

NOT ABOUT "FIXING": USING THE "F-WORD FRAMEWORK" TO SUPPORT CHILDREN WITH COMMUNICATION DISORDERS AND THEIR FAMILIES

The medical model of communication disorders focuses on "fixing" children through assessment, diagnosis, and "treatment". But children with communication disorders aren't "sick" or "broken".

A modern approach to health is the World Health Organization's 2001 International Classification of Functioning, Disability and Health (ICF), which shows that health is determined by complex interactions between body functions and structures, activities and participation, and environmental and personal factors.

But the ICF can be hard to apply in practice. An adaptation is to consider six "F-words":



1. Function

Thinking hard about what children do; their activities and participation; capacity and performance. Focusing on achievement of the activity - not whether it is done 'normally'. Encouraging practice of the function without regard to how 'nicely' it is achieved.



2. Family

The essential environment for most children. Knowing parents and siblings bring talents and strengths and are dealing with their own physical and mental challenges and concerns. Involving the wider family, e.g. grandparents. Helping families to feel competent. Providing respect and continuity of care; enabling informed decision-making and partnership.



3. Fitness

Promoting children's physical fitness and recreation, whether in "therapy" or not.



4. Fun

Asking children what they enjoy doing, what do they want to do, and how they can be more involved in meaningful life situations; structured or unstructured; done alone, or with others. Helping children to do the things they want to; and not worrying about what's 'normal'. Using purposeful activities to build children's confidence, competence, sense of achievement, and capacity.



5. Friends

Encouraging social development and inclusion. Focusing on quality relationships (not the quantity of acquaintances). Supporting peer connections and involvement in meaningful group activities.



6. Future

What child 'development' is all about! Thinking positively, right from the start; and encouraging families to do so as well. Not deciding what is impossible.

The F-words are connected: e.g. increasing a child's (self-identified, meaningful) participation might affect the scope and intensity of activities, and lead to changes in body functions and communication skills. Participating in a desired sport program, for example, might increase physical/social capacities and performance, including in the social use of language.

The F-Word Framework is an appealing way for speech pathologists to think beyond "fixing" kids, and to incorporate ICF concepts into their practices and relationships with clients and their families.

Key sources: (1) Rosenbaum, P., & Gorter, J.W. (2011). The 'F-words' in childhood disability: I swear this is how we should think! Child, Care, Health and Development, doi: 10.1111/j.1365-2214.2011.01306.x. (2) Cunningham, B.J., Thomas-Stone, H., Rosenbaum, P. (2005). Assessing communicative participation in preschool children with the Focus on the Outcomes of Communication Under Six: a scoping review. Developmental Medicine & Child Neurology, DOI: 10.1111/j.1469-7610.2005.01306.x.

Communication Disorders In The Classroom

**William Haynes, Michael
Moran, Rebekah Pindzola**



Communication Disorders In The Classroom:

Communication Disorders in the Classroom William O. Haynes, Michael J. Moran (Ph. D.), Rebekah Hand Pindzola, 1994-01-01 Speech language and hearing disorders have the potential to affect a student communicatively socially psychologically and academically The new Fourth Edition of *Communication Disorders in the Classroom* presents an updated portrait of the far reaching impact that communication impairments have on the lives and success of students from preschool through adolescence The text suggests a variety of strategies and interventions for professionals in the education special education and speech pathology disciplines to employ as they deal with students with communication impairments With state of the art information and minimal jargon each chapter contains a section on the nature of a specific communication disorder assessment issues and direct and indirect treatment options *Communication Disorders in the Classroom* William O. Haynes, Michael Moran, Rebekah Pindzola, 2006 Speech language and hearing disorders have the potential to affect a student communicatively socially psychologically and academically In this work the authors cover the range of impairments found in school age children with suggestions for teacher intervention Topic coverage includes 1 Legal issues and service delivery models 2 Normal aspects of communication 3 The development of language and phonology 4 Phonological disorders 5 Children with limited language 6 School age and adolescent language disorders 7 Dialectal differences African American English as a case study 8 Fluency disorders 9 Voice disorders 10 Hearing impairment 11 Craniofacial anomalies 12 Neurological impairment 13 Communication disorders and academic success Each chapter includes teacher tips key terms study questions and suggestions for further reading *Communication Disorders in the Classroom* William O. Haynes, Michael J. Moran, Rebekah Hand Pindzola, 1999 *Communication Disorders in the Classroom* William O. Haynes, 1994 Speech language and hearing disorders have the potential to affect a student communicatively socially psychologically and academically The new Fourth Edition of *Communication Disorders in the Classroom* presents an updated portrait of the far reaching impact that communication impairments have on the lives and success of students from preschool through adolescence The text suggests a variety of strategies and interventions for professionals in the education special education and speech pathology disciplines to employ as they deal with students with communication impairments With state of the art information and minimal jargon each chapter contains a section on the nature of a specific communication disorder assessment issues and direct and indirect treatment options *Communication Disorders in the Classroom* William O. Haynes, Michael J. Moran (Ph. D.), Rebekah Hand Pindzola, 1990 **A Survey of Communication Disorders for the Classroom Teacher** Martha Scott Lue, 2001 This book assists the educational professional in the understanding identification and remediation of communication disorders in children and adolescents in inclusive settings While meeting the specific prescriptive remediation needs of individuals with communication disorders remains the primary responsibility of the speech language professional in light of legislation and emerging trends in educating children with disabilities a shared

responsibility resides with the classroom teacher and other members of the educational team. Appropriate vignettes and glossary are provided in an effort to bridge the jargon gap and for those who may not have experience with communication principles or pathologies. Relevant practical strategies are offered and each chapter presents a logical sequence of functional information that clearly addresses the stated objectives. The content as well as the bibliography is current. Both attempt to blend classic literature with current findings from respected lit. Designed for teachers of language and communication disorders and special education. erature. Reflections activities and suggested reading lists are also provided.

Teaching Students with Language and Communication Disabilities S. Jay Kuder, 2003. Divided into three sections, the text examines research with a focus on application to school age students and then analyzes the language difficulties associated with specific disability types. The third section focuses on contemporary assessment and instructional strategies. Kuder emphasizes research based instructional techniques and discusses several new methods including technology based approaches.

BOOK JACKET Teaching Students With Communication Disorders Jim Ysseldyke, Bob Algozzine, 2006-03-24. Focusing on teaching students with communication disorders, the authors offer practical teaching strategies and provide brief definitions, indicators, and behaviors associated with speech and language disorders.

A Survey of Communication Disorders for the Classroom Teacher Martha Scott Lue, 2001. This book assists the educational professional in the understanding, identification, and remediation of communication disorders in children and adolescents in inclusive settings. While meeting the specific prescriptive remediation needs of individuals with communication disorders remains the primary responsibility of the speech language professional in light of legislation and emerging trends in educating children with disabilities, a shared responsibility resides with the classroom teacher and other members of the educational team. Appropriate vignettes and glossary are provided in an effort to bridge the jargon gap and for those who may not have experience with communication principles or pathologies. Relevant practical strategies are offered and each chapter presents a logical sequence of functional information that clearly addresses the stated objectives. The content as well as the bibliography is current. Both attempt to blend classic literature with current findings from respected lit. Designed for teachers of language and communication disorders and special education. erature. Reflections activities and suggested reading lists are also provided.

The Classroom and Communication Skills Program Megan Ahlers, Colleen Hannigan, Zillich, 2008. Educators looking for effective ways to help young children who are non or limited verbal and not table ready will find this the solution to their search. The CCSP considers a combination of factors for verbal language in the development of programs for individual children including verbal language, cognition, auditory function, oral motor skills, receptive language, and expressive language. The model emphasizes the importance of creating a fluid transition between a child's natural environments such as home and school in order to increase the chances of generalizing skills. While not specific to a particular disability, the program is a very helpful resource for educators working with children on the spectrum who have language deficits.

A

Guide to School Services in Speech-Language Pathology, Fifth Edition Trici Schraeder, Courtney Seidel, 2024-07-26 A Guide to School Services in Speech Language Pathology Fifth Edition serves as a must read for school based speech language pathologists SLPs college instructors and students in training The text begins by providing a brief history of school based SLP services The foundations of school services are highlighted including the legal mandates set forth in the Individuals with Disabilities Education Improvement Act IDEA Every Student Succeeds Act Americans with Disabilities Act and landmark court cases that have influenced school services such as the 2023 Midthun Hensen Hensen v GHC court ruling regarding evidence based practices Pedagogical features include related vocabulary at the beginning of each chapter to promote equity in comprehension end of chapter summaries with guiding questions to reinforce important information facilitate class discussions and enhance understanding concrete real life success stories from public school SLPs and links to useful strategies materials and resources This comprehensive textbook addresses issues paramount to school based SLPs Options to expand and diversify service delivery models Step by step instructions to implement a workload analysis Examples of IEP goals that support flexible scheduling and workload solutions Tables that describe evidence based practices and provide links to the supportive research Template for writing IEP goals that align with IDEA mandates Methods for assessing multilingual language learners including dynamic authentic and criterion referenced tools Guidance for implementing proactive behavior management conflict resolution professional collaboration conferencing and counseling and cultural competencies Evidence bases that link language literacy and the achievement of school standards New to the Fifth Edition New content regarding COVID 19 impacts and the expansion of telepractice Current references throughout that reflect state of the art research Updated evidence based content for practices in the areas of articulation and phonology language and literacy voice feeding and swallowing augmentative and alternative communication social and cognitive aspects of communication hearing habilitation general clinical strategies Modernized use of pronouns and terms that reflect our diverse society Scenarios that promote reflection of neurodiverse practices Please note Ancillary content such as downloadable forms and checklists may not be included as in the original print version of this book [School Programs in Speech-Language Pathology](#) Jean L. Blosser, Jennifer W. Means, 2018-01-31 Now in its sixth edition School Programs in Speech Language Pathology Organization and Service Delivery continues to be a vital resource for faculty graduate students school based practitioners and program administrators who strive to make a difference in the school setting The text provides practical solutions and strategies to tackle the challenges faced in the complex and ever changing education landscape The authors aim for the book to be an excellent opportunity to stimulate new ways of thinking about the critical role speech language pathologists SLP play in children s education and social development It provides a foundation for understanding where SLP programs fit within the school organization SLPs will be motivated to collaborate with colleagues lead discussions about the link between communication and learning and introduce innovative models for delivering services School Programs

encourages SLPs to embrace their positions on school teams share knowledge to make services educationally relevant and help children reach their highest potential School Programs in Speech Language Pathology focuses on service delivery program design interprofessional collaboration and how to organize and manage an effective program Additionally it covers meeting state and national standards following federal mandates and how to relate to and communicate with colleagues and parents Finally it encourages readers to grow professionally and enjoy their career as a school based SLP Key Features Uniquely focuses on service delivery as opposed to assessment and treatment like other texts Chapter questions provide a review of concepts and practical applications Real life examples and collaborative strategies to supplement chapter concepts Usable forms and checklists New to This Edition New co author Jennifer Walsh Means A new unique framework for thinking about outcomes for school based programs Increased pedagogical features in text to enhance learning and comprehension including chapter learning objectives and engaging learner activities Explanation of the SLP's role in MTSS and contributions to student success Practical process strategies and tools for building interprofessional collaborative partnerships Recommendations and tips for coaching teachers and parents Updated information on legal policies and trends Disclaimer Please note that ancillary content such as documents audio and video etc may not be included as published in the original print version of this book Educational Relevance of Communication Disorders Power-deFur, 2013-01-18

Communication Disorders in Educational and Medical Settings William Haynes, Michael Moran, Rebekah Pindzola, 2012 Health Sciences Professions **School Programs in Speech-Language Pathology** Jean L. Blosser, 2024-02-01 The seventh edition of School Programs in Speech Language Pathology Organization and Service Delivery is an insightful innovative and practical resource for university faculty and students experienced speech language pathologists SLPs program leaders school administrators and education partners The organization and content of the book are structured to stimulate creative thinking about how to improve the quality and effectiveness of speech language services in schools so students with communication disorders reach their highest potential Challenges due to the complex and ever changing education landscape are thoughtfully explored A fresh perspective on establishing service delivery practices and processes is offered The concept of service delivery is broadened by aligning classroom instruction and intervention goals and preparing educators and families to support student success School Programs encourages SLPs to embrace their roles and responsibilities and describes their participation in the MTSS process utilizing an innovative six stage collaborative approach that results in evidence based effective coordinated and efficient services Guidelines are recommended for SLPs to actively participate on school teams to gain and exchange pertinent knowledge identify school demands and expectations and collaborate with fellow education partners to ensure that instruction intervention and services are educationally relevant and coordinated Key Features Authentic examples and strategies to reinforce the key concepts Service delivery approaches versus specific assessment and treatment methods for specific disorders as is often presented in other books Chapter

Learning Objectives at the beginning of each chapter establish the theme and goals for the chapter Chapter summary questions and projects reinforce concepts and facilitate practical application New to This Edition Notable advances in the evolution of school speech language pathology service delivery Six stage framework for effective collaboration with education partners Strategies to ensure educationally relevant intervention and services that contribute to students success in home school work and community Additional practical resources such as replicable worksheets and forms to promote meaningful interactions with educators and parents to improve the quality of referrals intervention and progress monitoring Positive examples of advocacy in action Thought provoking questions and projects to stimulate personal and professional reflection

Language and Communication Intervention in Preschool Children Ellen Morris Tiegerman-Farber, 1995 This unique book emphasizes an intervention approach that is centered around school and family rather than the clinical environment It highlights the nature and needs of the language disordered child the critical role parents must play in these children s education the function of the classroom as a language laboratory multicultural issues in education and assessment and development of a sound preschool program both the philosophy behind it and the services offered The content draws from the authors extensive experience at the School for Language and Communication Development in North Bellmore New York FEATURES Two full chapters deal with parent and family issues Emphasis on the practical application of intervention in the preschool setting focuses on issues of real importance to the classroom teacher A complete anatomy of a successful school program provides a detailed picture of how the intervention model is applied in a real life setting and gives students crucial instructional guidance on procedural methodology for their classroom Analysis of education laws and regulations that have an impact on the preschooler with a language disorder shows students how the law works and does not work for these children A detailed analysis of classroom procedures is provided for the special education teacher who must facilitate learning of a different types of handicapped children and b children with handicaps and without handicaps The classroom is described as a language laboratory to integrate children A clinical educational model is presented so that inclusion can be achieved by understanding the barriers that interfere with educational integration

Speech, Language and Hearing Disorders Herbert J. Oyer, Barbara J. Crowe, William H. Haas, 1987-09 Encyclopedia of School Psychology Steven W. Lee, 2005-04-27 The Encyclopedia of School Psychology provides both an introduction to the field and a way for experienced practitioners to gain a deeper understanding of how school psychology has progressed to match the demands of the 21st century BOOK JACKET A Guide to School Services in Speech-language Pathology Traci Schraeder, 2008 Le c d rom contient en fichier Word Oral Language Curriculum Standards Inventory OL CSI **Teaching Children with Pragmatic Difficulties of Communication** Gilber MacKay, Carolyn Anderson, 2013-12-19 First Published in 2000 In everyday life pragmatic means useful functional or what s right for just now In communication it means just the same This book has been written for teachers and speech and language therapists SLTs working in services for children who have difficulty

communicating usefully

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