

Speech Language Pathology & Audiology Fall 2018

Student Academic Service-Learning Internship Packet

Queens Sites



**Guide to Observing Speech/Language/Swallowing Behavior**

In order to reflect on your learning from a field experience, you must first choose an interaction to reflect on. This can be somewhat difficult for students new to observing speech/language/swallowing behaviors. Use the following checklist to help you organize your experience and to practice describing your interaction in an objective way.

Overall Communicative Effectiveness:

**Effectiveness**- Overall, how effective is the individual’s communication? Do you understand him/her? Do you have to put forth extra effort in order to understand the individual? If so, how much effort is necessary? Is there something special about the way they communicate? Does the individual initiate communication? Does the listener carry most of the communication burden?

**Communication Aids (AAC)** - Does the individual use an alternative or augmentative aide (such as writing or a communication board) to make his/her needs/wants known? If so, what are those aids? Keep in mind that gestures may also count as an alternative/augmentative form of communication.

Language:

**Semantics**- How is the individual’s use of vocabulary? Are the words produced appropriately or inappropriately? Are there word substitutions or nonsense words? Describe their verbal responses in relation to the situation/context. Is the verbal output cohesively related to the context?

**Syntax**- How is the individual’s use of grammar and word order? Are there mistakes in grammar or word order? If so, provide an example of some grammar/word errors.

**Phonology**- How does the individual put sounds together? Is the way the sounds are arranged appropriate for the language being spoken? Are there errors in how sounds are arranged? Provide an example of any errors you note.

**Morphology**- Does the individual correctly use morphemes to mark gender/number/tense as well as to create new words (i.e., adding “in” to “correct” for “incorrect”)? Provide examples of any noted errors in the individual’s language.

**Pragmatics**- Is the individual’s language appropriate for a given situation/context? If not, describe how the individual’s use of language was inappropriate.

Speech:

**Voice Quality**- Listen to the individual speak. What does their voice sound like? Is it rough? Breathy? Weak(asthenic)? How is the individual’s pitch? What about how loud the person speaks? Describe any deviations to what you deem appropriate for voice quality given the context.

**Articulatory Precision**- Does the individual correctly produce speech sounds of the language being spoken? If not, describe the speech sounds they produce? Are the sounds distorted or are there sounds missing in the word or some sounds substituted for others? Is there a great deal of effort involved when they speak? Are the sounds produced different than what you expect them to be? Give specific examples for each of these you note

**Nasality**- Does the individual have an overly nasal quality to his/her speech? Is it too much nasal quality or is it too little? Do you hear air escaping from their nose when it shouldn’t (for instance with vowels or oral consonants)? Provide an example of each of these you hear.

**Fluency**- How smooth is the individual’s speech? Are there abrupt stops, pauses, or does the person get “stuck” initiating and maintain speech flow? Does the individual exhibit secondary characteristics for stuttering such as eye blinking, hand waving, head jerking or any other learned avoidance behavior? What types of pauses (hesitations), stops, or blocks did you notice?

Swallowing:

**Posture**-Is the individual sitting upright during the meal? Do they have positional supports such as a special chair or pillows? Do they require repositioning?

**Food and liquid consistency-** Does the individual receive chopped or pureed food or thickened liquids?

**Specialized feeding equipment**- Do any of the individuals receive a specialized cup, plate or spoon?

**Mealtime observations**-Does the individual have good lip closure around the spoon or utensil? Are they able to bite the food well (bite force) and chew the food well? Do they have a tendency to swallow poorly chewed food? Does any of the food or liquid come out of their mouths? Does any of the food or liquids stay in their mouth when you are feeding them? Does food/liquid come out of the nose during eating? Do you have to offer a dry spoon or verbally cue them to swallow if food is still in their mouths? Does it take them a while to swallow (delayed)? Do they swallow more than once? Do they do better with small amounts and/or time between mouthfuls of food or liquids? Do you have to remind them to swallow? Do they have a tendency to talk with food in their mouths?

**Possible swallowing problems**-Do they cough while they are eating or drinking? Does their voice sound wet and gurgly and/or do they clear their throat while they are eating or drinking? Do they have any changes in breathing while they are eating or drinking? Do they seem fatigued/tired during meals? Do they complain of difficulty swallowing food or liquids?

**Steps in Writing a Reflection Paper for your Academic Service-Learning Internship**

A significant part of your academic service-learning internship is completing written reflections on your experience in the field. To help guide your reflection, complete the reflection assignment by following the steps below. It is really a good idea to read through all the steps before you begin writing. That way, you will choose an experience that will allow you to complete all steps in the reflection paper.

**Step 1: Summarize**

Briefly summarize an experience in the field (related to speech/language- what you heard/saw a person say/do). This is your chance to let the reader know what you saw and heard during your interaction with individuals in the field. You do not have to provide an exhaustive recount of all interactions but think of at least one meaningful event and focus on that for your summary. Be sure it is one related to speech/language and that you are focusing on actual behaviors. Do not attempt to report what others may think or believe unless they tell you what they think or believe. Stick only to what you can see/hear.

**Step 2: Comparison to Prior Knowledge**

After summarizing your experience, take a moment to reflect on what you did, saw, and heard. Was there something about the experience that was different than what you thought it might be? Did your actions as well as the actions of others (including speech and language behaviors) go along with what you expected or was something new about the experience? Describe how the event you summarized relates to your prior knowledge of speech and language.

**Step 3: Compare to Theory/Course Concepts**

Compare how what you saw and/or heard might be explained by a theory/concept you have learned about so far in the course. Explain why you feel a theory/course concept does (or does not) explain what you heard or saw. If you chose a good experience to summarize in Step 1, you should have no problem choosing a theory or other concepts from your course to explain what you experienced (heard or saw). Cite your sources for this portion of the reflection.

**Step 4: Reflect and Report on Your Own Learning**

Take a moment to think about the experience you described, how it relates to your prior knowledge as well as how it relates to course concepts and theories in Communication Sciences and Disorders. Now, describe what you have learned about speech/language from the experience you described.

**Step 5: Edit Your Paper**

Edit your paper and look for good organization of your ideas. Do your points follow a logical sequence? Did you follow the steps described above? Are there spelling/grammar mistakes? Are sentences written so that they make sense?

**Ss. Joachim and Anne School**

218-19 105 Avenue

Queens Village, NY 11429  
  
**Agency Contact**

**For this site please sign up on GivePulse to schedule your service.**

When you arrive, please see **Principal Linda Freebes**

Telephone: 718-465-2230

E-mail: ssjaschool@aol.com

**Nature and Purpose of Agency**

Ss. Joachim and Anne is a Catholic, Christ-centered School founded in 1924 in Queens Village, NY, to provide a Christ-centered learning place which fosters intellectual and technological development in an environment of love, justice, and peace. Ss. Joachim and Anne is a Challenging School which offers a total challenging learning experience that incorporates both self-contained and departmental instruction in a heterogeneous class setting. We incorporate the Catholic Common Core Initiative, 21st Century Learning through rigor, relevance, creativity and intensity. Ss. Joachim and Anne is Contributing. Each child develops his own maximum potential necessary to become a valuable contributor in society, and our community with an ultimate goal to love God above all and our neighbors as ourselves.

Taken from: <http://www.ssjaschool.org/site_res_view_template.aspx?id=366ee252-17d7-407e-bb82-2aa8f3a10a8b>

**Tasks Available for Students**  
Speech Pathology Students: Assistance is needed during the afterschool program to provide educational recreational activities and games with the students in the program. Students need to sign up on Wednesday first, before they can use other days.

**Time Requirements**

Mondays (Speech Pathology Students), Tuesdays, Wednesdays (Staten Island students), Thursdays, and Fridays, 3:30pm-5:30pm

**Agency Directions**  
Public Transportation

Take the Q30 bus towards Jamaica Ave/LIRR Station. Exit at Hillside Avenue/169 St. Take the Q2 Towards Belmont. Exit at Hollis Ave/217 Pl.

Driving Directions

Head East on Union Turnpike. Turn right on Francis Lewis Blvd. Turn left on Jamaica Avenue. Turn right on Hempstead Avenue. Turn left on Springfield Blvd. Turn right on Hollis Blvd. Turn right on 105th Avenue.

**Queens Borough Public Library - Homework Help**

Central Library

89-11 Merrick Blvd

Jamaica, NY 11432

**For this site please contact the site supervisor listed below to schedule your service. Be sure to register your hours in GivePulse once complete.**

**Agency Contact:**

**Note: To sign up for service at this site, please use this link**<https://volunteer.queenslibrary.org/stjohnsuniversity>**along with the invitation code “SJU” (case-sensitive).  Please sign up for your service date one week in advance.**

Contact first:  Brie Taylor

Tel: 718-990-5114

Email: [brie.taylor@queenslibrary.org](mailto:brie.taylor@queenslibrary.org)

Scott J. McLeod,

Director, Office of Volunteer Services

Email: [smcleod@queenslibrary.org](mailto:smcleod@queenslibrary.org)

Tel: (718) 480-4313        Fax: (718) 480-4302

**Nature and Purpose of Agency**

Mission Statement

The mission of the Queens Library is to provide quality services, resources, and lifelong learning opportunities through books and a variety of other formats to meet the informational, educational, cultural, and recreational needs and interests of its diverse and changing population.

The Library is a forum for all points of view and adheres to the principles of intellectual freedom as expressed in the Library Bill of Rights formulated by the American Library Association.

**Tasks Available for Students**

The Homework Assistance Program

St. John’s students will provide homework assistance to students of various ages (K-12). Your task will include reviewing the homework assignment and materials the student has and providing assistance with understanding the assignment and completing it.   One student will be placed at each table (no groups) to work with 5-7 kids.

**Time Requirements (Follows the public school calendar)**

Monday - Friday   3pm-6pm

**Student Awareness/Special Instructions**

* Dress code: casual, neat attire.  No shorts, tank-tops.
* No food (including candy, drinks) is allowed during service hours
* Students must complete an individual attendance sheet for each day served; and must provide their full name (printed)

**Agency Directions**

Driving Directions

From the West: Take the Midtown Tunnel to the Long Island Expressway to the Grand Central Parkway East. Exit GCP at Parsons Blvd. Take service road to the light (Parsons.) Turn right; continue south to Hillside Ave. Make a left onto Hillside and continue to Merrick Blvd, turn right. Drive two blocks down, the Library entrance is between 89th and 90th Aves.

Public Transportation

Numerous buses go to the 165th Street Bus Terminal. F Train to the 169th street station

**The Summit School**

187-30 Grand Central Parkway

Jamaica Estates, NY 11432

**For this site please contact the site supervisor listed below to schedule your service. Be sure to register your hours in GivePulse once complete.**

**Agency Contact**

Larry Litwack, Dean of Students

[llitwack@summitqueens.com](mailto:llitwack@summitqueens.com)

718-264-2931 x219

**Nature and Purpose of Agency**

The Summit School is a private, non-profit special education high school for students with learning disabilities.

**Tasks Available for Students**

Tutoring and working with students in all subjects. There is a strong need for math and science tutors.

**Time Requirements**

Homework Help Program: Monday-Friday 3-5 PM

After School Programming: Monday, Tuesday, and Thursday: 3-4:30 PM

You must be able to commit to 15 hours of service throughout the semester in order to serve at the Summit School.

**Student Awareness/Special Instructions**

Please email Mr. Litwack to set up your service with the Summit School. Please be sure your email contains the following information:

* Your name
* The name of your course
* The days/times you are available to serve
* Your major
* Your year (freshman, sophomore, junior, senior, graduate student)

Please note: School of Education observation hours may not be completed at the Summit School.

**Agency Directions**

Public transportation

Take the Q46 bus going east toward Lake Success/LIJ Hospital. Get off the bus at Union Tpke and 188th Street. Walk south on 188th St (about 10 blocks); cross Grand Central Parkway; the school is at GCP and 188th Street (about 20 minutes)

*Walking:* Walk east along Union Turnpike. Take a right at 188th St. Walk south for about 10 blocks. The school is at Grand Central Parkway and 188th Street (about 25 minutes)

Driving

Drive South on Utopia Pkwy. Go left at Grand Central Parkway West, but stay to the right and don’t get on the Parkway. The school is located at Grand Central Parkway and 188th Street (5 minutes)

**Reading Partners Program at PS 33**

**For this site please contact the site supervisor listed below to schedule your service. Be sure to register your hours in GivePulse once complete.**

Edward M. Funk School

91-37 222nd Street

Queens Village, NY 11428   
  
**Agency Contact**

Rhea Quinones

[rhea.quinones@readingpartners.org](mailto:rhea.quinones@readingpartners.org)

**Nature and Purpose of Agency**

Reading Partners is a local nonprofit organization that works to expand life opportunities for elementary school children in low-income communities by empowering them with strong literacy skills. At each of its school sites, Reading Partners transforms a dedicated space within the school into a reading center and recruits and trains community volunteers to work one-on-one with students.

**Tasks Available for Students**  
Reading Program: Students will work one on one with a student from PS 33 on a reading curriculum established by the Reading Partners program. No experience is necessary to follow this curriculum and all materials are provided by the program. Your first visit to the site will be for training and you will shadow a Reading Partners volunteer and their student to gain a better understanding of the program.

**Time Requirements**Monday through Thursday at the following times:

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| --- |
| Session 1: 8:00 - 9:00 |
| Session 2: 8:45 - 9:45 |
| Session 3: 9:35 - 10:35 |
| Session 4: 10:30 - 11:30 |
| Session 5: 11:25 - 12:25 |
| Session 6: 12:20 - 1:20 |
| Session 7: 1:15 - 2:15 |
| Session 8: 2:20 - 3:05 |

There is a commitment required to serve with this program. You must commit to serving for one session per week (e.g. every Tuesday from 9:35 to 10:35 a.m.). Please note that substitutes are available if you are sick or for breaks. Please let the site supervisor know in advance to arrange for a substitute.

Note: Internship program: If you serve six shifts per week for the semester you are a considered a Reading Partners intern. You can ask to receive a recommendation letter from the organization.

**Student Awareness/Special Instructions**

3 month/12 week commitment required to serve with this program. In total, it is approximately a 12 hour service requirement for the semester.

**\*Follows NYC public school schedule for closures.**

**Agency Directions**         
Public Transportation

Take the Q46 bus going east. Exit at Union Turnpike and Springfield Avenue .Take the Q88 bus towards Queens Village. Exit at 92nd Avenue. Walk to 91-37 222nd Street.

Driving Directions

Head east on Union Turnpike. Merge on the Clearview Expressway towards RT-25/Hillside Avenue. Turn left on Hillside Avenue. Turn right on Braddock Avenue. Turn Right on 222nd Street.

**Please note that you are now able to serve with Reading Partners at the following schools in NYC:**

*Brooklyn:*

-P.S. 305-Dr. Peter Ray (tentative)

-344 Monroe St. Brooklyn, NY 11216

-P.S. K7-Abraham Lincoln

-858 Jamaica Ave, Brooklyn, NY 11208

-PS 158-Warwick

-400 Ashford St. Brooklyn, NY 11207

-P.S. 3 The Bedford Village

-50 Jefferson Ave, Brooklyn, NY 11216

-Best Transit: A or C to Franklin Ave

**PS 297 – Abraham Stockton**

-700 Park Ave. Brooklyn, NY 11206

-Best Transit: J to Flushing Ave

*Queens:*

-P.S. 33 Edward M. Funk School

-91-37 222nd Street, Queens Village, NY 11428

-Best Transit: F to Jamaica/179th; Q1 Bus to Queens Village

-P.S. 40 The Samuel Huntington School

-10920 Union Hal St. Jamaica, NY 11433

-Best Transit: E or J to Jamaica Parsons

-P.S. 48

-108-29 155th St, Jamaica, NY 11433

-Best Transit: E or J to Sutphin Ave/JFK Airport

**PS 160 Walter Francis Bishop**

-109-59 Inwood St, Jamaica, NY 11435

-Best Transit: Q60 from Sutphin/Jamaica Ave

*Bronx:*

-Hyde Leadership Charter School

-730 Bryant Ave, Bronx, NY 10474

-Best Transit: Take 6 Train to Hunts Point Ave

**PS 48 - Joseph R. Drake**

-1290 Spofford Ave. Bronx, NY 10474

-Best Transit: Take 6 Train to Hunts Point Ave

*Manhattan:*

-P.S. 188 The Island School

-442 East Houston Street, New York, NY 10002

-Best Transit: F or M to 2nd Ave; M21 to E Houston/Columbia St

-P.S.175- Henry H. Garnet

-175 W 134th St, New York, NY 10030

-Best Transit: Take the F 47th and 50th and take the B to Cathedral Parkway

**PS 194 – Countee Cullen**

-244 W 144th St. New York, NY, 10030

-Best Transit: Take E to 42nd St and A to 175 street

**PS 38 - Roberto Clemente**

-232 103rd St. New York, NY 10029

-Best Transit: Take E to Lexington Ave/53 st and 6 to 103 street

-P.S. 140

-123 Ridge St. New York, NY 10009

-Best Transit: Take the F to Delancey Street

-P.S. 126-Jacob August Riis

-80 Catherine St. New York, NY 10038

-Best Transit: Take the F to East Broadway

-PS 123-Mahalia Jackson (tentative)

-301W 140th St. New York, NY 10030

**The Child Center of NY**

**Edward Bleeker JHS 185**

**For this site please sign up on GivePulse to schedule your service.**

147-26 25 Drive

Flushing, NY 11354

Agency Contact

**Sarah Maldonado**

sarahmaldonado@childcenterny.org

Office: 718-321-3510

**Mehak Mahmood**

mehakmahmood@childcenterny.org

Cell: 718-683-0675

Nature and Purpose of Agency (Mission Statement)

**Social Services – Youth Development division; DYCD after school site**

The Child Center of NY strengthens children and families with skills, opportunities, and emotional support to build healthy, successful lives.

Tasks Available for Students

**(1) Study Lab**

Supporting participants with homework during designated study lab sessions.

**(2) Sports Recreation**

Engaging participants during general physical activities.

Time Requirements

**Mondays – Fridays, 2-5:30pm**

Program starts on September 12; we can start students on September 13

5 students each day

No students on: 9/19, 9/20, 10/5, 10/8, 11/6, 11/9, 11/12, 11/21, 11/22, 11/23, 11/27, 11/28

Student Awareness/Special Instructions

Dress Code: business casual

School Safety: need photo ID

Go to B49 in basement by 2pm

Agency Directions

Ample parking, no alternate side

Limited MTA access

Driving Directions:

Head north on 170th St toward Union Tpke. Street View Turn right onto Union Tpke. Street View Turn left onto 172nd St. Street View Take Utopia Pkwy to 161st St. Turn right onto Horace Harding Expy.Street View

Turn left onto Utopia Pkwy. Turn left onto Northern BlvdStreet View . Take 33rd Ave to 149th St. Turn right onto 161st StStreet View . Turn left at the 2nd cross street onto 33rd AveStreet View . Turn right onto 149th St. Street ViContinue on 26th Ave. Drive to 25th Dr.

Public Transportation:

Take Union TP/174 StQ46 Kew Gardens Queens Blvd. via Union **.** Union TP/Parsons Bl **.** Parsons Bl/Union Tpk**.** Take the Q34 towards Whitestone 149th St. via Kissena Blvd via Willets Pt. Blvd. Get off at Willets point/147th Street. Walk heading east on Willets Point toward 148th Street. Turn right on 148th St. Turn left onto 148th St. Turn Left onto 25th Drive, destination will be on the right.