

**Table 1.1.** Typical responsibilities of speech-language pathologists

Focus area	Examples of professional responsibilities
Speech sound production	<ul style="list-style-type: none"> Facilitating small-group cooperative games that focus on certain phonological sounds (e.g., /s/ and /z/, /sh/ and /ch/) Leading songs, word chants, or poems that focus on target sounds in the classroom Picking guided reading books for target students that focus on specific sounds Suggesting transition strategies that involve repeated phrases (e.g., "clean up, clean up, everybody do their job") Collaborating with the music teacher to sing songs that repeat troublesome consonant clusters
Voice	<ul style="list-style-type: none"> Planning a station activity during reading workshop (e.g., readers theater) that allows students to use various character voices Making PVC phones available for students to use during reading times Leading a class lesson on changing voice during oral reading Strengthening diaphragm muscles using a whistle Providing a fake microphone for students to use during presentations as a visual reminder to speak loud enough for your audience
Fluency	<ul style="list-style-type: none"> Leading a guided reading group that allows students to reread texts to focus on fluency Practicing whole-class breathing techniques and strategies prior to oral communication Using digital books and having the student follow along in the print copy Reading a short section of a book aloud, then having the student immediately read it back to you, matching his or her voice to yours
Language	<ul style="list-style-type: none"> Making question prompts available during morning meeting Planning structured activities for students to have academic and personal conversations throughout the day Making picture cards available to students Making communication devices available for students Demonstrating and training other students in the class how to communicate with someone who uses augmentative and alternative communication Demonstrating breathing and meditation techniques for students to use before presentations Creating role plays that allow students to learn the social aspects of communication Providing professional development to all staff working with anyone who uses augmentative communication
Augmentative communication	<ul style="list-style-type: none"> Working in collaboration with your assistive technology specialist to select use of augmentative communication device Learning how to utilize each device, program individualized words and statements to support social interaction, and supporting educators to use within the context of general education
Record keeping	<ul style="list-style-type: none"> Documenting services to ensure accountability of therapy provision Keeping anecdotal records based on observations Generating data for use in response to intervention Reviewing individualized education program goals
Assessment	<ul style="list-style-type: none"> Administering, scoring, interpreting, and making recommendations based on assessment date Conducting clinical observations

Therapy Rooms

A *therapy room* is a place in which students are generally supposed to spend a short amount of time working on a specific skill, performance, or routine before returning to the LRE (e.g., general education classroom, lunch room, hallway).