

THE CITY SPEAKS

A PARENT NEWSLETTER BY DISTRICT 75 SPEECH-LANGUAGE PROVIDERS

Dennis M. Walcott, Chancellor

Issue # 79 – Fall 2011

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Welcome Back!!

Welcome back to the 2011-2012 school year! The Parent and Language Committee (PAL) welcomes all District 75 parents, teachers, and students to a new school year. Through "The City Speaks" newsletter, our committee will continue to provide you with current information, tips, and ideas that help to stimulate language growth and independent communication skills. Look for our Winter 2011, Spring 2012 and Summer 2012 editions of the newsletter throughout the school year. Citywide speech services (CSS) is committed to maintaining a strong home-school connection. Past issues of "The City Speaks" are available on the Citywide Speech Services website

<http://schools.nyc.gov/Offices/District75/Departments/RelatedServices/Speech/default.htm>. If you have any questions regarding speech, language, and/or communication issues contact your speech-language provider.

Language for Social Interaction

Social interactions are the behaviors and actions that we exhibit when we communicate with others. Social interactions are needed in everyday life in order to get our wants and needs across as well as form meaningful relationships across a variety of settings. Social skills are often worked on in the school setting. Below you will find examples of targeted areas.

Social Interaction Skills: Your child will learn to communicate and respond to feelings, intents, and needs in order to interpret and communicate feelings. He/she will learn different feeling vocabulary words and how to recognize these feelings in themselves and others. He/she will learn how to say "thank you" in a variety of situations. Your child will be able to create and maintain meaningful friendships with peers by learning how to share and give compliments.

Classroom Communication Skills: Your child will learn how to communicate and respond appropriately within the classroom setting. He/she will participate in classroom communication routines (i.e. talking at appropriate times, raising his/her hand to participate, and changing communication styles depending on the situation). He/she will ask and answer questions during class discussions. Your child will follow written and oral directions and be able to ask for help when he/she does not understand.

Classroom Social Survival Skills: Your child will be able to understand and follow rules for expected behavior in the school environment. He/she will interact appropriately with teachers and other staff members (i.e. knows and follows school rules and use appropriate language). Your child will be taught good attending behaviors (i.e. making eye contact and appropriate body language/facial expression when a staff member or student is speaking).

Resource: Wilson, C., Lanza, J., & Evans, J. *The SLP's IEP Companion*. East Moline, IL :LinguiSystems, 2005.

Types of Social Skills

- Cooperation and sharing.
- Being a friend and helping others.
- Being patient by learning to wait.
- Following directions
- Taking turns and remaining on topic.
- Praising others and having positive communicative interactions.
- Using good manners
- Being respectful

Dear CITY SPEAKS,

My daughter is entering middle school. Her previous speech mandate was two times a week individually. Now her speech teacher wants to place her in a group of three. I am concerned that she will not make improvements in her speech and language if she is in a group. Can you please tell me what happens in group therapy?

Curious Parent.

Dear Curious Parent,

What you are expressing is a common concern amongst parents when a change is being requested. In an individual session, it is just your child and the speech therapist. In group therapy, your child will be surrounded by her peers. This is an opportunity for everyone involved to practice and learn more functional social skills by interacting with each other. There are many benefits of group therapy which include taking turns during conversations, as well as taking turns during activities, learning to wait appropriately; responding appropriately to different people when spoken to; and learning how to ask questions. Your child will also be able to practice skills that she learns with the speech therapist with more people. This will help you when you take your child out to the community, because she will know how to interact with all different types of people.

Joke Time



Jokes are a fun way to practice language skills. Jokes provide a script for children with limited language as well as opportunities to interact with their peers, practice figurative language, develop vocabulary and support language processing, retention and recall skills.

Q. What did the math book say to the other math book?

A. "I've got problems."



Q. What did the calculator say to the other calculator?

A. "You can count on me!"



Q. What did the glue say to the teacher?

A. "I'm stuck on you."



Internet Resources for Parents

<http://www.parentingscience.com/social-skills-activities.html> : This website contains many different ideas that you can do with your child to promote social skill development.

<http://www.cccoe.net/social/SAdirectory.htm> : This website contains different social games for varying ability levels and information related to social skills for parents.

Back to School Search

S L S B U S Y R B K
D E G C D A E R O S
K S T D H H T P O E
R H A A C O A A K D
O U T A M P O Q S I
W M E A E S J L Z D
E T N R M Z S L E L
M M D N P X G A X M
O P E N C I L S L Z
H P V U E D D X X C

BOOKS BUS CLASSMATES DESK HOMEWORK MATH
PAPER PEN PENCILS READ SCHOOL TEACHER

Speech and Language Terminology

Non-verbal Communication: A way of communicating without the use of speech which may include gestures, body language and picture symbols.

Speech (verbalization): The production of words.

Vocalization: The production of vocal sounds without the use of real words.

Language: An organized set of symbols that is shared by a group of individuals and used to communicate thoughts and feelings. These symbols can be gestures (sign language), written text, pictures, or spoken language.

Articulation: The production of speech sounds.

Phonology: The rules governing how speech sounds are combined to convey meaning.

Sign Language: A formal language system consisting of meaningful hand shapes.

Pragmatics: How language is used in social contexts.

Syntax: The order that words are put in a sentence.

Semantics: The meaning of words.

Fluency: The smooth meaningful flow of speech.

Oral Apraxia: An inability to coordinate the muscles used in the production of speech. Individuals have difficulty sequencing and executing the motor movements needed to form sounds into words.

Dysarthria: Involves paralysis, weakness, and a lack of coordination of the speech muscles and results from impairment of the nervous system.

AAC (Alternative Augmentative Communication):

Children who are minimally verbal or non verbal may use an alternative way to communicate their wants and needs. Any form of communication that is not verbalization. An AAC system may include the use of real objects, picture symbols, sign language, and/or electronic voice output devices.

If you have any questions or topics that you would like us to address, please send an e-mail to: or BMandel6@schools.nyc.gov

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