

# THE CITY SPEAKS

A PARENT NEWSLETTER BY DISTRICT 75 SPEECH-LANGUAGE PROVIDERS

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## Welcome Back

The Parent and Language Committee (PAL) welcomes all District 75 parents, teachers, and students to the 2012-2013 school year. Through "The City Speaks" newsletter, our committee will provide you with current information, tips, and ideas that help to stimulate language growth and independent communication skills. The theme for this year is *21<sup>st</sup> Century Learning from Pre-K to High School*. Look for our Winter 2012, Spring 2013 and Summer 2013 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.

## What is 21<sup>st</sup> Century Learning?

21<sup>st</sup> Century learning includes collaboration, digital literacy, critical thinking, and problem solving. Digital literacy refers to knowledge of current technology and an understanding of how it can be used. Critical thinking is the ability to formulate an answer to a complex problem that requires multiple steps in thinking. Problem solving is the thought process involved in finding a solution to an obstacle. Collaboration is a process where two or more people or organizations work together to realize shared goals. Our goal is to work together with you, the parents, to teach your child how to be a productive, proud, participating member of your family, community and society. In this issue we will focus on **collaboration**.

**Speech Providers and Parents:** It is important that you, as the parent/guardian, know and are in contact with your child's speech provider. Have a communication notebook so you can be informed of your child's progress regularly and also for you to report any problems, issues, or successes at home. At the time of the annual review, we encourage you to participate in the goal writing process as a member of the IEP team. Your attendance at Parent Teacher Conferences is crucial to your child's progress and his/her ability to generalize the skills learned in school to the home and community. Contact your parent coordinator regarding parent workshops and support groups within your child's school.

**Speech Providers and Students:** Speech providers collaborate daily with classroom teachers to support speech and language goals within the Core Curriculum Learning Standards. Speech providers also work with your child on field trips, community walks and work sites. In addition, the speech provider meets with other related service providers and school personnel in order to discuss students' progress and any changes that are needed to be made in terms of their goals, mandates, behavior plans, etc. After the age of 14, students are required to participate in their IEP meetings and are encouraged to assist in writing their goals.

**Parent and Child:** Provide opportunities for your child to make choices and participate in family/community events. Set aside time for structured play activities to encourage interaction. Have a structured routine for your child at home that may include a visual schedule. Be consistent with any visual supports your child is using at school. Allow your child to be involved in the planning of your weekly routine. Review the schedule with your child so he/she knows what to expect.

Dear CITY SPEAKS,

My son is in his second year at his current school. I see that on his IEP, he is receiving speech and language services. I do not know who the speech teacher is or what takes place during therapy. I would like to work with my child at home. How can I find out what is taking place?

Concerned Parent

Dear Concerned Parent,

What you are expressing is a valid concern. It is your right to know who your son's speech teacher is. How do you go about this? Contact the school and request to speak to the speech department. Once you are aware of whom the speech therapist is, you may ask for a meeting. Upon request, you can make an appointment to observe a therapy session in order to learn new strategies and techniques you can use at home. As a parent, you can ask for speech homework to be sent or for a communication notebook to be created. In addition, be on the look out for parent workshops via the parent coordinator. Read PAL!

### 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. How do bees get to school?  
A. By school buzz!



Q: What did the spider do on the computer?  
A: Made a website!



### Back to School Search

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

BOOKS	IPAD	PAPER
CLASS	LUNCH	PENCIL
FRIENDS	MARKER	SCHOOL
GYM	NOTEBOOK	TEACHER

## Need To Know

Below you will find a list of common terminology that you may encounter throughout the school year.

### Common IEP Terminology

**AAC-** Augmentative Alternative Communication. Children who are minimally verbal or nonverbal may use an alternate way to communicate their wants and needs. An AAC system may include the use of real objects, picture symbols, expression through sign and/or electronic voice output devices.

**Annual Review-** Yearly meetings where the IEP is updated to include new goals and any other necessary changes.

**Behavior Plan-** The school based IEP team's plan that addresses your child's emotional and behavioral needs.

**CSE-** Committee on Special Education. This division processes all cases and makes initial referrals to Special Education programs as well as reviews, recommendations made by school based IEP teams.

**Goals- Annual Goals-** A behavior or skill that will be the focus throughout the school year. **Short term objectives-** Smaller components of the annual goal that are stated in the behavioral, observable and measurable terms.

**Mandate-** This refers to the frequency, amount of time, and group size that your child is seen for a related service. Example- 2x30:3, means two times a week for 30 minutes in a group of three.

**Related Services-** Any support service your child needs that will support the instructional program. These services may include speech language therapy, occupational therapy, physical therapy, counseling, hearing and vision services, and orientation and mobility.

**Triennial-** Reevaluation of your child's current abilities to determine what changes need to be made to the IEP. This takes place every three years.

### Common 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.

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](mailto:BMandel6@schools.nyc.gov)  
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