



Pacific Coast Speech Services, Inc. November 2012 Newsletter

Our last newsletter focused on fostering kindness for students in school communities, especially those who are differently-abled. In this issue, Lisa Chatter, an SLP at Los Alamitos School District, shares some important tools to help individual students when incidents occur.



Practical Strategies for Empowering Victims of Bullying, Working with Students

Bullying of students may be witnessed by you, by a teacher or a play ground supervisor; incidents may also be reported to you by students. Some acts are subtle, others overt. Some children may seem to encourage bullies by playing along or may not be able to recognize behaviors as inappropriate.

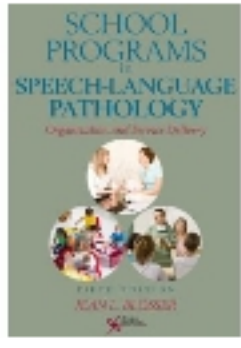
Working with Students

- Review the big picture. Why do we communicate? To establish relationships. Remember this perspective when choosing action plans. Help students and staff promote positive relationships for all.
Students may not recognize incidents as problems. Gently question students about what was reported. Emphasize the student's value to you as an individual rather than "busting" them for not handling a situation better.
Do NOT encourage students to confront bullies about their behavior: this is likely to backfire and is seldom effective.
Often, students can't tell "the story" effectively to get needed support. When an issue occurs, use tools such as Story Grammar Marker to help students create a narrative.
Teach and discuss levels of friendship (Winner, 2011) and types of conversations that are "ok" at each level. Consider using a "bullseye" drawing, with the student placing individual peers and family members closer or further to the center according to their level of trustworthiness/proven friendship.
Teach students nonverbal strategies that demonstrate the teasing doesn't bother them. Examples include shrugging shoulders, shaking head, walking away, and eye rolling.
Teach students verbal strategies to "tease the teaser." Girls can be coached in verbalizing attitude-rolling their eyes and acting like what the person said was meaningless or stupid.
Teach students how to appear socially confident, even if they are "faking it." Practice specific body postures-loose arms vs. stiff arms, standing up straight vs. slouching-to decrease "victim posture" and increase the perception that they are calm and under control.

Working with administration and staff

- Look at your school community broadly, considering school wide safety and good citizenship. What are the rules? Are the norms clearly stated? How is positive behavior rewarded? Is negative behavior confronted? Can the teaser be monitored more closely and penalized for violations of school rules in general without singling out bullied students?
Consider training school staff to use tools such as the Social Behavior Map (Garcia, Winner 2007) to help them counsel both victims and perpetrators about the impact of their behavior and its consequences.

Thank you Lisa for sharing your ideas. We look forward to your full presentation on bullying at CSHA 2013!



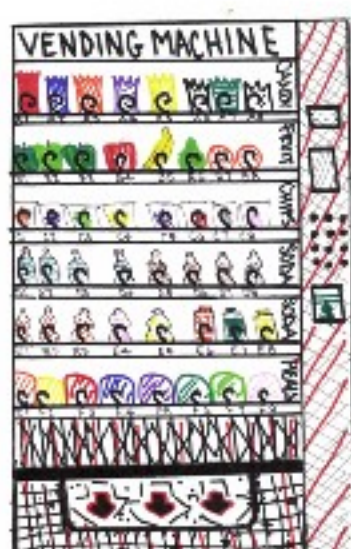
Administrator/Coordinator's Corner

School Programs in Speech-Language Pathology: Organization and Service Delivery (5th Edition) by Jean Blosser

Those of us who hire, supervise, and support speech pathologists in the schools know how hard it is to jump into a setting. Clinicians are bound by strict rules of legal compliance while juggling challenging caseloads.

We purchase this book for every new speech pathologist who joins our practice, and hope that their supervisors review it as well. It is written in an easy to read voice and has excellent practical tips and strategies for many situations including: documentation on discontinuing services for students with cognitive deficits; determining amount/type of services recommended; and collaborating with parents.

What a great way to improve compliance and effectiveness!

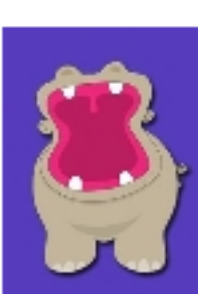


Therapy Tip for Social Thinking/Pragmatics: Your Brain as a Vending Machine

Do you have a student who blurts out his thoughts without regard for whether the time is appropriate, the thought is kind/truthful/on topic, or how others will see him if he expresses his thought? It is a complex social skill for many of our students. SLPs are always creating new ways to say, "Hold that thought in your head until you have a chance to think about it."

One of our clinicians asked a student to draw a picture of a vending machine, pictured here. She then led a discussion about what happens when you use a vending machine. You look at the items, think about which one you want to eat, and then put money in so that just that one spits out. The rest of the items stay inside - you can see them, but they don't come out!

This is just like your brain. You can think your thoughts, consider which thought is true/kind /appropriate, and say just that thought, leaving the rest in your head. What a great visual image! You could even ask students to draw eyes and ears on a machine, and give the "slot" where items come out a tongue! If you have an artistic student, they could make a poster for your office!!



Featured Website: Speech Room News

This website is created and maintained by Jenna Rayburn, a public school SLP in Ohio. Her blog is organized and well indexed, and contains practical therapy ideas, app reviews, organization tricks, and giveaways. She also has more than 40 downloadable "products" for speech pathologists on her Teachers Pay Teachers site, most for \$3-\$5, such as "Bowling for Comprehension!"

Thanks, Jenna, for building such great resources!!



Pacific Coast Speech is Seeking Applicants for Opportunities

We are currently accepting inquires for positions starting after the holidays. As of today, we have openings in the following areas:

- Elementary school site FT 57/91
Elementary school FT maternity leave 22
Elementary school PT 57/60
Junior High FT maternity leave 5/22

We look forward to hearing from you and would be happy to review your resume and answer any questions you may have about contracting with Pacific Coast Speech Services.

If you are a district administrator and need a clinician for short-term or full-year coverage, we stand ready to serve you. Give us a call at 714-731-6630.



Jokes for Kids

What do you call it when a dinosaur crashes his car? A Tyrannosaurus WRECK!

How do you wake up Lady Gaga? Poker Face (name of a hit song)

What are cat-erpillars afraid of? Dog-erpillars!

What kind of shoes do frogs wear? Open toad!

Why do bees have sticky hair? Because they have honeycombs.