## Serving the Full Spectrum "Children who received speech therapy

*via telepractice* achieved the best outcomes, even out-performing the national benchmarks for children from similar diagnostic and demographic backgrounds."\*

## of Speech-Language Disorders



## PROGRAM HIGHLIGHTS

- Customized lesson plans based on student IEP goals
- Services available for all students on the spectrum—those with a functional means of communication and those without
- Patient and compassionate SLPs trained to treat individuals with language and communication barriers
- One-on-one attention, but without the discomfort some ASD students experience from the therapist's physical proximity
- Enhances the "online disinhibition effect" for students who prefer on-screen to in-person interaction
- Therapy can be delivered in a private space or a shared space, depending on student need
- Easier assimilation of information and expedited learning resulting from the reduced stress and pressure of traditional FTF speech therapy
- TalkPath Classroom platform allows unlimited, continuous practice time at home or in location of student's choice
- No transition needed to an unfamiliar setting
- eHelpers assist lower-functioning students

TalkPath Live specializes in delivering the **most effective**, most affordable, state-of-the-art online speech-language therapy to K-12 students with special needs nationwide.

But kids with autism face issues and challenges distinct from those of other special education students—and it's precisely those distinctions that our innovative and flexible platform expertly attends to.

- Background noise reduction (plus optional headphone use)
- Distraction-free therapy space
- Convenient and comfortable distance learning
- Heightened engagement with technology
- Nonthreatening, controlled environment









FOR MORE INFORMATION, CALL TODAY! Theresa Grant, Chief Program Development Officer 916-296-1772



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\*M. P. Towey, "Speech Telepractice: Installing a Speech Therapy Upgrade for the 21st Century," International Journal of Telerehabilitation 4 no. 2 (2012): 73-78.