

HISTORY OF SLY

The speech/language pathologists at **Northrup & Associates** saw a need for intentional teaching of the subtle communication of social interactions. Parents typically start teaching manners to their children at a very young age; however, teaching what appears to be innate and natural to most children and adults is more difficult to analyze and navigate.

SLY is a **language based** program. Language is the basis of all learning and communication. Communication is defined for the SLY students as giving and receiving information. It can be completed with or without words and in fact, the bulk of daily communication is non-verbal. Many of the students in SLY have a great deal of difficulty “reading” and sending non-verbal messages. This misunderstanding can cause frustration and confusion.

Students who enroll in SLY do not need to have a certain diagnosis to be eligible to attend the groups. The common area of difficulty, for whatever reason, is the **social communication** area.

*How do you take turns
in a conversation?
Why is it important to
look at a person who
is speaking?*

How do you join in a conversation?

*How do you
balance listening
and talking?
How do you maintain
and change topics?*

SLY has been formed with developmental skills in mind. **SLY** offers a safe and structured place in which to practice new and unfamiliar skills and to gradually expand the student’s comfort zone. Philosophies and techniques from many sources have been included in the **SLY** curriculum.

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Northrup & Associates

SPEECH & LANGUAGE PATHOLOGY

***Our Experience.
Your Child’s Success.***



***We strive to equip each child with the
necessary social tools to be
successful throughout life.***

Social Language Youth Groups

Northrup & Associates

SOCIAL LANGUAGE

YOUTH (SLY) PROGRAM

The Social Language Youth (SLY) group is a program designed to **foster social communication**.

Each session is led by a speech/language pathologist (SLP). A social language topic is highlighted during the hour and is taught through discussion, games and role-playing activities. Each student receives

a notebook in which to keep handouts on the various topics. A social activity in the community, such as miniature golf, is offered toward the end of the term. This **encourages the transfer of learned skills** in a structured setting to a social setting which is less structured.

Parents are encouraged to meet as a group during the hour to discuss local resources, personal experiences and offer support and advice to each other. A speech pathologist will occasionally facilitate these parent meetings. Office **resources** are available to family members to peruse and/or borrow. Parents are also invited to **observe** the student group.



SLY GROUPS

SLY I is designed for children 7–10 years of age. **Eight foundational skills** (eye contact, active listening, balanced conversations, taking turns, surface level topics, deep level topics, personal space and appropriate time/place interactions) are matched with eight tools in order to create a “social toolbox.” Assigning a concrete tool to an abstract skill encourages **better comprehension** of the communication target.

SLY II builds upon the skills learned in SLY I and explores the **communication of emotions**. The more sophisticated skills of apologizing, complimenting, self-control, matching emotions with actions and words, reading others’ emotions through their actions and words are discussed and practiced in the group setting.



SLY III is intended to expand upon the skills from SLY I and II. These skills will be practiced in the “**real world**” with structure and guidance provided by the speech/language pathologists. More community events are planned with preparation occurring during the office meetings and debriefing occurring following the event.

Sharing of personal experiences is encouraged

and role-playing is completed to further analyze these



real life situations. An office meeting and a community outing are each scheduled once a month.

Young SLY groups are offered for children who are under seven years of age. These groups are smaller in number of participants and meet for 30–45 minutes. **Target skills** including, taking turns, using kind words, having fun, making friends and being good listeners are presented in a developmentally appropriate manner by using games and activities geared toward younger children.

Life Skills groups are for high school students addressing critical thinking skills and social language skills that impact their lives. A speech/language pathologist facilitates these groups and encourages student led discussions. Topics may include: filling out job applications, interview skills, problem solving and conflict management.