



Charles F. Mahoney, Jr.
Executive Director

Fayette-Greene-Washington

Intermediate Unit 1

One Intermediate Unit Drive
Coal Center, PA 15423-9642
Telephone 724-938-3241 Fax 724-938-8722
www.iu1.org

ENROLLMENT LETTER NON-PUBLIC PROGRAM

Date: _____

Dear Parent:

Your child will be receiving speech/language support services in his/her school for the school year 20 ____ - 20. ____ Recent testing indicates that your child _____.
A further explanation of your child's speech/language disorder is attached.

Your child's speech class has been scheduled for: _____
Day Time

This period of time will be devoted to improving your child's speech/language by teaching him/her new sounds, word drills, language games and other related activities.

In addition to speech/language lessons in school, your child may receive work to practice at home. This practice will facilitate improvement in your child's speech and language skills.

An individual speech/language plan has been developed for your child and will be shared with you during a future parent-teacher conference. In addition, written progress reports will be sent to you at the end of each nine week grading period.

Your cooperation in making your child's speech/language program a success is greatly appreciated.

Please sign below and return this form with your child as soon as possible.

Thank you.

Sincerely,

Speech/Language Pathologist

Parent's Signature: _____

Date: _____

Enc.



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INTERMEDIATE UNIT I SPEECH/LANGUAGE SUPPORT

Speech Defects:

A child may be said to have defective speech/language when it deviates from the norm so that it calls attention to its particular pattern, it interferes with communication, or it causes the child to be emotionally concerned about it. The problem may range in severity from a mild defect, which is hardly noticeable except to the trained ear, to various degrees of severity, which cause completely unintelligible speech/language.

The speech/language impairments described here are often found in school age students. An explanation of the difficulty your child is experiencing has been marked for your convenience.

- _____ 1. Articulation Problems: The inability to produce correctly at the appropriate age, all the standard speech sounds of the language resulting in faulty production of one or more sounds.
 - ___ a. Omission: Omitting standard speech sounds such as ‘un for sun or boo’ for book.
 - ___ b. Additions: Adding sounds that are not part of the word such as brlue for blue or warsh for wash.
 - ___ c. Substitution: The child substitutes one speech sound for another such as (w) for (r) - wabbit for rabbit or (f) for (th) fumb for thumb.
 - ___ d. Distortion: The production of a speech sound is modified in some way so that it does not become a standard speech sound.

- _____ 2. Lisping: May be classified as an articulation problem. The child produces one or more of these sounds incorrectly. (s-z-sh-ch-j) Some children have difficulty with all of these sounds. Some with only one or two.
 - ___ a. Lingual protrusion lisp: Results from the incorrect position of the tongue. The tongue usually protrudes through the front teeth and we hear th for s or th for z.
 - ___ b. Lateral emission lisp: The tongue position is faulty. The air stream escapes through the sides of the mouth resulting in a “slushy” sound. This lisp is persistent and is usually one of the most difficult to correct.
 - ___ c. Nasal lisp: Usually rare. Poor soft palate and tongue positions cause air to escape through the nose, resulting in a voiceless s.
 - ___ d. Other types.

- _____ 3. Cleft Palate Speech: The inability to produce correct speech sounds due to mild or severe deformities of the oral and/or nasal cavities. Usually accompanied by nasal emission of air stream.

- _____ 4. Cerebral Palsy Speech: The inability to produce correct standard speech sounds due to a lack of control over the muscles and organs of speech. This type is usually accompanied by a voice problem.



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- _____ 5. Apraxia: A motor speech disorder in which children have difficulty planning, executing and sequencing the oral movements required for intelligible speech.
- _____ 6. Phonological Processing Disorder: Simplifying the production of words that are too complex for children to produce fully and accurately because of perceptual and motor constraints.
- _____ 7. Speech Problems Resulting From A Hearing Loss: The child is unable to produce correct speech sounds because he/she does not hear them or hears them as distortions. The child may not need help with his/her speech, but may need lip-reading lessons. Often a voice problem accompanies a hearing loss.
- _____ 8. Stuttering/Fluency Disorder: The child's speech may be hesitant or halting. He/she may block or repeat sounds and words, often accompanied by body movements or facial grimaces. The problem varies in degree of severity. The problem may be due to some psychological factor.
- _____ 9. Voice Problems: The child speaks poorly or inadequately due to defects of pitch, loudness, rhythm or quality. This may be due to functional or organic reasons.
- _____ 10. Auditory Processing Problems: Difficulty in listening and processing information which affects how a child learns and understands language.
- _____ 11. Language Delay: A delay in the development of meaningful language in:
 - _____ a. Words and their meanings.
 - _____ b. Combining words to make sentences.
 - _____ c. Using words and sentences to communicate.
 - _____ d. Receptive language: difficulty in understanding language, including following directions, understanding vocabulary, concepts and grammatical forms.
 - _____ e. Expressive language: difficulty in expressing thoughts and feelings, using words appropriately, answering questions, relating events, and carrying on a conversation.
- _____ 12. Other Speech Problems: