

**Speech & Language visual posters and materials discussed in the presentation:**

# Communication...

## What Is It?



The Speech Pathologist's Role, and a guide for parents on how to best support their child's speech and language skills.

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January 26th 2023

**HANDOUT RESOURCES:**

[EVERYDAYSPEECH.COM](http://EVERYDAYSPEECH.COM), [SUPERDUPERINC.COM](http://SUPERDUPERINC.COM)



# Think It or Say It

Before we speak, we decide if our thoughts are nice to say, or could hurt others' feelings and should be kept as thoughts. Our learners benefit from cues like, "Should you think it or say it?"



## Think It

- Insults
- Negative comments
- Disrespectful opinions
- Prying or really personal questions
- Comments about politics, religion, or race



## Say It

- Helpful thoughts
- Positive comments
- Opinions in a respectful way
- General questions
- Compliments





# Conversation Drivers & Conversation Stoppers



## Conversation Drivers

Behaviors that drive or keep a conversation going



Maintain eye contact



Use body language to show you are interested



Make connected comments



Share the conversation time



Use topic radar—think of the other person's interests



## Conversation Stoppers

Actions that will stop a conversation before it's ready to be over



Losing eye contact



Showing you are not interested



Not staying on topic



Not letting others take a turn in the conversation



Only talking about yourself or your interests



**Keep  
conversations  
moving by:**

Asking questions

Making on-topic comments

Talking about others' interests

Giving compliments

Showing you're listening

Reading others' body language as clues

Making connections (sharing something  
similar)



**These actions  
can stop  
conversations:**

Interrupting

Making off-topic comments

Changing the topic too soon

Only talking about things you like

Bragging

Not listening to others

Not picking up on clues

Doing all of the talking

# Solving a Problem

We create new thinking pathways when we practice the series of steps needed to problem-solve. The five problem-solving steps become a mental checklist that learners can use to solve their problems without needing an adult's assistance. The problem-solving steps are:

1

Identify the problem

2

Decide if you need help

3

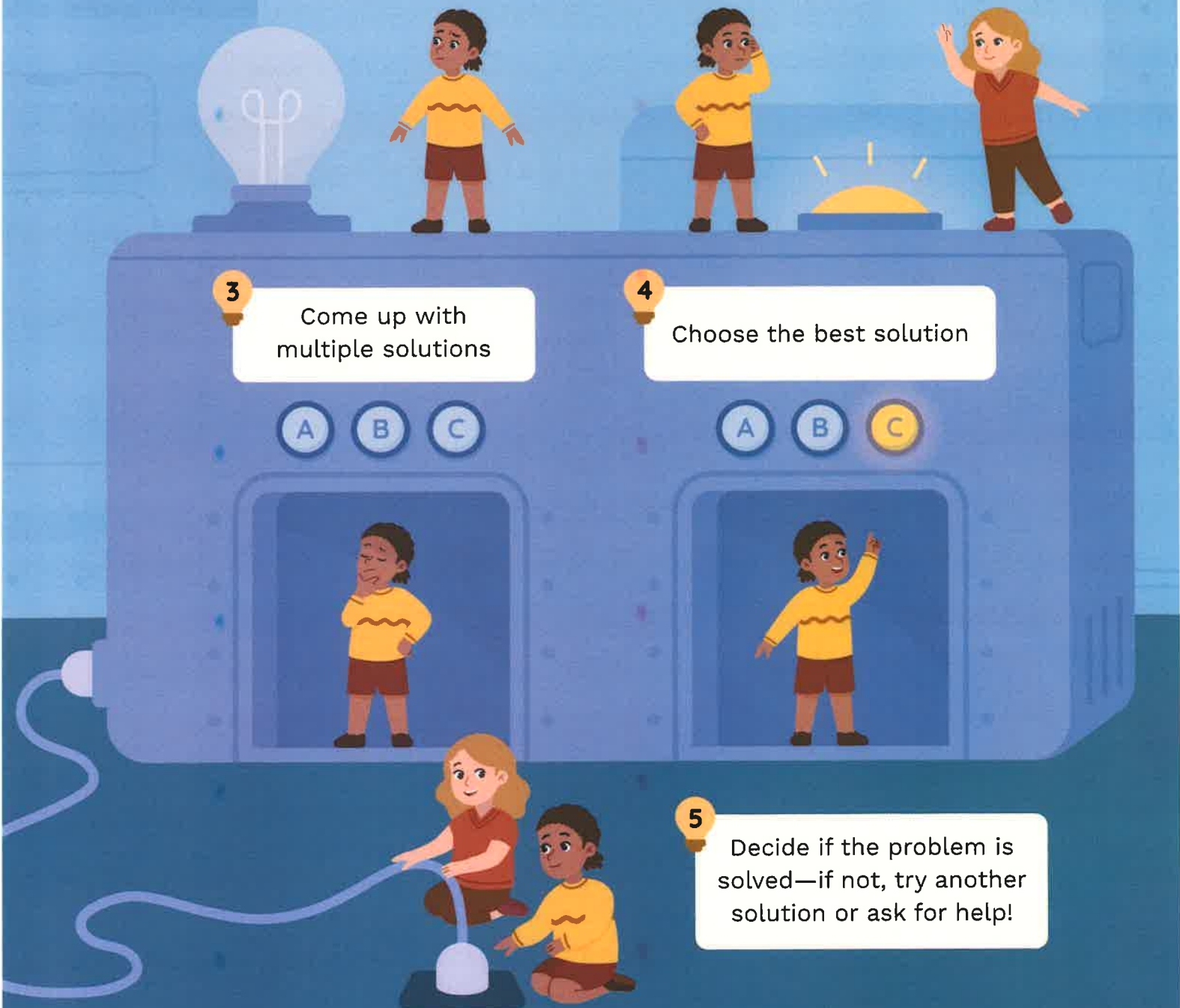
Come up with multiple solutions

4

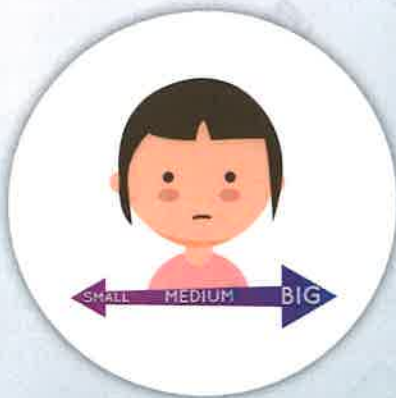
Choose the best solution

5

Decide if the problem is solved—if not, try another solution or ask for help!







## The Problem Scale

The way we respond to a problem and go about solving it depends on how large it is. Our feelings get bigger the bigger our problem is. Use the Problem Rating Scale to help students identify what size their problem is.



A problem that you can solve alone, quickly and easily.

Very Small

Small



A problem that you can solve alone that might make you sad but doesn't cause too big of a reaction.

Medium



This involves more people, causes bigger reactions, and isn't so easy to solve.

Big



A problem that takes a while to solve, requires help of adults, and can cause damage or hurt feelings.

Very Big



A problem that is very difficult to solve and causes serious harm or damage.

# Understanding Body Language

Body language is a type of non-verbal communication. Without talking, a person can use their body to give us clues to how they're feeling or what they're thinking. To read body language:



1

Use your eyes to look for clues. Notice a person's body position, arms, eyes, and facial expression.



2

Use these clues to guess how that person is feeling.



3

Decide how to act.

Invite  
him over



# STEPS TO REPAIR A COMMUNICATION BREAKDOWN

## If you're confused:

- 1) Ask questions to find out more, such as:  
How do I \_\_? Can you \_\_? Is this about \_\_? What was that \_\_?
- 2) Tell them about what's confusing you and ask them to explain, for example:
  - I've never heard of that. Can you tell me more about it?
  - Can you repeat that? I don't think I know about that.



## If your conversation partner is confused:

- 1) Clarify what you've said; use different words to fully explain your message.
- 2) Ask questions to find out more about what is confusing your conversation partner, such as:  
Do you know about \_\_? Have you heard of \_\_?



## If your conversation partner seems upset:

- 1) Acknowledge that there's been a mistake. Say something like:
  - I didn't mean to say that; what I meant was \_\_.
  - I didn't mean to offend you. What I was trying to say was that \_\_.
- 2) Go back and try to explain OR move on and change the topic.





# Thinking About Others

Thinking About Others takes the feelings and needs of others into account when we're in their company. Anytime we are with others, we consider them and how our actions impact them. To think about others, we:

2



Look for clues in other's face, body, voice, and words to guess how someone is feeling.

3



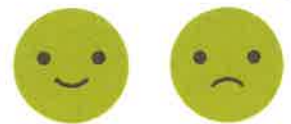
Ask ourselves, "What do I know about the other person?"

1



Observe what's happening right now.

4



Think about how our words and actions makes others feel.



# NONVERBAL COMMUNICATION WHEEL



# Tuning In

Tuning In involves analyzing the impact of one's own actions and words on a person's feelings. To Tune In you...

1

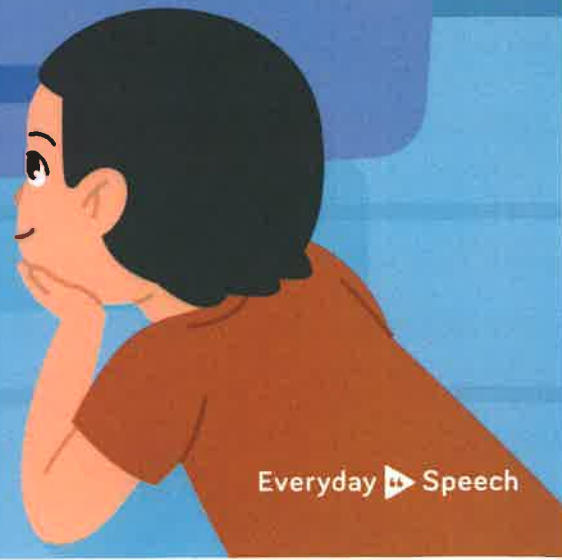
Look at what is happening right now. Is it the time or place?

3

Think about how those actions will make others around you feel. Will your actions make others feel good or bad?

2

Think about your actions. What are you doing or what are you planning to do in this moment?





# Handling Conflicts With Friends

Handling conflicts with friends teaches learners how to reach resolutions in a step-by-step process. When learners take time to step back from their emotions, they can consider others' feelings and perspectives before making sound decisions. To handle conflicts with friends, use the problem-solving steps:



**1** Identify the problem or the cause of the conflict.



**2** Determine how big the problem is — do you need help to solve this or can you handle it yourself?



**3** Come up with at least two solutions.



**4** Pick the best solution to try.



**5** Assess if the problem or conflict is solved. (If not, try another solution or ask an adult for help!)

# Making Connected Comments

Making Connected Comments teaches students to connect their comments to the previous comments of others in the conversation. This helps to stay on topic and drive the conversation forward.



We need to make sure our comments match or are connected to the topic.

The carnival last weekend was so much fun!

I especially enjoyed the magic show!

I would love to explore other galaxies on a space ship someday.

I have a pet dog named Monty.

If we don't match our comments to the topic, it can make others feel confused.

# PUBLIC VS. PRIVATE TOPICS LIST

Review the lists of Public and Private Topics. Are there topics you can add?



## **Topics that People like to talk about in Public**

Favorite songs/singers  
Favorite movies/TV shows  
Favorite food/restaurants  
The best vacation ever vs. the worst one  
The best or worst teacher you have ever had  
What's going on with themselves  
Weather  
Entertainment  
Sports  
Relatable experiences- school, home, community  
Relatable emotions - happiness, content, kind, fun, funny

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## **Topics that People do not like to talk about in Public**

Illness/deaths  
Personal body matters  
Hygiene  
Scary things  
Negative emotions - complaining, angry, mean,  
Money problems  
Bad/unhappy experiences

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# Self-Controller Scanner

Keeping control of our thoughts and feelings is very important. To stay in control, we use our Self-Controller Scanner. To improve self-regulation skills, remind learners to use their Self-Controller Scanner at needed moments.

## STEP 1

### Scan your brain and body



#### Brain Scan

Am I paying attention?

#### Body Scan

How am I feeling?



## STEP 2

### Pick a strategy to get back in control



Do I need a break?



Am I hungry or thirsty?



What physical actions will help me calm down?

## STEP 3

### Take the steps you need to get back in control



# Compromising

Compromising is giving up part of what you want to allow someone to have part of what they want. This keeps everyone happy.

What should we do this weekend?



Expect to get what you want some of the time, but not all the time.

I really like ice cream.



Figure out what part of the plan you want to keep.

How about if we eat ice cream after we play soccer?



Okay!

Suggest a compromise with friendly words.

Use these phrases to help you:

How about if we...

What if we...

Why don't we....



# Understanding Others' Point of View

We understand another's point of view when we quickly synthesize information from multiple sources such as facial expressions, body language, previous knowledge of that person, tone of voice, and the meaning of their words. To practice seeing things from others' point of view we can:

1

Watch their face and body language.

2

Match those clues with a feeling.

3

Think about how they feel and not just about how you feel.

4

Think about what you know about the other person.





# Social Chameleon

A social chameleon is someone who can blend in and adapt to any situation, no matter what's going on in the moment. Cue learners to be a Social Chameleon so they can successfully re-enter classrooms and immerse into new environments.



## Tuning In

to our surroundings.  
Look at where we are  
and who is there.



## Reading People's Moods

and try to see how  
others are feeling.



Adjust our actions  
to fit in with the

## Time and Place

**Social Chameleons can blend  
into any situation.**

Active and engaged during games



Quiet in the library



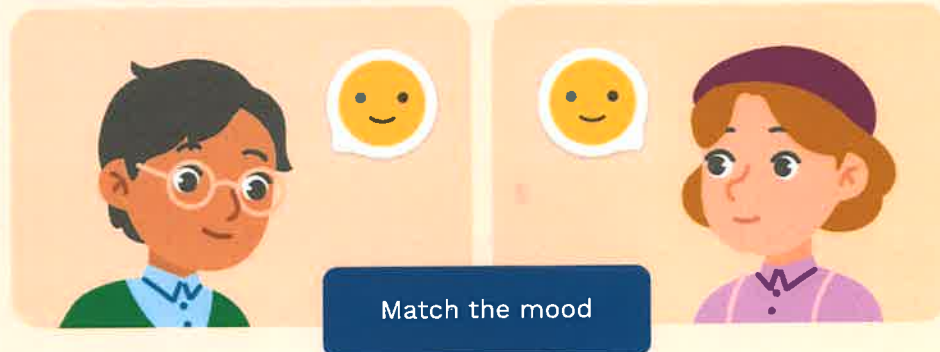
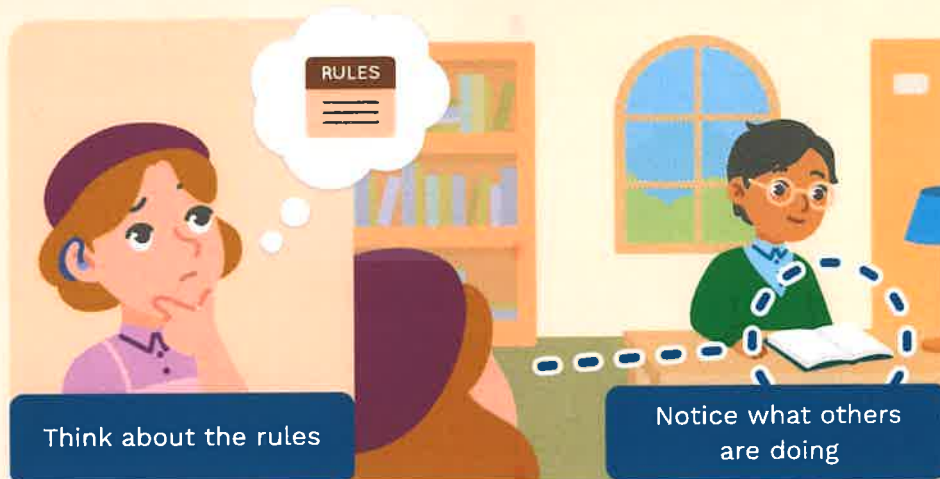
Participating in games and conversations at parties



Everyday  Speech

# Reading the Room

Whether entering a house, classroom, meeting, or party, we must enter situations by acting in a way that's congruent with the demeanor of the group. How to read the room:





**Remember, when we read the room,  
we stop to observe and ask ourselves...**

**Who is in the room?**

*What are they doing?*



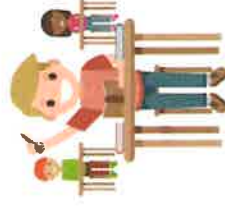
**What time of day is it?**

*What do we usually do at this time of day?*



**What objects do the people have?**

*What is everyone using and what do I need?*



**What should I be doing?**

*Does my behavior match the room?  
How is it making others around me feel?*

**How can I change my actions to match the room?**





## READ THE ROOM: ENTERING SITUATIONS



Read the situation card and decide if the person "Read the Room" and made the right choice.

The students were all standing around the science table while the teacher demonstrated the experiment. Pat was late for class. She quickly walked over to the science table and joined the group.

**Did she read the room and act appropriately?**

☐ YES ☐ NO

If not, what should Pat have done?

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Ed walked into the therapy room and noticed that there were other students at the table. He stopped and then came into the room and sat in the extra chair to wait.

**Did he read the room and act appropriately?**

☐ YES ☐ NO

If not, what should Ed have done?

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Susan's teachers were talking in the hallway outside her classroom. Susan was excited to tell her teachers about her weekend at her cousin's house. She walked up to them and said, "I had the best weekend sleeping over at my cousin's."

**Did she read the room and act appropriately?**

☐ YES ☐ NO

If not, what should Susan have done?

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Jed's math class was working on a project when Jed came into the room. Everyone was broken up into small groups with their notebooks and calculators out. He saw his teacher was seated talking with a group. Jed called out, "Hey Mr. Murphy, what am I supposed to do?"

**Did he read the room and act appropriately?**

☐ YES ☐ NO

If not, what should Jed have done?

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# Handy Handouts®

Free informational handouts for educators, parents, and students

## Creative Articulation Practice at Home: Fun for the Whole Family!

by Keri Spielvogel, MCD, CCC-SLP

Looking for a new way to work on articulation skills at home? Or a new and different way to get your students interested in articulation therapy? Make it fun and exciting for your children by trying the following suggestion. It's an activity for all the children to enjoy!



### Fun Articulation Practice... "in a box!"



**1. Make a "mystery box"** using common household objects and your child's toys. Cut a slot in the top of a good-sized box. Make sure that your child's hands plus an object fit through the slot.



**2. Help your child decorate the box** the way he/she wants it to look. This makes the child feel like he/she is participating and provides a great language-building activity.



**3. Talk to your child's SLP** about what he/she is working on in therapy.

### Some specific questions to ask your child's SLP are:



- **What sound/sounds is he/she working on in speech therapy?**
- **What position/positions is he/she working on with each sound?** (Basically, **initial** means a sound at the beginning; **medial** means a sound in the middle; and **final** means a sound at the end. For example, for the /k/ sound, "cup" is initial; "bacon" is medial; and "book" is final.)
- **What level is he/she working on?** There are different levels a child works on, each getting more difficult. The "easiest" level is **isolation**, or the "k" sound alone. Next, the "k" sound is in some position within a **syllable** (i.e., "ka," "aka," or "ak.") Next, the **word** level (i.e., cup, bacon, book), then, a phrase (i.e., "in the cup;" "in the book"), then, a sentence (i.e., "I read a book," or "The juice is in the cup"). Finally, the sound is monitored in conversation for consistent production.)



**4. Pick 10-15 objects, letter cards, or syllable cards** with your child's target sound in them and, without your child seeing, "hide" them in the Mystery Box.



**5. Let your child choose** an object/card and say/name it, use it in a phrase, sentence, or ask questions to elicit conversation.

# JANUARY ARTICULATION PRACTICE

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Activities are designed to be completed in 5-15 minutes. Color or ✕ the boxes as you complete each activity. Your child's IEP will list the specific goals your student is working to master. If you are unsure of the sounds or skills your child is practicing please refer to the IEP.

## CHECKING IN!

Directions: Make a list of words that your student had difficulty saying in conversation. We will practice these words in speech next month.

☐ \_\_\_\_\_

☐ \_\_\_\_\_

☐ \_\_\_\_\_

☐ \_\_\_\_\_

☐ \_\_\_\_\_

MON	TUES	WED	THURS	FRI
<b>SOUND HUNT:</b> Read a winter book. Find or name 5 items in a that have your speech sound in the beginning of the word.	<b>BUDDY TIME:</b> Play with a friend or family member. Use your best speech. Can they understand all the words you say?	<b>BED TIME:</b> Say 10 words with your speech sound before you go to bed.	<b>GAME DAY:</b> Play a board game. Before each turn use a word with your speech sound in a sentence.	<b>FAMILY TIME:</b> Eat dinner as a family. Use your best speech!
<b>SOUND HUNT:</b> Read a winter book. Find or name 5 items in a that have your speech sound in the middle of the word.	<b>READ:</b> Read a book, magazine or newspaper. Make a list of the words that have your speech sound.	<b>IN THE CAR:</b> Say a list of words with your speech sound while riding in the car. Challenge yourself to see how many you can name!	<b>MAKE A LIST:</b> Make a list of 5 words that are tricky for you to say. Make a silly sentence for each word. Practice it!	<b>FAMILY TIME:</b> Go on an adventure as a family. Use your best speech!
<b>SOUND HUNT:</b> Read a winter book. Find or name 5 items in a that have your speech sound at the end of the word.	<b>BUDDY TIME:</b> Play with a friend or family member. Use your best speech. Can they understand all the words you say?	<b>BED TIME:</b> Say 10 words with your speech sound before you go to bed.	<b>GAME DAY:</b> Make 2 sets of word cards with your sound. Play Memory or Go Fish. Use your best speech sounds to play.	<b>FAMILY TIME:</b> Eat dinner as a family. Use your best speech!
<b>SOUND HUNT:</b> Find 5 winter items that have your speech sound in the beginning of the word.	<b>READ:</b> Read a book, magazine or newspaper. Make a list of the words that have your speech sound.	<b>IN THE CAR:</b> Say a list of words with your speech sound while riding in the car. Challenge yourself to see how many you can name!	<b>MAKE A LIST:</b> Make a list of 5 words that are tricky for you to say. Make a silly sentence for each word. Practice it!	<b>FAMILY TIME:</b> Play a game as a family. Use your best speech!

