



Speech Therapy & Sweet Tea

Sip & Learn Event

by Marshall McClelland, M.S., CCC-SLP

Augusta Pittman, M.S., CCC-SLP

Who is Speech For Each?

We are a home-based, private speech-language therapy company that provides individualized treatment for:

- Articulation
- Auditory Processing
- Autism Spectrum Disorder
- Down's Syndrome
- Dyslexia / Reading
- Executive Functioning
- Expressive Language
- Fluency / Stuttering
- Figurative Language
- Grammar (Syntax)
- Phonological Disorders
- Oral-Motor / Feeding
- Receptive Language
- Sensory Processing
- Social / Pragmatic Skills
- Spelling
- Writing / Prompt Writing
- Vocabulary (Semantics)



Marshall McClelland, M.S., CCC-SLP

- Owner & Therapeutic Director
- Over 10+ years of experience
- Earned her masters at ODU
- Speciality: LMB, EF, Social/Pragmatics
- Provides private, in-person therapy services (at home or at school)



Julia C, M.S., CCC-SLP

- Over 6+ years of experience
- Earned her masters at Towson
- Multi-setting integration
- Speciality: EF, Social, Articulation/Oral
- Provides private, in-person therapy services (at home or at school)



Augusta Pittman, M.S., CCC-SLP

- Over 4+ years of experience
- Earned her masters at NYU
- Skilled therapeutic team leader
- Speciality: Stuttering, Articulation
- Provides private, in-person and teletherapy services



2024
BEST OF
LOUDOUN

— Loudoun Times-Mirror —

FINALIST

**What is the scope of
speech-language
pathology?**



Language

Word finding, Expressive
& Receptive deficits



Fluency

Stuttering & Cluttering



Literacy

Reading, Syntax, and
Semantics



Hearing

Hearing Screenings
& Aural Rehabilitation



Cognition

Memory, Attention,
& Executive Function



Articulation

Cleft Palate, Apraxia,
Speech-Sound Disorders



Feeding & Swallowing

Dysphagia & Pediatric
Feeding Problems



Social Aspects

Pragmatics, Autism
Spectrum, AAC



Voice

Voice Disorders &
Transgender Voice
Therapy

What is a screener?

PK – 1 Speech and Language Screening

Student: _____ DOB: _____ Age: _____ Grade: _____

Teacher: _____ Evaluator: _____ Screening Date: _____

ARTICULATION (mark errors)

cats	mom	soft	chew	leaf	slide	thirteen
pop	rowing	dad	shoe	truck	frog	teacher
baby	zoo	blue	van	jump	teeth	fish

The dog has gray spots. I want to go after naptime. The lion played with my sister.

LANGUAGE (check blank if correct/write incorrect answer and circle number/NR = no response)

Opposites:

1. A desk is hard, but a pillow is _____, (soft)
2. A turtle is slow, but a cheetah/horse is _____, (fast)
3. An elephant is big, but an ant is _____, (small/tiny/little)
4. My pen top is on, but now it is _____, (off)

Object Function: "What do you do with..."

1. scissors _____ (cut)
2. a phone _____ (call/game/text)
3. pencils _____ (draw/write)
4. fork _____ (eat/pick up food)

WH/Higher Thinking Questions:

1. Who helps you learn at school? _____ (a teacher/Ms. Jenkins)
2. What do you do when you are tired? _____ (nap/sleep/lay down/rest)
3. When do you eat breakfast? _____ (in the morning)
4. Where are clouds? _____ (in the sky)
5. Why do birds have wings? _____ (to fly)

Auditory Memory + Verbal Naming: "Name 3 things..."

1. colors /3
2. animals /3
3. foods /3
4. shapes /3

Following Directions / Motor/Physical Concepts:

1. Touch the top of your head. _____
2. Put your hand on the table. _____
3. Put your hand under the table. _____
4. First touch your elbow, then touch your knee. _____
5. Put your hands over your eyes, then give me a thumbs up. _____
6. Clap your hands together and stand up. _____

Language Sample: "Tell me about your family/pet/class or favorite toy/superhero/book/movie."

RESULTS (circle all that apply)

- ARTICULATION – PASS / FAIL / MONITOR & RE-SCREEN
- Language – PASS / FAIL / MONITOR & RE-SCREEN
- Fluency – PASS / FAIL / MONITOR & RE-SCREEN
- Voice – PASS / FAIL / MONITOR & RE-SCREEN

Observations: _____

- Brief, 1:1 evaluation session
- Nonstandardized, qualitative measures to assess skill
- Designed to cast a wide net when identifying communication difficulties and red flag behaviors or executive functioning weaknesses
- Supports the early intervention model to therapy
 - Less time to form 'bad habits'
 - Goal = finish before KG starts

SFE Screeners are FREE!

Made available to Winwood Schools year round:

- August-September Screening Event
 - Get ahead of the back-to-school rush and subsequently start the school year off more smoothly
- October-November Screening Event
 - Now that several weeks of school are underway, and true abilities/weaknesses (versus 'just settling in') become evident, we still have time to bolster social, cognitive, speech-language, and/or academic skills before the holidays
- February-March Screening Event
 - Start the new year off strong, making gains in the school setting by addressing underdeveloped social and/or academic skills in therapy

**What happens after
the screener?**

Screeners Completed, Now What?



**Wait
+
Monitor**

Comprehensive Evaluation

- Identify appropriate standardized and nonstandardized assessment measures
- Schedule evaluation separately with SFE SLP
- Review results with caregivers



Therapy

- Holistic care
 - Communicate with caregivers, teachers, and other professionals
- Determine therapy setting (home, school, community and/or online)
- Determine weekly therapy frequency

Final Thoughts & Questions



References

American Speech-Language-Hearing Association. (2004). *Preferred Practice Patterns for the Profession of Speech-Language Pathology [Preferred Practice Patterns]*. Available from www.asha.org/policy/. doi:10.1044/policy.PP2004-0019

TPT. n.d. *Adult SLP Materials*. Available from <https://www.teacherspayteachers.com/store/adult-slp-materials>