



Pacific Coast Speech Services, Inc.

Serving Southern California Schools for 25 Years.

October 2018

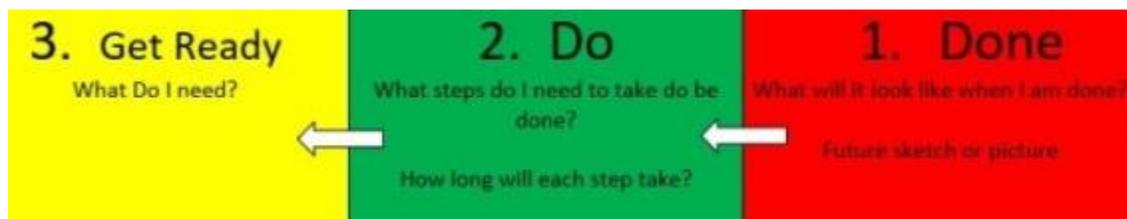
Welcome to Fall! Hooray for new challenges, new students, and new energy!



Featured Goal: Increase Articulation Repetitions - Go for 100!

There are ideas talked about to encourage generalization of sounds, but how do you get to the conversation level? Answer: maximize trials! Some of us are using short, intense practice, others a more traditional group session. Below are some excellent TeachersPayTeachers products and blog articles to expand your current bag of tricks:

- [An overview of how and why to encourage more repetitions](#), both within sessions and at home. Work at mastery level with minimal corrections!
- [Basic tips and tricks on using common games](#)
- [100 Hundred Challenge Sheets: 29 Cute and Fun Versions for FREE!](#)
- Tic-Tac-Toe! Laminate a large Tic-Tac-Toe board that you have made out of construction paper. Deal out standard artic cards into the spaces. Before a space can be "taken," a sound must be produced 5 times. This is also a favorite homework activity; everyone will play 3 games of Tic-Tac-Toe, which is 150 repetitions!
- [More Ideas, including an index of more blog articles and resources.](#)



Featured Topic: Executive Functioning in ADHD and Autism

We recently had the pleasure of attending a full day conference on executive functioning, presented by the incomparable [Sarah Ward](#). [Her website](#) has many resources that assist students who struggle with challenges in initiating work, self-regulating, and managing time/materials. Many of these issues are closely tied to Theory of Mind: just as a student may have trouble visualizing the perspectives of others, those with EF challenges struggle to visualize the perspective of their own future selves! Who do you serve that needs help in these areas?

Here are three of Sarah's basic compensatory strategies that we will take back to our caseloads and colleagues:

Situational intelligence:

When entering a new situation, our students need to stop and "read the room." What is happening? What is my job? Example: I open the door, and see the teacher holding our math book. The students have their workbook and pencil out. What is my job? Responses: "I'm an adder! I need to get my workbook and my pencil out and sit at my desk."

Instead of standing at the door with the student and saying "Go in quietly," we should say, "We will open this door and then we will freeze." Then, point and share your plan. "Let's observe." Point to the kids. "What are they doing? What's your job? What is your plan?" Help your student go from verbal memory and stated intentions to non-verbal, visual analysis.

Mental Dress Rehearsal:

Example: Bring a student with pragmatic issues, such as initiating play appropriately, to the playground and observe the space before recess begins. Show the student the "zones" of the playground. Ask

which zone they will visit first? What will that look like (Responses: "Oh! I should stop for a ball before I go out to the court! I might freeze and look for a friend who is free to play! I will stop at the edge to ask if I can play before walking into the game!")

Begin with the End in Mind (planning backwards): Use the ["Get Ready/Do/Done"](#) planning method.

(Done) What will this look like when it's done? Picture that state report: let's draw out a rough sketch. **(Do) Now let's back up, and visualize the steps to get there** (Draw a map of Arkansas) **(Get Ready)** Now, let's think about how long each step will take, and what you will need.

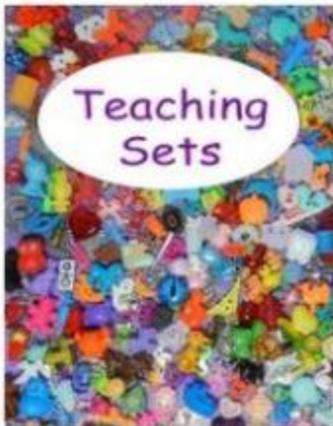
Sarah will be speaking at ASHA in November: we would highly recommend her for strategic compensatory strategies!



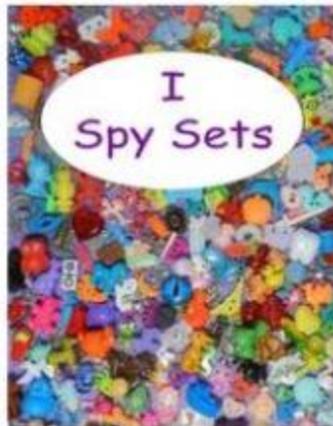
Featured Product: Dinky Doodads!

Who doesn't love teeny objects for teaching concepts? Our therapists are loving these kits of tiny objects from [Dinky Doodads](#), and the price is right! A set of 100 "I Spy" objects (1" and under) is less than \$20, with a Teaching Set (1/2 inch to 2 inches) priced at only \$9.

We use them to teach categorization, EET description, story retell, semantic relations, vocabulary, and more. We have seen them used to make "I Spy" bulletin boards and mats, and there is even a sale on a [TPT product using Doodads](#). The "I Spy" size is small enough to be intriguing for kids with a pincer grasp: for preschool and motorically challenged kids we recommend the bigger versions.



TEACHING TRINKETS
(1/2" to 2")



I SPY TRINKETS (1" and
under)



LARGE TRINKETS (1" to
4")



Featured Educator: CSHA!

CSHA has worked hard to create an EXCELLENT series of [CEU workshops](#) this year: we plan to attend several! Topics include apraxia, self-regulation, supervising SLPAs, developing your mentoring and supervision skills, stuttering, sound production, language-literacy dyslexia connection, and so much more.



Jokes for Kids

Enjoy these recently Tweeted jokes! We know they are your favorite part of our newsletter. Did you know you can follow [PCSS on Twitter](#) for a weekly dose of jokes?

What do you call a grumpy cow?

Moody!

Why is it easy to weigh fish?

They have scales!

What kind of nut has no shell?

A donut!

What is a monkey's favorite month?

APE-ril!