

So how do SLPs Assess Speech and Language anyway?

When parents call us, the first question often asked is, "So how do you assess my child?" Speech-Language Pathologists use a wide variety of methods of assessing all aspects of your child's linguistic development.

Evaluation always begins with a detailed interview with both guided and open ended questioning to obtain important information from parents. Taking both a careful history of development as well as getting a clear picture of your child's current functioning are very important first steps to evaluation.

We use norm-referenced and criterion-referenced tests.

Norm referenced tests are popularly known as "grading on the curve". These tests give percentile scores from 1 to 100 and compare your child to same age youngsters and sometimes same gender children. The best example of a norm referenced test is the IQ test. When assessing speech sound development, you will find out how your child compares to the speech competence of a 2 year-3 month old male, for example.

Criterion referenced tests assesses your child against a defined standard or criteria. The results indicate whether your child can or cannot do something. For example, searches for a hidden object, comes when her name is called, identifies five colours, etc?

Assessments are both formal and informal. Formal might involve having your preschooler engage in a pre-set series of tasks. Informal, may involve presenting a child with a wide variety of toys, having the mother or father play with the child and we observe what the child "does and says" in this free or unstructured environment.

We sometimes utilize questionnaires filled out by parents, teachers and caregivers.

There are norms and standards from birth to adulthood, and these also help to guide your clinician to appraise your child's development and ultimately plan treatment that is appropriate and effective.

French Services Now Available at SVLC

The SVLC is delighted to provide French speech and language services to children and families whose first language is French, or whose children are bilingual. We welcome Melissa Moloissa who has a special interest in toddlers and preschoolers as well as Autism Spectrum Disorders.

Why are play skills so important?



Play is huge. Why? Because it is about learning. We all learn throughout life in two distinct ways. Directly or indirectly. Indirect learning encompasses knowledge picked up through an intermediary such as TV, reading, witnessing, and listening to a parent or a teacher. Direct learning comes without the benefit of others. The child simply discovers for himself. Play begins at 6 weeks, is of peak benefit in the toddler and preschool years, and continues to be very important up to age 10 and beyond. Skills such as fine and gross motor skills, vision, hearing, perception, language, planning, sequencing, motivation, humour, intention and social behaviour, just to name a few, are learned directly through play in the early 'building block' years of development. Earliest play starts with rattles and mobiles progressing to peek-a-boo, tickling, copying and uses of common objects, right up to board games, exploring nature, team sports and performing skits. Play continues to be purposeful right through the life cycle, from the golf game and canoeing, to playing cards and salsa dancing. Play with your children and as adults....keep on playing!

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MP3 Alert



Did you know there is potential risk from unsafe use of personal audio technology? Leading experts in hearing science, audiology and communication disorders have found that today's popular technology such as iPods, MP3 players, portable ear telephones and pocket PCs carry risks. Earphones and earbuds may harm hearing if used improperly

Permanent hearing loss may result from listening to music for long periods of time and at high volumes. This type of hearing loss is known as noise-induced hearing loss. It occurs gradually over time and is often noticed after it is too late.

30% of teens listen to music 1-4 hours at a time. 11% of teens listen for more than 4 hours at a time.

Hearing experts from the American Speech-Language Hearing Association recommend:

- **Turn down the volume**
- **Limit the time listening to player**
- **Consider upgrading your earbuds to sound isolating earphones**

What is the difference between Speech and Language?

Speech involves the production of sounds such as consonants and vowels which make up words. Speech sounds are highly coordinated movements of tongue, teeth, lips, throat, vocal cords, as well as nasal and oral passages.

Language can be broadly defined as words which make up phrases and sentences, word parts such as “ing”, “ed” and such, word meanings, grammar or syntax. Language also encompasses communication acts such as asking a question, greeting, referring to previous events and comments of speakers, responding to information, maintaining and switching topics, and nonverbal communication skills. Language involves memory, recall, sequencing, associative skills as well as cultural knowledge and knowledge of rules of social interaction.

Sometimes the boundaries between speech and language become muddy. For example, if a child has no /s/ in his sound inventory and makes speech errors such as “tanta” for “Santa” or “thoop” for “soup” or “buh” for “bus”, we can assume that this is a speech problem.

If this same child says “It the cat “ instead of “It’s the cat’s”, it can be unclear whether the sentence error is due to inability to pronounce the /s/ sound or whether the child has not yet developed the language knowledge of the contracted verb ‘to be’ (it + is = it’s) and possessive marking of nouns (cat + s = belonging to the cat).

It takes analysis of many samples and careful inspection of both speech and language performance to tease out these answers in order to design intervention and treatment plans for the client.

Both speech and language behaviours are as complex as the evolving linguistic centers of the child’s brain.

It is a wonder that most children learn to talk almost effortlessly. To a Speech- Language Pathologist it is even a greater wonder when development follows an atypical pattern, requiring the intervention of a trained and seasoned professional.



Melissa Moloissa joins The Speech, Voice and Language Clinic

The SVLC welcomes Melissa Moloissa to our private practice. Melissa holds a Master of Science degree in Human Communication Disorders from Dalhousie University as well as a Master of Arts in Linguistics from University of Ottawa. Her previous employment was with the Eastern Ontario Health Unit where she worked at the Cornwall site of the Ottawa Children’s Treatment Centre, as well as Ontario Early Years Centre in Cornwall for children 0 to 5 years of age. There she provided assessment and intervention services, parent education, and transition planning to the School Board. Melissa is bilingual and is able to work professionally both in French and English.

Interviews with your SLPs?

“What do you like most about your chosen profession?”

Marion Finn (SLP Associate): “The best thing for me is overcoming challenges both with parents and our young clients. I love seeing the expression of success on a child’s face when an obstacle is overcome or a goal attained. I have a special spot for kids with special needs and that is where I feel I shine as a clinician.”

Melissa Moloissa (SLP Associate): “What I like most about being an SLP is working closely with my clients and their families from the time I see them for an assessment, to the time they no longer require services. I believe that my most positive and memorable experiences as an SLP are when I am able to involve the family as much as possible in the therapy process.”

Mary-Anne Zubrycky (SLP, Proprietor): “I love being an agent of change and learning. Working with people makes me feel that I am contributing to society and the future of young people. I especially love the diversity of our profession. I can see an opera singer and school age nonreader in the morning, followed by a preverbal toddler and teenage stutterer in the afternoon. Very stimulating, edifying and rewarding work! A real privilege!!!”

Kimberly Matthews (SLP Associate): Please see poem on next page.

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Farewell from Kelly Millar, SLP (and baby Charlie)

"Good-bye is always a tough word to say! Saying this to the fantastic clientele and coworkers at SVLC has been especially difficult.

As of June 2008 I ended my maternity leave to take a full time position with Language Express at the Carleton Place Hospital. In this capacity I work with preschool children who have speech, language and fluency difficulties in Lanark County.

I wish all the best to the wonderful children and families whom I have had the pleasure to work with at SVLC!"

So long from Teresa Enright

"It is with bitter-sweet feelings that I leave my colleagues and clients at SVLC this fall.

I am leaving for a year to gain further experience working with school-aged children with the Children's Hospital of Eastern Ontario Mental Health Team. There I will provide speech and language services to children from kindergarten to grade 6 for the 'Steps to Success' Program. This program provides educational and support services for children requiring additional assistance to achieve the greatest success in an educational setting.

I will miss all of the families on my caseload, as well as the other Speech-Language Pathologists at the Clinic."



Family Physician Tip When Referring

Some Health Care plans allow both parents and the child to be named as recipients of speech, voice, language and fluency services. This is because SLPs are not only treating the child but also providing vital education to parents. The insurance industry is beginning to recognize the vital role parents play in early identification and intervention.

For this reason, your patient may ask for a referral for their child as well as themselves.

Always remember to give the patient the original referral (as originals are required when submitting a claim) and fax a copy to SVLC (613) 820-7097.

Why I love what I do

Poem by Kimberly Matthews

I once was asked why I like what I do
I'll briefly explain my thoughts to you...

Why do I like to work with speech?
There are many cool sounds for me to teach!

And why do I have a passion for voices?
To help people learn and show them good choices

I really do like helping people to read
Every sound, every word till they do succeed

Oh, and by far, language learning is fun
Concepts, grammar and vocab - they're all number one!

Helping people with fluency as part of a team
Turning 'bumps' into 'breezy' is such a great dream

Also, there are colleagues, to whom you can trust
To brain storm or chat with is really a must

Then there are the clients who make it worthwhile
On our journey together, I love it and smile

For they are the reason I love what I do
Together, helping people is my dream come true!

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How to Refer

- Call: **(613) 820-4722 ext. 1** or fax **(613) 820-7097**
- Provide the individual's **name, phone numbers and reason for referral**. We will make the initial appointment.
 - Physicians should give the **original** referral to the patient, as they will need it for their insurance.
 - Self-referrals are always welcome.

Visit us Online @ www.speechvoice.ca

Getting to Us

WE WELCOME YOU TO OUR CLINIC, LOCATED CONVENIENTLY IN GREENBANK SQUARE, NORTH OF HUNT CLUB, JUST 5 MINUTES SOUTH OF THE QUEENSWAY, ACROSS FROM THE POLICE STATION, ON THE WEST SIDE OF GREENBANK ROAD.

WHEN PARKING IN GREENBANK SQUARE, PARK NEAR THE SIDE OF THE SUBWAY RESTAURANT AND ENTER THE OFFICE COMPLEX BY ENTERING TWO GLASS DOORS LABELLED 250-B

Driving Directions from the 417:

- Exit Pinecrest/Greenbank
- Turn South, drive 5-6 lights
- Turn right at Greenbank Square Shopping Mall (Loeb)
(we are across from the police station)
- Park near side of Subway restaurant
- Enter double glass doors, use elevator or stairs
- We are at the end of the hall in Suite 228

Driving Directions from Hunt Club:

- Turn North (away from Barrhaven toward 417)
- Drive ½ a block
- Turn left at Greenbank Square Shopping Mall (Loeb)
(we are across from the police station)
- Park near side of Subway restaurant
- Enter double glass doors, use elevator or stairs
- We are at the end of the hall in Suite 228

Contact Us:

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