16th Annual Better Speech and Hearing Month Virtual Celebration

Speech Improvement Chapter • Caroline Murphy, Chapter Leader

Coming Together through Communication
OPENING REMARKS

• Michael Mulgrew – UFT President
• Leroy Barr – UFT Secretary
• Mary Jo Ginese – VP of Special Education
• Suzanne Sanchez – Director of Related Services
• Helen Kaufman – D75 Assistant to Superintendent
Scaffolding-model/demonstrate how to solve a problem, then step back. Offer support as needed.

Strategy-teach how to learn independently to access curriculum to complete a task with success.

Social emotional learning & Mindfulness-self awareness()
Eric used self regulate checklist, activate prior knowledge via guided question, annotate, front load, read/reread/read aloud, chunking, restate, inference strategy to listen, read, analyze, answer main idea/higher level WH-/open-ended/inferential questions related to curriculum text by composing organized and informative complex sentences of: ............nycdoe better speech and hearing month .............
answered dok 3 question-Explain ......
3. Explain how becoming an Information Technology Scientist helps solve computer tasks with algorithms.
4. Explain what improved information security might involve as an Information Technology Scientist.
5. Explain why you would work with other scientists on multidisciplinary projects.
6. Explain
7. Explain

...............2/5. Eric benefited from verbal elicitation cues, and moderate scaffolding of verbal, shared text.
*Student's Stop and Jot*

What are you thinking as you read?
Identify important vocabulary

I'm so thankful for developing better listening skills.

Eric Rodriguez 12/1

Synonyms for because:
- as
- as a result of
- as long as
- as things go
- being
- by cause of
- by reason of
- by virtue of
- considering
- due to
- for
- for the reason that
- for the sake of
- in as much as
- in behalf of
- in that
- in the interest of
- in view of
- now that
- on the grounds that
- over
- owing to
- seeing
- since
1. Explain your claim (say or state about ...)
2. Explain (fact) ...
3. Explain (fact) ...
4. Explain (fact) ...
5. Explain (counterclaim fact) ...

Argumentative Claim

Comments for discussion and understanding:

<table>
<thead>
<tr>
<th>SYMBOL</th>
<th>MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td>*</td>
<td>This is important</td>
</tr>
<tr>
<td>underline</td>
<td>Key word or detail</td>
</tr>
<tr>
<td>✓</td>
<td>I understand this question/idea</td>
</tr>
<tr>
<td>○</td>
<td>Unfamiliar word</td>
</tr>
<tr>
<td></td>
<td>I don't understand...</td>
</tr>
<tr>
<td></td>
<td>That's surprising or new info!</td>
</tr>
<tr>
<td></td>
<td>I made a connection.</td>
</tr>
<tr>
<td></td>
<td>&quot;I'm thinking...&quot;</td>
</tr>
</tbody>
</table>
Speech Provider: Jessica Minsky
Speech Supervisor: District 28, School: PS99
Principal:
Students: Entire caseload
Project Name: New Year's/Get Well Cards for Hospitalized Children
Speech Provider: Jessica Minsky
Speech Supervisor: Julia Tomeo
District 28, School: PS99
Principal: Mr. Sforza
Students: Entire caseload
Project Name: Heroes of Black History
#11 Jennifer Minsky
District 28
PS99
Students: all
Project Name: Heroes of Black History

https://uftwforg-
my.sharepoint.com/:b:/g/p
ersonal/cmurphy_uft_org/
EfJ4jwBcScxLgj7-
ZriGUAoB1ohPfaHmWl-
8XK9pRjg00Q?e=xAMRPc
Speech Provider: Gina Marie Principe
Speech Supervisor: Marissa Ramos
District 31, School: PS09
Principal: Deanna Marco
Students: Entire caseload
Project Name: Speech with G
#3 Gina Marie Principe
District 31
009
Students: all
Speech with G
Speech Provider: Kristal Thomas
Speech Supervisor: Aileen Mullen Smith
District 16, School: PS81
Principal: Latrace Finney
Students: Kaylie Pedrose, Zahara Diaz, Janiyan Perez
Project Name: Speech and the Metaverse: Introducing VR and Immersive Tech
#4 Kristal Thomas
District 16
PS81
Students: Kaylie Pedrosa, Zahara Diaz, Janiyan Perez
Project Name: Speech and the Metaverse: Introducing VR and Immersive Tech
Speech Provider: Kristal Thomas
Speech Supervisor: Aileen Mullen Smith
District 16, School: PS81
Principal: Latrace Finney
Students: Kaylie Pedrosa, Zahara Diaz, Hallie Velasquez, Michelle Hidalgo
Project Name: Black Speech History in the Metaverse
#22 Kristal Thomas  
District 16  
PS81  
Student: Kaylie Pedrosa, Zahara Diaz, Hallie Velasquez, Michelle Hidalgo  
Project Name: Black Speech History in the Metaverse

BSHM Project:  
https://account.altvr.com/worlds/1953944631251042790/spaces/1953949779680725385  
Zahara Diaz  
Kaylie Pedrosa  
Hallie Velasquez (Michelle Hidalgo as an alternate)
Speech Provider: Trevor Romanzi
Speech Supervisor: Giselle Ferreira
District 2, School: HS545
Principal: Meesum John
Student: Eddy Huang
Project Name: Just Do It – College Essay on Speaking
Just Do It

It's been about ninety thousand years into freshman year of high school and I still haven't volunteered to raise my hand once.

One day, I was in English class like any other student, writing down notes and doing classwork, but one thing I never did was raise my hand and participate in class. Then one day an opportunity struck me, none of the other students in the class knew the answer to a question. A million questions raced through my mind as I scanned the room one more time to make sure no one had their hand up: “What if it wasn't the correct answer? What if the answer was completely wrong? What if they laughed at me? What if I sounded funny? What if...? What if...? What if...?” I was so trapped in thought that I missed the opportunity. Before I continue I have to explain how I got into the habit of not raising my hand in class.
It all started in 4th grade when puberty first hit me with the force of a billion supernovas. I used to be a chatterbox and would get in trouble for talking when I wasn’t supposed to, until my voice started to get deeper than the Mariana Trench. Whenever I spoke, whether it was speaking in class or talking to friends, people would often say “Why do you sound like that?” or “Why do you sound so weird?” I was so discouraged that I stopped speaking in school entirely. I would only speak to close friends, family members, and other people I trust.
Now, to continue with the hand raising, when I missed that question I made a mental note to, “Just do and don't doubt yourself so much.” That strategy worked. The next time we were asked a question, I raised my hand immediately. Everyone was surprised, including me. It took a while for me to get the answer out but I eventually did and it felt like a mountain was lifted off my back. The teacher looked at me bewildered at first, then grinned from ear to ear. And at the end of class she gave me an encouraging smile and told me to keep it up.

Overall, the experience was like being thrown into a tank of hungry sharks, ready to tear me to shreds, but the “sharks” turned out to be only friendly dolphins. I learned that even if I’m terrified, I should still attempt to step out of my comfort zone and speak up because if I don’t, my thoughts will be locked up forever, in a hole of never ending sadness. However if I do share my thoughts, there will always be someone that I can share it with.
3 Quotes from the Author, Eddy Huang:

“Don't be afraid to share something. If you don't nobody will know what you're thinking of or how you are feeling. This message could help students break out of their comfort zone and make new friends.”

“If you are trying to do something, just do it and don’t doubt yourself. If you doubt yourself, you will just make it worse.”

“For my future career, I want to study science including marine biology or astronomy. I need to be able to communicate with other people and share my ideas and findings with them. The more I share with others, the more people will recognize me and want to collaborate with me.”
Speech Provider: Taylor Saove
Speech Supervisor: Zoya Tsirulnikov
District 02, School: PS02
Principal: Ms. Ng
Students: Hazel Reyes, Espinoza Matthew Zheng, Kijaha Ellison
Project Name: We learn together as a GROUP!
#6 Taylor Soave
District 2
002
Students: Hazel Reyes, Espinoza, Matthew Zheng, Kijaha Ellison
Project Name: We learn together as a group
Speech Provider: Victoria Yagudayeva
Speech Supervisor: David Hom
District 5, School: PS154
Principal: Elizabeth Jerrett
Student: Zaire Abdur-Rahim
Project Name: "Naruto Kakashi Version of What I Learned in Speech"
#7 Victoria Yagudayeva
District 5
PS154
Student: Zaire Abdur-Rahim
Project Name: "Naruto Kakashi Version of What I Learned in Speech"
Speech Provider: Victoria Yagudayeva
Speech Supervisor: David Hom
District 5, School: PS154
Principal: Elizabeth Jerrett
Student: Cairo Drayton
Project Name: "Sharing my Rainbow Speech Scales"
Student: Cairo Drayton
Project Name: "Sharing my Rainbow Speech Scales"
Speech Provider: Alyssa Tyson
Speech Supervisor: Melissa Fenice
District 75, School: PS372
Principal: Rose Amato
Students: Bryant Pabon Rivera, Ahmad Masud, Jason Liu, Javinie Lennie, Xin Yang, Edison Lin, Logan Paul, Ryder Dabrow
Project Name: Cultural Celebration through Social Routines
This year I am the speech pathologist servicing the students in the ENL class in our ASD D75 school program. I partnered with the Special Education Teacher Ms. Julie Blumer and ENL teacher Ms. Shari Zisman to teach the students about cultural traditions from the student's backgrounds in the class through social routine lessons. The project is based on the seasons so the students learn about a holiday or cultural tradition occurring at the time. Each lesson has vocabulary, an educational brainpop video, a song, a thinking map, craft, and try food if that is part of that tradition/holiday. After the fall season we had a celebration to see all of the holidays/traditions we had learned about before starting the winter unit. The students at the end of the year will write a report about their favorite holiday or cultural tradition from each season we have learned about.

Thank you,
Alyssa Tyson

_Fall traditions.pdf_
Speech Provider: Laura Siegel
Speech Supervisor: Chana Katz
District 3, School: MS180
Principal: Ms. Parker
Students: Jadon Wilkerson, Zion Vereen, Nalani Joseph
Project Name: Perseverance Poetry
#10 Laura Siegel  
District 3  
PS99  
Students: Jadon Wilkerson, Zion Vereen, Nalani Joseph  
Project Name: Perseverance Poetry
Speech Provider: Megan Wolder
Speech Supervisor: Luisa Levitt
District 27, School: MS210
Principal: Mr. Singh
Students: Sophia Torres, Mia Fermin, Carlos Jimenez
Project Name: Acrostic Speech Poem: Identify What Speech Means to You
Student: Sophia Torres, Mia Fermin, Carlos Jimenez
Project Name: Acrostic Speech Poem: Identify What Speech Means to You
Speech Provider: Gabriella Mitselmakher
Speech Supervisor: Lori Ann McLoughlin
District 22, School: MS240
Principal: Anya Munce-Jarrett
Students: 6th-8th graders
Project Name: Giving our students tools for success
My students will research about vocal health and hygiene and then create water bottle labels with tips about vocal hygiene. We will display water bottles in the main office for teachers/staff to take. The school community will also take part in a Speech and Hearing themed Jeopardy game. Each day, students and staff will have the opportunity to come up to the speech room and answer 1 trivia question about speech and hearing. The student or staff member with the most amount of points at the end of the month will receive a prize!
Speech Provider: Gigi Sieberg
Speech Supervisor: Aron Rosenberg
District 21, School: PS97
Principal: Irina Cabello
Students: Kaylee Chen and Kyumi Tang
Project Name: I Enjoy My Speech Class!
#14 Gigi Sieberg
District 21
The Highlawn
Students: Kaylee Chen and Kyumi Tang
Project Name: I Enjoy My Speech Class!
Speech Provider: Olga Iukalo-Tokarski
Speech Supervisor: Kathleen Mulcahy
District 13, School: MS915
Principal:
Student: Gbrielle Ng
Project Name: Remote Learning Success Story
“Success story” or a remote learning disaster

Key:
- Grief
- Sarcasm, irony, humor
- Negative language
- Sensory details: body language, tone of voice

Here is the true story of my speech session and when I joined. I saw that Mrs. O told her assignment with me. I thought to myself, “Oh! It’s just a speech!” Our class has four teachers, but the one I didn’t know much about was Mrs. O. Her name is O. She has a great smile, and she always wore a pink tie. She was a bit nervous and kept calling me, Raul, even though I usually called her name as a teacher. She was always late, and she always said, “I’m sorry for being late.”

One day, I was going to the speech room. I was the only one to show up for the speech session. Mrs. O tried to give me an assignment with a picture. Things went well for a bit, until we had clashed with a file on common disorder. She started yelling things like “what did I do?” and “Oh, how do you do this?” I tried to understand her yelling, but I couldn’t. Mrs. O started screaming, and she seemed so upset. I felt her emotional struggle in my head, and she seemed to have a lot of anger. I was wondering, “what might have happened to her?” All of a sudden, Mrs. O disappeared, and she said, “How do you do this again?” I think that it was my turn to do the assignment for this poor woman. I realized that she was struggling with converting a file. I tried to keep my voice calm and reassure her. I said, “Just follow these steps, Mrs. O.” She nodded, and she said, “Thank you, Raul.”

Eventually, after Miss O disappeared, she figures it out. Mrs. O restarted her way and began to talk about her previous meeting without any further comment. However, Mrs. O seemed more stressed out that day. I was glad she was able to figure it out.
Speech Provider: Anna Khenkin
Speech Supervisor: Kathleen Mulcahy
District 31, School: PS63
Principal: Isabel Balderas
Student: Isabel Balderas
Project Name: Our Future Success
#16 Anna Khenkin
District 31
March Avenue Expeditionary School
Student: Isabel Balderas
Project Name: Our Future Success

Our willingness to work on our speech struggles leads to our future success.

Isabel Balderas drew a representation of her journey in speech therapy. She began attending speech classes in elementary school. She is currently in 6th grade, and her goal is to become a soldier in the army. Isabel believes that her motivation to work hard in school and achieve her reading and language goals will guide her to future success. Isabel also drew her friend Samantha. Samantha hopes to become a voice actress. Samantha shared that speech therapy helped her improve her articulation. Samantha worked hard to improve her articulation and believes that her improvement will yield her great success in her future as a voice actress. Isabel's goal is to communicate to all students that you future is a product of the work that you put in to achieve your goals.
Speech Provider: Karla Rubio
Speech Supervisor: Sandra Mosquera-Valerio
District 30, School: PS92
Principal:
Students: Joan, Justin, Keyn
Project Name: Greek and Latin Roots Pokemon Project
Project Name: Greek and Latin Roots

Pokémon Project

Your name: [Student's Name]

1. What is the name of your Pokémon? 
2. What is the type of Pokémon? 
3. What is the origin of your Pokémon? 
4. What are its powers or abilities? 
5. What is its favorite food? 
6. What is its habitat? 
7. What is its evolution stage if applicable? 
8. What is its trainer's name? 
9. What is its relationship with the trainer? 
10. What is its appearance? 

Additional Notes:

[Student's Notes and Drawings]
Speech Provider: Alexa Lazzarotti
Speech Supervisor: Tanika Bascoe
District 31, School: PS44
Principal: Nancy Storms
Students: All Students
Project Name: The Eagle's Nest Food Pantry
#18 Alexa Lazzarotti
District 31
PS44
Students: all
Project Name: The Eagle's Nest Food Pantry

[Image of The Eagle's Nest Food Pantry]
Speech Provider: Gay Zacerous
Speech Supervisor: Chana Katz
District 3, School: PS/MS149
Principal: Keena Flournoy-White
Students: Cecilia Rosado, Alveena Khan, Dwight Curtis, Ayesha Khan, Meghan Nicholson, Mynara Crosby
Project Name: Leaders in Communication: A Photo Exhibition
#19 Gay Zacerous
District 3
PS/MS 149
Students: Cecilia Rosado, Alveena Khan, Dwight Curtis, Ayesha Khan, Meghan Nicholson, Mynara Crosby
Project Name: Leaders in Communication: A Photo Exhibition
Con Ms. Wepplo, leemos y practicamos los sonidos. Antes no practicábamos las oraciones, sólo practicábamos los sonidos. Me siento feliz que ya sé algo de los sonidos que no sabía.

-Maria

With Ms. Wepplo, we read and practice sounds. Before we didn’t practice sentences, we only practiced sounds. I feel happy that I now know sounds I didn’t know before.

-Maria
Speech Provider: Georgia Duan
Speech Supervisor: Christopher Restivo
District 2, School: PS255
Principal: Rhonda Perry
Students: Various
Project Name: The Imagination Project
Students: many  
Project Name: The Imagination Project


https://www.dropbox.com/s/pxbi8rxz6421g0r/Imagination%20Project%20Part%202.pdf?dl=0
Speech Provider: Hanna Smokoski
Speech Supervisor: Lesley Ann Calliste
District 19, School: MS171
Principal: Indira Mota
Students: Eduardo Tiburcio, Alberto, Christian Villalva Bolanos, David Busgith
Project Name: Using our Superpower to Visualize Lunar New Year Celebration
#23, 24 Hanna Smokoski
District 19
MS 171
Student: Eduardo Tiburcio, Alberto, Christian Villalva Bolanos, David Busgith, Jennifer Ramos Rivera, Ana Gil, Sharon Quizhpi
Project Name: Using our Superpower to Visualize Lunar New Year Celebration
Speech Provider: Hanna Smokoski
Speech Supervisor: Lesley Ann Calliste
District 19, School: PS760
Principal: Tashica Mitchell
Students: Jennifer Ramos Rivera, Ana Gil, Sharon Quizhpi
Project Name: Using our Superpower to Visualize Lunar New Year: The Celebration
fix projects
Speech Provider: Joseph Karesell, Maya Joseph,  
Speech Supervisor: Lesley Ann Calliste  
District 19, School: PS158  
Principal: Indira Mota  
Project Name: The Significance of School Based Speech Language Pathologists  
Lunar New Year Celebration
They presented to approximately 77 staff members at the school regarding the role of the speech therapist in the school. I have attached the powerpoint they presented.
Speech Provider: Helen Friel
Speech Supervisor:
District, School:
Principal:
Project Name: Lunar New Year Celebration
Helen Friel
Speech Provider: Marissa Ferrara – Campos
Student interns: Jacqui Brown and Lizzie Desmond from Pace University
Speech Supervisor: Lesley Ann Calliste
District 14, School: PS257
Principal:
Project Name: "Learning Language Through Science and Math"
This is a Donor’s Choose Project from September 2021. I was thinking about how to engage my Speech students in person after remote for more than a year. I was fully remote 2020-2021, and so were all my speech students. My project was fully funded in July 2021. I was excited that I would be able to implement my project. Pace University sent 2 student interns from their Department of Communication Sciences and Disorders. Jacqui Brown and Lizzie Desmond helped me bring this project to life.

Performing science experiments during speech and language sessions helped my students meet many goals in just one session. My students are hands-on learners who enjoy playing with slime and playdough. Incorporating these activities into speech therapy was a fun, unusual, and engaging way to reach speech and language goals. These activities helped spark my students' interest in areas like science and math.

While performing fun experiments, my students learned new vocabulary and shared a social experience with their peers. They were using skills like sequencing and following directions. My students also experienced using measuring cups, spoons, and droppers, which will help them gain practical exposure to simple math and fractions. My students and I made predictions together about what we thought would happen when mixing ingredients, and then observed what really happened when they did. They learned how to follow a recipe. The students made their own play dough. This was an interesting and unique sensory experience for them, and they got to take their play dough home! It was fun to watch the students see the playdough transformed from a liquid into play dough after heating the mixture in the microwave.

Coming back into the school building from remote teletherapy was a challenging experience for many children. We were able to make the transition fun and interesting while keeping their goals in mind. My students benefitted from these activities. They were fun, engaging and a little different from the usual speech and language lessons and tasks.
Speech Provider: Victoria Myszko and Mrs. Benedetto's

Speech Supervisor:
District, School:
Principal:

Project Name:
"Sound It Out": Replacing Word Walls With Sound Walls To Promote Phonemic/Phonological Awareness And Correct Ar
Victoria Myszko
Mrs. Benedetto's
10 Mindful Strategies
To Help Deaf and Hard of Hearing Students

1. Repeat peer comments during class just in case a D/HH student missed information.

2. Make sure the D/HH student is looking at you when you’re talking. If they aren’t, they might be missing information.

3. Make sure not to talk while walking around the room. D/HH students might miss information.

4. Close the classroom door to avoid extra noise from the hallway.

5. Keep D/HH students in the front row or close to the teacher and smartboard.

6. Check in with D/HH students to see if you’re talking too loud or too softly.

7. When writing on the board or giving a lecture from the board, try to face the D/HH students more often than not because if you don’t then we can’t see your mouth or read your lips.

8. If you are wearing a mask, try to over-articulate your words so that the sounds are clearer and better understood.

9. Try to repeat loudspeaker announcements.

10. If playing a video, put closed captions on.

Chloe
Kelly and Anna
Closing Remarks
BSHM Committee
Congratulations