

Speech Language 1 and 2

Department: Speech and Language

Priority: Core class with highest priority

Overall purpose of class:

This class is designed for students with severe language disorders with needs for improving both expressive and receptive areas of language and with an essential need to learn compensatory strategies to communicate in activities of daily living that are crucial to their quality of life. All language modalities are utilized.

The overriding goal for everyone involved is to improve independent communication and help the student open his/her world.

Number of classes held per week:

Daily

Optimum class time:

Morning

Instructor requirements:

1 Speech/Language Therapist

Number of students:

8-10

Student ability range and limitations:

Students in this class at both levels have aphasia of varying degrees and types.

Space and Equipment requirements:

- Dry Erase Board is critical
- Chairs
- Writing table is good with space and correct height for wheel chairs
- Mirror
- Tape Recorder

Student Needs to be met from the perspective of the instructor:

This class works well for students who need:

- Alternatives in communication
- To practice speaking in a safe supportive and trusting environment with peers
- To assure a reliable Yes/No response
- Increase word retrieval skills
- Explore a wide variety of communication strategies

- Take risks regarding speaking.

Typical Student Goals that lead to placement in the class:

Students who request this class are very aware of their desire to speak and communicate with language. Their expressive needs are readily apparent to them and the cause of much concern. They are usually not aware of receptive deficits, but family members will often mention these during an evaluation and goals for improvement are requested by family and friends.

Suggested Lessons and Activities:

- Always use a social approach to therapy, such as Larry Boles “Solution Focused Therapy. Class sessions are always about giving the students the stage to create conversation. Then, helping students identify strategies and strengths.
- Important to always work from student’s strengths.
- Guide students to identify and become very practiced with their own strengths.
- Urge and get reports on at home practicing.
-
- Have students observe their interactions and identify each others strategies and strengths. Have them try each others strategies. Include:
 - Drawing
 - Cueing
 - Gesturing
 - Writing
- Increase confidence by teaching ways to break barriers i.e. Work to say “I have aphasia.” or “I had stroke.” To alert the listener to actively participate in the communication process.
- Have couples work together or student and other family members, deciding what areas to focus on. For example. “Where do you want to communicate and what?”—might result in the student wanting to easily go to the hardware store and strategies and phrases can be developed to facilitate that interaction.
- Lots of counseling is involved with this class.

