

What are the signs that my child may have a speech and/or language disability?

Your child:

- Began talking later than same age peers.
- Is performing below grade level in the classroom.
- Has difficulty following directions and processing oral language.
- Has difficulty expressing thoughts and ideas.
- Has difficulty understanding and using socially appropriate language.
- Has difficulty in the area of reading and reading comprehension.
- Has an unusual or hoarse vocal quality.
- Has difficulty pronouncing developmentally appropriate sounds.
- Demonstrates whole and part word repetitions.
- Has a primary disability that affects speech and language development such as deaf and hard of hearing, autism, intellectual disability, orthopedic impairment, or specific learning disability.

Organizations to Consult

ASHA | American Speech-Language-Hearing Association

Information in Spanish | Información en español. 1.800.638.8255 | actioncenter@asha.org | www.asha.org

NIDCD | National Institute on Deafness and Other Communication Disorders

1.800.241.1044 (Voice) | 1.800.241.1055 (TTY) nidcdinfo@nidcd.nih.gov | <http://www.nidcd.nih.gov/>

Cleft Palate Foundation

1.800.242.5338 | <http://www.cleftline.org>

Childhood Apraxia of Speech Association of North America | CASANA

<http://www.apraxia-kids.org>

National Stuttering Foundation

1.800.937.8888
| info@WeStutter.org | <http://www.nsastutter.org/>

For more information contact:

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Wiseburn Unified School District &

Da Vinci Schools

Speech Language Pathology Services



Speech language pathologists (SLPs) are experts in assessing, diagnosing, and treating speech sound disorders, stuttering, voice disorders, and language deficits. SLPs hold a master's or doctoral degree in speech-language pathology from an accredited program and are licensed in all states and in the District of Columbia. Learn more about these disorders, discover treatment options at

<http://www.asha.org/public/>.

The WUSD and Da Vinci speech language pathologists work with students, parents, teachers, and administrators within assigned schools to provide identification, assessment, consultation, and remediation of articulation, expressive and receptive language fluency and voice disorders.



Duties and Responsibilities

- Develop individual speech and language intervention through an IEP based upon assessment results.
- Work with classroom teachers, school staff, and parents to implement speech and language programs.
- Participate in the eligibility and planning required for development of the IEP when a communication disorder is present.
- Provide teacher training and support related to development of communications skills.
- Establish home programs for students.
- Conduct speech and language intervention.
- Provide consultative services to parents, teachers and other school personnel.



Parent Tips

- Describe Everything: Explain where you are and what you are doing.
- Ask Questions: Even if your child has difficulty replying, use exaggerated intonation to increase understanding.
- Tell Stories and read to your child.
- Be positive: Make speaking and listening fun!
- Use gestures and visuals: non-verbal communication is very important.
- Be patient: Stop and listen, give your child plenty of time to process and respond.
- Have your child play with other children.
- Use longer sentences as your child gets older.
- Talk with your child in the language you are most comfortable using.
- Know that it is good to teach your child to speak a second language.
- Say the sounds correctly when you talk-it is okay if your child makes some mistakes.
- Do not correct speech sounds.