

February/March 2007



*We'll be at CSHA, will you?*

Pacific Coast Speech Services, Inc. Booth #505



PCSS will be in the exhibitor's hall for CSHA 2007 in Long Beach, California. Please stop by, we'd love to see you and give you CHOCOLATE! (Oh yes, and perhaps discuss current and future career plans.) Pacific Coast Speech Services, Inc. has some great opportunities available full and part-time for the remainder of the school year and also for summer contracting.

**Come see us in Booth #505** (behind Linguisystems) and pick up a calculation wheel while they last! These handy devices help you count out specific IEP dates to

keep you in compliance. Portable and quick! Enter our raffles for a \$100 Shell gasoline card and two \$100 Nordstrom gift cards.

### Avoiding Power Struggles with Students



"I HATE speech. I don't want to do those baby games. I only want to do xyz - if we aren't doing that, I'm not coming." How do you turn these students from negativity to full participation? A group of our clinicians, who serve emotionally challenged students at a nonpublic school, gave us some of their ideas:

us some of their ideas:

\*At the beginning of the year, ask each student about interests and motivators. Ask what they struggle with. Listen. Think outside of the box about how to reward their success.

\*Don't be as concerned with reinforcers, games, etc. as you are with your goals being meaningful to the students. Would you want to sit through a 2 hour meeting on science/math budget cuts for a really good cookie?

\*Be sure your students know what you are accomplishing as a team. Give multiple choices as to how goals may be addressed whenever possible.

\*Let the student chose their reinforcer from a prize box or menu before starting work, especially in testing situations. This is not bribery if you discuss it PRIOR to negative behavior. Would you come to work before knowing what you would be paid?

\*Make sure your students know the "end point." Consider the use of a digital/sand timer, checklist, or other method to make the end concrete.

\*Build in HEAVY reinforcement for applying speech goal behavior outside of the session. How can you make it easy for teachers/parents to catch them applying their knowledge?? How can the student let you know their successes?

\*Consider awarding points or reinforcers on number of responses vs. time on

task. This encourages students to "stuff" in more responses in less time. Consider allowing other students in the group to award chips for good responses to improve auditory processing and attention to task.

Why I Contract with Pacific Coast Speech Services, Inc.

## Help is Never Far

by M.S., PCSS Contractor



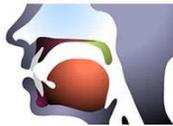
"Help is always a phone call or an e-mail away. I know that at any time, for any reason, I can count Louise and Annette to help me with caseload issues, whether it is a temporary swell in IEPs, a student with challenging needs, or a political issue within my site. Speech clinicians are in short supply all over, and demands from parents and administrators are high. I want to be sure I am doing my best for each and every student, while protecting myself from burnout and frustration by limiting my workload.

"When situations arise, I know I don't have to go it alone. I can call PCSS and they work with me or the site administrator to come up with solutions. It is that simple - no politics or bureaucracy. They put their time and money where they say - in keeping my caseload manageable. Since joining PCSS, I can relax and concentrate on working with the children."

Visit our website, [www.pacificcoastspeech.com](http://www.pacificcoastspeech.com) to see more clinician comments.

Featured Website, The Phonetiks Flash Animation Project

### See speech production in action

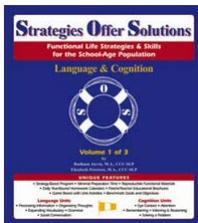


Have you ever wanted a fun new way to show a student how to make a sound? Need a quick resource for demonstrating speech sound production to an audience of teachers or parents? The Phonetiks Flash Animation Project, from the University of Iowa, provides a step-by-step animated articulatory diagram and video-audio of each consonant and vowel production. The site offers English, German and Spanish. <http://www.uiowa.edu/%7Eacadtech/phonetics/#>

Featured Book, Strategies Offer Solutions, SOS

### **Functional Life Strategies & Skills for the School-Age Population**

by Ruth Ann Jarvis, M.A. CCC-SLP and Elizabeth Petersen, M.A. CCC-SLP



Several of our clinicians attended a training seminar for SOS, which was designed by a local public school clinician faced with ever-rising caseloads, paperwork demands and schedule changes. We have been very impressed with its usefulness at our sites.

**Strategies Offer Solutions** is a cross-caseload method to improve student independence and generalization of skills using clever therapy activities and specific mnemonic strategies. SOS allows much more flexibility in grouping kids within a typical caseload while increasing effectiveness.

SOS gives us a useful tool to teach students how to apply strategies introduced in sessions into their everyday activities. The guide offers sections on Processing Information, Organizing Thoughts, Expanding Vocabulary, Grammar, Social Conversation, Eye Contact, Attention, Remembering, Inferring and Reasoning, and Solving a Problem.

Copies of the SOS manual can be obtained by contacting NSS/NRS <http://www.nss-nrs.com/cgi-bin/WebObjects/NSS.woa/wa/Products/detail?id=1000689>. The product is also available at CSHA in the Northern Speech Services booth #504.

## Featured Parent/SLP Resource-Autism Spectrum Quarterly

### Magazine Resource for SLPs and Parents



We all have children with autism spectrum disorder on our caseload. As we are painfully aware, their issues extend beyond the school day and affect every aspect of their families' social and cultural lives. This magazine focuses on families and family issues with practical articles, as well as book and product reviews. Recent topics have included: successfully visiting a grandparent, practical strategies to decrease gullibility, and tips to help a social community (like a youth or scouting group) include children with ASD. This magajournal is great for parents who have adjusted to the initial diagnosis and desire ways to manage more effectively, [www.asquarterly.com](http://www.asquarterly.com).

### Back by Popular Demand, Recipe for Chicken Margarita

Need a quick recipe for days when an IEP runs late? This chicken is delicious and great to make with kids or to teach an older child going off to live on their own. It also freezes and microwaves well.

\*On a dinner plate, combine approximately 3 tablespoons canola oil, 2 tablespoons of honey, and 1-2 tablespoons of lemon juice. Stir with a fork.

\*In a ziplock bag, crush most of a large bag of tortilla chips. I use a rolling pin to crush mine.

\*Roll 2 pounds of chicken breasts or tenders in the oil mixture and then the tortilla chips. Place in a 9 x 13 Pyrex pan. Cook about 30 minutes at 350 degrees. Open the oven door and pour some salsa over the chicken and 1 cup of mozzarella cheese. Cook another 10 minutes and serve.

### Jokes for Kids

**Why did the bubble gum cross the road?** It was stuck to the chicken's foot!

**What does the sun drink out of?** Sunglasses!

**What's black and white, black and white, black and white?** A penguin rolling down a hill!

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