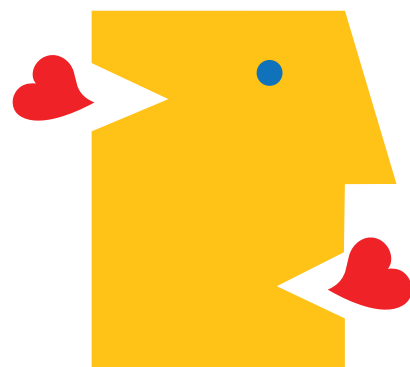


Thomas C. Daus, a licensed and certified Speech-Language Pathologist, provides services within the New York City tri-state area. He has worked with various clinical populations, and continues to obtain outstanding recognition in his field. Mr. Daus graduated from CUNY Brooklyn College with both a Bachelor's and Master's of Science degrees. He received his academic and clinical training at Brooklyn College's Speech and Hearing Clinic, several hospitals, rehabilitation centers, and also within varied schools for children with special educational needs.

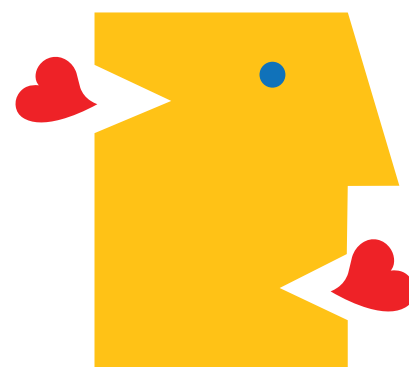
Mr. Daus was awarded several academic scholarships, a fellowship at Brooklyn College, and is also a member of the Phi Beta Kappa National Honor Society. Thomas Daus continues to research current trends within his field. His specialty lies within the areas of Bilingualism, Applied Behavioral Analysis, Prompt Technique, Accent Modification and Pervasive Developmental Disorders. Presently, Mr. Daus is certified by the American Speech-Language Hearing Association, and is licensed by the New York State Education Department.



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“Learning is a  
treasure which  
will follow  
its owner  
everywhere.”

Thomas provides many services including:

## Delays

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- **Language:** A delay within the development or use of the knowledge of language. Therapeutic intervention may address the disorders of phonology (i.e. sound system), morphology (i.e. word units- prefixes and suffixes), syntax (i.e. word order), semantics (i.e. vocabulary usage), and pragmatics (i.e. social aspects of communication). Remediation targets the following: comprehension and expression of oral and written, graphic modalities; processing, preliteracy/literacy skills, and/or phonological awareness.
- **Speech:** A delay in the development, or use of the mechanisms which produce speech. Speech, as distinct from language, refers to the actual process of making sounds, using such organs and structures as the lungs, vocal cords, mouth, tongue, teeth, etc. The disorders of articulation, fluency, resonance, and voice, and the aeromechanical components of respiration fall into this category.

## Disorders

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- **Apraxia/Verbal Apraxia/Dyspraxia:** A speech disorder in which a person has trouble saying what he or she wants to say correctly and consistently. One of the most notable symptoms is difficulty putting sounds and syllables together into the correct order to form words.

- **Articulation:** Difficulties producing sounds within syllables and saying words correctly.
- **Auditory Processing:** Symptoms consist of weaknesses within language discrimination, comprehension, expression, short term auditory memory, auditory sequencing, and/or processing of sounds.
- **Dysarthria:** A speech disorder resulting from neurological injury. Any of the speech subsystems of respiration, phonation, resonance, articulation and movements of the jaw and tongue may be affected.
- **Fluency/Stuttering:** The condition in which the flow of speech is interrupted by abnormal stoppages, repetitions (i.e. st-st-stuttering), or the prolonging of sounds and syllables (i.e. sssstuttering).
- **Hearing:** Remediation through auditory training and compensatory techniques.
- **Language Processing:** Difficulty within the meaning of language, reading, spelling, written language, word retrieval, word finding, auditory sequential memory, and/or sentence imitation.
- **Myofunctional Remediation:** Training of labial and lingual resting and functional patterns, modifying disorders of tongue and lip posture and movement, abnormal fronting (tongue thrust) of the tongue at rest and during swallowing, lip incompetency, and sucking habits.

- **Pervasive Development:** Difficulties within the development or use of functional skills such as language, communication, and/or socialization behaviors (i.e., Autistic Disorder, Asperger's Disorder, etc).
- **Resonance/Voice:** Analysis of voice use, teaching proper breath support, relaxation, and voice placement to optimize speaking. Therapeutic intervention may include remediation of pitch, volume, or the quality of one's voice. These types of disorders may cause pain or discomfort while speaking.

## Disabilities

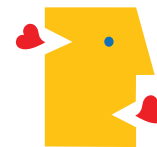
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- **Dyslexia:** A specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities.

## Enhancements

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- **Accent Modification:** A systematic method for changing speech patterns; including pronunciation, voice production, intonation, and rhythm.



- **Cognition:** Attention, memory, problem solving and/or executive functions.
- **Corporate Speech Consulting:** Foreign and regional accent improvement, communication enhancement, public speaking, one-on-one speech and voice coaching, seminars and workshops (i.e. effective public speaking and presentation skills, professional communication skills, executive management communication, conducting effective meetings, professional telephone skills, speech coaching for conferences, sales presentations, image enhancement, etc).
- **Early Intervention:** Infants and toddlers from birth through age two, who have been diagnosed with a physical and/or mental condition which may be resultant within a developmental delay, disability, or disorder.
- **Social Groups:** Small, highly structured and interactive groups to enhance children's social/pragmatic skills. The main focus of such groups is to bring children with specific delays and/or disorders to a level of social appropriateness for his or her mental and/or chronological age. Examples of populations which would benefit from this structured social interaction are those diagnosed with Pervasive Developmental Disorders, Attention Deficit Hyperactivity Disorders, Language Disorders, Auditory Processing Disorders, etc.