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## School speech-language pathologists' identification, use, and need of resources and materials

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## **School speech-language pathologists' identification, use, and need of resources and materials**

### **Abstract**

School speech-language pathologists participated in a survey to determine use of materials and limitations related to access. Participants ranked the communication areas lacking resources and identified materials needed. Areas noted included handouts, evaluation information, and therapy materials/activities. A summary of results and a compilation of resources will be presented.

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School Speech-Language Pathologists' Identification, Use, and Need of Resources and Materials

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## Introduction

Speech-language pathologists (SLPs) are dedicated towards building their clinical skills and competency. However, too often their need to create new materials, handouts, activities, screeners, etc. are side-lined due to overbooked schedules, high caseloads, other priorities, and limited budgets (Wingard & Blosser, 2010). According to the American Speech-Language-Hearing Association (ASHA, 2019b), about 522 speech-language pathologists (SLPS) in Iowa practice in the schools with a median caseload of 50 students. Furthermore, the following percentages represent how many SLPs treat each area of intervention: acquired brain injury 15%, auditory processing disorder 32%, autism spectrum disorder 90%, childhood apraxia of speech 60%, cognitive communication disorders 48%, dysphagia 11%, fluency 67%, hearing loss 45%, pragmatic/social communication 85%, language disorders 91%, augmentative and alternative communication 60%, literacy 31%, selective mutism 19%, speech sound disorders 90%, and voice 19% (ASHA, 2018).

According to the American-Speech-Language-Hearing Association (ASHA, 2020), the roles and responsibilities of school-based SLPs have increased dramatically over the past decade. With the impact of high caseload numbers and increased roles and responsibilities, SLPs schedules have become highly involved. Therefore, there is limited time to investigate new research, design materials, or create fresh resources. Previous research does not identify the resources school-based speech-language pathologists need. Although there are already a variety of resources for SLPs, many of these are not free, and it is unknown if all are evidence-based. Furthermore, there is no indication in the literature if there is an area of communication disorders lacking in resources.

## **American Speech-Language-Hearing Association**

The American Speech-Language-Hearing Association (ASHA) is a website where SLPs find valuable evidence-based information. “ASHA’s Practice Portal offers one-stop access to resources to guide evidence-based decision-making on clinical and professional issues” (ASHA, 2019a). The Practice Portal includes free information involving clinical topics, professional issues, client/patient handouts, and tools and templates to guide SLPs clinical practice. A second location for SLPs to find information on the ASHA website is within Evidence Maps. “Evidence Maps is a searchable online tool for finding the latest summarized evidence on screening, assessment, treatment, and service delivery for SLPs and audiologists” (ASHA, 2019a). In the topic area of Spoken Language Disorders in Evidence Maps, for example, there are 110 articles including recommendations from the article, conclusions, and clinical expertise (ASHA, 2019c). The American Speech-Language-Hearing Association is an excellent guide to consider when searching for specific clinical topics and disorders.

## **Language**

Speech-language pathology websites created by SLPs are gaining popularity as online resource options. For example, Speech and Language Kids, Mommy Speech Therapy, Home Speech Home, and the Speech Bubble are websites and/or blogs with various pages, posts, and resources to help other SLPs based on experience. Mommy Speech Therapy’s resources include articulation and phonology forms, target-specific sound resources, and developmental norms. However, the only free language resources included worksheets for story structure (Hanks & Freeman, 2019). Speech and Language Kids explained what receptive language delay is, how to treat it, and target-specific activities (e.g., cooking activities for following directions) (Clark, 2016). Home Speech Home (2019) provides free resources for homonyms, unique therapy ideas,

a comprehensive standardized test list with descriptions, speech developmental norms, and phonological process information. The Speech Bubble offers free portable document formats (PDF) for language acquisition norms, oral mechanism examination checklist, speech sound reference norms, and articulation therapy warm ups (Wilson, 2019). Although websites mentioned above had free resources, most of the resources required payment. Furthermore, SLPs include technology in their therapy sessions. According to a survey conducted by Barbara Fernandes, SLPs use applications (apps) primarily for articulation (75.4%), motivational tools (85.1%), language (80%), and as AAC devices (40%). Although apps benefit students within therapy, SLPs spend roughly \$200 to utilize them (Fernandes, 2011).

Published textbooks offer great informative resources. “*Language Disorders from Infancy through Adolescence: Listening, Speaking, Reading, Writing, and Communicating (4th ed.)*” and “*Assessment in Speech-Language Pathology: A Resource Manual (4th ed.)*” provide information regarding diagnosis, assessments, evaluations, techniques, parental interaction, and intervention plans. Both resources also offer scannable evaluations and milestones that professionals could use for different diagnoses (Paul & Norbury, 2012; Shipley & McAfee, 2009). Specifically, the resources in the *Assessment in Speech-Language Pathology: A Resource Manual. (4th ed.)* include parent/caregiver questionnaires, language development survey, morphological features, and semantic, syntactic, and pragmatic skills (Shipley & McAfee, 2009). Although both texts identified a variety of evidence-based resources, the resources are not free or accessible to all speech-language pathologists.

A wide variety of language resources are available for speech-language pathologists including textbooks, websites, and blogs. However, many resources are not easily accessible due to a myriad of locations, time required to find, and cost. Therefore, easily accessible and readily

available resources are needed to assist SLPs to reduce time and money spent preparing for their caseload.

### **Augmentative and Alternative Communication (AAC)**

Standardized assessment for children who may benefit from Augmentative and Alternative Communication (AAC) are limited due to evaluation creators excluding nonverbal individuals from the standardization process (Zangari, 2016). Professionals continuously modify and adapt evaluation procedures when assessing nonverbal individuals language and communication. Due to the modifications and adaptations, the assessment is no longer standardized. Speech-language pathologists (SLPs) experience difficulty finding evidence-based evaluation and assessment tools because of the lack of standardized tests (Zangari, 2016). Therefore, SLPs created free AAC evaluation materials to compensate for the limited standardized assessments available.

An abundance of websites exist to provide speech-language pathologists with resources such as screeners, evaluation tools, parent and teacher handouts, and low-tech communication devices. The Communication Matrix and The Pragmatics Profile are two free and widely used evaluation tools to assess AAC users' communication abilities. The Communication Matrix assesses an individuals communication ability and helps determine goals based on their level of communication (i.e., pre-intentional, intentional, unconventional, conventional, concrete symbols, abstract symbols, language) (Communication Matrix, n.d.). The Pragmatics Profile evaluates individuals communication intentions and behaviors in everyday interactions (Dewart & Summers, 1995). There are multiple versions of the Pragmatics Profile in order to assess adults, children, and individuals who use augmentative and alternative communication. Praactical AAC is a website with extensive free resources for speech-language pathologists

including AAC screening and evaluation, parent handouts, teacher handouts, and therapy activities (Zangari & Parker, n.d.).

Many websites exist to provide parents and teachers with information regarding augmentative and alternative communication. Storm Speech Therapy, for instance, provides resources and training to help parents understand and implement various AAC strategies. Storm Speech Therapy provides free downloadable handouts including the facilitation of modeling, core vocabulary, wait time and prompting, and descriptive teaching, as well as parent training videos with printables (Storm, n.d.). HandyHandouts, an online website, provides free informational handouts for parents, educators, and students for augmentative and alternative communication as well as many other categories. Within the AAC category, handouts include information on the role of an AAC team, terms to know within AAC, frequently asked questions, and types of vocabulary used when programming a device (Frailey, 2005).

The website, Speechy Musings compiles links to help SLPs access free communication boards (Werbeckes, 2020). Although this is helpful to many, the resources compiled lack useful components that Boardmaker and Lessonpix offer such as the ability to edit core vocabulary or low-tech communication boards. Boardmaker is a purchased subscription that provides premade activities and topic boards, along with the ability to create new materials (Boardmaker, n.d.). Similar to Boardmaker, Lessonpix is a paid subscription that allows subscribers to make topic boards, and create activities such as gamelike materials, topic boards, task cards, and so forth (Lessonpix, n.d.).

The vast majority of augmentative and alternative communication resources and materials are free, however, the resources lack the variety and specificity that SLPs are seeking. Although free AAC assessments, handouts, communication boards, and screeners are readily

available, there is a significant shortage in evidence-based resources, standardized assessments, and therapy activities/materials. The deficit of materials impacts SLPs' ability to provide evidence-based therapy treatment for AAC.

### **Purpose**

The purpose of this study is to determine the limitations speech-language pathologists face in regard to affordable, accessible, and extensive resources. According to the website, Speech Pathology Master's Programs (2019), "research shows that 70% of speech pathologists state their largest barrier to finding evidence-based research and applying it to their therapy is time, with 59% of SLPs stating the second largest barrier is money." While ASHA and other speech-pathology driven websites are timely and include free resources, they often lack specific desired content. Furthermore, evidence for validity or reliability of the resources is often missing. Limitations observed in the research for resources include cost and ability to access, specificity level, and representation of all areas of communication disorders. The survey aims to identify school-based speech-language pathologists' needs for specific resources in the following areas of communication: augmentative and alternative communication (AAC), expressive and/or receptive language, articulation/phonology, voice, fluency, pragmatics, and literacy. In response to the answers to the research questions, a PDF or downloadable document containing resources was created.

## **Methods**

### **Survey Creation & Release**

The University of Northern Iowa and the Institutional Review Board (IRB) approved this research project. School-based SLPs employed in various districts throughout the state of Iowa served as participants for this study. Participants completed the survey (Appendix A) online via email, by a third party to avoid bias, and/or social media outlets. SLPs who accessed the survey consented to participate after reading a consent statement of the research and participant's rights. The SLPs were given the choice to discontinue the survey at any time. After completion of the survey, materials and resources were organized and created in a PDF or downloadable resource for SLPs.

### **Participants**

Fifty-one SLPs practicing in a school or Early Access program within the state of Iowa completed the 23-question research survey. Eighty percent of participants were employed through Grant Wood Area Education Agency. Remaining participants were employed through Central Rivers Area Education Agency, Keystone Area Education Agency, and Great Prairie Area Education Agency.

## Results

### Caseload

The reported number of students on the SLPs' caseload ranged from 20 to 73. SLPs also reported the percentage of their caseload consisting of students with mixed/multiple communication needs and students with goals within the categories of AAC, literacy, fluency, voice, pragmatic, articulation/phonology, receptive language, expressive language, and "other". The chart below indicates the percentage of caseload per SLPs report in the previously stated categories of communication.

Category	Number of SLPs Reported	Percentage of Caseload
Mixed/Multiple Communication Needs	30	0-19%
AAC	36	0-19%
Literacy	44	0-19%
Fluency	47	0-19%
Voice	51	0-19%
Pragmatic	49	0-19%
Articulation/Phonology	36	20-59%
Receptive Language	40	0-19%
Expressive Language	19	0-19%
	12	10-19%
	12	20-29%
"Other"	50	0-19%

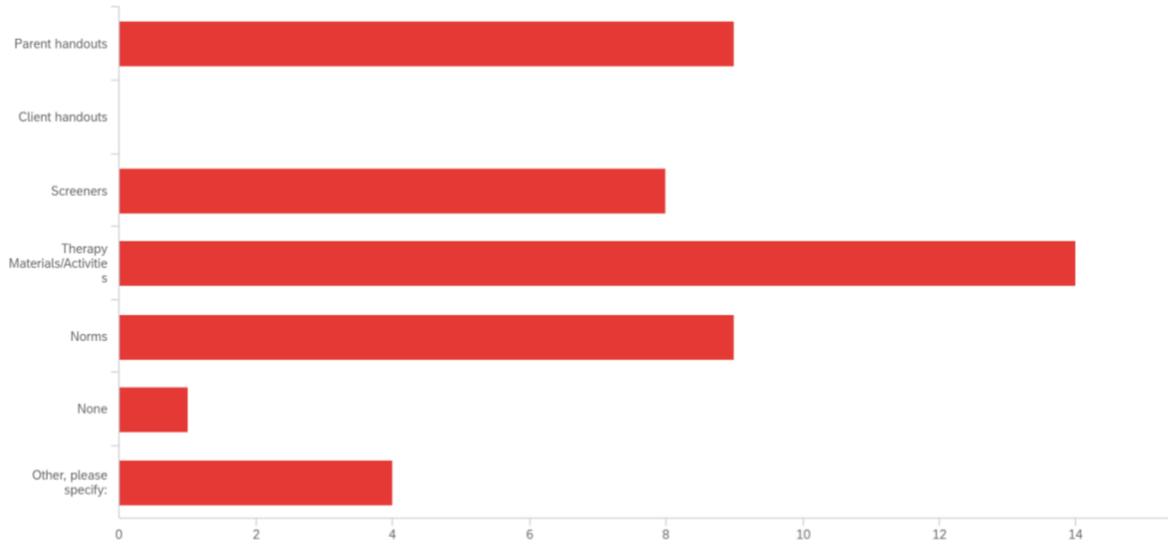
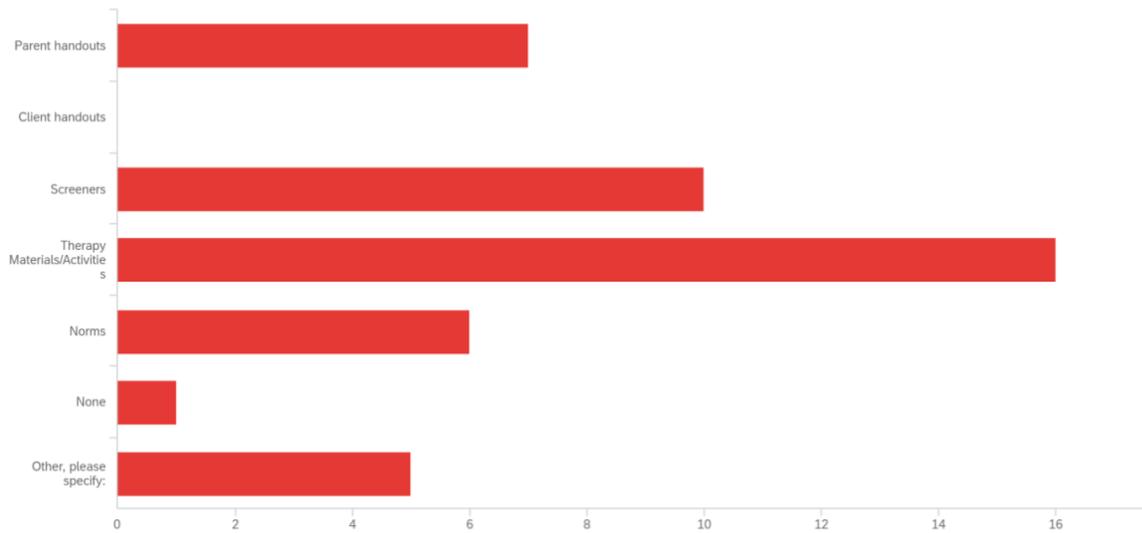
### Location for Finding Resources

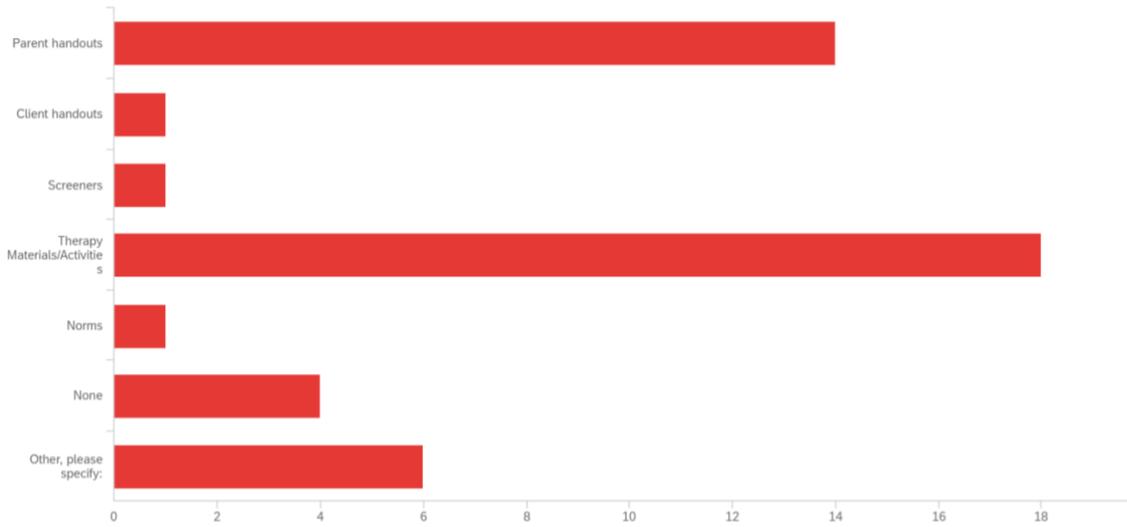
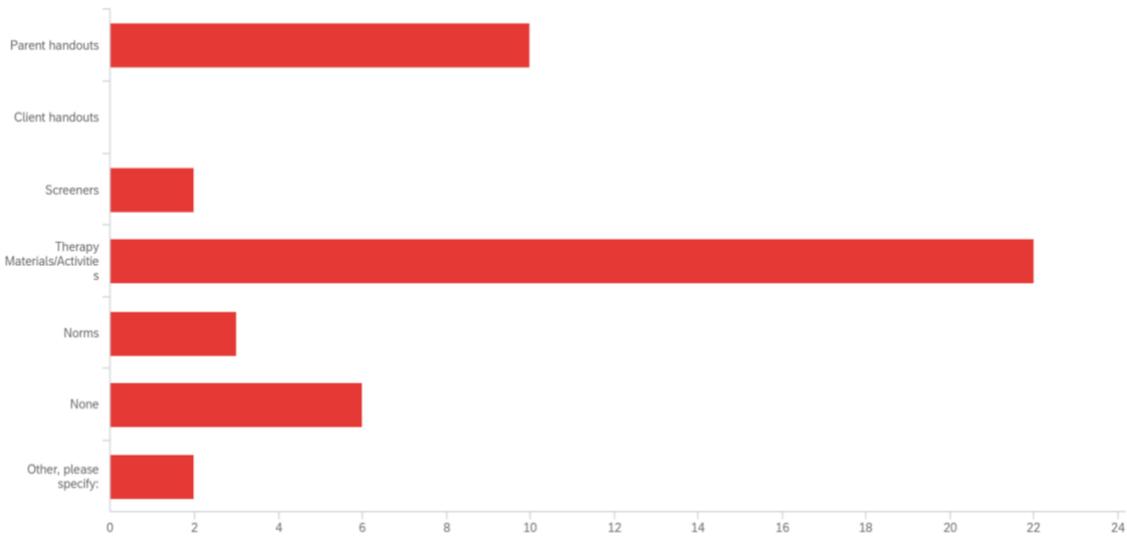
Of the 51 SLPs, each rated what types of resources they need and where they seek the information needed. Over half of the SLPs reported that they most often need to find information

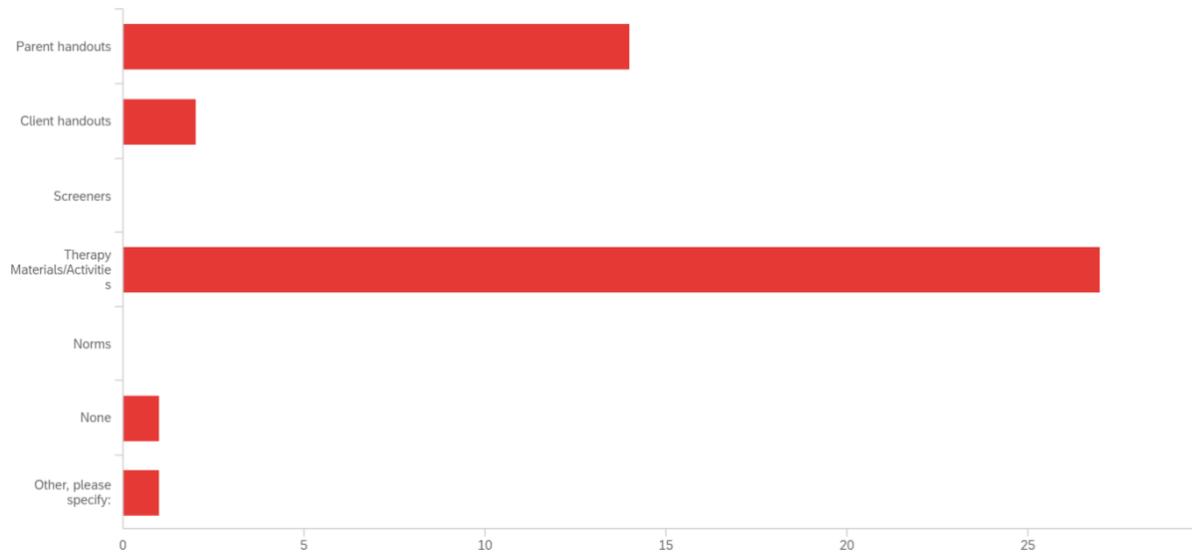
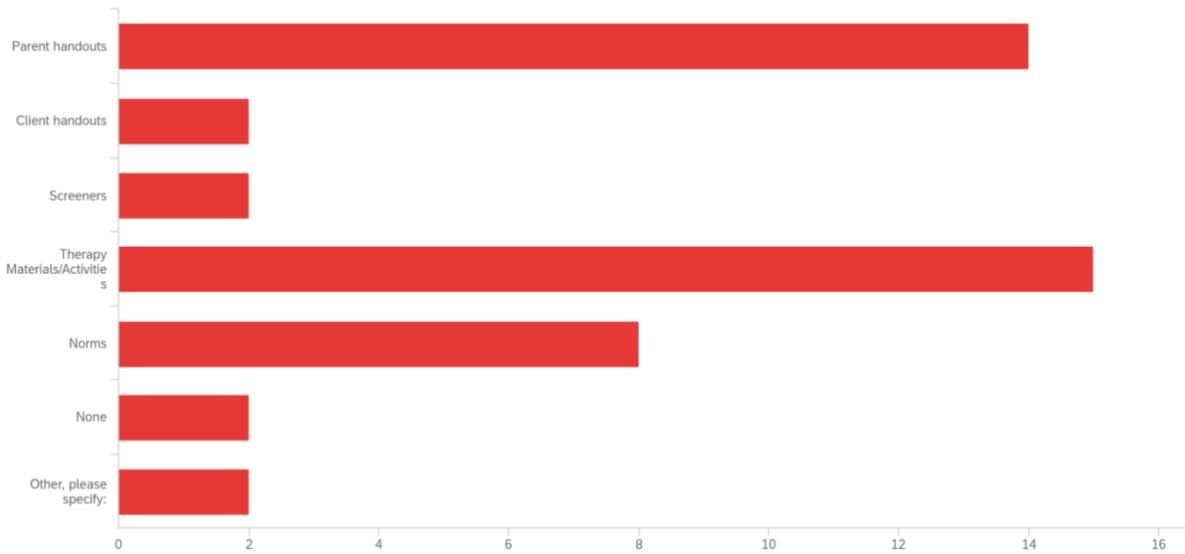
regarding therapy materials and activities, while approximately a quarter of SLPs indicated they continuously search for parent resources. The location of which SLPs first look for information regarding a client's diagnosis, therapy materials, etc. varied across participants. Twelve SLPs initially search ASHA, ten turn to blogs/websites, and the remaining SLPs collaborate with other colleagues. When asked what general resources are needed to support them to better serve clients in the school, 19 SLPs reported that they needed resources regarding handouts to give to educators and administrators. Eleven SLPs need general resources regarding the importance of communication on a client's diagnosis. Finally, 15 SLPs reported "other" in which they filled in the blank to be more specific. Many responses overlapped in which they wanted resources regarding core standards, information about AAC and how it's important for the family to utilize it in the home, and how parents can be supportive of their child with communication difficulties at home.

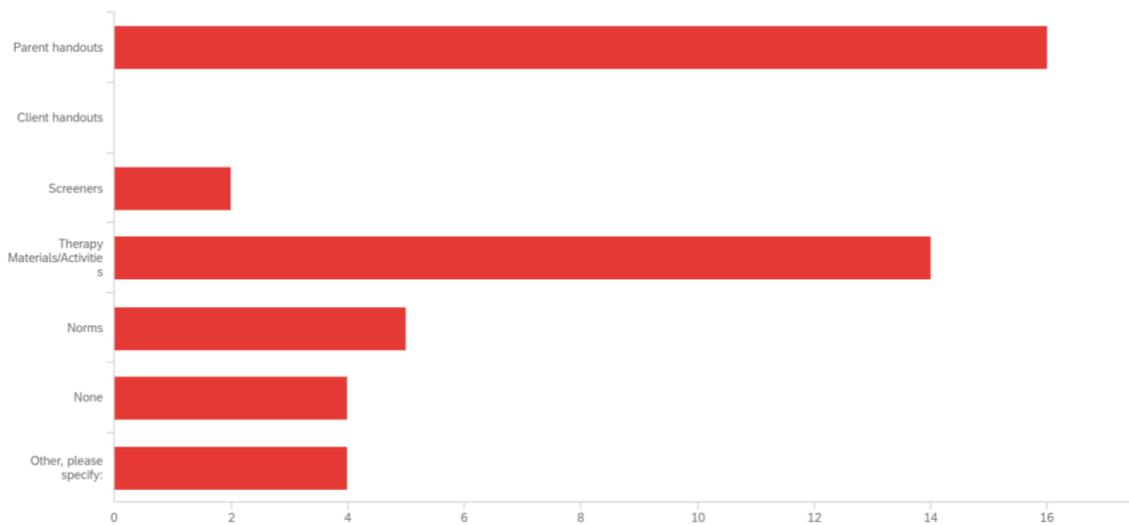
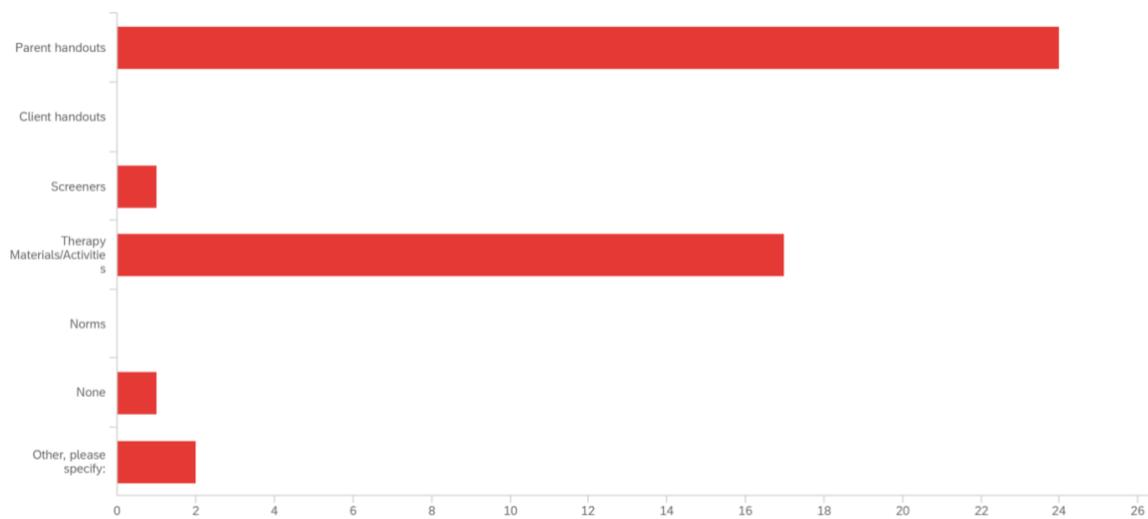
### **Resources/Materials Needed**

School-based speech-language pathologists reported the following in descending order for the areas in which materials are most needed: augmentative and alternative communication (AAC), expressive language, receptive language, pragmatics, and voice. SLPs indicated the specific resources needed within each big nine communication area.

**Figure 1***Expressive Language***Figure 2***Receptive Language*

**Figure 3***Articulation/Phonology***Figure 4***Pragmatics*

**Figure 5***Fluency***Figure 6***Voice*

**Figure 7***Literacy***Figure 8***Augmentative and Alternative Communication*

Results indicated parent handouts and therapy materials/activities were most needed for articulation/phonology, voice, fluency, pragmatics, literacy, and AAC. SLPs indicated a need for screeners for expressive and receptive language. Furthermore, it was reported that SLPs need normative data for expressive and receptive language, voice, and literacy. The majority of participants specified a PDF or downloadable resource as the preferred method to receive materials. An overview of all research questions can be found in Appendix A.

## **Discussion**

### **Review of Research**

The augmentative and alternative communication (AAC) literature review indicated SLPs lack standardized assessments and therapy activities. According to the survey results, a majority of the 51 SLPs reported parent-friendly handouts and therapy materials/activities as necessities. Due to the existing AAC limitations, SLPs require the generation of specific resources (i.e., importance of AAC use, aided input, target specific activities).

A discrepancy exists between the current expressive and receptive language materials available and the reported materials needed. The literature review indicated a myriad of language materials created, however these resources are not easily accessible or readily available. In the survey, SLPs requested receptive and expressive language handouts, therapy materials/activities, and screeners. The increased demand placed on SLPs workloads, along with limited budgets, impacts the acquisition of education, evaluation, and treatment resources.

### **Reason for Selection**

The majority of the survey participants caseload included preschool through fourth-grade students. Therefore, materials and resources compiled and developed for this study included items that target these grade levels. According to ASHA (2018), the majority of SLPs reported treating the following areas/diagnoses most frequently in descending order: language disorders, speech sound disorders, autism spectrum disorder, pragmatic/social communication, fluency disorders, and augmentative and alternative communication. In contrast, the survey participants reported the majority of their caseload consists of articulation/phonology, expressive and receptive language, augmentative and alternative communication, or mixed speech and language/multiple communication needs. The high percentage of caseloads, reported by ASHA

and the survey, consisted of expressive language, receptive language, and augmentative and alternative communication (AAC). Therefore, this led to the creation and compilation of resources in these areas.

SLPs indicated a high demand for materials and resources within expressive language, receptive language, and AAC categories as indicated by the survey results. The increased need for resources within these areas focused the materials and resources compiled and developed for this study. Chosen materials and resources in the area of expressive language included therapy materials, normative data, handouts, and screeners. Within receptive language, materials chosen comprise of therapy materials, handouts, and screeners. Similarly, within the AAC category, chosen materials also consisted of therapy materials and handouts.

### **Resources Created & Compiled**

The SLPs that completed the survey requested normative data (9), screeners (8), therapy materials/activities (14), and handouts (13). Therefore, the compiled resources include normative data for listening, talking, reading, and writing skills for kindergarteners through 5th grade, an expressive language screener by Super Duper (2014), and therapy activities from Teachers Pay Teachers. Handouts regarding the importance of verbs and grammar, as well as what expressive language is and examples of expressive language skills are also included. However, along with the provided handouts, SLPs should use the latest research and critical thinking skills to determine if the given materials are appropriate for their clients.

Sixteen SLPs reported a need for materials and activities within the receptive language category of communication. However, ten and seven survey participants also reported a desire for receptive language screeners and parent/teacher handouts. The compiled resources include two free receptive language screeners for elementary students and five handouts for caregivers

and/or teachers. One online webpage created by an SLP is included as a multitude of links are available for various activities ranging from vocabulary, comprehension, grammar, question forms, figurative language, and phonological awareness. The receptive screener provided by Free Language Stuff (n.d.) includes specific milestones and suggestions for eliciting targets within each language domain (i.e., syntax, semantics, morphology, and pragmatics). The remaining receptive language screener provided by Nice Speech Lady (2020) is specific for caregiver perception of the child's strengths and possible areas to address in treatment. The five receptive language handouts include caregiver tips on anticipating receptive/expressive needs, strategies to develop receptive language with a teacher summary chart, receptive language disorder 101 for teachers or parents/caregivers, and a speech-language disorders and therapy explanation handout for parents/caregivers and teachers.

The majority of SLPs indicated a need for augmentative and alternative communication (AAC) handouts (24) and therapy materials (17). However, there is an abundance of existing free resources for AAC including handouts for parents and teachers, communication boards, and assessment/screening tools. The handouts compiled cover a variety of topics including vocabulary terms specific to AAC, frequently asked questions, guides to getting started and implementing AAC, aided input, teaching core vocabulary, providing wait time, incorporating AAC into daily routine, and prompt hierarchy. The limited number of free AAC therapy materials consists of communication and core vocabulary boards. These resources lie on two ends of the spectrum, too broad or too specific, making it difficult for SLPs to utilize across clients and goals. Not all expressive language, receptive language, and AAC resources compiled will be downloadable due to copyright, however, a link to the resources will be provided in Appendix B.

In order to compensate for the limitations in expressive language, receptive language, and augmentative and alternative communication (AAC) resources, a bundle of materials were created and a link to the resources will be provided in Appendix C. Twelve picture scenes were developed to be utilized across target areas (i.e., expressive and receptive language, AAC) and goals. Each picture scene represents a theme in order to be utilized across the 12 months of the year including winter, Valentine's Day, St. Patrick's Day, spring, camping, summer, Fourth of July, back to school, fall, Halloween, Thanksgiving, and Holiday. The individual picture scenes have a range of target goals for expressive language, receptive language, and AAC as well as examples of how to target and implement them. Examples of target goals for expressive language include grammar, pronouns, verbs, vocabulary, description, labeling, etc. For receptive language, possible target goals are answering WH-questions, following directions, identifying basic concepts and vocabulary, and prepositions. Companion books were created for AAC core vocabulary specific to each picture scene. The expressive language handouts developed are included in the bundle to explain how parents and teachers can implement strategies in order to improve the child/student's expressive language outside of therapy.

### **Limitations and Future Directions**

This study solely encompassed survey responses from SLPs practicing in a school or Early Access program within the state of Iowa, limiting the geographic and workplace representation of SLPs. Future studies should include responses from SLPs in various locations within Iowa and states surrounding Iowa to compare the use and need of resources and materials. Future studies may also include a comparison between pediatric settings in Iowa and schools or early access programs. Subsequent studies may continue to accumulate and develop resources in relation to this survey.

## **Conclusion**

The purpose of this paper was to identify current limitations in speech-language pathology resources, determine SLPs specific needs for resources by survey, and compile and develop specific materials. SLPs identified three primary categories of communication in which free materials/activities, parent and/or teacher handouts, screeners, and norms were desired. A compilation of free resources in the areas of expressive language, receptive language, and AAC, as well as created materials, are included in Appendix B and in a downloadable PDF as a result of this research study in Appendix C. Individuals who wish to obtain the resources will visit the University of Northern Iowa's Communication Sciences and Disorders Facebook page or email the research study advisor, Jennifer Garrett, at [jennifer.garrett@uni.edu](mailto:jennifer.garrett@uni.edu). The research project may also be accessed at the UNI Rod Library Repository at <https://scholarworks.uni.edu/>.

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## Appendix A

Question 1:

*In which year did you receive your MA/MS degree in Speech-Language Pathology?*

Question 2:

*Where are you currently employed?*

Question 3:

*What students are you currently working with?*

Question 4:

*As of today, how many students do you have on your caseload?*

Question 5:

*What percentage of your caseload would fall within each of these categories?*

Question 6:

*For what professional purpose have you most often needed to find information since you graduated?*

Question 7:

*When you need information/resources, where do you usually turn first?*

Question 8:

*How satisfied are you with information/resources previously used?*

Question 9:

*What general resources do you need?*

Question 10:

*For the following, rank the areas from 1-8 (1 being the area in which materials are most needed, 8 being the least needed).*

Question 11:

*Articulation/Phonology*

Parent Handouts:

Client Handouts:

Screeners:

Therapy Materials/Activities:

Norms:

None:

Other, please specify:

Question 12:*Expressive Language*

- Parent Handouts:
- Client Handouts:
- Screeners:
- Therapy Materials/Activities:
- Norms:
- None:
- Other, please specify:

Question 13:*Receptive Language*

- Parent Handouts:
- Client Handouts:
- Screeners:
- Therapy Materials/Activities:
- Norms:
- None:
- Other, please specify:

Question 14:*Voice*

- Parent Handouts:
- Client Handouts:
- Screeners:
- Therapy Materials/Activities:
- Norms:
- None:
- Other, please specify:

Question 15:*Fluency*

- Parent Handouts:
- Client Handouts:
- Screeners:
- Therapy Materials/Activities:
- Norms:
- None:
- Other, please specify:

Question 16:*Pragmatics*

- Parent Handouts:
- Client Handouts:
- Screeners:
- Therapy Materials/Activities:

Norms:  
 None:  
 Other, please specify:

Question 17:

*Literacy*

Parent Handouts:  
 Client Handouts:  
 Screeners:  
 Therapy Materials/Activities:  
 Norms:  
 None:  
 Other, please specify:

Question 18:

*AAC*

Parent Handouts:  
 Client Handouts:  
 Screeners:  
 Therapy Materials/Activities:  
 Norms:  
 None:  
 Other, please specify:

Question 19:

*What additional information would you like researchers to know or consider regarding your use of information/resources, the creation or compilation of free materials/resources, etc.?*

Question 20:

*How often do you use technology in therapy sessions?*

Question 21:

*How do you use technology in therapy sessions?*

Question 22:

*What is the top factor that influences your decision about information/resources?*

Question 23:

*Based on this research, materials may be created or a list of resources compiled. As a professional, what is your preferred method to receive materials?*

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University of Northern Iowa

May 2021

Augmentative and Alternative Communication, Expressive Language, Receptive Language

Compiled Resource Handout

## Appendix B

### Augmentative and Alternative Communication (AAC)

#### Handouts

- <https://www.handyhandouts.com/search.aspx?searchstr=AAC>
  - Handouts regarding different aspects of AAC
  - E.g., terms to know, frequently asked questions, etc.
- <https://www.speechandlanguagekids.com/teach-your-child-to-use-an-aac-device/>
  - Parents' and Teachers' Guide to Getting Started with AAC
  - Website revolved around AAC
    - Devices, how to set it up, modeling, etc
- Teachers Pay Teachers
  - Select free on filters
- Praactical AAC
  - <https://praacticalaac.org/toolbox/>
    - E.g.,
      - [https://praacticalaac.org/?wpfb\\_dl=131](https://praacticalaac.org/?wpfb_dl=131)
      - [https://praacticalaac.org/?wpfb\\_dl=291](https://praacticalaac.org/?wpfb_dl=291)
- Storm Speech Therapy - Parent Resources/Training
  - <https://www.stormspeechtherapy.com/augmentative-and-alternative-communication/parent-handouts>
- Pediatric Therapy and Learning Center
  - AAC Parent Information
    - <http://pediatrictlc.com/dev/wp-content/uploads/2015/02/AAC-Parent-info-and-Myths-PDF.pdf>
- AAC For Caregivers Manual
  - <https://www.spd.org.sg/wp-content/uploads/2019/02/Manual-AAC-for-Caregivers-2019.pdf>

#### Therapy Tools/Resources

- Teachers Pay Teachers
  - Select free on filters
- Amy Speech Therapy
  - [Augmentative and Alternative Communication Devices](#)
  - Free printable communication boards
- Speechy Musings
  - <http://speechymusings.com/category/aac/>
  - Suggestions for where to locate low tech communication boards
- Praactical AAC

- <https://praacticalaac.org/toolbox/>
- Toolbox
  - E.g.,
    - *Are you My Mother?*
      - [https://praacticalaac.org/?wpfb\\_dl=236](https://praacticalaac.org/?wpfb_dl=236)
    - *Brown Bear, Brown Bear What Do you See?*
      - [https://praacticalaac.org/?wpfb\\_dl=359](https://praacticalaac.org/?wpfb_dl=359)

## Expressive Language

### Screeners

- Language Milestones
  - <https://freelanguagestuff.files.wordpress.com/2008/09/screen-pre1.jpg>
- Super Duper Speech and Language Screener
  - <https://www.superduperinc.com/PDF/forms/ta160.pdf>

### Norms

- ASHA's Your Child's Communication Development: Kindergarten Through Fifth Grade
  - <https://www.asha.org/public/speech/development/communicationdevelopment/>
- ASHA's Building Your Child's Listening, Talking, Reading And Writing Skills- Kindergarten to Second Grade
  - <https://www.asha.org/uploadedFiles/Build-Your-Childs-Skills-Kindergarten-to-Second-Grade.pdf>
- ASHA's Building Your Child's Listening, Talking, Reading And Writing Skills- Third to Fifth Grade
  - <https://www.asha.org/uploadedFiles/Build-Your-Childs-Skills-Third-to-Fifth-Grade.pdf>

### Therapy Materials

- Teachers Pay Teachers
  - <https://www.teacherspayteachers.com/>
  - Select free on filters

### Handouts

- Super Duper Handouts
  - <https://www.superduperinc.com/Handouts/Handout.aspx>
- Speech-Language Disorders & Therapy Explanation Handouts (for parents and teachers)
  - <https://www.baldwinschools.org/cms/lib/NY01913517/Centricity/Domain/863/SpeechLanguageTherapyExplanationHandoutsforParentsTeachers.pdf>

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## Receptive Language

### Screeners

- Language screening form and early speech and language assessment
  - <https://freelanguagestuff.com/2008/09/15/language-screening-tools/>
- Receptive language assessment - caregiver/patient perception
  - <https://nicespeechlady.com/wp-content/uploads/2020/08/Concise-Nicespeechlady.com-RECEPTIVE-LANGUAGE-ASSESSMENTS-CaregiverPatient-Perception-Versions-12.pdf>

### Handouts

- SuperDuper: warning signs for receptive and expressive language delays
  - [https://www.superduperinc.com/handouts/pdf/509\\_ExpressiveReceptive.pdf](https://www.superduperinc.com/handouts/pdf/509_ExpressiveReceptive.pdf)
- Caregiver tips on anticipating receptive/expressive needs
  - <https://nicespeechlady.com/wp-content/uploads/2019/11/HANDOUT-ABLE-Caregiver-Tips-on-Anticipating-ReceptiveExpressive-Needs-.pdf>
- Strategies to develop receptive language (with a teacher language summary chart)
  - <https://www.speechandlanguagekids.com/receptive-language-delay/>
- Receptive Language Disorder 101
  - <https://www.teacherspayteachers.com/Product/Receptive-Language-Disorder-101-2140086?st=c7733e81a5b733d21f707517ad1a7caa>
- Speech-language disorders and therapy explanation handouts for parents & teachers
  - <https://www.baldwinschools.org/cms/lib/NY01913517/Centricity/Domain/863/SpeechLanguageTherapyExplanationHandoutsforParentsTeachers.pdf>

### Materials

- Online language games
  - Vocabulary / word knowledge, grammar, question forms, comprehension, figurative language, phonological awareness
  - <https://www.quia.com/pages/havefun.html>

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## Appendix C

Click the link below to access AAC, expressive language, and receptive language resources:

[AAC/Expressive/Receptive Materials](#)