

# Maximize the Value Your Speech-Language Pathologist Has for All Students



Speech-language  
pathologists (SLPs)

play a critical and direct  
role in the development  
of literacy for children  
and adolescents with

communication disorders. Working on teams  
with other professionals is an effective way for  
SLPs to apply their competence and expertise  
in literacy development. As SLPs expand their  
work in special education settings to now  
include regular education settings, sources of  
funding should also be expanded.



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## What can you do?

**Promote your students' learning and literacy skills through language enhancement.**

Communication skills provide the fundamental building blocks for literacy and learning. Literacy is an essential prerequisite for academic achievement, social well-being, and lifetime opportunities. By enhancing language ability, SLPs can help prevent literacy problems in children and adolescents.

**Use SLPs in collaborative and consultative roles throughout your school.**

SLPs have the specialized knowledge and experience needed to identify communication problems and provide the help that children need to build critical language and literacy skills. SLPs play an important role as part of teams in both special education and regular education settings by:

- Providing classroom-based services and co-teaching with classroom teachers and reading specialists.
- Working with children at risk for reading and learning difficulties and with children experiencing academic failure.
- Training parents, teachers, and administrators to help support children's academic and social success.
- Serving on state and district reading and writing committees and helping to link classroom programs to state academic standards.
- Developing language programs and phonological awareness programs for classrooms and reviewing and evaluating curriculum materials.
- Working at the preschool, elementary, and secondary levels, and with students from diverse backgrounds.

**Access federal funds to support speech and language programs for all children.**

Funding sources under the No Child Left Behind (NCLB) Act include:

- **Title I Reading First Program** - \$993.5 million available for 2003

Reading First is a focused nationwide effort to enable all school-age children to become successful readers. For more information, visit [www.ed.gov/offices/OESE/readingfirst](http://www.ed.gov/offices/OESE/readingfirst)

- **Title I Early Reading First Program** - \$74.5 million available for 2003

Early Reading First is a nationwide effort providing funds to local education agencies and public or private organizations that serve preschool children from low-income families.

For more information, visit [www.ed.gov/offices/OESE/earlyreading](http://www.ed.gov/offices/OESE/earlyreading)



- **Supplemental Services Title I Final Regulations Sec. 200.47**

Supplemental services are services provided to disadvantaged students in low performing schools. Services are provided in the areas of reading, language arts, and math.

For more information, visit [www.nclb.gov/parents/supplementalservices](http://www.nclb.gov/parents/supplementalservices)

Support our most human characteristic – communication – by funding speech-language services in both special and regular education settings.

For more information visit ASHA's Web site at [www.asha.org](http://www.asha.org) or call 800-638-8255

The American Speech-Language-Hearing Association is the national professional, scientific, and credentialing association for more than 109,000 audiologists, speech-language pathologists, and speech, language, and hearing scientists. Speech-language pathologists are health care professionals who identify, assess, and treat speech and language problems, including swallowing problems.