



STRAKA

pediatric therapies

SERVICES PROVIDED

**SPEECH THERAPY
OCCUPATIONAL THERAPY
PHYSICAL THERAPY
FEEDING THERAPY
GROUP SOCIAL LANGUAGE
THERAPY**

Evidence based and family focused


STRAKA SPEECH CASTLE ROCK ACCEPTS MOST INSURANCE,
MEDICAID & PRIVATE PAYMENT

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WAYS WE HELP



Straka Pediatric Therapies Castle Rock provides individual and group speech, language, social communication, reading, and occupational therapy by experienced, certified Speech Language Pathologists and Occupational Therapists.



Our therapy is evidence based and family focused. Patients receive individualized support through regularly scheduled therapy sessions with the same therapist. Consistent family support and training teach patients' families how to facilitate progress outside the therapy session.

Conveniently located in central Castle Rock, we are easily accessible to families in Castle Rock, Parker, Monument and South Denver.



ARTICULATION AND SPEECH DISORDERS

Straka Pediatric Therapies Castle Rock treats articulation and speech disorders including the way an individual pronounces words, sentences, or specific speech sounds.



AUTISM SPECTRUM DISORDER

Straka Pediatric Therapies Castle Rock provides treatment for all aspects of language difficulties for children and young adults with autism spectrum disorder, from pre-linguistic joint attention skills to difficulty with figurative language.



CLEFT LIP AND PALATE

Straka Pediatric Therapies Castle Rock treats speech difficulties resulting from cleft lip and palate including resonance, nasality, and specific speech sound difficulties.



DEVELOPMENTAL DELAYS

Straka Pediatric Therapies Castle Rock wants children to reach their full potential, helping them grow in areas they may be behind.



FEEDING DISORDERS

A feeding problem affects a child's ability to eat or drink in a developmentally appropriate and safe way.

WAYS WE HELP

CONTINUED

HEARING IMPAIRMENTS

Straka Pediatric Therapies Castle Rock supports a variety of hearing impairments. It is especially important to diagnose and treat a hearing impairment in children as early as possible to limit potential impact on learning and development.

LANGUAGE DISORDERS

Straka Pediatric Therapies Castle Rock helps children and young adults who have trouble with grammar, sentence structure, vocabulary, and word finding skills, as well as difficulty processing language and information.

MOTOR SPEECH DISORDERS

Straka Pediatric Therapies Castle Rock addresses concerns with an individual's ability to coordinate the fine motor movements required for speech to sound intelligible, sometimes referred to as apraxia of speech.

SOCIAL LANGUAGE DISORDERS

Straka Pediatric Therapies Castle Rock treats concerns with a person's ability to communicate and relate to peers including social rules, conversation skills, problem solving, and activities of daily living.

STUTTERING

Straka Pediatric Therapies Castle Rock treats stuttering in children and young adults. Stuttering affects fluency of speech and is characterized by "bumps" or "blocks" in the production of speech sounds and can lead to communication difficulties.

VOICE DISORDERS

Straka Pediatric Therapies Castle Rock treats pediatric voice disorders and vocal cord dysfunction. Voice disorders concern the quality, volume and resonance of a patient's voice.



OCCUPATIONAL & PHYSICAL THERAPY

Straka Pediatric Therapies provides services to help children develop underlying skills essential for learning and performing specific tasks, as well as addresses social and behavioral skills.

Occupational therapy and physical therapy assist with a child's overall self-concept and confidence by helping children develop basic sensory awareness and motor skills needed for motor development, learning, and healthy behavior. These include the following:


- BODY AWARENESS (PROPRIOCEPTIVE SENSE)
- COORDINATION OF MOVEMENTS BETWEEN THE TWO SIDES OF THE BODY ("CROSSING MIDLINE")
- FINE MOTOR CONTROL AND ORGANIZATION
- MOTOR PLANNING
- MOTOR MOVEMENTS AND COORDINATION
- GROSS MOTOR COORDINATION
- ENDURANCE AND MUSCLE TONE
- VISUAL PERCEPTUAL SKILLS
- SELF-REGULATION
- SENSORY MODULATION (REACTION TO STIMULUS)



OCCUPATIONAL & PHYSICAL THERAPY





CONTINUED



Physical therapy also assists in developing gross motor skills including strengthening, coordination, conditioning, injury healing, injury prevention, and overall development of physical skills.

These include the following:

- 
- GAIT TRAINING
 - COORDINATION FOR GROSS MOTOR SKILLS
 - DEVELOPMENT OF GROSS MOTOR SKILLS FROM BIRTH TO MORE ADVANCED SKILLS
 - ORTHOPEDIC INJURY REHABILITATION
 - SPORTS CONDITIONING AND INJURY PREVENTION
 - PAIN MANAGEMENT
 - NEUROLOGIC RETRAINING WITH BALANCE AND COORDINATION



Functional outcomes of occupational and physical therapy can include development in cognitive, physical, sensory, and motor skills, improved core strength, increased independence in activities of daily living, and overall enhancement of self-esteem.



MENTAL HEALTH SERVICES

Our mental health therapists will serve current Straka Pediatric Therapies Castle Rock clients including children and pre-adolescents. We value working with the client and the parent/guardian so that we may fully understand the depth of the individual's needs and from there, facilitate growth. We can support clients with anxiety, depression, grief, self-esteem challenges, motivational challenges, and more.

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COMMUNICATION RED FLAGS BY AGE

3 YEARS OLD

- Says only one or two words at a time (e.g., "kick ball" instead of "I kick ball to daddy")
- Cannot answer "what" or "who" questions.
- Does not initiate conversations; speaks only when spoken to, or only repeats what others say
- Strangers understand less than half of what child says

5 YEARS OLD

- Uses only 3-4-word sentences to talk about "here and now"
- Talks a lot, but does not engage in reciprocal conversation and/or make comments relevant to the situation
- Cannot answer "how" and "why" questions, or questions about past or future events
- Cannot say most sounds correctly (with the exception of /r/ and "th")

4 YEARS OLD

- Talks only about the "here and now" rather than events in the past and future, objects/people that are not present
- Puts words in the wrong order in sentences, and/or leaves out little words (in, the, of) and word endings (-ing, -ed,-s)
- Does not follow two-step directions
- Cannot listen to 2-3 lines of a story and answer simple questions about it
- Speech is still hard to understand (i.e., many sound errors)

6 YEARS OLD

- Difficulty with attention
- Continuing to have grammatical errors in sentences
- Not able to tell a coherent story
- Does not understand quantitative concepts (each, every)
- Unable to respond to "why" questions by giving a reason

OTHER CONCERNS

- Is a very picky eater (willing to only eat four or five foods, gags on certain textures)
- Has difficulty with transitions
- Uses repetitive and/or perseverative behaviors
- Shows no interest in communicating
- Demonstrates tantrum behavior after the initial 2 weeks of school
- Drools excessively
- Stutters more consistently in connected speech and for longer than six months

FINE MOTOR RED FLAGS BY AGE

3 YEARS OLD

- Movements seem shaky or stiff
- Arms and hands seem very weak
- Not able to snip a piece of paper with scissors
- Unable to imitate a vertical or horizontal line (| & ---)
- Unable to imitate a + with two lines that intersect midline
- Unable to imitate a circle that is round in shape
- Cannot use a spoon very well and often spills or drops more food off the spoon than goes in his/her mouth
- Not able to put on own pants, loose socks, and shoes
- Seems weaker and fatigues quicker than his/her peers
- Still uses a whole hand grasp on writing instruments

5-6 YEARS OLD

- Does not have a hand dominance established
- Unable to recognize similarities and differences in objects
- Unable to recognize object relationships to each other and one's self (like under, over, behind, front)
- Switches hand during writing/drawing
- Unable to draw simple shapes such as square, diagonal line, triangle
- Difficulty with writing letters; writes them inefficiently
- Unable to attend as compared to his/her peers

4 YEARS OLD

- Unable to build a tower of several small blocks
- Unable to begin to imitate to draw a square
- Unable to start to draw pictures that are recognizable
- Not able to get clothing on the correct way (front from back of shirt or pants)
- Unable to string small beads onto a string
- Unable to cut across paper or seems to have awkward movements using scissors
- Unable to build small items using items such as Legos
- Unable to recognize some letters in his/her name

SENSORY PROCESSING RED FLAGS

- Difficulty attending and is always on the move
- Responds negatively to loud noises, touch, or smells as compared to peers
- Difficulty with changes in schedules/ routines
- Unexplained meltdowns that happen frequently (leads to tantrums/behavior)
- Constant need to touch everything (to the point of annoyance)
- Prefers solitary play and does not interact appropriately with peers

GROUP PROGRAMS

7 to 10-Week Group Classes

Preschool Playskills™

Social Skills for Ages 2.5-3.5

Lunch Bunch™

Social Skills for Ages 4-5

Snack + Speak™

Social Skills for Ages 5-6

Fun with Fluency™

School Age or Teens & Tweens

Social Power™

School Age (7-9), Tweens (10-12),
or Teens (13+)

Handwriting Club™

School Age & Tweens

Preschool Motor Skills™

Ages 4-5

Floortime Fun™

Ages 6-12 Months

Special Olympics

Young Athletes™

Ages 3-5

PRESCHOOL PLAYSKILLS™

AGES LATE 2-3.5

The Preschool Playskills™ group is a therapeutic approach to social development, run by licensed speech-language pathologists and occupational therapists. It is designed to develop play skills while eliciting age-appropriate language through natural opportunities for social interactions.

Children will be engaged in a variety of adult and child-directed activities in order to develop skills for preschool such as: joint attention, circle-time and waiting, turn-taking, sharing, and pairing language with nonverbal social skills, as well as activities with a focus on fine and gross motor skills, and sensory processing development.

LUNCH BUNCH™

AGES 4-5

The Lunch Bunch Social Skills Group™ focuses on building social relationships with children who have just started or are about to enter school. This group is appropriate for children who are able to carry on a brief back and forth conversation, run by licensed speech-language pathologists and occupational therapists.

There will be a focus on improving attention to peers, good listening skills, turn-taking, social language, and strategies for building friendships, as well as activities with a focus on fine and gross motor skills, as well as sensory processing development, all during lunch time!

SNACK + SPEAK™

AGES 5-6

The Snack + Speak™ social skills group focuses on building social relationships with children who just started or are about to enter school. This group is appropriate for children who are able to carry on conversation by asking and answering questions, run by licensed speech-language pathologists and occupational therapists.

There will be a focus on improving attention to peers, good listening skills, turn-taking, social language, and strategies for building friendships, as well as activities with a focus on fine and gross motor skills, and sensory processing development, all during snack time!

SOCIAL POWER™

SCHOOL AGE (7-9), TWEENS (10-12), OR TEENS (13+)

The Social Power™ social skills groups will focus on ways to break down, discuss, and implement abstract social concepts with elementary, middle-school, and high-school students, run by licensed speech-language pathologists and occupational therapists, and utilizing the Michelle Garcia Winner Social Thinking curriculum.

Lessons are organized into categories that include friendship, perspective taking, self-monitoring, being part of a group, effective communication, making plans to be with others, problem solving, as well as activities with a focus on fine and gross motor skills, and sensory processing development. Practical life skills will be addressed through monthly field trips into the community.

FUN WITH FLUENCY™

SCHOOL AGE & TWEENS

The Fun with Fluency™ group integrates peer support, discussion, fluency technique practice, and desensitization activities to help garner confidence and build strong communication skills, all while having fun!

Fun with Fluency combines indirect and direct therapies and integrates fluency shaping with stuttering modification, as needed.

HANDWRITING CLUB™

SCHOOL AGE & TWEENS

Handwriting Club™ is divided into groups designed to match specific skill and age levels. A small group size and interactive indoor gym promotes a positive approach to learning an often difficult and challenging skill.

Our certified occupational therapists will incorporate multi-sensory strategies and whole brain learning – featuring the Handwriting without Tears program.

FLOORTIME FUN™

AGES 6 TO 12 MONTHS

Floortime Fun™ focuses on teaching parents hands-on strategies to increase purposeful movements, interaction with toys and family, and mobility skills to allow exploration of their environment. This group is appropriate for babies who don't have a strong desire to move around and who seem behind in their motor milestones (rolling, sitting, crawling, and pulling into standing).

Our licensed physical therapist will assess for any tightness or weakness that is preventing babies from exploring and hitting their milestones and provide parent-friendly exercises that address the deficits. There will be a focus on teaching appropriate handling skills, ensuring that parents feel confident with all skills, and allowing parents to ask questions regarding their babies' development.

SPECIAL OLYMPICS YOUNG ATHLETES™

AGES 3-5

Join us for a fun introduction to basic sport skills, balance, coordination, and motor movement facilitated by certified Physical and Occupational Therapy practitioners!

Our group utilizes components of the Special Olympics - Young Athletes Program to provide children with activities and games that meet their individual skill and ability levels, while allowing them to play together in a fun and inclusive environment.