY

WHAT IS IT?

Fluency is the rate and pattern of speech including the coordination of breathing, voice, rate and articulation. It is a concern when the following red flags are consistent, persistent over a period of time, and/ or accompanied by frustration and movements.

RED FLAGS

Prolongations:

"Give me the sssscissors."

Part-Word:

"Give me the sci- sci- sci- scissors."

Whole-Word:

"Give give give me the scissors."

Phrase Repetitions:

"Give me, give me, give me the scissors."

PARENTAL SUGGESTIONS:

- Don't interrupt/rush while he/she is speaking
- Model smooth, easy speech

I think I've found a red flag, what is the next step?

Discuss your concerns with your child's teachers/local speech language pathologist to start the educational process (3 yrs and up). You can formally request a speech evaluation (part of the special education system) at any time. You can also discuss with your doctor, and they may give a referral for medical services (if using insurance). You can receive medical and educational services simultaneously (recommended). Got more questions or want to schedule with me for private pay? Email me at

agramm@grammspeechmyotherapy.com.

SPEECH/LANGUAGE CONCERNS

2nd-5th GRADE

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Here are common red flags to identify speech and language difficulties within the classroom.

ARTICULATION

WHAT IS IT?

Articulation is the correct production of speech sounds. It is a concern when the errors are inappropriate for his or her cultural and social background or overall developmental level.

RED FLAGS

Any speech sound error

Difficult to understand

Lateral S (sloppy "S")

PARENTAL SUGGESTIONS:

- Talk about speech sounds and work on letter-sound awareness
- Model good speech
- You can practice sounds, but only if the child can do it correctly. We want to minimize frustration.

LANGUAGE

WHAT IS IT?

Language is the ability to understand and use oral messages to clearly communicate ideas, wants and needs. It is a concern when the errors are inappropriate for his or her cultural and social background or overall developmental level.

RED FLAGS

(compared to other students in the class)

- Cannot express ideas logically and clearly
- Difficulty with engaging in peer relationships, self-advocacy, or with social skills.
- Difficulty with using specific and grade-level vocabulary.
- Difficulty with basic inferences, synonyms/antonyms, multiple meaning words, etc.
- Produces grammar errors in spoken language.
- Difficulty with reading comprehension and/or writing. Trouble with narratives.

PARENTAL SUGGESTIONS:

- Model appropriate grammar.
- Promote reading
- Talk about vocabulary words
- Discuss events and stories.
- Teach appropriate social skills

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Whole-Word:

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Phrase Repetitions:

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PARENTAL SUGGESTIONS:

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- Model smooth, easy speech

I think I've found a red flag, what is the next step?

Discuss your concerns with your child's teachers/local speech language pathologist to start the educational process (3 yrs and up). You can formally request a speech evaluation (part of the special education system) at any time. You can also discuss with your doctor, and they may give a referral for medical services (if using insurance). You can receive medical and educational services simultaneously (recommended). Got more questions or want to schedule with me for private pay? Email me at

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SPEECH/LANGUAGE CONCERNS

Junior High

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3. Direct therapy in a pull-out or push-in program

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Here are common red flags to identify speech and language difficulties within the classroom.

ARTICULATION

WHAT IS IT?

Articulation is the correct production of speech sounds. It is a concern when the errors are inappropriate for his or her cultural and social background or overall developmental level.

RED FLAGS

Errors in all speech sounds production

Difficult to understand

Lateral S (sloppy "S")

PARENTAL SUGGESTIONS:

- Model good speech
- You can practice sounds, but only if the student can do it correctly. We want to minimize frustration.
- Work on positive self-esteem regarding their speech.

LANGUAGE

WHAT IS IT?

Language is the ability to understand and use oral messages to clearly communicate ideas, wants and needs. It is a concern when the errors are inappropriate for his or her cultural and social background or overall developmental level.

RED FLAGS

(compared to other students in the class)

- Difficulty explaining ideas/stories
- Poor social skills
- Difficulty with vocabulary
- Difficulty with figurative language
- Grammar errors
- Poor reading comprehension
- Difficulty with writing

PARENTAL SUGGESTIONS:

- Promote reading
- Discuss stories/events/concepts
- Teach appropriate social skills.
- Explicitly teach vocabulary and practice
- Use graphic organizers for writing

FLUENCY

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