

IEP - Speech and Language

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Children with Down syndrome can have a multitude of goals in the speech and language areas. It is important that we understand the basis for the difficulties they are having in the classroom so that we can provide optimal accommodations and therapy, and achievable goals each year.

LANGUAGE/PRAGMATICS: "Language is Life", without it, we have no voice, no way to learn or express ourselves. Many children with Down syndrome have higher receptive language than expressive language abilities. This receptive/expressive gap is reason for including Alternative/Augmentative Communication in the classroom. Goals should be written to include total communication modalities and No/Low/Light/High tech assistive devices. These can be wonderful ways to promote social skill development too!
www.dsconnection.org/Augmentative-Alternative-Communication.php

SPEECH: Due to low tone and motor planning difficulties children with Down syndrome are typically at a great disadvantage for intelligible speech production. Consistency of sound production can be often overlooked when creating goals. For example: If your student doesn't consistently differentiate "p, b, m" sounds in expressive speech production, then goals for higher level sounds like /f, v, s, l, r, sh, ch, dj/ should not be addressed yet. Recent work within the field is showing jaw stability and retracted tongue posture yielding higher results in articulation accuracy at a connected speech level. If your student has feeding difficulties (chewing, suckling etc), speech articulation will be decreased until these issues are addressed. Reference the following website for help: talktools.com/apps/Find-a-Therapist/

Also, the Kaufman Speech Praxis Test and Cards are great for creating motor speech goals.
www.northernspeech.com/product/1000190/Apraxia_CAS/1000091/Kaufman_Speech_Praxis_Test_and_nbspKSPT/

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