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STATEMENT

Florham Park School District offers language therapy to classified children and to non-classified children with mild to moderate language disorders in kindergarten through eighth grade. Children may be referred by the Child Study Team, teachers, parents or any school staff. Children receiving therapy have been found eligible for services based on the N.J. Special Education Code N.J.A.C. Chapter 6A:14. Examples of areas offered include the following: semantic, syntactic, pragmatic development, hearing impairment, articulation deficits, voice, or fluency.

Children are found eligible after completion of standardized tests. See attached lists of examples. The testing is carried out by a Speech/Language Specialist. Speech samples are also used to evaluate the child when appropriate. Children are seen by a Speech/Language Specialist individually, or in a small group of five or less or in a class group. Language class would meet at least once a week.

The objective of language therapy is individualized for each child. The objectives are remedial in nature and are designed to assist the development of desired communicative abilities in areas where a specific disability has been identified.
FORMAL LANGUAGE EVALUATION TOOLS

Below are listed many measures of receptive and/or expressive language abilities which the speech-language specialist might consider administering to students in order to determine eligibility for services. The list is not all-inclusive. In addition, the New Jersey Department of Education does not endorse the use of any specific tests.

<table>
<thead>
<tr>
<th>Test Code</th>
<th>Test Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL</td>
<td>Assessing the Language of Learning</td>
</tr>
<tr>
<td>ASSET</td>
<td>Assessing Semantic Skills Through Everyday Themes</td>
</tr>
</tbody>
</table>
| ACLC      | Assessment of Children’s Language Bankson Language Test-2  
|           | Boehm Test of Basic Concepts – Revised         |
|           | Bracken Basic Concept Scale – Revised          |
| CELI      | Car-row Elicited Language Inventory           |
| CADL      | Communicative Abilities in Daily Living       |
| CELF-P    | Clinical Evaluation of Language Fundamentals – Pre-School |
| CELF-4    | Clinical Evaluation of Language Fundamentals – 4 |
| CREVR     | Comprehensive Receptive and Expressive Vocabulary Test  
<p>|           | Expressive Language Test                      |</p>
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>EOWPVT</td>
<td>Expressive One-Word Picture Vocabulary Test – Lower and Upper Extensions</td>
</tr>
<tr>
<td></td>
<td>Fullerton Language Test for Adolescents – 2nd edition</td>
</tr>
<tr>
<td></td>
<td>Functional Communication Profile</td>
</tr>
<tr>
<td></td>
<td>Goldman-Fristoe-Woodcock Auditory Skills Test Battery</td>
</tr>
<tr>
<td></td>
<td>Goldman-Fristoe-Woodcock Test of Auditory Discrimination</td>
</tr>
<tr>
<td>LPT-R</td>
<td>Language Processing Test-Revised</td>
</tr>
<tr>
<td>LAC</td>
<td>Lindamood Auditory Conceptualization Test</td>
</tr>
<tr>
<td>OWLS</td>
<td>Oral and Written Language Scales</td>
</tr>
<tr>
<td></td>
<td>Phonological Abilities Test</td>
</tr>
<tr>
<td>PLAI</td>
<td>Preschool Language Assessment Instrument</td>
</tr>
<tr>
<td>PLS-3</td>
<td>Preschool Language Scale – 3</td>
</tr>
<tr>
<td>PPVT-III</td>
<td>Peabody Picture Vocabulary Scale – 2</td>
</tr>
<tr>
<td>REEL-2</td>
<td>Receptive-Expressive Emergent Language Scale -2</td>
</tr>
<tr>
<td>SPELT- II</td>
<td>Structured Photographic Expressive Language Test – II</td>
</tr>
</tbody>
</table>
SPEECH-LANGUAGE SPECIALIST
Job Description

QUALIFICATIONS:


2. Demonstrated comprehensive knowledge in the field of speech-language pathology.

3. Ability to effectively apply the principles of assessment, treatment and prevention of speech, language and hearing disorders.

4. Strong interpersonal and communication skills.

5. Required criminal history background check and proof of U.S. citizenship or legal resident alien status.

REPORTS TO:

Coordinator of Child Study Team/Building Principal

JOB GOAL:

To help reduce or eliminate speech and hearing impediments that interferes with the students’ ability to derive full benefits from the district’s educational progress.
PERFORMANCE RESPONSIBILITIES:

1. Make assessments, analyses and classifications of students’ communication competencies and characteristics.

2. Plans, prepares and delivers treatment programs for children with speech and language deficiencies.

3. Provides diagnostic evaluations of pupils referred to the Child Study Team for communication disorders and participates in team conferences related to those pupils.

4. Develops and implements an individualized education program (IEP) in conjunction with parents and teachers for pupils who are eligible for speech correction.

5. Provides individual and small group intervention sessions with students who have been classified.

6. Conducts classes in language stimulation.

7. Maintains close liaison with the Child Study Team.

8. Keeps those records necessary for each child and completes all required local, state and federal reports.

9. Participates in the development and improvement of opportunities for disabled/exceptional students by providing individual or group in-service experiences for staff and parents.

10. Conducts ongoing evaluation of all children in the program to determine appropriateness of their programs.
11. Acts as educational consultant to classroom teachers, guidance counselors and administrators as required.

12. Assists in proper referrals of individuals to agencies and specialists in the community.

13. Assumes primary responsibility for requisitioning and maintaining needed equipment and supplies.

14. Participates in appropriate professional development activities to keep abreast of latest developments in the field of speech pathology and related fields.

15. Assists teachers, counselors, and administrators in the assessment and instruction of ESL students as designated by the building principal.

16. Assumes any other appropriate professional duties, which are assigned by the superintendent of schools or the special services director.

Terms of Employment:

Work year and salary to be determined by the board.

Evaluation:

Performance of this job will be evaluated annually in accordance with state law and the provisions of the board’s policy on evaluation of certified staff.

DATE: April 11, 1995
PRE-LINGUISTIC DEVELOPMENT

The goals of the Preschool Curriculum are intended to assist in developmentally appropriate speech and language development. The curriculum included is not limited to the following areas:

GOAL: Develop Skills in Visual Perception

**Age 2.5 years**
1. Places round, square, triangle forms in form board.
2. Places round, square, triangle form in reversed form board.

**Age 3 years**
1. Puts together 2 kinds of two-piece puzzles.
2. Puts together a puzzle with 4 or 5 interconnected pieces.

**Age 3.5 years**
1. Matches geometric forms (orientation irrelevant).

**Age 4 years**
1. Matches at least 8 geometric shapes.
2. Completes 8-10 piece interconnected puzzles.

**Age 4.5 years**
1. Imitates construction of a simple visual pattern using parquetry blocks.

**Age 5 years**
1. Completes a 12-20+ piece interconnected puzzle.
2. Matches letter and numbers.
3. Matches name and short words.
GOAL: Develop Skills In Expressive Vocabulary

Age 2.5 years
1. Names most common objects when seen.
2. Names objects that are heard.
3. Names objects touched or handled.
4. Names 2 or more pictures of common objects.
5. Names 6 or more pictures of common objects.
6. Uses at least 50 different words.

Age 3 years
1. Names 8 or more line drawings of common objects.
2. Names most pictures of familiar objects.

Age 3.5 years
1. Names pictures of objects seen primarily in books (e.g., farm animals or tractors for city children).

Age 4 years
1. Defines 2 or more simple words (e.g., “What do we mean by _______?”, What is a _________?”)

Age 4.5 years
1. Defines 5 simple words.

GOAL: Develop Skills in Interest in Sounds and Language Functions

Age 3 years
1. Identifies objects, people and events by their sounds.
2. Listens carefully to new words, may ask for repetition.
3. Repeats new words to self.

Age 3.5 years
1. In play, uses different voices for different people.

Age 4 years
1. In play or conversation, uses statements such as, “He said…”
**Age 4.5 years**
1. Asks word meaning or otherwise indicates awareness that words mean something.

**Age 5 years**
1. Soon after hearing the meaning of a new word, uses it in his or her own speech.

**Goal:** Develop Receptive Skills

**Age 2.5 years**
1. Understands *look*.
2. Identifies pictures of familiar objects.
3. Follows 1-step commands related to 2 objects or an object and a place (e.g., “Put the______on/in the_______”, “Take the___ to the____”).
4. Identifies 6 body parts.

**Age 3 years**
1. Identifies 10 or more line drawings of objects when the objects are named.
2. Identifies 5 or more objects by usage (e.g., “Show me what we drink out of”).
3. Responds appropriately to “where” questions.
4. Responds appropriately to “why” questions.

**Age 3.5 years**
1. Responds to “yes/no” questions with appropriate words or gestures (e.g., “Do you want ________?”, “Is that your_______?”).
2. Responds appropriately to “who” and “whose” questions.
3. Identifies pictures of objects by function (e.g., “Show me the one that_______”).
**GOAL:** Develop Conversational Skills

**Age 2.5 years**
1. Requests objects or activities with words or signs.
2. Greets familiar people with word or sign.
3. Asks simple questions (e.g., “What doing?”, “Where going?”).
4. Asks “yes/no” questions with appropriate inflection.

**Age 3 years**
1. Comments on appearances or disappearances of people or objects.
2. Requests assistance (e.g. “Help,” “You do it.”).
3. Requests permission (e.g., “Johnny go out?”; “I turn it?”).
4. Sustains conversation for several turns.

**Age 4 years**
1. Follows 2-step commands involving sequences (e.g., “Put the doll on the shelf and then bring me the ball”).
2. Responds appropriately to “which” and “how many” questions.
3. Names objects by function (e.g., “What cuts the grass?”).

**Age 4.5 years**
1. Follows 3-step instructions in sequence involving 2-3 different objects (e.g., “Put the doll on the shelf, put your shirt in the hamper, and bring me the ball”).
2. Responds appropriately to statements or questions involving regular plurals.
3. Understands statements or instructions involving negations (e.g., “The dog is not big”; Do not take the red one”).

**Age 5 years**
1. Responds appropriately to “how far” questions.
2. Responds appropriately to questions involving time concepts (e.g., before, after, today, tomorrow, tonight).
**Age 3.5 years**

1. Changes speech depending on listener (e.g. talks differently to babies and adults).
2. Talks on telephone, waits turn to respond.
3. Uses words to describe attributes of toys or foods (e.g. shape, size, color, texture spatial relationships).
4. Completes incomplete sentences begun by an adult (e.g., analogies, words in familiar stories).
5. Describes what is happening or what he or she is seeing.

**Age 4 years**

1. When asked to “tell all about” a picture, names 3 or more elements or describes what is happening.
2. Responds correctly to “What do you do” and “Why do we” questions.
3. Tells a story by looking at pictures.
4. Describes functions of objects.
5. Answers “what is,” “whose,” “who” and “how many” questions appropriately (if not correctly).

**Age 4.5 years**

1. Communicates cause-and-effect relationships (e.g., “It is broken and it doesn’t work any more”).
2. Uses contingent queries to maintain a conversation (e.g., “Why did he do that?” “The what happened?”).
3. Creates interest in a listener by indirect references (e.g., “I have a new toy in my room.”).

**Age 5 years**

1. Communicates knowledge about the world to peers and adults.
2. Makes statements about cause and effect (e.g., uses such words as “because” and “since” – “I can play because I am not sick anymore.”)
3. Tells 2 familiar stories without pictures for help – includes all the important parts.
GOAL: Develop Skills in Sentence Construction

Age two years
1. Uses 2-word utterances to indicate: possession (e.g., “Mommy’s sock,” “My doll”) and action (e.g., “Eat cookies,”; “Find shoes.”).
2. Uses 2-word utterances to indicate: nonexistence (e.g., “No juice,”, “Daddy bye-bye.”) and recurrence (e.g. “More juice.”).
3. Use 2-word utterances to indicate: specificity (e.g., “More juice.”).

Age 2.5 years
1. Uses “s” on the ends of some words to form plurals.
2. Uses auxiliary verbs, usually shortened (e.g. gonna, wanna, hafta.”).

Ages 3 years
1. Uses “ing” on verbs (e.g., “I helping”).
2. Uses negative terms (e.g., can’t don’t).
3. Uses personal pronouns (e.g., me, you, mine, your, he. she).
4. Uses prepositional phrases (e.g., in house, on table).
5. Uses 3-word phrases to specify (e.g., “That big one.”, “This finger hurt.”), to indicate rejection (e.g., “No scary book,”, “No want that.”), and/or to describe (e.g., “That big dog.”).

Ages 3.5 years
1. Uses 3-4 word complete sentences that include subject-verb-object (e.g., “Mommy open that.”; “Mommy make big mess.”).
2. Ask “wh” questions (e.g., why, what, where).
3. Uses “I” instead of given name.
4. Uses “s” or “es” on ends of words to indicate possession.
5. Uses pronouns “They, his, hers.”

Age 4 years
1. Uses prepositional phrases in sentences (e.g., “Put it on my lap.”)
2. Uses most regular and irregular past tense verb forms correctly.
3. Uses quantity terms (e.g., some, many, most, few, all) and articles (e.g., a. the).
Age 4.5 years
1. Uses “and,” “but,” “or,” and “because” to connect 2 sentences into one (e.g., “It hit me but it didn’t hurt.”).
2. Uses “ing” words other than as verbs (e.g., “Hitting is not nice.” “He got hurt running fast.”).
3. Correctly differentiates past, present, and future verbs; regular and irregular verbs.

Age 5 years
1. Correct word order “wh” questions (e.g., “Why is John here?”).
2. Uses endings on verbs or nouns to indicate the activity of a person or thing (e.g., driver, painter, guitarist).
3. Uses comparatives (e.g., big, bigger, biggest; small, smaller, smallest; sad, sadder, saddest).

GOAL: Develop Skills in Self-Concept

Age 2.5 years
1. Expresses feelings of interest, pleasure, surprise, excitement, warning and complaint (4 or more).
2. Knows age (e.g., tells or holds up fingers.)

Age 3 years
1. Makes positive statements about self.
2. Tells own first name.
3. Show pride in achievements
4. Answers correctly when asked if he or she is a boy or girl.
**PHONEMIC AWARENESS**

**GOAL:** To develop skills in teaching children the relationship between letters of written language and the individual sounds of spoken language

1. Develop skills in phoneme isolation.
2. Develop skills in phoneme identity.
3. Develop skills in phoneme categorization.
4. Develop skills in phoneme blending.
5. Develop skills in segmentation.
6. Develop skills in phoneme deletion.
7. Develop skills in phoneme addition.
8. Develop skills in phoneme substitution
ANNUAL GOAL: To improve effective communication in the classroom by increasing intelligibility through sound discrimination and sound production practice.

- The student will identify and discriminate between environmental sounds and/or speech sounds.
- The student will identify and discriminate between subtle and finely dissimilar sounds.
- The student will identify the target sound in a sequence or in all positions of words and sentences.
- The student will discriminate between the correct and incorrect target sounds in speech.
- The student will identify the speech helpers used in forming the target sound and the incorrect target sounds in speech.
- The student will correctly produce the target sound in isolation.
- The student will correctly articulate the target sound in syllables.
- The student will correctly articulate the target sound in the beginning of syllables.
- The student will correctly articulate the target sound in the end of syllables.
- The student will correctly articulate the target sound in the middle of syllables.
- The student will correctly articulate the target sound in words.
▪ The student will correctly articulate the target sound in the beginning of words.
▪ The student will correctly articulate the target sound in the end of words.
▪ The student will correctly articulate the target sound in the middle of words.
▪ The student will show improvement in the ability to blend sounds.
▪ The student will use the target sound correctly in phrases.
▪ The student will use the target sound correctly in sentences.
▪ The student will use the target sound correctly in structured and unstructured speech.
▪ The student will use the target sound correctly in spontaneous speech.
▪ The student will pronounce multi-syllable words correctly.
ORAL MOTOR

GOAL: To develop skills in strengthening articulators and correct tongue placement for sounds.

1. Will develop tactile-kinesthetic awareness.
2. Will imitate fine motor movements of the oral areas.
3. Will use appropriate oral posture.
   a. Develop skills in producing correct jaw depression.
   b. Develop skills in producing correct jaw elevation.
   c. Develop skills in producing correct lip closure.
   d. Develop skills in producing correct lip protrusion.
   e. Develop skills in producing correct lip retraction.
   f. Develop skills in producing correct tongue protrusion.
   g. Develop skills in producing correct tongue retraction.
   h. Develop skills in producing correct tongue lateralization.
   i. Develop skills in producing coordinated lateral tongue movement.
   j. Develop skills in producing proper tongue tip elevation.

TONGUE THRUSTING

GOAL: Will produce correct tongue placement if there are no medical issues apparent.

1. Develop isolated oral movement.
2. Develop oral motor sequencing.
APPENDIX: Test of Isolated Oral Movement and Oral Motor Sequencing

Isolated Oral Movement:

Instructions: “I want you to make some movements with your lips, tongue, and jaw. Listen carefully and do just what I ask.”

1. “Stick out your tongue.”
2. “Try to touch your nose with your tongue.”
3. “Try to touch your chin with your tongue.”
4. “Bite your lower lip.”
5. “Pucker your lips.”
6. “Puff out your cheeks.”
7. “Show me your teeth.”
8. “Click your teeth together.”
9. “Wag your tongue from side to side.”
10. “Clear your throat.”
11. “Cough.”
12. “Whistle.”
13. “Show that you are cold by ______________.”
14. “Smile.”
15. “Show me how you would kiss.”
16. “Lick your lips.”
Oral Motor Sequencing:

Instruction: “Now, I want you to put some movement together. Watch me and do what I do.”

1. Tongue (tough upper lip center)
   Jaw (lower and raise)
2. Teeth (click once)
   Lips (pucker)
3. Jaw (lower and raise)
   Teeth (bite lower lip)
   Lips (show teeth)
4. Tongue (touch lower lip center)
   Lips (pucker)
   Tongue (lick lips)
5. Lips (show teeth)
   Teeth ((bit lower lip)
   Jaw (lower and raise)
   Tongue (lick lips)
6. Checks (puff out)
   Lips (pucker)
   Jaw (lower and raise)
   Tongue (lick lips)
7. Teeth (click once)  
Lips (pucker)  
Jaw (lower and raise)  
Tongue (lick lips)  
Teeth (bite lower lip)  

8. Lips (pucker)  
Tongue (lick lips)  
Teeth (click once)  
Checks (puff out)  
Tongue (touch upper lip center)
PHONOLOGICAL PROCESSES

Distinctive features refer to the characteristic features of individual sounds. Phonological processes, on the other hand, apply to larger segments which include individual sounds. A phonological process is more all encompassing and includes the changes that occur to individual sounds and their distinctive features. Phonological processes describe what children do in the normal developmental process of speech to simplify standard adult production. When a child uses many different processes or uses processes that are not typically present during speech acquisition, intelligibility may be impaired.

Phonological process analysis compares a child or speech-impaired adult’s articulatory productions to normal adult productions. The advantage of using a phonological processes approach is that you can identify error patterns, and then target those patterns to remediate more than one sound at a time. For example, if a child exhibits a final consonant deletion pattern, you may choose to target final consonants in general rather than focus on only a few sounds in the final position. Some of the more commonly used assessment batteries for evaluating phonological processes include:

GOAL: To reduce the phonological process so intelligible speech can be produced.

1. To improve skills in Alveolarization
2. To improve skills in Assimilation
3. To improve skills in Backing
4. To improve skills in Cluster Reduction
5. To improve skills in Coalescence
6. To improve skills in Deaffrication
7. To improve skills in Denasalization
8. To improve skills in Depalatalization
9. To improve skills in Diminutization
10. To improve skills in Doubling
11. To improve skills in Epenthesis
12. To improve skills in Final Consonant Deletion
13. To improve skills in Fronting
14. To improve skills in Gliding
15. To improve skills in Initial Consonant Deletion
16. To improve skills in Labialization
17. To improve skills in Metathesis (Spoonerism)
18. To improve skills in Reduplication
19. To improve skills in Stopping
20. To improve skills in Stridency Deletion
21. To improve skills in Unstressed Syllable Deletion
22. To improve skills in Voicing and Devoicing
23. To improve skills in Vocalization (Vowelization)
VOICE

GOAL: To reduce vocal tension and to increase vocal tension for voice disorders characterized by inadequate closure (breathiness, hypo nasality, diplophona, audible inhalation).

1. Will develop the ability to judge own voice quality
2. Will understand own behavior which causes vocal abuse
3. Will understand the physical end product of vocal abuse
4. Will evidence responsibility for changes in vocal behavior and eliminate vocal abuse/misuse
5. Will use appropriate loudness levels
6. Will demonstrate voluntary control of relaxed efficient voice
7. Will integrate good voice patterns into personal communication needs
8. Will eliminate harsh glottal attacks
9. Will increase oral opening
10. Will establish optimal vocal pitch
11. Will reduce general body tension and laryngeal tension
12. Will establish appropriate breathing patterns
13. Will use appropriate voicing elicited non-verbally (coughing, throat clearing, pulling, pushing, lifting)
14. Will establish breath pressure
15. Will establish appropriate breathing patterns
16. Will increase volume
17. Will establish optimal pitch
18. Will expand voiced production into a prolonged vowel
19. Will establish consistent voluntary control of voicing
20. Will reduce overt tension accompanying vocalization
21. Will establish voiced production of words
22. Will establish voiced production of phrases and sentences with maximum communication significance
23. Will establish carry-over voiced communication in own environment
## VOICE RATING SCALE

<table>
<thead>
<tr>
<th>Pitch</th>
<th>Non-disabling Condition</th>
<th>Mild</th>
<th>Moderate</th>
<th>Severe</th>
</tr>
</thead>
<tbody>
<tr>
<td>...Too High</td>
<td>0 Pitch is within normal limits</td>
<td>1 - an abnormality in pitch - may be intermittent - may be perceived by the SLP.</td>
<td>2 There is a noticeable abnormality in pitch, which may be intermittent.</td>
<td>3 There is a persistent noticeable inappropriate pitch for age and sex.</td>
</tr>
<tr>
<td>...Too Low</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Loudness</th>
<th>0 Loudness is within normal limits</th>
<th>1 Noticeable abnormality in loudness which may be perceived by the SLP.</th>
<th>2 There is a noticeable abnormality in loudness, which may be intermittent.</th>
<th>3 There is a persistent noticeable inappropriate loudness of speech.</th>
</tr>
</thead>
<tbody>
<tr>
<td>...Too Loud</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>...Too Soft</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Quality</th>
<th>0 Quality is within normal limits</th>
<th>1 There is an intermittent abnormality in quality, which may only be perceived by the SLP.</th>
<th>2 There is a noticeable abnormality in quality, which may be intermittent.</th>
<th>3 There is a persistent, noticeable breathiness, glottal fry, harshness, hoarseness, tenseness, stridency, aphonia or other abnormal voice quality.</th>
</tr>
</thead>
<tbody>
<tr>
<td>...Breathy</td>
<td></td>
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<tr>
<td>...Harsh</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>...Hoarse</td>
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## VOICE RATING SCALE

<table>
<thead>
<tr>
<th>Non-disabling Condition</th>
<th>Mild</th>
<th>Moderate</th>
<th>Severe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nasal Resonance</td>
<td>0 Nasality is within normal limits, indicating a normal oral-nasal balance.</td>
<td>1 There is a noticeable abnormality in nasality, which may be intermittent. This abnormality may only be perceived by the SLP.</td>
<td>2 There is a noticeable abnormality in nasality, which may be intermittent.</td>
</tr>
<tr>
<td>…Hypernasal …Hyponasal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocal Abuse/Misuse</td>
<td>0 Vocal abuse/misuse is not observed.</td>
<td>2 Vocal abuse/misuse limited to specific situations.</td>
<td>3 Observed in at least one setting throughout the day. Vocal abuse/misuse is intermittent throughout the day.</td>
</tr>
</tbody>
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## VOICE RATING SCALE

<table>
<thead>
<tr>
<th>Description of Current Physical Condition</th>
<th>Non-disabling Condition</th>
<th>Mild</th>
<th>Moderate</th>
<th>Severe</th>
</tr>
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<tbody>
<tr>
<td>0</td>
<td>No laryngeal pathology reported by physician.</td>
<td>2</td>
<td>4</td>
<td>6</td>
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<tr>
<td></td>
<td>Physical conditions influencing pitch, loudness, quality, or resonance, if present at all, includes allergies, colds, abnormal tonsils and adenoids.</td>
<td>Minor laryngeal pathology reported by physician.</td>
<td>Laryngeal pathology is reported by physician.</td>
<td>Persistent physical conditions reported by a physician include by are not limited to: unilateral or bilateral paralysis of vocal folds ...neuromotor involvement of laryngeal veolpharyngeal muscles, i.e. cerebral palsy.</td>
</tr>
</tbody>
</table>
# VOICE RATING SCALE

<table>
<thead>
<tr>
<th>Adverse Effect on Educational Performance:</th>
<th>Non-disabling Condition</th>
<th>Mild</th>
<th>Moderate</th>
<th>Severe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social</td>
<td>0 No interference with performance in the educational setting.</td>
<td>4 Minimally impacts on performance in the educational setting.</td>
<td>6 Does interfere with performance in the educational setting.</td>
<td>8 Seriously limits performance in the educational setting.</td>
</tr>
<tr>
<td>Emotional</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Academic</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Vocational</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Total Score</td>
<td>0 1 2 3 4 5 6</td>
<td>7 8 9 10 11 12 13 14 15</td>
<td>16 17 18 19 20 21 22 23 24</td>
<td>25 26 27 28 29 30</td>
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<tr>
<td>Severity Rating</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

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FLUENCY

GOAL: To improve fluency in a structured conversation

1. Imitate a set number of words without interruptions.
2. Imitate phrases paired with motor activities.
3. Imitate phrases without interruptions.
4. Imitate sentences paired with motor activities.
5. Imitate sentences without interruptions.
6. Repeat each non-fluent word with 90% identification.
7. Repeat each non-fluent word, prolonging the first sound with 90% identification.
8. Read a set number of words without interruptions. Sound with 90% identification.
9. Read a short story without interruptions. Sound with 90% identification.
10. Increase the length of time for fluent speech while reading.
11. Use a set number of words without interruptions.
12. Use a set number of sentences without interruptions.
13. Repeat a short story without interruptions.
14. Repeat each non-fluent word with 90% identification.
15. Repeat each non-fluent word, prolonging the first sound with 90% identification.
16. Increase the length of time for fluent speech. Sound with 90% identification.
17. Use fluent speech in a progressively stressful situation.
18. Use fluent speech with peers for 5-10 minutes.
19. Use fluent speech in front of the class for 5-10 minutes.
20. Use of relaxation techniques to maintain fluency in stressful situations.
21. Demonstrate gross and fine muscle relaxation.
22. Decrease their rate of speech. Stressful situations.
23. Use normal rate, loudness and rhythm with some excess airflow when speaking.
GOAL: To improve the understanding and use of language

Vocabulary:
1. Develop vocabulary by naming pictured verbs.
2. Develop vocabulary by naming pictured nouns.
3. Develop vocabulary by matching the nouns with their attributes (adjectives).
4. Develop vocabulary by describing a picture using a preposition
5. Develop vocabulary by choosing an object or picture to match a category.
6. Develop vocabulary by sorting pictures, objects or words into categories.
7. Develop vocabulary by naming a category to describe a set of objects or pictures.
8. Develop vocabulary by finding the object, picture, or word that does not belong.
9. Develop vocabulary by naming multiple items of a given category.

Defining:
1. Improve defining skills by telling at least three things about an object.
2. Will improve defining skills by matching an object or picture to a given definition.
3. Will improve defining skills by completing a cloze sentence. (A plant that grows tall and has a trunk is a __________.)

Antonyms:
1. Develop the understanding and correct use of antonyms by matching a given picture with its opposite.
2. Develop the understanding and use antonyms by stating whether two presented words have opposite meaning.
3. Develop the understanding and use of antonyms by matching opposite words in different lists.
4. Develop the understanding and use of antonyms by saying the opposite of a stated word.
5. Develop the understanding and use of antonyms by changing a written sentences or story by substituting opposites.
Synonyms:

1. Develop the understanding and use of synonyms by matching a given picture or word with its synonym.
2. Develop the understanding and use of synonyms by stating whether two presented words have the same meaning.
3. Develop the understanding and use of synonyms by telling or writing a synonym for each given word.
4. Develop the understanding and use of synonyms by changing a written sentence or story by substituting synonyms.

Homonyms:

1. Develop the understanding and use of homonyms by matching a given picture with a picture of its homonym.
2. Develop the understanding and use of homonyms by using a pictured homonym correctly in a sentence.
3. Develop the understanding and use of homonyms by defining each word in a given homonym pair.
4. Develop the understanding and use of homonyms by indicating whether homonyms are used correctly or incorrectly in written sentences.
5. Develop the understanding and use of homonym pairs by selecting the correct homonym for a given sentence (The sun/son is shining.).
6. Develop the understanding and use of homonyms by correcting incorrect homonym use in a story.

Multiple Meanings:

1. Develop language flexibility through multiple meanings words by finding the pictures of given multiple meaning words.
2. Develop language flexibility through multiple meaning words by saying the word that goes with its two pictured meanings.
3. Develop language flexibility through multiple meaning words by matching a word with its definitions.
4. Develop language flexibility through multiple meaning words by telling two or more definitions of a multiple meaning word.
**Analogy:**

1. Develop language flexibility through multiple meaning words by finding the pictures of given multiple meaning words.
2. Improve word relationship skills through analogies by telling or writing the answer to a verbal analogy.

**Comparative/Temporal/Passive:**

1. Demonstrate knowledge of concepts of same and different by choosing a correct pair of pictures. (Pick up the pictures that are the same)
2. State if two pictures or objects are the same or different.
3. Improve the understanding and use of comparative word relationships by answering questions to compare objects (Look at the picture. Are the vans bigger than the cars?)
4. Improve the understanding and use of comparative word relationships by answering true-false statements. (True or false? The house is taller than the man.)
5. Improves the understanding and use of comparative word relationships by orally completing sentences that compare objects. (A basketball is bigger than a ________________.)
6. Improve the understanding and use of passive word relationships by judging the meaning of passive and declarative sentences as same or different. (The apple was eaten by the teacher. The teacher ate the apple. Same or different?)
7. Improve the understanding and use of passive word relationships by answering questions about passive sentences. (The lunch was bought by the student. Who bought the lunch?)
8. Improve the understanding and use of time-sequence relationships by answering true-false questions. (True or false? Monday comes before Wednesday)

**Figurative Language:**

1. Develop figurative language through idioms, similes, metaphors, and proverbs.
Implied Meanings:

1. Will develop the understanding and use of implied meanings by correcting absurdities in sentences.
2. Will develop the understanding and use of implied meanings by choosing what will happen next in a picture when given pictured choices.
3. Will develop the understanding and use of implied meanings by telling what will happen next by drawing conclusions from situational clues.
4. Will develop the understanding of implied meanings by making inferences about a story that has been read.
5. Will develop the understanding and use of implied meanings by telling an appropriate ending to a story.
6. Will develop an understanding of implied meanings by labeling statements as fact or opinion.

Word Finding:

1. Develops word finding skills by filling in a semantically appropriate word in a cloze sentence.
2. Develops word finding skills by providing several semantically similar words given a word in context.
3. Develops word finding skills by increasing the number of responses provided over trials during a timed exercise.
4. Develops word finding skills by naming more items of a category over trials.

Wh Questions:

1. Develop the understanding and use of wh questions by answering *which, what, who, whose, where, and how many* questions about pictures, people, and objects.
2. Develop the understanding and use of wh questions by answering *when* questions after listening to one or two sentence stories.
3. Develop the understanding and use of wh questions by answering *why* questions about daily activities.
4. Develop the understanding and use of wh questions by answering *how* questions that require sequencing of two to four parts.
5. Develop the understanding and use of wh questions by writing answers to written wh questions.
Retelling:

1. Improve retelling skills by placing four to six sequence pictures in chronological order.
2. Improve retelling skills by using sequence words to verbally order an event (first, next, then, after that, last).
3. Improve retelling skills by retelling a story with visual cues including problem and solution.
SYNTAX

GOAL: To increase the understanding and use of the structure of language.

Articles:

1. Develop correct use of the articles a, an, and the when telling about a pictured noun.
2. Develop correct use of the articles a, an, and the in structured sentences to tell about pictures.
3. Judges the grammatical correctness of the use of articles in phrases and sentences.
4. Uses a, an, and the correctly in conversation.
5. Uses a, an, and the correctly in written stories and reports.

Plurals:

1. Develop correct use of noun plurals by saying the plural or singular form of pictured nouns.
2. Develop correct use of plurals by underlining the plural or singular forms of nouns in a list.
3. Chooses the appropriate singular or plural form in a fill-in-the-blank activity.

Possessives:

1. Develop correct use of possessive nouns by imitating the therapist’s model as she labels possession like “Kim’s or John’s”.
2. Develop correct use of possessives by answering questions using possessive nouns in single words. (Whose is this? Lisa’s)
3. Develop correct use of possessives by using them in sentences to describe pictures. (The doll’s hair is messy.)
4. Develop correct use of possessives by completing an oral sentence with a possessive using a sentence cue. (The collar belongs to the dog. The collar is the________________.)
5. Develop correct use of possessives by writing possessive nouns to fill in the blanks of sentences.
6. Develop correct use of possessives by correcting a written paragraph by changing inappropriately used possessive nouns.

**Pronouns:**

1. Develop correct use of pronouns by choosing the correct picture described using various pronouns. (Show me his hat. Show me they are playing ball.)
2. Develop correct use of pronouns by discriminating between correct and incorrect pronouns in oral sentences.
3. Develop correct use of pronouns by using pronouns in sentences to describe pictures.
4. Develop correct us of pronouns by replacing proper nouns in a sentence with pronouns.
5. Develop correct use of pronouns by using pronouns in short written stories.

**Negatives:**

1. Develop the correct use of negatives by answering “no” when asked about something not needed or not liked.
2. Develop the correct use of negatives by using not in sentences.
3. Develop the correct use of negatives by using isn’t or aren’t to describe a picture.
4. Develop the correct use of negatives by using don’t, can’t, won’t, wouldn’t or shouldn’t to answer a question.
5. Develop the correct use of negatives by using isn’t or doesn’t to tell about people or objects.
6. Develop the correct use of negatives by using negatives to ask questions.
7. Develop the correct us of negatives by using negatives in written answers to questions.

**Auxiliary Verbs:**

1. Develop the correct use of auxiliary verbs by imitating sentences said by the clinician.
2. Develop the correct use of auxiliary verbs by producing sentences to describe action pictures.
3. Develop the correct use of auxiliary verbs by choosing an auxiliary verb to complete a sentence.
4. Develop the correct use of auxiliary verbs by correcting errors of their usage in sentences and paragraphs.
Past Tense:

1. Develop the correct use of regular past tense verbs by stating the past tense form of the verb provided.
2. Develop the correct use of regular past tense verbs by changing oral sentences from present to past tense.
3. Develop the correct use of irregular past tense verbs by stating the past tense form of a verb provided.
4. Develop the correct use of irregular past tense verbs by changing oral sentences from present to past tense.
5. Develop the correct use of irregular past tense verbs by correcting errors in sentences and paragraphs.
6. Develop correct use of irregular past tense verbs in a written story or telling of a personal experience.

Future Tense:

1. Develop correct use of future tense verbs by pointing to action pictures that correspond with spoken future tense sentences.
2. Develop correct use of future tense sentences by describing action pictures in answer to “What will happen?”
3. Develop correct use of future tense verbs by orally describing future tense events correctly.
4. Develop correct use of future tense verbs by completing fill in the blank sentences with the correct future tense form.

PRAGMATICS

GOAL: To demonstrate appropriate use of language in the conversational setting:

1. Will attend to facial expression of speaker, is aware that communication occurs through facial expression (smiling, frowning, etc.)
2. Will exhibit appropriate facial expressions
3. Will apply rules of turn taking
4. Will demonstrate the ability to adjust communication to varying situations (e.g., tone, timing, style, respect)
5. Will use appropriate repair strategies
6. Will initiate, maintain and end conversations appropriately
7. Will maintain eye contact until the speaker is finished
8. Will ask for clarification when instructions or directions are not understood
9. Will use social greetings
10. Will answer questions, “What are we talking about?” (main idea)
11. Will draw conclusions verbally
12. Will inhibit inappropriate laughter and random vocalization in the conversational setting
13. Will demonstrate the courtesies of communication (e.g., listening sitting attentively, self control, turn-taking)
14. Will determine if own communication is being understood or misunderstood by detecting changes in expression or body language of the listener
15. Will recognize cues that behavior is inappropriate
16. Will communicate his/her feelings using language
17. Will use body language ((e.g. nod, smile) to affirm understanding to speaker
18. Will seat self appropriately for communication needs
19. Will use judgment to determine the appropriate timing for interrupting
20. Will contribute to conversation without getting off the subject
21. Will follow directions from a peer
22. Will answer questions from a peer
23. Will initiate play statement to peer
24. Will reciprocate information to peer
25. Will comment to peer during play
26. Will ask peer for assistance
27. Will offer assistance to peer
28. Will raise hand to answer question
29. Will say “please”/“thank you”
30. Will initiate social contact using names
AUDITORY PROCESSING

GOAL: To improve auditory comprehension of verbal information:

Auditory Reception:

1. Improve ability to understand directions by following ________ step motor commands in the order they are given
2. Improve ability to understand directions by following a direction that requires an understanding about the location of an object
3. Improve ability to understand directions by following locational directions that require paper and pencil responses
4. Improve ability to understand directions by following commands presented in an if...then format (If you are wearing blue shoes, then stand up)
5. Improve ability to understand directions by following commands involving time concepts (after you finish your work, draw a picture)
6. Increase auditory reception by responding to questions requiring careful thinking
7. Increase auditory reception by answering questions to identify the main idea of a story or paragraph
8. Increase auditory reception by recalling details of a paragraph or story read aloud

Verbal Reasoning:

1. Will process messages of increasing length and complexity
2. Will increase comprehension of a story
3. Will identify absurdities in verbally presented sentences
4. Will identify non-essential information in paragraphs
5. Will make inferences from auditory clues
6. Will identify the main idea of a story
7. Will verbally summarize a story in proper sequence
8. Will complete analogous statements
9. Will predict possible outcomes
10. Will predict one outcome
11. Will improve decision making and problem solving skills
12. Will develop critical thinking skills

**Listening Skills:**

1. Will encourage an understanding of the importance of utilizing good listening skills
2. Will sit quietly during instructional activities
3. Will maintain attention to an activity despite distractions
4. Will be able to focus on a verbal messages presented in significant background noise(s) (noisy environment)
5. Will demonstrate effective listening skills in structured activities and daily conversation
6. Will display effective attending behaviors by utilizing appropriate gestures, eye contact and posture when listening to a speaker
7. Will demonstrate comprehension of a story presented orally by the clinician
8. Will develop an appropriate response time when processing rapidly presented information
9. Will feel comfortable asking the speaker to explain or repeat information
10. Will make inferences about stories read aloud

**Auditory Discrimination:**

1. Improve auditory discrimination by identifying a picture to match a recorded environmental or animal sound
2. Improve auditory discrimination skills by stating whether two words rhyme
3. Improve auditory discrimination skills by stating whether two words in an identical pair or a minimal pair are the same or different
4. Improve auditory discrimination skills by identifying initial sounds in words as same or different
5. Improve auditory discrimination by identifying final sounds of words as alike or different
Auditory Figure Ground:

1. Will improve listening comprehension by screening out extraneous noises in order to follow directions given by the clinician in a background of people’s soft voices, soft classroom noise, soft playground noise and soft music
2. Will improve listening comprehension by screening out extraneous noises in order to follow directions or perform a task given by the clinician in a background of moderately loud voices, classroom noise, playground noise, and music

Auditory Sequential Memory:

1. Will increase auditory sequential memory by counting from 1-10
2. Will increase auditory sequential memory by counting from 1-20
3. Will increase auditory sequential memory by repeating a ______word sentence when presented auditorily
4. Will increase auditory sequential memory by repeating a ______digit span in correct sequential order when presented auditorily
5. Will increase auditory sequential memory by repeating _____unrelated words when presented auditorily
6. Will increase auditory sequential memory by reciting a 4-line rhyme
7. Will increase auditory sequential memory by repeating the order of events of a story as told by the clinician
HEARING IMPAIRED

GOAL: To maintain and improve auditory skills for the student to function more efficiently in the classroom.

1. To develop vocabulary development for a particular grade level
2. To develop skills in speech therapy to correct mispronounced sounds in words
3. Provide extra help in language, grammar, vocabulary development, reading and writing
4. To develop special training in learning how to listen better and lip read
5. To strengthen oral motor skills
6. To establish optimal voice pitch, voice quality and loudness
7. To reduce nasality
8. To provide articulation therapy for unintelligible sounds
9. To develop auditory listening skill, and reading comprehension
10. To develop different duration patterns when speaking
11. To demonstrate understanding of body language and nonverbal cues
12. To develop loud and quiet intensity patterns
13. To develop high and low pitch on separate breaths