

Parkland Speech and Language Support Services

❖ **Speech Services Available-**

Speech/Language support services are available at all schools in the Parkland School District. Services are provided to students from kindergarten through graduation, up to age 21 for special needs students.

❖ **Speech Therapists in the Parkland School District-**

Debra Barhight, Lisa Barrow, LaurieJo Bryant, Margaret Clark, Margaret Goll, Jennifer Huff, Kathleen Kowker, Diana Souders, Donna Wendling.

❖ **Identification of Need-**

Students who demonstrate a need for specific instruction in communication skills are identified through a process that begins with a referral for screening. A referral may be made by a parent, teacher, or the instructional support team. An informal screening consists of talking to the student and observing in the classroom. If further testing is warranted, a letter asking for permission to do a formal speech/language evaluation would be sent home.

Determination of eligibility for services is made through a formal evaluation of speech and language skills. Significant differences in communication skill development would be demonstrated by students qualifying for services through the school. Parents are invited to meet to discuss the results of the evaluation and to plan any needed interventions when the evaluation has been completed.

Qualifying students receive speech/language support in addition to their regular educational program. Therapy is delivered during school hours at the regular school the student attends.

❖ **Educational Impact of Difficulty in the area of communication-**

Speech/language difficulties may affect listening comprehension, oral expression, written expression, or reduce opportunities for social interactions.

❖ **The areas that are addressed follow:-**

Articulation - sound development / clear speech

Language - vocabulary development/ understanding and expressing information/ using the rules of our language system/ concept development/ listening skill development/ phonological awareness/ written language.

Dysfluency - interruptions to the natural flow or rate of speech.

Voice Disorders - functional differences in voice quality that are identified through medical diagnosis.

Communication Systems - systems are developed to help nonverbal students communicate using alternative methods.

- ❖ **Specific concerns-** *If you have specific questions or concerns about your child's communication skills or the speech therapy program at school please call the school office to be put in contact with the speech/language therapist at your child's school.*