

Resources

American Cleft Palate-Craniofacial Association
104 S. Estes Drive, Suite 204
Chapel Hill, NC 27514
(919) 933-9044

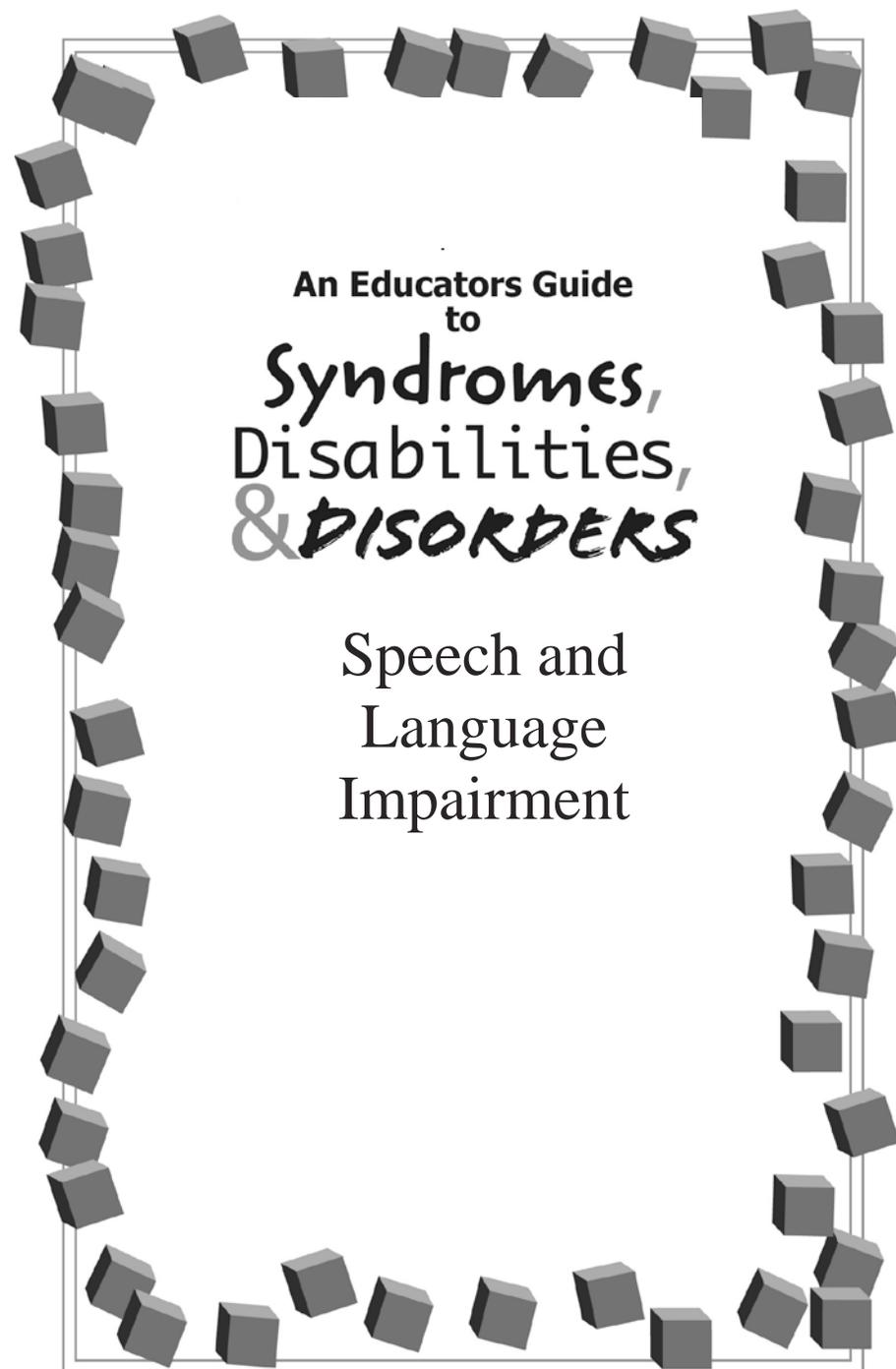
American Speech-Language-Hearing Association (ASHA)
10801 Rockville Pike
Rockville, MD 20852
(800) 638-8255
<http://www.asha.org/>

National Easter Seal Society
230 W. Monroe St., Suite 1800
Chicago, IL 60606-4802
(312) 726-4258 (TDD)
(800) 221-6827

National Stuttering Project
5100 E. La Palma Ave., Suite 208
Anaheim Hills, CA 92807
1-800-364-1677
<http://www.nspstutter.org>

The National Association of Parents with Children in Special Education is a national membership organization dedicated to rendering all possible support and assistance to parents whose children receive special education services, both in and outside of school. **NAPCSE** was founded for parents with children with special needs to promote a sense of community and provide a national forum for their ideas.

<http://www.napcse.org/exceptionalchildren/speechandlanguageimpairments.php>



Symptoms or Behaviors

A Speech or Language Impairment (communication disorder) may take the form of stuttering, problems in articulation (making sounds), a language delay, or a voice impairment that affects a student's educational performance. Speech and language impairments can be related to other areas of disability and, in fact, are major considerations in every area of disability.

A student with a speech impairment may experience problems in one or more of the following areas:

- Articulation (mispronunciation of syllables or whole words)
- Voice disorders (abnormal pitch, loudness, or quality)
- Fluency disorders (pauses, hesitations, or repetitions)
- Stuttering

A student with a language impairment may experience problems in normal language development (difficulty or delay in acquiring and using language) at any age.

- Be aware that speech and language problems will affect almost all other areas of classroom instruction and student achievement.
- When listening to a student who stutters, use nonverbal listening skills such as eye contact and facial expressions, and let the student finish talking. Don't finish sentences for the student.
- Minimize pressure to perform verbally, and try to reduce the student's anxiety.

Instructional Strategies and Classroom Accommodations

- Provide and encourage many opportunities for the student to verbally interact with adults and other students.
- Make sure your verbalizations, directions, instructions, and conversations with the child are directed at his or her level of understanding.
- See that the student with speech or language impairments is not excluded from communication within the classroom.
- Find out what the speech and language goals for the students are and try to find ways throughout the day to reinforce them.