



Written By: Dr. S. N. Johnson
Illustrated By: N.D.

Dr. S. N. Johnson

Pushy Pete and the Bad Manners Boys

Dr. S. N. Johnson

Illustrated by: N.D.

Copyright © 2014 Dr. S. N. Johnson

All rights reserved.

ISBN 978-1-329-49669-9



DEDICATION

This book is first dedicated to all the children of the world who just needs someone to tap into their communication abilities. I specifically dedicate this book to my mother Bennecia Stewart – without you there would be no me, my sisters Christina and Danielle, favorite cousin Jarel, and best friends (A.D, V.P, and T.O) for always supporting and encouraging me. Lastly, this book is especially dedicated to Jacqueline and Claude Stewart, Love you always.

INTRODUCTION

Greetings! Thank you for purchasing the first book in the J & C series. This book is designed to address the articulation and speech production in children who may be experiencing difficulties or want an extra boost. This book targets the sets of sounds a child is expected to produce by the age of five. In addition, if you are a reader who does not need to address speech sound development, great news! This book also addresses reading comprehension skills, expressive and receptive language development, and social and pragmatic skills.

With this book, you will be able to address a variety of speech and language development skills from the comfort of your home, in the classroom, or even out in the community. This book can benefit both the child who is receiving or needs speech and/or language intervention; but also the child who can benefit from more exposure, practice and an Edge Up!

What is a communication disorder?

A communication disorder is a speech and language disorder that addresses difficulties and/or deficits present within an individual's oral motor function, cognitive ability, expressive and receptive language, and/or articulation-phonological production skills. What is important to note about a communication disorder is that it is more than just not talking "right" or 'having a stutter'. A communication disorder can manifest itself within a child's reading ability, ability to follow directions, answer WH (what, who, why, where and when) and Yes/No questions, and even recalling information and following directions. A communication disorder is so great that it can affect a child's educational progress and their ability to do something as simple as express their wants and needs. Your child may present with all or one or more of the documented communication disorders that can be presented. Primarily, it is important for you to understand that communication disorders are divided into 4-5 categories (may vary depending on the professional you speak with).

These categories include:

- A. **Speech Disorder:** A speech disorder means that your child is demonstrating difficulties in the areas of articulation, fluency, voice/vocal production and phonological processing and awareness skills. This category of a communication disorders focuses specifically on the way in which words and sounds are produced and the oral structures involved in that production.
- B. **Expressive Language Disorder:** An expressive language disorder means that your child is demonstrating difficulties in their ability to verbally express themselves. This is impacted not by speech (speech production may be clear and intelligible)

however; it is affected by factors such as sentence structure, vocabulary development, comprehension, recalling skills, morphology, and even processing skills.

- C. **Receptive Language Disorder:** A receptive language disorder means that your child is demonstrating difficulties in their ability to understand and decode what is being said or has been personally read. This impacts their processing skills, ability to follow directions, comprehend and recall items and in turn will impact your expressive language skills.
- D. **Social and Pragmatic Skills Disorder:** A social and/or pragmatic skills disorder primarily impacts the child's ability to engage in conversation, interact with peers and others in the community, know how to complete proper conversational turn taking, maintain a topic, and recognizing what is and is not appropriate during interaction with peers and others within the community. In addition, your child may experience difficulty with figurative and literal language, metaphors, sarcasm and telling and understanding jokes. These difficulties may impact their communication skills, ability to engage and interact with peers and make friends.

This book targets all of the areas listed above in many formats and provides an Areas to Address sheet at the end of the story (back of the book) to assist you along the way.

I hope you enjoy this book and all the components within. Look out for the next book in this series to follow. Any questions or comments you may have, feel free to reach out to me at the contact information located in the back of the book.

Happy Reading and Intervening!

Dr. S. Johnson

Articulation Opportunities Presented in this Book

Articulation: If your child is working on any of the first sounds required for a child between the ages of two and five years of age, these are the reported sounds that are expected to be mastered. If your child has not mastered these sounds, don't panic every child progresses at a different pace. Be sure to grab a speech articulation screen from your nearest speech pathology location and use the words presented in the book and in the list below for practice in the meantime.

Sounds: P, B, D, M, N, ING, H, W, K, G, T, F, Y

Words with this sound presented on the first page:

Pushy
Pete
Biggest
Boy
Big
He
His
Had
Was
Were
Detention
Many
Mean
Nick
Name
Behind
Back
Few
Kids
Friends



This is Pushy Pete. Pushy Pete was the biggest boy in his class and he had the biggest attitude.

Pete was always angry about one thing or another and was always in detention.

Pete was so big and so angry that many of the children in his class nicknamed him Pushy Pete behind his back.

Now even though Pete was pushy and most of the kids were afraid of him, he had a few friends that were just as mean.



Timmy, Sean, Johnny, Angelo and Nick were his friends and together they were known as The Bad Manners Boys. The Bad Manners Boys bullied the children at P.S. 63 all year. They were loud, bossy, and had NO manners.

Timmy never covered his nose when he sneezed or coughed, and he even talked with his mouth full of food. None of the children liked to sit near Timmy at lunch because he was always chewing and talking with his mouth open.

Sean was the biggest prankster of the Bad Manners Boys crew. He thought it was funny to throw spitballs at the back of his classmates' heads and put glue on other's seats. Sean was the boy in the crew who would tie your shoestrings together during class or stick a silly note to your back that says: "Kick Me".



Jonny was not always bad mannered, but when he got around Pushy Pete and the other Bad Manners Boys, he was known to be sneaky and would make up stories about others that were not so nice. Many times, Jonny would hide the belongings of others in the class and blame it on someone else.

Angelo was Jonny's brother and his partner for all the sneaky, low down pranks and stories Jonny would create and like to play on others.

And then there was Nick. Pushy Pete and his friend Nick were just alike. They grew up together and their parents were very close. Both of these guys had **NO** problem pushing to get to the front of the line. They never said excuse me. The word **MOVE!** seemed to be their favorite word. Nick also liked to hog the ball during recess.



But this school year, things were going to change. Some kids in Pushy Pete and the Bad Manner's Boys class were fed up! They decided over the summer break to teach Pete and the Boys some manners this school year.

Yana, Shania, Jarel and Monty were going to show Pete and his boys that manners were important and they were not going to be pushed around any longer.

They called themselves the Pleasant Crew and their mission was to teach manners to Pushy Pete and the Bad Manners Boys.



On the first day of school, Yana and Shania from the Pleasant Crew had a run in with Nick from the Bad Manners Boys during recess. Yana was running to the jump rope group and accidentally bumped into Nick.

“Oh My! Please excuse me, I didn’t see you there” said Yana. “Hey!” shouted Nick, as he shoved Yana backwards into the grass. Yana bumped into Shania and made her fall to the ground too. “Watch where you are going”. Nick growled. Shania was hurt by Nick’s reaction but, she finally had a chance to teach him a lesson. Shania grabbed her elbow and begin to moan really loud. “Help me! Help me! I think it’s broken”.

The recess monitor came rushing over and soon took Shania inside to see the nurse. Watching from the side, Nick began to feel bad. He did not mean to hurt Shania; he just wanted to look cool for his friends. “Now look what cool has caused” he thought. Shania went home early and Nick was sad and worried that Shania may have her broken arm.



On the second day of school, there was a substitute teacher in class. So Sean thought that it would be funny to put glue in Jarel's seat. But someone switched Jarel's seat with the substitute teacher's chair.

When the substitute went to stand up and write on the board, she toppled over with the chair stuck to her bottom! "Who is responsible for this?" she yelled.

Sean quickly pointed at Jarel and because Jarel's name was on the back of the chair he was sent to the principal's office.

At first Sean thought it was a funny prank and laughed until he heard rumors that Jarel may get suspended from school. Sean frowned, "Geesh, it was just a silly joke. I did not mean for Jarel to get kicked out of school." At the end of the second day of school, Sean and Nick sat in a corner worried and sad, wishing they had not been so mean to Yana, Shania, and Jarel.



On the third day of school, Jonny told Angelo that Yana wet her pants during lunch. Angelo spread the rumor to the whole class. During story time, Angelo shouted out, “Hey! Yana wet her pants!” The whole class began to laugh. Yana was so shamed she ran crying from the classroom and locked herself in the bathroom.

The lock got stuck on the bathroom door and the fire department had to be called. Mr. Peyton the principal was so upset he cancelled recess for the rest of the week. Angelo and Jonny felt bad that Yana got locked in the bathroom and now there would be no recess. This rumor wasn’t so funny after Jonny and Angelo thought.



On the fourth day of school, Timmy wanted to know if Yana was okay so he went to find out. But, Timmy forgot to not to talk while eating his lunch and spit rice into Yana's plate. Yana was so grossed out she got sick right there on the lunch room floor spilling her plate.

Monty was walking by with his lunch tray and slipped in the mess ruining his clothes and bumping his head on the ground. When Monty saw what he had slipped in, he became sick too, causing Bobby to get sick, and then Angelina got sick. The principal canceled lunch and sent the lunch lady home thinking the kids must have food poisoning.

Timmy felt bad when he heard what happened to the lunch lady. He was just talking to Yana, he didn't mean to spit food and make everyone sick, causing the lunch lady to lose her job. "Sheesh, I promise not to talk with my mouth full again" thought Timmy.



On the fifth day, in the gym, Pushy Pete wanted to play dodge ball when everyone else wanted to play tag. “We play what I say we play!” shouted Pushy Pete.

“Says who?” asked Shania, Monty, Yana, and Jarel. “Me and my boys.” Said Pushy Pete. “Right guys?” Pushy Pete looked behind him at Jonny, Sean, Angelo, Timmy and Nick. But they were not agreeing with him.

“Hey! What’s the big idea?” frowned Pushy Pete when he noticed his boys walking away to stand behind The Pleasant Crew.

“All week our being rude, mean and pranksters have caused bad things to happen to people. We never meant for anyone to get hurt, suspended or fired. We just wanted to be cool and liked” said Nick. “I don’t want to be called a Bad Manners Boy any longer. My parents would be disappointed in me if they found out the things I have done” pouted Timmy. “Yeah, our bullying and bad behavior days are over!” shouted Angelo and Jonny. “You are on your own Pete” said Sean.



Then the Bad Manners boys except Pete turned to the Pleasant Crew and apologized. “We forgive you, now let’s go play tag” said the Pleasant Crew. They all high fived and hugged and began to select teams to play tag.

“Hey wait! I’m sorry too. I don’t want to be a Bad Manners Boy by myself. I thought it was easier for me to get things and make friends being pushy. It is hard having friends when you are my size” said Pete.

“We will be your friends Pete. But you have to remember no one likes a bully. If you ask nicely and be nice, say please, sorry and thank you; you can have all of us as friends” said Yanna. “Okay, I will work on doing those things” said Pete. “And we will work on it with you” said the Pleasant Crew.

And on that fifth day of school, the Pleasant Crew won the battle against Pushy Pete and the Bad Manners Boys and gained some new friends.

Teaching Moments

You can assist your child in developing many communication, speech and language skills as you spend time together reading this book. Before, during, and after reading this book be sure to incorporate the teaching moments presented below. Of course, there are many things you can address so please feel free to add your own personal teaching moments. The activities listed below are just to give you a head start on productive learning interactive moments.

Additional Tips:

- A. Be sure to ask your child questions about the characters in the story. Questions such as who is your favorite character and why, are great starter questions. In addition, you can take character discussing one step further and encourage your child to draw a picture of the characters or their favorite characters in the book. Help them write a new story using the story starters below or make a new ending for the story.
- B. Use the sight words list included and create sentences, new stories, and silly phrases to assist in vocabulary development, decoding skills, and reading development.

Specific Areas of Communication You can Address:

Superlatives: Now is a great time to introduce or teach your child more about superlatives. Superlatives are word endings that are used to change the meaning of a word and compare two or more items. By the time your child is three and a half years old, they should be able to use and understand the superlative –est. Take a moment to introduce your child to the superlative words **BIGGEST** on the previous page. Discuss with them how Pete is the **BIGGEST** in his class and what makes him the **BIGGEST**. Discuss his size and how big he looks compared to the other children in the picture.

Recalling Information: For children who are entering or currently in their school-age years (five years old and on), the ability to recall information and develop a functional short-term and long-term memory database is very important. The ability to recall information for a child enhances and supports their ability to retain information presented in class, recall and complete verbally presented directives/instructions, increase reading comprehension skills and retrieve information previously stored.

Using the initial pages in this book, let's play the Name Game with your child. Encourage your child to remember the name of the story, the biggest boy in the class name (Pushy Pete), what color shirt Pushy Pete was wearing and other dynamics of the pictures. Give your child a 30 second pause to look at the picture and 30 seconds to process the information before asking them to recall different aspects. If your

child demonstrates trouble with this task, one great technique is to teach them to visualize and chunk information. So they would look at the picture for 30 seconds, and then tell you what they visualized, and then chunk into categories (clothes – red shirt, kids – 2 girls, 3 boys, Names that start with P- Pushy Pete). Another cool method is to whisper the information to themselves at least three times to help commit it to memory before trying to recall it.

Reading Comprehension: To present with reading comprehension skills means that you are able to read, process, and understand the meaning of the text presented. Reading comprehension is directly linked to a child's vocabulary, decoding skills, and ability to answer questions related to the text. One key way to work on, test, and exercise your child's reading comprehension skills is through the use of WH-Questions and discussion/conversation. Use the text and pictures to discuss what you have just read and help with answering the WH-questions. Discuss:

1. What is the title of the story?
2. What is another good title for this story?
3. What is the story about?
4. What is the main idea of the story? (*This may not be an appropriate question for all ages and may need to be taught before introduced. The response can vary based on the child's comprehension of the story/intentions of the reader – bullying is not nice, how to make friends, teaching manners etc.*)
5. What are the characters in the story names?
6. In this story who are the bullies?
7. What does it mean to be pushy?
8. What happens to Pete after his friends don't want to be Bad Manners Boys any longer?
9. How does Sean feel after Jarel gets in trouble?
10. What are some reasons Pushy Pete always has an attitude
11. What happens in detention?
12. What are some reasons Pushy Pete is placed in detention?
13. What would make the kids in Pushy Pete's class afraid of him?
14. What is Pushy Pete angry about?
15. Who is the biggest kid in the class?
16. Where does Yana get stuck?

Vocabulary Development: A child's building of vocabulary words is a process that begins at the infancy stage. Vocabulary development is a very important part of all learning, especially content learning. As stated above, vocabulary is directly linked to a child's reading comprehension skills. As you read to your child, you are assisting them in increasing their vocabulary significantly. Vocabulary exposure in a word-rich environment should occur all day everyday as your child grows. You can assist your child in building their vocabulary skills by using cool strategies like:

- A. I spy – you describe the word based on the picture presented and see if the child can locate it. Switch roles and allow the child to try their hand at describing.
- B. Charades – take turns acting out words like Angry, Pushy and Afraid. Discuss its meaning if the child is unsure before having to act it out.
- C. Acting Action – define the word Detention, after work together to make a scene for what detention would look like if your child was the teacher. Set up the props and act it out! Add more fun by recording the action and playing it back for your child. Allow different opportunities and scenarios.

You can also act out a scene of being angry or having an attitude for diversity in your educational play.

Social Skills: Social skills are the skills children develop and use to communicate and engage with their peers and adults. Social skills at the school-age can be a tricky area to master for your child. A child's ability to socialize is influenced by the manner in which they use language, the words they choose to use to communicate, their gestures, body language, and overall attitude and comprehension of the language process. The most important component of developing social skills in school-age children is being aware of how they communicate and interact with their peers daily. In this story, there are great social skills development opportunities, take a moment to discuss:

- 1. Discuss the behavior of Pushy Pete and the other Bad Manners Boys
- 2. Discuss the process of being angry and methods to cooling down
- 3. Discuss manners and how that affects your social skills based on the environment
- 4. Discuss the effects of talking with your mouth full and how to correct this bad manner
- 5. Discuss Nick pushing Yana and why this is not appropriate behavior on the playground
- 6. Discuss why Nick pushed Yana, it's impact on others (Shania's) and another way this situation could have went
- 7. Discuss playing pranks on others and when they may go too far
- 8. Discuss what Bully means and why being a bully is not a good way to make friends

9. Role play different scenes of being a bully and expressing your feelings to a bully
10. Role play scenarios of letting an adult know if you are being bullied
11. Role play the process of making friends and the best words to use to introduce yourself and make new friends

Cause and Effect: Children begin to develop and understand cause and effect skills before the age of two through interaction with parents, caregivers, and other loved ones. Cause and effect opportunities are also related to a child's social skills development as the child interact with others based on reactions to things they have said and/or done. It is important to encourage opportunities of cause and effect learning as it assists in stimulating the development of a child's language, reasoning, and processing skills. Within this story there are many opportunities to teach cause and effect.

- A. If you talk with your mouth full what may happen?
- B. Being mean to people may stop you from being able to do what?
- C. What can happen if you make up stories about people?
- D. Playing pranks can result in what sort of things happening?
- E. Telling an adult that you are being bullied can help with what happening?

Sequencing and Ordering: A child's ability to sequence demonstrates their skill in placing events in the order of which it occurred. This skill is very important for language development and academic success. A child should be able to tell a story in the correct order based on what they have seen and heard, complete tasks based on multi-step directives, and even complete a test by the time they reach school-age. Utilizing the sequencing sheet below, work with your child to sequence/place the story back into the order it was read. You may place a number in each box on the pictures of cut the pictures out and sequence that way.



Sight words used in this book

The best practice is to teach your child to be able to independently each letter sound on its own before teaching them to recognize the word as a whole. Phonics is an important part of reading and decoding skills and should not be substituted for memorizing sight words in a whole form.

a	but	home	most	own	then	we
about	by	his	must	play(ed)	their	went
all	came	hurt	my	please	there	were
also	called	I	near	put	they	what
always	days	if	never	right	things	when
and	did	in	not	room	this	who
are	done	into	now	run(s)	though	will
around	don't	is	of	said	to	with
at	first	it	off	say(s)	together	would
back	for	jump	on	school	too	you
bad	get	just	one	see	up	your
be	got	let	open	she	us	
because	have	liked	or	so	very	
began	he	look(s)	other(s)	some	walk(ed)	
big	head	looked	our	talk	want(s)	
break	her	make(s)	out	that	wanted	
by	heard	many	over	the	was	



- Introduce sight words as they are presented in the story. Work with your child on first identifying each letter sound and teaching any rules that are special to the word (ex. In the word “liked” the last vowel “e” makes the first vowel “I” say its name). Take learning sight words one step further by having your child use each sight word in a sentence and even begin to recognize the sight words in other stories and texts in the child’s environment.

Speech and Language Therapy: What every parent should know

A communication disorder is a speech and language disorder that addresses difficulties and/or deficits present within an individual's oral motor function, cognitive ability, expressive and receptive language, and/or articulation-phonological production skills. What is important to note about a communication disorder is that it is more than just "not talking right" or "having a stutter". A communication disorder can manifest itself within a child's reading ability, ability to follow directions, answer WH (what, who, why, where and when) and Yes/No questions, and even recalling information and following directions. A communication disorder is so great that it can affect a child's educational progress and their ability to do something as simple as express their wants and needs.

Your child may present with all or one or more of the documented communication disorders that can be presented. Primarily, it is important for you to understand that communication disorders are divided into 4-5 categories (may vary depending on the professional you speak with). These categories include:

A. Speech Disorder: A speech disorder means that your child is demonstrating difficulties in the areas of articulation, fluency, voice/vocal production and phonological processing and awareness skills. This category of a communication disorders focuses specifically on the way in which words and sounds are produced and the oral structures involved in that production.

B. Expressive Language Disorder: An expressive language disorder means that your child is demonstrating difficulties in their ability to verbally express themselves. This is impacted not by speech (speech production may be clear and intelligible) however; it is affected by factors such as sentence structure, vocabulary development, comprehension, recalling skills, morphology, and even processing skills.

C. Receptive Language Disorder: A receptive language disorder means that your child is demonstrating difficulties in their ability to understand and decode what is being said or has been personally read. This impacts their processing skills, ability to follow directions, comprehend and recall items and in turn will impact your expressive language skills.

E. Social and Pragmatic Skills Disorder: These disorders are primarily impacted by the child's ability to engage in conversation, interact with peers and others in the community, know how to complete proper conversational turn taking, and recognizing what is and is not appropriate during interaction with peers and others within the community.

It is important to note that each child develops at a different pace and level so if your child has not met these milestones yet, DO NOT panic. It is important to allow your child at least 6 months beyond the milestone age mark before seeking outside consultation and intervention.

RED FLAGS	TECHNIQUES
Trouble pronouncing words or sounds accurately	Model sounds and words for the child. Accurate production can assist when they have said something inaccurate.
• Presence of a lisp when speaking (s or th sounds)	Show the child how to place their tongue when producing the sound. Make them aware of the presence of the tongue being seen which is not proper.
• Difficulty understanding what the child has said	Depending on the circumstance (excitement, anger, and fluency) instruct the child to slow down and speak slowly to help comprehension and incorporate technique number one.
• Cuts-off or adds sounds to words	Remind your child that a sound does or does not belong there and model it correctly for them.
• Abnormal nasal quality when speaking	See a trained therapist/ENT specialist
• Breathy or harsh tone when speaking	See a trained therapist/ENT specialist
• Stuttering—chops up words when talking	Prompt the child to slow down, be patient and DO NOT attempt to finish words or speak for them
• Prolongation of words or sounds when speaking	Prompt the child to slow down, be patient and DO NOT attempt to finish words or speak for them
• Clutters words together—rapid speech	Prompt the child to slow down, be patient and DO NOT attempt to finish words or speak for them
• Abnormal production compared to peers of same age	See a trained therapist

Some of the red flags of language listed will become most noticeable when the child has reached school age (5-6 years old). Some red flags that may indicate your child may indicate your child is experiencing a language delay or disorder includes but is not limited to:

RED FLAGS	TECHNIQUES
Trouble answering who, what, when, where, why, and how questions	Read stories such as this one that allow you to ask questions about the pictures in the book. Also, while watching T.V, driving in the car or in the community ask questions about the things that are going on in your environment.
• Difficulty recalling information (remembering)	Break information down into smaller components and have them repeat it back to you immediately (what did I say?). Use simple wording and add gestures and visual cues as needed.
• Trouble following directions	Break information down into smaller components and have them repeat it back to you immediately (what did I say?).
• Difficulty remaining on topic/task	Redirect the child. Make sure to stop them (gently) and remind them of the topic. Have them tell you what the topic was. Prompt them to tell you something about the topic in three sentences. To stay on task, break tasks into smaller tasks. For example, if the child cannot sit for 30 minutes break the task into three 10 minute tasks. Also provide incentives for completing a task
• Difficulty learning and retaining new concepts/information	Be sure to review information learned. Create simple lessons. Carry over lessons, concepts and information into the child's environment so that they have increased experience with it.
• Difficulty communicating grammatically accurate sentences (verbally or written)	Model grammatically correct sentences. Have the child review and revise written sentences.
• Difficulty explaining/summarizing one's ideas and/or thoughts	Prompt them to take their time, give them questions to help guide them. Break the explanation down into smaller components such

	as first, second, last.
• Trouble with processing word problems verbal or written	Break information down into smaller components and have them repeat it back to you immediately. Chunk information into categories of importance.
• Difficulty attending to tasks (unable to focus)	Redirect the child. Make sure to stop them (gently) and remind them of the topic. Have them tell you what the topic was. Prompt them to tell you something about the topic in three sentences. To stay on task, break tasks into smaller tasks. For example, if the child cannot sit for 30 minutes break the task into three 10 minute tasks. Also provide incentives for completing a task, first you do this – then you can get this.
• Difficulty functionally engaging with peers (in various settings)	Teach your child social skills such as how to greet people in the morning. Practice these tasks with them and have them do a challenge of meeting one new friend each day and come home with a name and hobby of the new friend.
Trouble telling you what they have read, predicting what may happen or sequencing events	Have them tell you what the topic was. Prompt them to tell you something about the topic in three sentences. Sequence the events of the topic; discuss the main event, characters, plot and main idea.

Overall, if you see a difficulty or disorder's signs and symptoms emerging within your child's speech and language skills, it is always best to consult with both your pediatrician and speech and language pathologist. A speech pathologist will complete assessments that will rule out the presence of speech and/or language difficulties determine the presence and/or determine the severity.

Most speech- language pathologists (SLP) will complete a comprehensive assessment that includes a hearing screen, speech assessment for articulation and phonological disorders and a language assessment for expressive and receptive language.

A speech-language pathologist may discuss signs and symptoms and predictions of things occurring with your child outside of communication disorders.

It can never hurt to receive a speech and language assessment that results in no further recommendation. It is better to be safe than late in providing intervention. Early intervention is better than late or no intervention and most cases.

Remember, early intervention can only help and enhance never hurt the communication development of your child. Trust your gut and instincts. You know your child better than any specialist and therapists.



ABOUT THE AUTHOR

Dr. Shameka Johnson is a licensed and American Speech-Language and Hearing Association certified Speech-Language Pathologist. She received her Ph.D. in Communication Sciences & Disorders from Howard University in Washington, D.C. Dr. Johnson is also an Assistant Professor educating and training Master's and Doctoral level graduate students in the Department of Communication Sciences & Disorders; and the owner of internationally recognized private practice TECHnically Speaking LLC. Since Dr. Johnson was a little girl she has filled dozens of black and white composition notebooks with fairytale stories and always set a goal of being a children's book writer. It is a blessing for Dr. Johnson to be able to combine her love and passion for addressing communication disorders with her passion and dream for writing children's books. She promises this is the first of many in a new genre of providing at-home carryover, in school facilitation, and specialized intervention at an affordable rate for all children. Dr. Johnson can be reached at technicallyslp@gmail.com.