

**Clinical Workbook for
Speech-Language
Pathology Assistants**

Clinical Workbook for Speech-Language Pathology Assistants

**Robert Kraemer, PhD, CCC-SLP
Jacqueline Bryla, SLPA**





5521 Ruffin Road
San Diego, CA 92123

e-mail: info@pluralpublishing.com
Website: <http://www.pluralpublishing.com>

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FOREWORD

The ability to clearly and competently communicate is often taken for granted by those without a communication disorder. This basic skill, as complex as it is, is crucial for academic, social, emotional, and financial well-being. For those who struggle communicating, dedicated and well-trained speech-language pathologists (SLPs) and speech-language pathology assistants (SLPAs) are ready to help.

This workbook is a must for any beginning or experienced SLP and/or SLPA who works with children with communication needs. Within these chapters, you will find a gold mine of evidence-based lessons many with current, state-of-the-art applications (apps). The authors have devised lessons that are easy to follow and that allow for creative freedom. As a fan and user of many of the apps included in this workbook, I can vouch for their utility and effectiveness. And, most important, they are engaging for both the client and SLP/SLPA!

As sole or coauthor of 16 books, I am enthusiastic about the addition of another fantastic resource. As a part-time itinerant SLP who works in the public schools with preschoolers, elementary children, and teenagers, I am especially happy to see a practical, hands-on resource that we all can use to serve students on our ever-growing caseloads. This workbook is a shining example of “Monday morning,” helpful resources that we can all begin using at once. Because the complexity of our students’ needs is increasing and paperwork can be so time-consuming, I welcome practical resources to make our jobs easier.

This workbook should be a required text in every SLPA course and on the shelf of every practicing SLPA (and SLP, for that matter).

I hope you find this book as essential and timely as I. Congratulations on your decision to join one of the most amazing and rewarding professions today.

—Celeste Roseberry-McKibbin, PhD, CCC-SLP
Professor
Department of Speech Pathology and Audiology
California State University Sacramento
Sacramento, CA

As speech-language pathologists, it is important to remain committed to our roles as leaders and experts, bringing together interdisciplinary knowledge, clinical expertise, and evidence-based practice. Whether we are working with a physical deck of articulation cards, paper-based resources created by expert clinicians, or a fun new articulation software application (app), we transform toys into tools. However, in the ever-increasing arena of cutting-edge research and apps, it is becoming more and more difficult to identify quality over trendy.

This is one of the main reasons why I created YappGuru, an online resource for professional development in special education. Through our work together at YappGuru, Jackie Bryla has

shared her expertise in the integration of technology and practical application. As a result of a genuine passion in this area, she consistently updates others on new apps.

In addition to providing extensive information based on common disorders and target skills, *Clinical Workbook for Speech-Language Pathology Assistants* provides guidance, including corresponding objectives, technology tools, and step-by-step guides, on directing the session. This workbook is a creative, timely, effective, and well-organized resource for our industry and one I'm sure clinicians will find as an asset to their toolbox reflecting current and practical tools combined with strategies and specific tips for implementation.

—Mai Ling Chan, MS, CCC-SLP
CEO and Co-Founder of YappGuru

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A big thank you also goes out to all the app developers who provided permission to republish screen images throughout this workbook as well as the many parents who consented to have images of their wonderful (and patient) children be a part of this workbook.

We want to thank Plural Publishing for supporting our project and helping us navigate the many steps in creating and publishing this workbook.

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CONTRIBUTORS

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Amber Ladd, MA, CCC-SLP, BCBA, Talk Team, Fresno, California

Amy M. Prince, MA, CCC-SLP, BCBA, Talk Team, Fresno, California

Felice Clark, MS, CCC-SLP, The Dabbling Speechie, Roseville, California

Hannah Lee, Graduate Student, Granite Bay Speech, Roseville, California

Katie R. Lambert, MS, CCC-SLP, The Reading Speechie, Rancho Cordova, California

Lauren S. Enders, MA, CCC-SLP, Assistive Technology Augmentative Communication Consultant, Bucks County, Pennsylvania

Lauren LaCour, MA, CCC-SLP, Busy Bee Speech, Baton Rouge, Louisiana

Mia McDaniel, MA, CCC-SLP, Putting Words in Your Mouth, Prairieville, Louisiana

Nancy Barcal, MA, CCC-SLP, Granite Bay Speech, Roseville, California

Sharon Stanley, Augmentative-Alternative Communication Specialist, Elk Grove Unified School District, Elk Grove, California

Terry H. Kappe, MA, CCC-SLP, Augmentative Communication Specialist, Temple City, California

Viola Dean, MS, CCC-SLP, Miss V's Speech World, Lincoln, California

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Speech Sound Disorders: Articulation, Phonology, and Apraxia

Speech sound disorders (SSDs) include articulation disorders, phonologic disorders, and childhood apraxia of speech (CAS). As a school-based speech-language pathology assistant (SLPA), chances are you will work extensively with children having an SSD. As you may recall from your coursework, articulation disorders are SSDs due to physical deficits in the articulatory system. This can be due to a motor movement problem or to a malformation of the articulatory system. Articulation disorders are marked by consistent errors, most commonly substitutions, omissions, distortions, and additions. A majority of children you will work with will have a problem producing the /r/ sound. Phonologic disorders are those of linguistic processing and occur when there are phonologic rules in place, which alter the output based on those rules. This means that phonologic errors present in a variety of ways and may be more difficult to identify initially. Phonologic errors generally appear very inconsistent, especially compared to errors of articulation disorders. Children with phonologic disorders are often stimulable. For example, if you take a sound out of context making any phonologic rule inapplicable, the client has the ability to produce the sound. Finally, CAS is a neurologic disorder of motor programming without any paralysis, weakness, or incoordination. CAS is best identified by articulation and linguistic deficits, most notably disruptions in stress and prosody. Speech will often sound monotone and might have frequent vowel errors. Consonants are produced inconsistently, which could lead to frustration on the child's and listener's part. The activities included in this chapter will help you address the array of SSDs children present on your caseload. As you become familiar with these activities, you will begin to gain confidence working with clients with SSDs and, under the guidance of your supervising speech-language pathologist (SLP), can develop your own therapy materials to fit the therapy goals established by the SLP.

ACTIVITIES FOR ARTICULATION

Objectives

The following are some sample objectives for articulation therapy. These objectives are merely samples and do not fully represent all possibilities. In addition, the lessons below do not align with these sample objectives.

1. Client will produce initial /r/ at the word level in 9 out of 10 opportunities across three consecutive data collection points.
2. Client will produce /r/ at the sentence level in a variety of positions in 9 out of 10 opportunities across three consecutive data collection points.
3. Client will produce r-blends at the phrase level in initial, medial, and final positions in 9 out of 10 opportunities across three consecutive data collection points.

Activity 1

Articulation Station PRO by Little Bee Speech for all ages working on articulation.

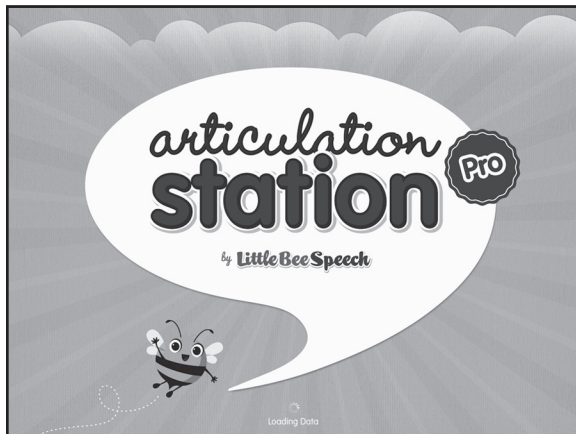


FIGURE 2-1A. Little Bee Speech articulation station main screenshot. Reproduced with permission of Little Bee Speech Co. Apps.



FIGURE 2-1B. Jason and Dillon Allen.

Articulation Station PRO is a comprehensive articulation IOS app for the iPad that provides multiple activities for targeting 22 phonemes that can be practiced at the word, phrase, sentence, and story levels presented in six varying activities. Articulation Station offers the ability to record client responses, which is helpful for self-monitoring, as well as an option to custom-

ize word lists for specific clients. This app is appropriate for both individual and small group articulation sessions working on one or more phonemes. Articulation Station offers an in-depth tutorial video within the app, which is very helpful for the new user to gain familiarity.

To make for more effective and efficient therapy sessions, enter specific client data (e.g., initials or names), create therapy groups, and customize settings as needed in the app prior to the therapy session.

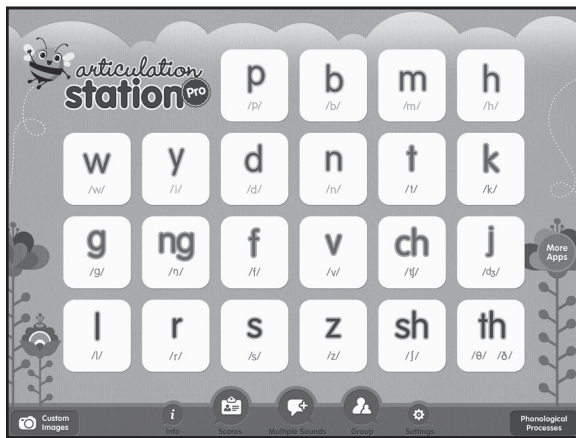


FIGURE 2-2A. Little Bee Speech phoneme screenshot. Reproduced with permission of Little Bee Speech Co. Apps.

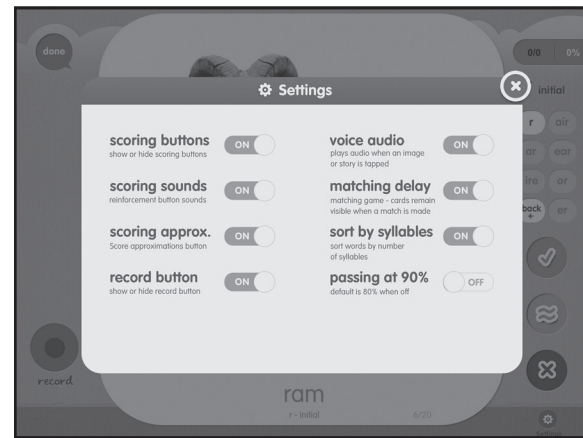


FIGURE 2-2B. Little Bee Speech settings screenshot. Reproduced with permission of Little Bee Speech Co. Apps.

To download Articulation Session PRO or the free version, visit <http://littlebeespeech.com>



FIGURE 2-3. Little Bee Speech QR code.

Individual Session

- Step 1: With the client sitting aside or across from you, model the target sound and confirm the client is able to approximate the sound. *NOTE:* SLPA should take initial direction from the supervising SLP in regard to client's ability to produce approximation.
- Step 2: Explain that the client will be using an app during this session to help with working on his or her specific sound.

Step 3: Open the app Articulation Station and proceed.

- a. Select the phoneme (i.e., /r/) on the selection screen for an individual session and then proceed.
- b. Select the appropriate level (word, phrase, sentence, or story).
- c. Select the stimuli for the level chosen (flashcards, matching, rotating, unique, Level 1, Level 2).
- d. Select the appropriate position (initial, medial, final) and modify the word list if needed.
- e. Tap “Begin” to proceed with stimuli.
- f. Select the appropriate score button on the right-hand side of the screen.

Step 4: Upon completion of presented stimuli, press the “Done” button and SAVE the scored data to the appropriate client.

Step 5: Share saved data as appropriate (print or email).

Small Group Session

Step 1: With the client sitting aside or across from you, model the target sound and confirm the client is able to approximate the sound. *NOTE:* SLPA should take initial direction from the supervising SLP in regard to the client’s ability to produce approximation.

Step 2: Explain that the client will be using an app during this group session to help with working on his or her specific sound(s).

Step 3: Open the app “Articulation Station” and proceed.

- a. Select the clients who belong to a therapy group session by pressing “Group” at the bottom of the screen, checking the clients to be added to the group session, and tap “Begin.” *NOTE:* Clients should be set up in the app prior to the session as this may take some time.
- b. Select the targeted client at the top of the screen (the client tab will change to RED).
- c. Select the appropriate level (word, phrase, sentence, or story).
- d. Select the stimuli for the level chosen (flashcards, matching, rotating, unique, Level 1 or 2).
- e. Select the appropriate position (initial, medial, final) and modify the word list if needed.
- f. Tap “Begin” to proceed with stimuli.
- g. Select the appropriate score button on the right-hand side of the screen.
- h. Repeat steps b through g for all clients within the group therapy session.

Individual or Small Group Session

Using Cariboo game with activity



FIGURE 4-36. Cariboo.

- Step 1: With the client sitting aside or across from you, give an explanation of what the intended therapy lesson will be (i.e., “Today we will be practicing language concept with this fun activity and using the Cariboo game”). *NOTE:* The SLPA should take initial direction from the supervising SLP in regard to the client’s ability and targeted objectives.
- Step 2: Place the stack of corresponding cards (the name/picture representation cards) in close proximity to the client. *NOTE:* Pets, kids in action images, or a combination of the pets/kids cards should be already placed on the game doors of Cariboo prior to the therapy session.
- Step 3: Allow the client to choose a card from the deck and then scan the images on the game doors to find the one that portrays the card chosen from the deck. If the client is successful in identifying the match, the game door will open. *NOTE:* If the client is unable to relate to the concepts chosen, you can simply provide a command related to the object that he or she should open (i.e., “open the dog under the table,” “the dog is under” or just “under”).
- Step 4: As with typical Cariboo play, if the client finds a ball, he or she gets to deposit it toward opening the treasure chest.
- Step 5: If the client requires additional support, use the image cutouts (i.e., character, animal, pool, slide, etc.) to model “the dog on the bed.”
- Step 6: Record data as needed and required in the client file.

Using activity without the Cariboo game



FIGURE 4-37A. Positional cards Cutout 1.



FIGURE 4-37B. Positional cards Cutout 2.

Step 1: With the client sitting aside or across from you, give an explanation of what the intended therapy lesson will be (i.e., “Today we are going to learn new words”).
NOTE: The SLPA should take initial direction from the supervising SLP in regard to the client’s ability and targeted objectives.

Step 2: Put the entire pet and kids in action image cards face down in a deck.

Step 3: Have the client choose a card and describe the picture including the positions (i.e., “the dog is in the doghouse”).

- a. Option: You can place all cards (action image cards and position word cards) face up on a table and have the client choose a position word card and find the matching concept image card.

Step 4: If the client needs additional support, use the image cutouts (i.e., character, animal, pool, slide, etc.) to model “the dog on the bed.”

Step 5: Record data as required and needed in the client file.

Step 4: Record data as needed in the client file. If the progress tracker was selected in settings, data may be viewed by accessing the user screen and tapping “previous data” for individual users or “group data” for clients who have been set up in groups.

Activity 4

Targeting a variety of emotions for elementary age clients using a comprehensive social skills curriculum by Miss V’s Speech World.

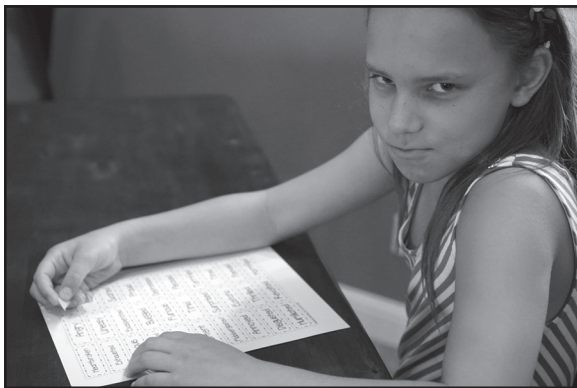


FIGURE 5-21A. Aria Derryberry angry.



FIGURE 5-21B. Aria Derryberry surprised.

SLP Viola Dean of Miss V’s Speech World has created a social skills group curriculum that contains 40 lessons and 252 activities that are appropriate to use with ages 6 through 17. For purposes of this activity, Part III (Feelings) of the curriculum will be illustrated.

To download Part III of the Social Skills Group Curriculum or the curriculum in its entirety, visit <https://www.teacherspayteachers.com/Store/Miss-Vs-Speech-World>



FIGURE 5-22. Miss V’s Speech World QR code.

For a more effective and efficient therapy session, the supplement materials can be printed on cardstock and laminated for durability prior to the therapy session.

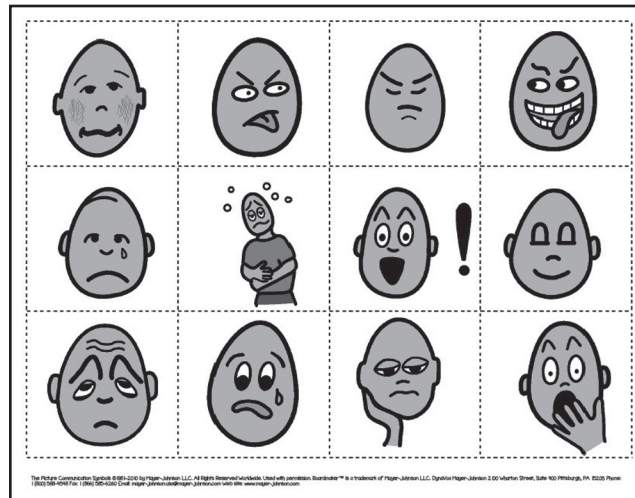


FIGURE 5-23. Miss V's Speech World emotion screenshot. Reproduced with permission of Miss V's Speech World.

Task Setup

Step 1: Print, cut, and laminate (optional) the emotion cards.

Individual or Small Group Session

- Step 1: With the client(s) sitting aside or across from you, explain the purpose of the therapy lesson (i.e., "Today we will practice distinguishing positive from negative emotions"). *NOTE:* The SLPA should take initial direction from the supervising SLP in regard to the client's ability and targeted objectives.
- Step 2: Show each emotion card to the group and have the client(s) decide whether the depicted emotion is positive, negative, or neutral. Use a container to categorize them or create separate piles for positive or negative or neutral emotion cards. For a variation, instead of showing the emotion cards to the group, have the clients come up one at a time and imitate the facial expression of a card. Have the clients use a real-life model to determine whether the emotion is positive or negative.
- Step 3: Ask clients which clues they used to determine whether the emotion was positive or negative (i.e., eyebrows furrowed, mouth turned down).
- Step 4: Have clients take a guess as to what the emotion may be called or discuss which of these emotions they have felt recently and why.
- Step 5: Record data as needed in the client file for each client's progress.

For an additional or follow-up activity that addresses complex emotions using the same emotion cards and that can work for older clients, follow the steps below:

- Step 1: With the clients sitting aside or across from you, explain the purpose of the therapy lesson (“Today we will learn about more emotions, embarrassed, proud, nervous, guilty, and jealous”). *NOTE:* The SLPA should take initial direction from the supervising SLP in regard to clients’ ability and targeted objectives.
- Step 2: Ask the clients which types of emotions they know or have learned about and create a list on paper or white board.
- Step 3: Ask the clients to name some other emotions that they might know. A few might be confused, embarrassed, proud, nervous or anxious, worried, disappointed, guilty, lonely, hopeful, ashamed, jealous, exhausted, shy, and so on.
- Step 4: Choose a few new emotions to work on (i.e., embarrassed, proud, jealous, etc.) and ask them for some synonyms for one of the emotions (i.e., embarrassed = mortified, self-conscious, humiliated; proud = fulfilled, rewarded).
- Step 5: Discuss whether or not feeling embarrassed or any other emotion you have chosen is a good feeling or a not so good feeling.
- Step 6: Ask your clients about some situations that might cause them to feel embarrassed (i.e., people are laughing at you, making a mistake in front of someone, everyone is looking at you) or any other emotion you have chosen.

Activity 5

Targeting self-control for a variety of ages using a comprehensive social skills curriculum by Miss V’s Speech World.

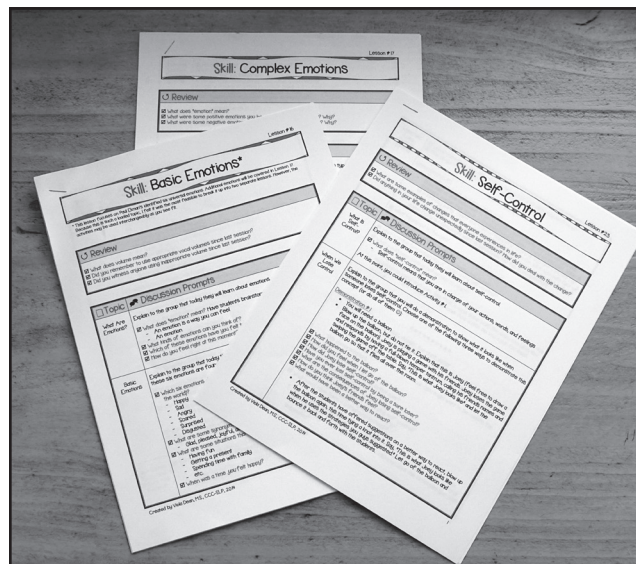


FIGURE 5-24. Packet example.

ACTIVITIES FOR SCHOOL-AGE LITERACY

Objectives

The following are some sample objectives for literacy for the school-age client within a therapy session:

1. Client will correctly identify and sort words based on prefix and/or suffix patterns in 8 of 10 opportunities across three consecutive data collection points.
2. Client will correctly identify the order of events in literature and informal text 80% of the time across three consecutive data collection points.
3. Client will correctly identify and sort words based on reading patterns such as word families, vowel teams, or syllabic patterns in 9 of 10 opportunities across three consecutive data collection points.

Activity 1

WordQuations app by Communication APptitude for building verb vocabulary and meaning for older school-age clients by exposing them to the motivation and emotion behind the word.



FIGURE 7-27A. Ethan Dworak WordQuations 1.



FIGURE 7-27B. Ethan Dworak WordQuations 2.

WordQuations is an iPad app designed to help students master the subtle meanings of verb synonyms. It helps older students understand the distinctions between synonyms such as plod, trudge, meander, and slink. The theme presented throughout the app provides clues about character motivation and feelings for improved reading comprehension. Students can also use the app to improve verb choices in their writing, eliminating random thesaurus choices. Retrieved from <http://www.communicationapptitude.com>

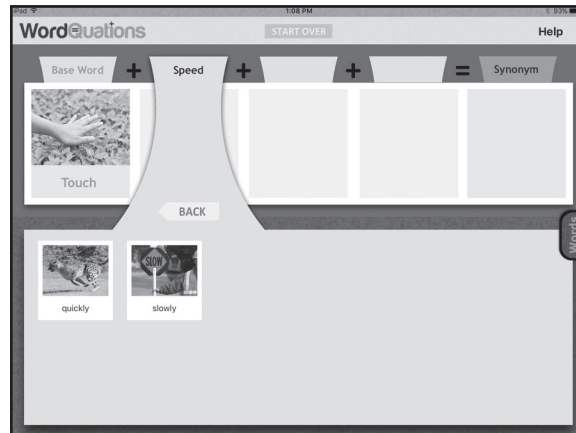


FIGURE 7-28. Communication APptitude WordQuation touch screenshot. Reproduced with permission of Communication APptitude, LLC. Copyright ©2017-2018. All rights reserved.

To download WordQuations by Communication APptitude, visit <http://www.comunicationapptitude.com>



FIGURE 7-29. Communication APptitude QR code.

Individual or Small Group Session

Step 1: Open the WordQuations app and proceed:

- a. Tap one of the base words that appears at the bottom of the screen to begin setting up the word equation: Drink, Eat, Look, Put, Sit, Talk, Think, Touch, Understand, Walk, or Write.
- b. Tap a corresponding speed to go with the base word chosen: Quickly or Slowly.
- c. Tap a corresponding volume, intensity, or heaviness to go with the base word chosen: Slowly or Powerfully.