Everything You Never Wanted to Know About...

Speech-Language Pathologists “SLPs”
Communication Studies and Services
RIT/NTID
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Burning Question: What is a Speech-Language Pathologist? and What do they do??
Speech-Language Pathologists:

- Have a Master’s or Doctorate degree from an accredited university
- Complete 400 hours of supervised clinical experience
- Pass a national competency exam
- Complete a 1-year supervised clinical fellowship
- Maintain continuing education credits to stay current in the field (30 hours/3 years)

**ASHA:** American Speech Language Hearing Association

**CCC-SLP:** Certificate of Clinical Competence - Speech Language Pathology

**State License:** Requirements dictated by each state
Where do SLPs work?

- **Education** 53%
  - Early Intervention
  - Preschool
  - K–12 Schools

- **College/University** 3%

- **Health Care** 39%
  - Nonresidential health care facilities 16%
  - Hospitals 13%
  - Residential facilities 10%

- **Other employment** 5%
  - Private Practice, Corporate Speech-Language Pathology
  - Local, State, and Federal Government Agencies
Scope of Practice

Evaluation ~ Assessment ~ Treatment ~ Counseling

Communication
Language
Speech Production
Voice
Pragmatics

Fluency (Stuttering)
Augmented & Alternative Communication
Feeding & Swallowing
Cognition
Auditory Habilitation/Rehabilitation
**Communication**

noun

1. The imparting or exchanging of information or news.
2. Means of sending or receiving information.

**Language**

noun

1. The method of human communication, consisting of the use of words in a structured and conventional way.
2. A system of communication used by a particular country or community.
Language

- Phonology
- Morphology
- Syntax
- Semantics
- Pragmatics/Social Language
- Literacy
SPEECH

HELLO!

the oral expression of one's own thoughts, feelings and ideas
Voice

1. The brain triggers the five steps below.
2. Diaphragm muscle helps inflate and deflate lungs.
3. Lungs pump air up to the mouth.
4. Vocal cords vibrate air from the lungs.
5. The nose, mouth, lips and tongue modify vibrating air to form words.
6. Words exit the mouth after completing steps 1-5.
Fluency
Auditory Habilitation/Rehabilitation
Augmented & Alternative Communication (AAC)
Feeding & Swallowing
Our Role on Campus

NTID

Our Services are:

- Accessible
- Individualized
- Student-centered
- Varied Offerings
  - Groups
  - Coursework
Communication Studies & Services - Course Offerings

NCOM 120  
Problem Solving

NCOM 201  
Interpersonal Relationships

NCOM 202  
Communication Across Cultures
Course Offerings

NCOM 206
Effective Teams

NCOM 207
Organizational Communication & the Deaf Employee

NCOM 371
Introduction to Cued American English
Medical/Clinical Model
- Diagnosis and Labeling
- Impairment becomes the focus of attention
- Clinician driven therapy
- Research and evidence based program

Educational/Social Model
- Strengths and needs defined by self and others
- Identify barriers and develop solutions
- Student/Instructor collaboration
- Outcome based program
### Assessment - at NTID/RIT

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Goals

What do our students want to achieve?
Language Goals

**Goal:** Student will make inferences and predictions, by identifying clues in age-appropriate stories for implied meaning and possible outcomes.

**Goal:** Student will be able to identify and generate idioms, similes, and metaphors in various functional tasks.

**Goal:** Student will improve comprehension and retention of read passages, (student read aloud or read to self).
Spoken Production Goals

Goal: Student will accurately produce voiced and voiceless fricative cognates /f, v/ in isolation using visual support.

Goal: Student will use intonation (timing, pitch, and volume) to highlight important content words for professional/technical communication.

Goal: Student will improve confidence and ability to effectively participate in spoken conversations over the phone.
Social/Professional Goals

**Goal:** Student will identify communication breakdown, and apply strategies for repair.

**Goal:** Student will increase social engagement outside of individual instruction.

**Goal:** Student will practice effectively communicating about personal attributes and technical skills during mock interviews.
Executive Function Goals

**Goal:** Student will utilize executive function strategies that support time management, planning, and self-regulation.

**Goal:** Student will improve personal organization skills: including daily use of agenda, identifying strategies to increase time on task, prioritization for preferred and non-preferred tasks, etc.

**Goal:** Student will tell a short story (expressive in ASL); including four story elements to effectively organize thoughts and communicate sequences of events.
Why do students get referred?
Practice Interviews
Remember when Sheldon was looking for a job?
Sometimes we all need a little help with the interview...

Tuesdays
2 - 3pm
Speech & Language Center
LBJ 3225

Student Groups

Build your communication toolkit.

Gapp Labs are sponsored by NTID’s Communication Studies & Services Department
Questions? E-mail Bonnie.Bastian@rit.edu

There's an APP GROUP FOR THAT.

Mondays
10:00-11:00am
LBJ-3225

CONVERSATION GROUP
Fridays at 10:00 am
Speech and Language Center
LBJ 3225
Hosted by Nicole Chow and Jennifer Linn
nicncnca@rit.edu
Language
Executive Function
Discourse Organization
Self Advocacy
Communication Repair Strategies
What is in our Specialist Toolbox??

- ASL
- Cued Speech
- Visual Phonics

- Online Resources
- Visi-Pitch
- Apps
Resource for Other Professionals

Speech and Language Professionals

Our Services  Case Studies  Assessment  Instruction  Interactive Learning Module

About This Resource
Making Connections: Professional Network

NTID CSS Outreach

SECOND ANNUAL
CONFERENCE FOR SLPS USING ASL
How SLPS can best serve the D/HH population in ASL

HOLIDAY INN EXPRESS
195 US-130
Bordentown, NJ 08505
Friday, November 1st, 2019
8:00 am - 3:30 pm
$50 registration
bit.ly/slpsasl2019

Questions? Email
languagefirstlab@gmail.com
Thank you
Resources:

- https://www.asha.org/students/employment-settings-for-slps/
- https://www.asha.org/students/speech-language-pathologists/
- https://www.asha.org/about/news/quick-facts/