

SLP Terms for Teachers

Articulation – how students say the sounds in words. An *articulation disorder* is present when sound errors persist after an expected age range. An *articulation delay* refers to a situation where speech sounds are not present when they should be.

Fluency – the rate and prosody of connected speech. A disorder is present when disruptions in the rate and flow of speech result in dysfluency. This dysfluency is often called a stutter.

Voice – quality, pitch, loudness and resonance. A disorder is present when there are unexpected problems with any of these components.

Jargon – commonly called babbling or gibberish, these are the consonant and vowel sequences that resemble adult speech.

Phonology – refers to the internal classification of sounds in a language. When students have a phonological disorder they have difficulty producing a whole class of sounds (back sounds or front sounds). These students are typically more difficult to understand than those with an articulation disorder.

Expressive – what students are able to express to others. This includes verbal and non-verbal modes of communication (gestures, facial expressions, and body language).

Receptive – the messages students receive and understand when they are spoken to. Also includes written and visually symbolic language.

Morphology – words and parts of words that carry meaning. The smallest unit of meaning in a word is called a morpheme. For example, the word “educate” is something you can do. The word “educated” tells something you can do and when you did it. The ‘-ed’ ending is a morpheme.

Pragmatics – the hidden rules that govern social interaction. Pragmatics are also referred to as social skills.

Semantics – the meanings of words.

Syntax – the rules that govern grammar.