

I am Seeing a Child/Children in Your Class For Speech Therapy

Dear teacher,

I am seeing _____ (name of child/children) _____
for speech/language therapy.

Once I get to know this child better, I will let you know if there are things that can be done to improve speech and language skills in the classroom. I will keep you posted on how this child is doing in therapy, and if there are any specific techniques that I feel work well with this child. I would appreciate it if you keep me posted on anything that may be pertinent to the child's learning and well-being and if there is anything that you find that works well with this child. If you notice specific difficulties with speech/language skills in the classroom, please let me know.

I am aware of the hard job that you as teachers do. I know that time constraints, and sometimes the amount of children, and or, the overall dynamics of the classroom make carryover more difficult. Whatever you can do to help speech and language skills in the classroom would be very much appreciated!! I may be

Articulation/Phonology for the Teacher

Dear teacher,

The following child/children that I see for speech therapy in your class are working on improving their clarity of speech:

_____ (name of child/children) _____

The following are some activities that can be done to help the child with articulation skills in the classroom. I may provide you with more specific ideas based on the child's individual treatment plan/sound substitutions.

Become more aware of how you make speech sounds to help the child (ex- for F- you put your top teeth on your bottom lip and blow, for k- the back of your tongue elevates(your tongue looks like it is "jumping" in the

back of your mouth), for m- you put your lips together and the air comes out of your nose, etc).

Model the sound/word for the child and make sure that the child is looking at you.

Give the child a cue to help them make the sound- for example- the child needs to know specifically what they have to do to make the sound- ex –for /M/“use your lips”, for /L/ “use your tongue”, for /F/ “put your top teeth on your bottom lip”, etc.

4. Do not push the child to produce the sound or word appropriately- accept the closest that the child can get to. We will aim to get these approximations as