

Slide 1

**No I.E.P. Required  
Let's T.A.L.K!**

Presented by: Melissa Fineseth, MS, CCC-SLP and Kerry Boehm, Principal

---

---

---

---

---

---

---

---

---

---

Slide 2

**What is T.A.L.K.?**

- Teaching Articulation and Language to Kids
  - Communication focused groups led by a speech/language pathologist
  - Parents provide direct intervention with their child
  - 45 minute weekly group
  - Up to 6 children and parents per group
  - Children's ages range from 2 1/2- 5 years of age

---

---

---

---

---

---

---

---

---

---

Slide 3

**Background**

- Hired as part-time speech-language pathologist for the LSR-7 Parents-as-Teachers program 16 years ago
- New position- for the district and PAT- able to design and create structure and job description
- Position initially payed through an anonymous donor
- PAT position now fully funded through the LSR-7 school district
- SIS/TALK groups now funded through Title 1

---

---

---

---

---

---

---

---

---

---

Slide 4

**Part-time SLP Position Includes:**

- Perform the articulation and hearing portion of the DIAL screening
- Check all DIAL screenings performed by parent educators for articulation errors
- Consult with families who have communication concerns for their child

---

---

---

---

---

---

---

---

Slide 5

**Part-time SLP Position Includes:**

- Parent educator training
- Consult with parent educators
- Monitor and provide follow up consultations for children being monitored with speech/language concerns

---

---

---

---

---

---

---

---

Slide 6

**Part-time Title Position Includes:**

- Plan and lead TALK groups
- Plan and implement Speech Improvement Services (SIS)
  - Itinerant
  - Classroom

---

---

---

---

---

---

---

---

Slide 7

**What is S.I.S.?**

- Speech Improvement Services
- Small group intervention working directly with speech/language pathologist in an itinerant model
- Milder articulation errors
- Weekly 30 minute sessions
- One page permission form signed

---

---

---

---

---

---

---


---

---

---

Slide 8

**SIS Enrollment Form**



---

---

---

---

---

---

---

---

---

---

Slide 9

**How are T.A.L.K. and S.I.S. utilized?**

- Early Intervention
- Response to Intervention
- Immediate start to services until testing is completed and IEP is implemented

---

---

---

---

---

---

---

---

---

---

Slide 10

**Ideal "Flow Chart" for T.A.L.K. and S.I.S.**

- Screening or Consultation
- Home Speech and/or Language Program
- Monitor through Parent Educators
- Recheck in 3-4 Months
- T.A.L.K. Groups
- S.I.S.

---

---

---

---

---

---

---

---

---

---

Slide 11

**Structure of a T.A.L.K. Groups**

- Greetings
- Oral Motor Song
- Sound of the Week Show and Tell
- Story
- Centers- 3
- Homework Check/Stickers
- Recall Activity- Give Back Show and Tell Items
- Goodbye Song

---

---

---

---

---

---

---

---

---

---

Slide 12

**Greetings**

- Initiating or Responding to Greetings
- Social Skills

---

---

---

---

---

---

---

---

---

---

Slide 13

**Oral Motor Song**

- Oral Coordination
- Imitation Skills
- Ability/Willingness to Attempt Motor Movements

---

---

---

---

---

---

---

---

Slide 14

**Sound of the Week Show and Tell**

- Phonemic Awareness / Beginning Sounds
- Social Skills/ Speaking in front of a group
- Answering Questions

---

---

---

---

---

---

---

---

Slide 15

**Story Time**

- Expressive and Receptive Vocabulary
- Articulation
- Listening Skills
- Auditory Comprehension
- Answering Questions
- Main Idea / Prediction Skills

---

---

---

---

---

---

---

---

Slide 16

**Story Time**



---

---

---

---

---

---

---

---

Slide 17

**Center Time**

- Oral Motor Skills
  - Blowing, Sucking, Eating, Imitation
- Articulation
  - Isolation, Word level, Phrase/Sentence, Structured Conversation, Conversation level

---

---

---

---

---

---

---

---

Slide 18

**Center Time**

- Language
  - Vocabulary
  - Following Directions
  - Turn Taking
  - Comprehension
  - Answering Questions
  - Syntax/Grammar/Sentence Length/Word Order

---

---

---

---

---

---

---

---

Slide 19

**Center Time**

- Fine Motor Skills
  - Crafts, games
- Gross Motor Skills
  - Mini trampoline, tunnels
- Pre-academics
  - Matching, colors, counting, categorizing
- Parent/Child Interaction

---

---

---

---

---

---

---


---

---

---

Slide 20

**Center Time**



---

---

---

---

---

---

---

---

---

---

Slide 21

**Homework/Sticker Time**

- Accountability- Parent and Child
- One on one interaction with SLP to check for stimulability and progress
- Modeling and suggestions for home practice

---

---

---

---

---

---

---

---

---

---

Slide 22

**Recall / Return Show and Tell Items**

- Ability to Recall Previous information
- Self Control
- Social Skills

---

---

---

---

---

---

---

---

---

---

Slide 23

**Goodbye Song**

- Closings
- Social Skills
- Indicates the end of the group in order to set boundaries

---

---

---

---

---

---

---

---

---

---

Slide 24

**Similarities & Differences between IEP and SIS/TALK**

<u>I.E.P.</u>	<u>T.A.L.K./S.I.S.</u>
○ Testing (up to 120 days)	* Screening (1 day)
○ Time, Paperwork, Meetings	* 1 page to sign
○ Typically 60 minutes weekly	* 30-45 minutes weekly
○ No parent training	* Parent involvement

---

---

---

---

---

---

---

---

---

---



Slide 25

**Similarities & Differences Between IEP & TALK/SIS**

<ul style="list-style-type: none"><li>○ I.E.P.</li><li>○ Small group</li><li>○ Progress Reports</li><li>○ Yearly I.E.P.</li><li>○ Dismissal Report</li></ul>	<ul style="list-style-type: none"><li>*T.A.L.K./S.I.S.</li><li>*Small/Large group</li><li>*Progress Reports</li><li>*Yearly Permission(1 pg)</li><li>*1 page sent home</li></ul>
--	--

---

---

---

---

---

---

---

---

---

---

Slide 26

**Questions?**

- [melissa.finnese@lrs7.net](mailto:melissa.finnese@lrs7.net)
- [kerry.boehm@lrs7.net](mailto:kerry.boehm@lrs7.net)

---

---

---

---

---

---

---

---

---

---