



Welcome to Open School Night Sachem East High School



**Communication Skills
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General Areas of Focus

Language Areas:

- **Auditory Processing (Listening)**
- **Semantics (Vocabulary and word usage)**
- **Syntax and Morphology (Grammar)**
- **Written Language**
- **Abstract Reasoning/Problem Solving**
- **Pragmatics (Social use of language)**

Speech Production:

- **Articulation**
- **Fluency**
- **Voice Production**

Auditory Skills

- ↪ **The first and most basic communication skill is that of listening.**
- ↪ **Listening skills are utilized throughout the school day in almost all situations.**
- ↪ **There are several areas of listening that we focus on:**
 - **Auditory Sequencing**
 - **Auditory Discrimination**
 - **Auditory Processing**
 - **Auditory Memory**

Semantics



Acquisition of word meaning is basic to communication development. Students require specific instruction in learning what words mean and how they interrelate.

- **Parts of speech**
- **Analogies**
- **Idioms**
- **Antonyms / Synonyms**
- **Multiple word meanings**
- **Definitions**
- **Word relationships**
- **Figurative language**
- **Word relationships**
- **Categories**
- **Homonyms**

Syntax and Morphology

Producing discourse and sentences which are mature and have both correct word order and acceptable grammar is a common goal for most students. Some language disordered students do not learn and apply the rules which govern our language and, therefore, need step-by-step instruction to help them acquire standard language competency.

- Plurals
- Possessives
- Past, present &future tense verb forms
- Copular and auxiliary verbs
- Pronouns
- Articles
- Negatives
- Questions
- Complex / compound sentences
- Infinitives
- Comparatives adjectives
- Superlative adjectives

Written Language Skills

✿ **These skills are necessary to comprehend and utilize good written language academically and socially.**

- **Sentence formulation**
- **Punctuation / capitalization**
- **Parts of speech**
- **Organization of thought**
- **Spelling**
- **Proofreading**
- **The writing process**



Abstract Reasoning / Comprehension Skills



➤ **These skills are essential to comprehending both our social and academic environment. In order to develop strong reading comprehension skills and have the ability to comprehend new concepts which may be abstract, one must improve reasoning / thinking skills.**

- Sequencing
- Analogies
- Absurdities
- Inferences
- Categorization
- Cause/effect
- Critical thinking- Judgements

Pragmatics

❁ **Overall functional and appropriate communication skills encompass the abilities to reason, listen, react to visual cues, take turns, supply and request information, maintain conversational momentum and relevancy. To be regarded as an adequate communicator, one must deal with all aspects of communication in an inconspicuous manner.**

- **Question Comprehension**
- **Problem Solving**
- **Conversational Skills**
- **Language Functions**
- **Communicative Intentions**



Articulation, Voice, Fluency & Oral Motor Skills

😊 **Articulation is the ability to produce speech sounds correctly. Difficulty with articulation can impact upon reading, spelling, as well as oral expression.**

😊 **Fluency is the ability to communicate one's ideas in a smooth and timely manner.**

- Rate of speech
- Respiration / breath support
- Tension
- Coordination

😊 **Voice production is the ability to communicate utilizing appropriate pitch, volume and quality of voice.**


😊 **Oral motor skills are the ability to coordinate the muscles of the lips, cheeks, tongue with respiration and phonation.**


Overview of Group Session

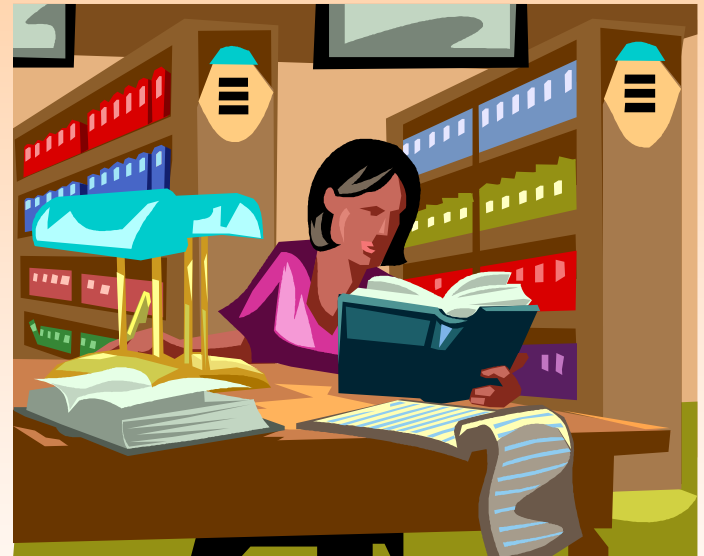


- ◆ **Students begin with a warm-up activity. These are 5 minute assignments which given at the beginning of class. They focus on writing, analogies, idioms, sentence assembly, proofreading, multiple meanings and sentence assembly.**
- ◆ **Lessons are developed to address IEP goals and incorporate strategies that can be utilized to support academics and success on exams.**

Making the Connection


 **Our goal is to teach different strategies in deficit areas that require remediation.**

 **Each student works on his/her individual I.E.P. goals and progress is dependent upon effort and ability.**





Thank-you for coming!



If you have any questions or concerns throughout the year, please do not hesitate to call me at 716-8200 x-5177 or e-mail me at lmulhern@sachem.edu I look forward to an exciting and productive year working with your child.