

A student with voice difficulties may experience problems with the following:

- inappropriate pitch (too high/low or monotonous)
- loudness (too loud/quiet)
- quality (harsh/hoarse/breathy/nasal)

If your child is experiencing difficulty at school you should contact the principal of your school. Parents will be informed if the school staff feels that your child has special needs.

For more information regarding the identification, placement and review process and the rights of parents, please ask your school principal for a copy of the parent guide "Parents As Partners."

HOW THE PARENT CAN HELP

Early detection and treatment of speech and language problems is the key to the prevention of many learning and social problems. Parents play a vital role in:

- early referral
- co-operation with association medical assessments, eg. hearing test
- reinforcing the school program in the home.

Encouragement for the student to try recently learned speech / language / fluency / voice patterns outside of the school environment is essential to the success of the program.

RESOURCES

Contact your local hospital (ages 2 to 5 years old) requesting the Speech Language Department.

Children's Hospital of Eastern Ontario
401 Smyth Road, Ottawa, ON K1H 8L1
Telephone: (613) 737-7600
Web: www.cheo.on.ca

Champlain Community Care Access Centre
(Sprouting Speech)
1100 Pembroke Street East, Pembroke, ON K8A 6Y7
Telephone: (613) 732-7007 or
1-888-421-2222
Fax: (613) 732-2051
Web: www.ccacrenfrew.org
Email: (general inquiries)
general.mail@renfrew.ccac-ont.ca

Renfrew County District School Board
Special Education Department
Mary Street Education Centre
480 Mary Street, Pembroke, ON K8A 5W9

T: 613-735-0151 or 1-800-267-1098 x3300

Web: www.renfrew.edu.on.ca/speced/RCDSB_SpEd_Home.htm
Email: speced@renfrew.edu.on.ca

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RENFREW COUNTY
DISTRICT SCHOOL
BOARD

Special Education Department

INFORMATION BROCHURE

SPEECH / LANGUAGE IMPAIRMENT

*When used in this document, the word
"parent" includes guardian.*

The Renfrew County District School Board provides Special Education programs and services in accordance with the Education Act and Regulations.

DEFINITION

A student identified as having a speech and/or language disorder is experiencing difficulty in the area of communication. Difficulty learning to speak, understand or use language, speak fluently or a voice problem can adversely affect the student's educational, social, psychological and emotional well-being.

The Ministry of Education defines the exceptionality as:

Language Impairment

A learning disorder characterized by an impairment in comprehension and/or use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical, or sensory factors, and which may:

- a) *involve one or more of the form, content, and function of language in communication; and*
- b) *include one or more of the following:*
 - *language delay*
 - *dysfluency;*
 - *voice and articulation development, which may or may not be organically or functionally based.*

Speech Impairment

A disorder in language formulation that may be associated with neurological, psychological, physical, or sensory factors; that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.

PROGRAMS

A Speech and Language Pathologist provides the following:

- assessment of speech and language functions
- establishment of programming and/ or intervention strategies
- resource support to school personnel.

Programs for students with speech and/or language difficulties are available in all elementary and secondary schools. The program may consist of any one or more of the following depending on the special needs of the pupil:

- modification to classroom program
- student works directly with Speech Language Pathologist
- student works with Communicative Disorders Assistant
- parent and student carries out a home program
- student works with Special Education Resource Teacher in the classroom or on a withdrawal basis
- student works with a mature student, parent volunteer or peer.

HOW A STUDENT IS IDENTIFIED

A student with speech difficulties will have trouble producing the sounds of the language and may have difficulty making him/herself understood. Once a child is referred by school staff, the Speech Language Pathologist will assess the child's speech and/or language needs. This information will be used for a recommendation for a modified program or special education assistance. Articulation (Speech) errors can include:

- substitutions, eg. wabbit for rabbit
- omissions, eg. kip for skip
- distortions, eg. tongue protruding between teeth for "s" so "sun" is pronounced "thun".

A student with language difficulties may have difficulty in receptive language skills, which enable us to understand what we hear or read, or in expressive language skills, which enable us to communicate our ideas by speaking or writing.

A student with a language learning disability may be unable to:

- follow directions
- understand common words
- remember information he has heard

- use words/sentences appropriately in conversation or in written language.

A student with fluency difficulties experiences a disruption in the normal flow or rhythm of speech. Characteristics of stuttering may include:

- repetitions of sounds/syllables/phrases
- hesitations.