



Can We Talk?


www.dsha.org

Created by the DSHA Ad Hoc Committee on School-based Services

An estimated **40 million Americans** experience speech, language, and/or hearing disorders.

These disorders cost the U.S. approximately **\$154-\$186 billion** annually.

Every dollar spent in early age saves **seven dollars** in terms of future education and services.




Communication Disorders

Speech & Language

8-9% of young children suffer from speech sound disorders.

The **2nd** most common reason for special education services in public schools is speech/language impairment.



Hearing

1 in 5 kids ages 12-19 is suffering from hearing loss, up 31% since the late '80s/early '90s.

36 million American adults report some degree of hearing loss.

Only **20%** of people who could benefit from a hearing aid actually wear one.

Sources: Coalition for Evidence-Based Policy; Journal of the American Medical Association; The Laryngoscope; National Center for Education Statistics; National Institute on Deafness and Other Communication Disorders

SLPs:

IDENTIFY THE SIGNS

The Identify the Signs campaign of the American Speech-Language-Hearing Association (ASHA) aims to educate the public about the warning signs of communication disorders and the benefits of early intervention.

<http://IdentifytheSigns.org>

School-based SLPs hold a Master's degree, are state licensed, and are nationally certified.

Speech and language skills form the basis of communication, and are essential for academic success and learning. In order for students to interact successfully with peers and adults in the educational setting and within our communities, **all Delaware students** must possess the skills to communicate.

School-based **Speech-Language Pathologists (SLPs)** make significant contributions every day in the area of communication by helping provide students with a strong foundation on which to build lifelong learning.

- Provide **comprehensive assessment of speech-language skills**
- Provide services **individually, in a group, and/or on a consultative basis**
- Serve on **educational teams**
- Integrate **speech-language skills into the curriculum**
- Collaborate with **families, teachers, and school staff.**

ARTICULATION
AUGMENTATIVE COMMUNICATION
HEARING
PHONOLOGICAL DISORDERS
RECEPTIVE LANGUAGE
SOCIAL SKILLS
EXPRESSIVE LANGUAGE
DYSPHAGIA
FLUENCY
FUNCTIONAL COMMUNICATION
AUTISM
EXECUTIVE FUNCTIONING
LITERACY
APRAXIA
VOICE

School-based SLPs have the knowledge and skills to help make the curriculum accessible to our students with communication disorders.

Reading, writing, gesturing, listening and speaking are all forms of communication. Students with communication disorders may:

- have difficulty in understanding and expression
- have deficits in judgment, organization or attention
- perform below grade level
- struggle with reading and writing
- misunderstand social cues
- avoid attending school

School-based SLPs in Delaware strive to implement **best practices** for all students by:

STUDENT:

Being involved in prevention, assessment and intervention activities.
Serving all students Pre-K through graduation.
Addressing educational needs impacting personal, social, academic and vocational skills.
Contributing to the development of literacy skills.

SCHOOL:

Designing speech-language services that utilize a continuum of service delivery models.
Gathering data to support student and program decision-making.
Participating in discipline-specific continuing education.

COMMUNITY:

Providing culturally and linguistically appropriate services.
Meeting federal, state and local mandates and policies.
Working in partnership with professionals, universities, communities, and families to meet the needs of students.

Can we talk more?

Contact me at:

