



Have you heard
about the
handy-dandy
IEP Calculation
Wheel?



We know you need
one – and they are
free at our **website!!!**



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WELCOME TO FALL!!

For those of you new to our newsletter list, this newsletter is designed to encourage, educate, and entertain school based SLPs in Orange and North San Diego County. Our goal is to have a tool to share tips addressing all the roles we play: as clinicians: as SLPs, women (sorry, guys) and wives/mothers/singles. Please send more feedback and contributions! If you have a friend that would like to receive this newsletter, please email Louise at lvalente@epcss.net.

Louise Valente and Annette Crotty
Partners, Pacific Coast Speech Services

**Visit us at Booth 1250 at the ASHA Conference
November 18, 19 and 20 in San Diego.**



JOKES FOR KIDS!

(See our January/February newsletter on our [website](#) for ideas on how we use jokes in therapy)

What do ghosts eat for lunch?

Booggetti and meatballs?

What kind of candy do ghosts like to eat?

Booble gum!

What patriotic song do ghosts like best?

America the Boo-tiful

What do you call a cat that falls into a trash can?

Kitty litter.

Why did the man bring his dog to the railroad station?

To train him.



For those of you new to this newsletter, we are Pacific Coast Speech Services, a private speech therapy practice specializing in working within **public and nonpublic schools**. We contract with a small number of excellent SLPs that we place in these settings. Our company is completely clinician driven: when we find a clinician of excellence, she tells us what type of caseload she would like and her ideal hours. We then offer various options which match his/her

preferences and are close to home. A clinician only works at one site (no travel) and positions are for the remainder of the school year unless the clinician prefers a partial year. For a clinician to be placed in a position, the district administrator must agree to **specific caseload limitations**. If that limitation is exceeded, we have immediate and specific strategies to handle the excess students, including therapists who will provide support, additional paperwork/IEP time, etc. Our main goal is to control our clinicians' caseloads and **limit their stress** in a variety of ways, because we know that a great speech therapist is worth their weight in gold, and we want them to stay with our company FOREVER. Clinicians contract with us for a **couple of hours a month to 40 hours a week**.

We invite you to visit our website for more information on our company, comments from our current contractors, and loads of great links to resources. www.pacificcoastspeechservices.com



COFFEE BREAK CONVERSATION: MOTIVATING THE MIDDLE/HIGH SCHOOLER

Many of us shudder when our bosses ask us to include older students in our caseload, but those who work with them regularly love it! The most difficult challenge for us “newbies” is finding motivating, age appropriate materials. A question on this issue was recently posed to the ASHA List 16 school SLP email group, who are notoriously generous with their suggestions. Here is a summary of their ideas as well as some thoughts from our clinicians working in middle and high school environments:

1. Kids this age have minimal tolerance for materials that they don't see as practical for their current objectives. Therefore, explore what their goals and struggles are and be sure and build toward those as your primary focus. Examine their passions and interests: consider asking them to educate YOU on their areas of expertise as a method to develop their skills.
2. Sneak up on them with some GAMES: favorites noted included Taboo, Apples to Apples, Scattergories, You're Pulling My Leg! (www.morningstargames.com); Burst, Jenga, homemade Password or Jeopardy.
3. Try to include unexpected, high interest materials. Examples: teen magazines (available in school library); “clean” song lyrics; newspaper (school or local); previous school yearbooks; and popular books.
4. Take advantage of mass market self improvement/knowledge books written with middle/high schoolers in mind. Particular favorites are Organizing from the Inside Out for Teens by Julie Morgenstern or anything in the American Girl Series (e.g. Friendship Troubles, The Feelings Book).

Before starting the assignment or early in the year, read Queen Bees Wanna Bees (Rosalind Wiseman) yourself to understand the junior high/high school culture. Read It's So Much Work to Be Your Friend by Richard Lavoie to get a practical understanding of the social skill issues facing students with specific types of learning disabilities.

5. Use the web! Some possible sites include:
<http://school.discovery.com/lessonplans/6-8.html>
(Discovery Channel Lesson Plans)

http://ali.apple.com/ali_sites/ali/new_mid.html
(How to use technology and Apple products with various lesson plans)

<http://www.cloudnet.com/~edrbsass/edeng.htm>

(Language Arts Lesson Plans)

6. Student textbooks used in class often come with supplementary materials including concept cards, organizer charts, etc. Many times, these materials are languishing in storage somewhere – investigate the possibilities!!

7. A good rapport is essential. You may be the only adult that this student talks to in a one to one or small setting besides their parents. Be prepared for some fascinating conversations and some amazing teachable moments! Broaden your perspective of speech therapy to include any aspect of communication that the student needs to be successful at this juncture of their life, whether it is the script to ask someone to prom or a role play in negotiating a problem with an authority.



FEATURED SLP TOOL

Story Grammar Marker

Available at www.mindwingconcepts.org

This is the perfect tool for teaching the elements of a basic story to kids in a small group or a collaborative classroom. Designed 20 years ago by a speech pathologist, Story Grammar Marker uses a yarn mnemonic to teach the critical elements of a story (e.g. the “kickoff,” setting, wrapup). The authors have written an excellent manual on using SGM with children in preschool and elementary classrooms. They have expanded the concept to include curricular areas such as persuasive writing and paragraphic material. In one kindergarten classroom we know, each child has their own SGM and the teacher has a big one named “Howie” Amazingly effective - even older children tend to gravitate toward soft and touchable Howie and his friends. The basic program is available on line as well as replacement markers, magnets, posters, and specific curriculum lessons. Mindwing has a booth at ASHA – check it out!



WEBSITES WE LOVE!!!

This month we are featuring two websites – if you have a favorite please email us and we will link it to our webpage!

www.socialthinking.com: Michelle Garcia Winner's website has some great articles on Asperger's and Autism as well as all her fantastic products. It also has some terrific parent support information. You can purchase her brand new book [Worksheets! For Teaching Social Thinking and Related Skills](#), which contains lessons on topics such as being a good problem solver, making a good impression, feelings when playing games, etc. Michelle's work is extremely popular in our area of Southern California, and she is developing a strong reputation for practical treatment methods throughout the world.

www.fbofw.com: As members of the special education community, we are always looking for ways to nurture acceptance and integration of differently-abled people in all situations. A few months ago, the comic strip “For Better or For Worse” began a series of strips on a feisty character named Shannon who is mainstreamed. These strips are extremely well written and PERFECT for older elementary kids and the junior high/high school set. Ideas for application: paste them on your office door for kids to read; use them in collaboration settings; stick them in the teacher's lounge; bring them to therapy; etc. The link to print out all strips about Shannon is http://www.fbofw.com/char_pgs/shannon/index.php?page=strips.



OPPORTUNITY IS KNOCKING!



To find out more about opportunities through Pacific Coast Speech, or to request one of our handy dandy calculation wheels, please email or call us. We **currently** have contracts open along the 57 freeway from Orange to Diamond Bar, along the 22 freeway from Orange to Garden Grove, and along the 405 freeway from the 55 to the 405/22 junction. Maternity leave substitute positions are also available if you don't want the responsibility of a full year commitment. We have positions at the high school, preschool, and elementary level, and are contracting for 1-5 day a week assignments at this time. **We would love to chat with you!** Visit us at Booth 1250 at the ASHA Conference in San Diego, November 18, 19 and 20, call 714/731-6630, or e-mail us at lvalente@epcss.net.

To be removed from our email list, please send an email to lvalente@epcss.net.

