



Rehabilitation Inc.

Neurology & Traumatic Injury
Physiotherapy
Occupational Therapy
Speech Therapy

***EXCERPTED FROM INTER-ACTION REHABILITATION INC.'S
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PAEDIATRIC SPEECH LANGUAGE PATHOLOGY PROGRAM

The speech language pathology program of Inter-Action Rehabilitation Inc. provides a broad spectrum of communication related services, to meet the speech language and social communication needs of children and their families in the greater Toronto area. At Inter-Action Rehabilitation Inc., we evaluate each child, determine strengths and areas of concern, address family concerns, and develop an individual treatment plan that will incorporate the most appropriate therapy approach and techniques for the child. When appropriate, we educate families on the techniques that are utilized during each session and then provide ideas of carryover into your daily activities. Goals are often reached by using play-based, child-centered, family-friendly approaches. We are providing solutions that allow children to reach their full potential in all areas of communication.

The speech language pathology program offers the following services: comprehensive speech, language, and cognitive-communication assessments, individual therapy for children who present with acquired brain injuries, speech/articulation, language, social communication, voice, stuttering, pre-literacy, Augmentative and Alternative Communication (AAC), and feeding therapy, parent education, consultation, and collaboration with other service providers.

In addition to traditional therapy techniques, we are trained to complete the following approaches: Augmentative and Alternative Communication (AAC) – AAC provides a means of communication for people with complex communication needs who are not able to use speech as their primary mode of communication. We can provide assessment, intervention, and device training for children and their families who use AAC. Our goal is to help improve their communicative competence and become more efficient communication partners.

Picture Exchange Communication System (PECS) – The Picture Exchange Communication System is a non-technological augmentative communication system using picture symbols that is designed to help children acquire a functional means of communication. PECS is appropriate for children who do not use speech or who may speak with limited efficiency, children who present with articulation or motor planning difficulties, limited communicative partners, lack of initiative in communication, etc.

Visualizing and Verbalizing for Language Comprehension and Thinking (V/V) – created by Nanci Bell. The V/V program identifies visualization as a primary factor crucial to language comprehension and critical thinking. Language comprehension is the ability to connect to and interpret oral and written language. The program also helps children recall facts, find and understand the main idea, make an inference, draw a conclusion, and to predict what may happen next.

Oral Motor and/or Feeding Therapy Approaches: Debra Beckman, and Sarah Rosenfeld Johnson's Oral-Motor and feeding programs.

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