

Abstract Title:-

From Therapy Room to Classroom: Embedding a School-Wide Language Stimulation Framework to Enhance Generalisation and Functional Communication in Neurodivergent Learners

Keynote Speaker – Ms. Tasmiyah Sacoor– Head of Department – Speech & Language Therapy



Abstract:

Communication is foundational to learning, participation, and independence for neurodivergent learners; however, Speech-Language Therapy (SLT) interventions are often delivered in isolation, limiting the generalisation of skills across classroom, community, and vocational contexts. This presentation describes the design and implementation of a school-wide Language Stimulation Framework embedded within Sanad Village, a specialised centre in Dubai supporting learners on the autism spectrum from early intervention through vocational programming.

Led by the Head of the Speech Therapy Department, the framework reconceptualises communication as a shared, system-wide responsibility rather than a therapy-bound outcome. Core principles of speech-language pathology are intentionally embedded into classroom instruction, daily routines, and vocational environments through interdisciplinary collaboration, educator training, and structured language-rich practices. Priority areas addressed include receptive and expressive language, social-pragmatic communication, functional literacy foundations, AAC use, and communication skills that support autonomy and employment readiness.

The framework emphasises consistent goal alignment across therapy and educational teams, classroom-based language facilitation strategies, environmental and visual supports, and data-informed monitoring of progress. By increasing both the frequency and functional relevance of communication opportunities, learners are supported to practise and consolidate skills within meaningful, naturalistic contexts.

Preliminary outcomes indicate improved generalisation of communication skills, increased functional communication, enhanced classroom engagement, and greater participation in social and vocational activities. This model highlights the essential role of Speech-Language Pathologists within inclusive education systems and presents a scalable, replicable framework for educational settings seeking to strengthen inclusion, continuity of care, and long-term outcomes for neurodivergent learners.

Keywords:

Speech-Language Therapy • Skill Generalisation • Inclusive Education • AAC • Functional Communication

Learning Objectives

By the end of this session, participants will be able to:

- Describe the limitations of isolated therapy models in supporting communication generalisation for neurodivergent learners.
- Identify key components of a school-wide language stimulation framework embedded within educational and vocational settings.
- Apply classroom-based language facilitation strategies that support receptive, expressive, and social-pragmatic communication.
- Recognize the role of interdisciplinary collaboration in aligning therapy and educational goals.
- Translate speech-language therapy principles into functional, meaningful communication opportunities across school environments..

Short Professional Biography:

Tasmiyah Sacoor is a Senior Speech-Language Pathologist and Head of the Speech Therapy Department at Sanad Village, Dubai. She brings over eight years of international clinical experience across hospital, outpatient, and educational settings in South Africa and the United Arab Emirates. Her clinical expertise includes autism spectrum disorder, AAC, early intervention, paediatric dysphagia, and interdisciplinary service delivery. In her leadership role, she focuses on embedding speech-language frameworks within educational systems to promote skill generalisation, inclusion, and functional independence. She is passionate about clinician mentorship, collaborative practice, and advancing the role of Speech-Language Therapy within neurodevelopmentally informed education models.