
Current, Best Strategies to Help SPEECH LANGUAGE PATHOLOGISTS Better Meet Student Needs (Grades K-12)

RESOURCE HANDBOOK

By Sarah Peterson



Bureau of Education & Research

915 118th Avenue SE • PO Box 96068 • Bellevue, WA 98009
(800) 735-3503 • www.ber.org

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www.ber.org

Welcome!

We want to make today's seminar as useful and productive as possible. Consequently, your instructor has organized this resource handbook to include key handouts, guidelines, and sample materials. It is designed for your use in taking notes during the seminar and to help you apply the concepts in your own school.

If you have any questions about the content of the program, please feel free to discuss them with the presenter at breaks or following the seminar.

If there is anything our staff can do to make the seminar more useful or enjoyable, please let us know. A Bureau staff member will be at the registration table throughout the day.

Following the seminar we would appreciate your feedback. An evaluation form is on the last page of this handbook. Please complete the form at the end of the day and drop it at the registration table.

Thank you for your interest in our programs.

Sincerely,

A handwritten signature in black ink that reads 'Richard W. Herzberg'.

Richard W. Herzberg, PhD
Executive Director

P.S. Because you are a participant at today's seminar we will mail you notices of future seminars appropriate to your subject area and grade level. You may also visit our Web site at www.ber.org for information on future seminar programs.

About Your Instructor

Sarah Peterson is a full-time practicing speech language pathologist with abundant experience. She has served students of all ability levels from preschool through grade 12. She is the author of a new publication entitled, *A Resource for the School-Based Speech Language Pathologist*. Sarah is known for her highly practical approach and for sharing a wealth of proven teaching strategies and resources that are easy to use on a daily basis. Sarah's seminars are fast-paced, enjoyable and full of useful ideas you can immediately implement to guide your school's speech language program.

About The Bureau

BUREAU OF EDUCATION & RESEARCH is North America's leading provider of seminar training for professional educators. Founded in 1976, the Bureau has grown to provide national and regional training programs across the entire United States and Canada. The Bureau is especially proud of its outstanding presenters, all of whom have extensive practical experience in their content areas and many of whom are national and international leaders in their respective fields. Our goal is to provide high quality programs, based on sound research, with an emphasis on practical strategies and techniques that can be immediately implemented.



Bureau of Education & Research

CEU Information

To extend the usefulness of this seminar, the Bureau provides the following additional services for participants:

CERTIFICATE OF PARTICIPATION

Each seminar participant will receive a Certificate of Participation confirming staff development hours for attending today's program. At the conclusion of today's seminar, the certificates will be available for pick-up at the registration table, arranged alphabetically. There is no charge for the certificate.

PROFESSIONAL DEVELOPMENT

Today's seminar may meet your requirements for certificate renewal. Present the Certificate of Participation to your school, district or licensing agency to determine if this seminar meets those requirements.

PROCEDURES FOR THE FOLLOWING SPECIFIC STATES

Connecticut Continuing Education Units

It is necessary for you to attend the entire seminar & complete the following steps in order to earn .5 CT CEUs:

1. Verify your attendance by **signing in** at the registration table on the Connecticut CEU Attendance Verification Roster when you arrive and **signing out** at the end of the seminar. **If you wish to receive CT CEU credit for a seminar held in a state other than CT, you must sign in/out on a separate CT attendance verification roster.**
2. The Connecticut Department of Education requires each participant receiving CEUs to respond to the following question, *"How will today's seminar help you improve student learning?"* **At the close of today's seminar, please take a few minutes to write a response to this question on the evaluation form found on the last page of the resource handbook.** Please include your name and school at the bottom of the evaluation sheet.
3. **Turn in your evaluation to the Program Manager and pick up your Certificate of Participation as you leave at the close of the seminar in the afternoon.** This serves as your official CT CEU Certificate as long as it bears a CT stamp with BER provider number - 694.

Participants who are in need of additional activity codes for specific certification requirements are instructed by CT-DOE to write in the code requested after the 025 (effective teaching and instructional strategies) directly on their Certificate of Participation before they turn it in. The office of Bureau of Certification and Professional Development will look at the title/brochure on file to verify that the additional code requested applies. ** Participants from Newburgh and White Plains, NY are also eligible for Connecticut CEUs.*

Illinois Continuing Professional Development Units (CPDUs)

Each participant in today's seminar is eligible to earn 5.0 IL CPDUs. In order to earn the credit, it is necessary to attend the entire program and do the following:

1. Verify your attendance by signing the Attendance Verification Roster at the beginning and the end of the seminar.
2. Complete the Evaluation Form you will receive at the registration desk and return it to the Program Manager in the afternoon.
3. Complete the Evidence of Completion Form you will receive at the registration desk and **retain it** for your portfolio.
4. At the time of presenting your paperwork for your CPDUs, you will be required to present a copy of the brochure which you may print off of our Web site at <http://www.ber.org/illinois.cfm> within 90 days of the date of this seminar.

Indiana Library Education Units

Librarians are eligible to earn Library Education Units if a seminar has been pre-approved by the Indiana State Library, as indicated on the cover of the seminar's brochure. In order to receive LEUs, it is necessary to attend the entire program and receive a Certificate of Completion at the end of the seminar.

Maine Continuing Education Units

Each participant in today's seminar is eligible to earn .5 ME CEUs from the University of Maine. In order to receive the CEUs, it is necessary to attend the entire program and verify your attendance by signing the Maine Attendance Verification Roster at the beginning and at the end of the seminar. You will receive the Program Completion Form upon signing in. Please complete Section I of the form and hand it back to the Program Manager by noon. The signed form will be attached to your Certificate of Participation which you will receive at the end of the seminar. You will need to send the Program Completion Form together with a check in the amount of \$10.00 to the University of Maine for the CEU transcript. ** Participants from Portsmouth, NH are also eligible for Maine CEUs.*

Michigan State Board Continuing Education Units (SB CEUs)

Each participant in today's seminar is eligible to earn .5 Michigan State Board CEUs. If you would like to receive SB-CEU credit, it is necessary to attend the entire seminar and complete the following steps:

1. Verify your attendance by signing the Attendance Verification Roster at the beginning and at the end of the seminar. Please include your full address including city and zip. This information is used to send your transcript to you, failure to do so will delay the process.
2. Write a check in the amount of \$15.00 payable to MADONNA UNIVERSITY. **SORRY, NO CASH CAN BE ACCEPTED.** This fee covers the cost of processing and maintaining your SB-CEU paperwork and records at Madonna University. **Payment for SB-CEUs must be paid on site. Late submissions cannot be accepted.**
3. A transcript verifying the awarding of SB-CEUs will be sent to you by Madonna University within 30 days of this seminar's date. **If you are interested in graduate credit options through Madonna University please visit:* <http://www.madonna.edu/pages/pdpber.cfm> for more information.

Minnesota Administrative Clock Hours

For those seminars approved for Administrative Clock Hours, please pick up 2 copies of the Certificate of Approved Program Completion at the end of the day from the registration table.

Mississippi Continuing Education Units

Each participant in today's seminar is eligible to earn .5 Mississippi Department of Education Continuing Education Units. If you would like to receive MS Continuing Education Units, it is necessary to attend the entire seminar and complete the following steps:

1. Complete the information requested on the Mississippi Attendance Verification Roster. Verify your attendance by signing in as you arrive and signing out at the end of the seminar.
2. Complete the APPLICATION FOR CONTINUING EDUCATION UNITS (CEUs) form, as requested by Mississippi College. Give your completed form, along with a check in the amount of \$5.00, payable today to Mississippi College, Office of Continuing Education. **SORRY, NO CASH CAN BE ACCEPTED.** Late submissions cannot be accepted. The \$5.00 fee covers the cost of processing and maintaining your MS Continuing Education Units (CEUs) paperwork and records at Mississippi College, Office of Continuing Education. A CEU certificate will be mailed to you by Mississippi College, Office of Continuing Education.

** Participants from the following cities are also eligible for Mississippi CEUs: Alabama: Birmingham, Huntsville, Mobile and Montgomery. Louisiana: Baton Rouge and New Orleans. Tennessee: Memphis*

Montana Teacher Certificate Renewal Units

Each participant in today's seminar is eligible to earn one (1) renewal unit per contact hour of attendance (full day = five [5] contact hours) toward State of Montana teacher certificate renewal. Please complete the following steps in order to earn the unit(s):

1. **Verify your attendance by signing the Montana Attendance Verification Roster at the beginning and at the end of the seminar.** Your name and other requested information must be on the Montana Attendance Verification Roster for you to receive a "CERTIFICATE: REGISTRATION AND VERIFICATION" form.
2. Complete SECTION I of the "CERTIFICATE: REGISTRATION AND VERIFICATION" form and return it to the program manager at the registration table. The certificate will be signed and dated by the program manager, which will validate the renewal unit(s) as required for renewal of certification. Mechanical reproductions of signature will not be accepted on original forms submitted for renewal of certification.
3. At the end of the day, pick up your certificate of participation form and your "CERTIFICATE: REGISTRATION AND VERIFICATION" form at the registration table.

There is no charge for the renewal unit(s). It is your responsibility to submit a validated copy of the "CERTIFICATE: REGISTRATION AND VERIFICATION" form to the Montana Office of Public Instruction when renewing your certification. Instructions for the completion of the "CERTIFICATE: REGISTRATION AND VERIFICATION" form and for certificate renewal are provided on the reverse side of the form.

Pennsylvania ACT 48 CPE Hours

Each participant in today's seminar is eligible to receive five (5) ACT 48 CPE hours. It is necessary to attend the entire program and complete the following steps:

1. Fill out today's ACT 48 CPE roster, providing information in all listed columns. All information is required for you to obtain Act 48 CPE Hours and receive an official letter from PA PDE.
2. Make sure your Professional Personnel ID # is correct.
3. You **MUST** answer the following question on the evaluation page of your handbook: **"How do you plan to utilize the strategies, methods or activities you learned today?"**

Rhode Island Department of Education-Office of Teacher Preparation, Certification & Professional Development

Each participant in today's seminar is eligible to receive five (5) Rhode Island Contact Hours. It is necessary to attend the entire program and complete the following steps:

1. Complete the "Participant Section" on the Credit Report form and give it to the Program Manager at the registration table by NOON. Verify your attendance by signing the Rhode Island attendance roster. **Supplying your Applicant ID number (not your SSN) is MANDATORY.** Failure to provide your Applicant ID number will preclude your completed learning experience from being reported to RIDE. To secure your Applicant ID number contact Shirley Medeiros, Teacher Certification, (401) 222-8801, Email: Shirley.Medeiros@ride.ri.gov. If you are unable to secure your Applicant ID # today, sign today's RI attendance roster, list your birth date on the roster and indicate you will email your ID # to: info@BER.org within 10-days of this seminar. In addition to indicating your Applicant ID # in the email, you will need to include your name and program information: date, city location, short title, and presenter's name to ensure that we have all the information to match your name for reporting. **If your Applicant ID # is not received within the 10-day grace period, we will be unable to report your attendance.**
2. At the end of the seminar, your copy of the verified Professional Development Credit Report form will be attached to your Certificate of Participation. Please retain your copy to verify your records when you apply to RIDE to renew your certificate.

Texas Continuing Professional Education (CPE) Requirements

Participant must attend the entire seminar to earn five (5) clock hours. Should you have to leave early, a deduction in time must be noted on roster and Certificate of Participation.

The Bureau of Education & Research (BER) is a registered Approved Provider (#500206) for CPE clock hours. A one-day BER seminar is equal to five (5) CPE clock hours. It is necessary for you to complete the following steps to be eligible for Certificate Renewal Credit for attending today's seminar:

1. Verify your attendance by signing in on the Texas Attendance Verification Roster when you arrive and then sign out when the seminar is over.
2. At the end of the day, pick up your Certificate of Participation from the registration table. If you must leave early, the reduction in time will be noted on both the attendance roster and your Certificate of Participation.
3. This certificate serves as your official transcript. You are required to keep this document with your files and submit as needed to the State Board for Educator Certification for Certificate Renewal. For additional information about Certificate Renewal visit the SBEC website at: www.sbec.state.tx.us or contact the SBEC Information and Support Center at (888) 863-5880.

Washington Clock Hours: Puget Sound Educational Service District

Each seminar participant is eligible to earn five (5) Washington Clock Hours. If you would like to register for WA Clock Hours, please complete the following steps:

1. Pick up a clock hour registration form at the registration table. Complete the clock hour registration form and write a check for **\$10.00**, payable to PSED. **SORRY, NO CASH PAYMENTS CAN BE ACCEPTED.**
2. Give the completed clock hour registration form and check to the BER program manager at the registration table by NOON. Verify your attendance by signing the Washington Attendance Verification Roster **at the beginning and at the end of today's seminar.**
3. At the end of the seminar, please complete the evaluation form (located on the last page of your handbook) and the bubble form evaluation for PSED. The Program Manager will have your Certificate of Participation and your signed copy of the PSED Clock Hour Form available for pick up at the registration table when you drop off your evaluations.
4. Should you choose to send your clock hour registration and payment directly to Puget Sound ESD, **please note that all forms and payments must be received by PSED within 21 days of the seminar date.** The mailing address is on the form. Please have the Program Manager provide the approval number (SEZ###) before you leave. You will need to fill in the center section, attach a check for \$10 and mail it into PSED **with a stamped, self-addressed envelope.** PSED (not the Program Manager) will sign Section IV on the form and mail back to you the pink copy as your receipt.

Washington STARS Credit for Early Childhood Providers & Educators

The Bureau of Education & Research is approved by the Washington Association for the Education of Young Children to provide STARS training. Participants may be eligible to receive 5.0 STARS credits for attending today's seminar. If you would like to register for STARS credit please complete the following steps:

1. Print your name and STARS registry number on the STARS Training Completion Report on the registration table. If you don't know your STARS registry number, please print your employer's name and phone number. To obtain your registry number, please call (800) 727-3107 ext. 17 or (253) 854-2565 ext. 17.
2. Pick up and retain your Certificate of Participation as proof of attending today's seminar. There is NO charge for STARS credit.

SEMESTER CREDIT OPTION

FOR SEMINARS HELD IN THE UNITED STATES:

One optional graduate elective credit is available through Chapman University College (California), based on the successful completion of course requirements, along with an additional fee of \$65.00. Please refer to the Chapman information sheet, at the end of this section, for complete details for earning the credit and for specific enrollment requirements.

How to Register

You can register onsite at the seminar or by mail or fax after the seminar. If registering at the seminar, please allow two weeks from the seminar date for your registration to be received by Chapman University College. ***If registering after the seminar, please send registration and payment directly to Chapman University College within 30 days from the seminar date.***

- **To register at the seminar:** Complete the registration form and give it along with your payment to the Program Manager at the registration table. Keep the upper portion of the form. These are the instructions for your coursework.
- **To register by mail:** Send the registration portion of the form, along with your payment to:
Chapman University College, Extended Education, BER Practicum, One University Drive, Orange, CA 92866
Keep the upper portion of the form. These are the instructions for your coursework.
- **To register by fax:** Copy the registration portion onto 8 ½ X 11 paper or download the 8 ½ X 11 registration form at www.chapman.edu/ExEd/k-12/ber.asp then fax it and your credit card information to 714-997-6641.

FOR SEMINARS HELD IN CANADA:

One optional graduate elective credit is available through Chapman University College (California), based on the successful completion of course requirements, along with an additional fee of \$65.00 (U.S. Funds). Please visit Chapman's web site, www.chapman.edu/ExEd/k-12/ber.asp to download registration information.

EARN 1 GRADUATE ELECTIVE CREDIT By Developing Practical Activities Based on a **BER** Seminar

Course Description

This course offers educators the opportunity to earn university credits by developing practical activities based on a BER seminar.

Credit Information

Chapman University College will award 1 semester hour of graduate level elective credit based upon successful completion of course requirements. These credits are professional development units that are not part of a degree program but instead are primarily used for professional advancement (such as salary increment steps and recertification). Students should seek approval of appropriate district or college officials before enrolling in these courses to satisfy any degree, state credential, or local school district requirements. State licensing departments vary regarding their criteria for credit acceptance, and some states may not accept credit from universities that are located outside the state.

Course Requirements

1. Attend and participate in the entire seminar.
2. Develop 3 practical activities based on the seminar. The activities must be designed so that they can be implemented in your classroom or program. They may be geared to K-12 students, staff or others, based on your position.
3. Conduct the activities in your classroom/work setting. *Refer to www.chapman.edu/k-12 (FAQs) if not currently in a classroom setting.*
4. Complete a written report that describes each activity. **Each activity must be at least one full page** (not including title page or documentation), typed and single-spaced. Use a 12 point font and one inch margins. Staple the paper together. Do not send the paper in a report cover. Complete your report individually; no group reports are permitted.
5. The report must include a **Title Page** with your name, address (for sending your grade), Chapman ID # (refer to confirmation letter), title of seminar, seminar date, and a brief (one paragraph) description of the seminar. The title page must also include the grade level, number of students, and any special information about the student population (e.g. at-risk, ESL, etc.).
6. You will be graded on the accuracy of the title page, each of the components in # 7 below as well as the **Quality of the Overall Paper**, which includes the format, grammar, spelling, punctuation, required length, and other overall qualities.
7. Write about each activity separately. Use the subheadings below to report on each activity. Label subheadings clearly.
 - A. Activity Description:** Describe each activity in detail, using narrative form (no bullets, no numbers, no incomplete sentences). List all materials that you and the participants used (e.g. handouts, books, props, etc.). Describe each activity thoroughly as if the reader were not familiar with the topic.
 - B. Learning Objectives:** Write specific learning objectives for each activity. Include what you wish to achieve and how you will accomplish it.
 - C. Appropriateness of Activities for Targeted Students:** Explain how the activities meet appropriate developmental needs of the participants/students.
 - D. Correlation of Activities to the Seminar:** Discuss how the activities relate to the seminar content.
 - E. Student Evaluation and Assessment:** Evaluate the students' learning experience and describe the assessment methods. Relate the assessment to objectives stated in B above. Include samples of the assessment tools, if applicable.
 - F. Self Evaluation:** Write a self-evaluation of your own strengths and weaknesses as you developed and implemented these activities. Discuss what you would do differently next time and suggest areas for improvement, if any.
8. Include **Documentation** for each activity (e.g. student samples, photos, handouts, or lessons plans). Samples should be limited to 1 or 2 pieces for each activity and fit in a 9x12 envelope. The samples and the paper will not be returned.

Submitting Report

- Upon registration, you will receive a confirmation letter/receipt, your Chapman ID # and the name and address of your grader. Send your coursework to that address.
- Do not send your coursework to Chapman University College or BER. Grading takes approximately 4 weeks.
- A copy of your seminar participation certificate **must** be included with your report to be accepted for grading.
- The final report is due (postmarked) **six months** from the date of the seminar with **no extensions**. Your report will not be returned to you. You will receive a grade by mail.

Confirmation Letters

We encourage you to begin working before you receive your confirmation letter/receipt. You may safely assume that your registration will be successful, and you may view the rubric and sample format at <http://www.chapman.edu/k-12/ber.asp>.



EARN 1 GRADUATE ELECTIVE CREDIT By Developing Practical Activities Based on a BER Seminar

How to Register

You can register onsite at the seminar or by mail or fax after the seminar. If registering at the seminar, please allow two weeks from the seminar date for your registration to be received by Chapman University College. ***If registering after the seminar, please send registration and payment directly to Chapman University College within 30 days of the seminar date.***

- **To register at the seminar:** Complete the registration information below and give the bottom portion of this form along with your payment information to the Program Manager at the registration table. Keep the upper portion of the form. These are the instructions for your coursework.
- **To register by mail:** Send the registration portion of this form, along with your payment directly to:
Chapman University College, Extended Education, BER Practicum, 16355 Laguna Canyon Rd., Irvine, CA 92618
Keep the upper portion of the form. These are the instructions for your coursework.
- **To register by fax:** Copy the registration portion below onto 8 ½ X 11 paper or download the 8 ½ X 11 registration form at www.chapman.edu/ExEd/k-12/ber.asp. Then, fax it with credit card information to 949-754-1337.

Confirmation Letters

Upon receipt of your registration, we will send you a confirmation letter/receipt as well as the name and address of your grader. We will process your registration as soon as possible. Turnaround time depends upon volume. **We encourage you to begin working before you receive your confirmation.** You may safely assume that your registration will be successful, and you may view the rubric and sample format at www.chapman.edu/ExEd/k-12/ber.asp.

Submitting Report

- Please send your coursework to your assigned grader. **Do not** send coursework to Chapman University College or BER.
- A copy of your seminar participation certificate **MUST** be included with your report to be accepted for grading.
- The final report is due (postmarked) **six months** from the date of the seminar. Your report will not be returned to you.
- Grading takes approximately 4 weeks. You will receive a grade by mail.

Canadian Registrations

Please visit Chapman's Web-site www.chapman.edu/ExEd/k-12/ber.asp to download a registration form specific to Canada.

Further Questions

FAQs on our website: <http://www.chapman.edu/ExEd/k-12>

Email: K12@chapman.edu

Phone: 949-341-9857



EDUC 9535 Educational Research Practicum (1 credit) \$65.00 (in U.S. funds)

Registration for BER Practicum

Clip and mail this form to the Chapman University College address above or fax per instructions above.

Last Name		First Name	M.I.	Seminar Title	
Address				Seminar Date	
City		State	Zip	Make \$65 check payable to Chapman University. Circle payment type. Visa Master Card Discover Check	
Phone/Home ()		Work ()		Card Number Exp. Date	
Social Security Number					
Email Address				Total Amount Signature	
If previously enrolled at Chapman using a different name, state name					
Office Use Only: Grade: Grader:					

ASHA
(American Speech-Language-Hearing Association)

You have **TWO** options regarding ASHA Continuing Education:

1. If you would like to receive **ASHA CEUs that will be recorded in the ASHA Registry**, you **MUST**:

- **Check-In** with the on-site Program Manager at the registration table prior to the seminar.
- **Initial-In AND Initial-Out** on the “ASHA REGISTRY ROSTER” located on the registration table. You **MUST** initial this roster as you **ARRIVE** and as you **LEAVE** today for your attendance to be verified.
- **Pick up** the “ASHA CEU Participant Form” located on the registration table and complete the form in its entirety. Be sure to include your ASHA Account Number. To obtain your ASHA Account Number, please call (800) 498-2071 or go online: www.asha.org.

NOTE: For your completed learning experience to be recorded by ASHA, your ASHA CE registry account must be current.

- **Return the “ASHA CEU Participant Form” to the on-site Program Manager by NOON today.**

*****OR*****

2. If you would like to receive **ASHA Certification Maintenance Hours**, you **MUST**:

- **Check-In** with the on-site Program Manager at the registration table prior to the seminar.
- **Pick up** your “Certificate of Participation” at the **END** of day.
- **Retain** your “Certificate of Participation” as proof of attending this seminar.

For further certification information, please visit ASHA’s Web site at www.asha.org

If you have any questions, please feel free to discuss them with the on-site Program Manager.

ASHA has approved today’s seminar for .5 CEUs.

Other Resources Available Through BER

Seminars Coming to Your Area

To see listings of BER seminars coming to your area, please visit our Web site, [**www.ber.org/schedule**](http://www.ber.org/schedule)

On-Site Training

Most BER seminars can be brought directly to your school or district. Browse our courses at [**www.ber.org/onsite**](http://www.ber.org/onsite). Then simply complete the inquiry form on our Web site and we'll send you a free quote. Or, always feel free to call one of our On-Site Training Consultants, toll-free at **1-877-857-8964**.

Video Training Resources

BER produces video training resources for school and district trainers to use in providing state-of-the-art research-based training to educators. Each video training program centers on a key strategy to strengthen classroom instruction. The training programs are filmed in actual schools so trainers can show key strategies, not just talk about them. To see available programs, along with preview video clips, please visit [**www.ber.org/training**](http://www.ber.org/training)

Audio Training Resources

BER produces many of its seminars on CDs for use by individual teachers and for use in school and district staff development libraries. Each audio seminar includes a comprehensive seminar resource handbook. Optional university credits are available. To see available titles, please visit [**www.ber.org/self-study**](http://www.ber.org/self-study)





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My Top 10 Guiding Principals

1. Ask students to *THINK* about what they're doing, why they're doing it, and how well they did it.
2. Foster independence
3. Build a positive, enthusiastic environment
4. Provide immediate, visual feedback
5. Make data driven decisions and use evidence-based practices
6. *Provide consistent follow up
7. Less is more
8. Quiet persistence
9. Say, "no".
10. The ability to communicate is everything!



Section 1

A Collaborative, Classroom Based-Approach

Notes:

What to Know about NCLB, RTI and Literacy (ASHA 2008)

What is it?		How does it affect my role as SLP?
No Child Left Behind (NCLB)	<p>The No Child Left Behind (NCLB) Act of 2001 is a major legislative reform of the Elementary and Secondary Education Act that is designed to improve student achievement and change the culture of America's schools. Enacted on January 8, 2002.</p> <p>Accountability is the centerpiece of NCLB. The Act requires states to implement statewide accountability systems covering all public schools and students. These systems must be based on challenging state standards in reading and mathematics, annual testing for all students in grades 3-8, and annual statewide progress objectives ensuring that all groups of students reach proficiency within 12 years. The Act requires a single statewide accountability system that will be effective in ensuring that all districts and schools make adequate yearly progress.</p> <p>NCLB requires states to use accommodations, modifications, and alternate assessments, as required by the Individuals with Disabilities Education Act, and as needed, to ensure that students with disabilities participate fully in NCLB testing. On March 20, 2003 the U.S. Department of Education issued proposed rules regarding state, local education agency (LEA), and school accountability for the academic achievement of students with the most significant cognitive disabilities that would establish a 1% cap for students with the most significant cognitive disabilities whose achievement could be measured against alternate achievement standards.</p>	<p>NCLB is built on four pillars: accountability for results; an emphasis on doing what works based on scientific research; expanded parental options; and expanded local control and flexibility. Issues that significantly impact speech-language pathologists in school settings include:</p> <ul style="list-style-type: none"> • Highly qualified teachers and paraprofessionals • Use of accommodations, modifications, and alternate assessments for students with disabilities • Assessment of English language learners • Sanctions for schools identified as in need of improvement, including the provision of supplemental services • Accountability and adequate yearly progress
Response To Intervention (RTI)	<p>The responsiveness to intervention (RTI) process is a multi-tiered approach to providing services and interventions to struggling learners at increasing levels of intensity. It involves universal screening, high-quality instruction and interventions matched to student need, frequent progress monitoring, and the use of child response data to make educational decisions. RTI should be used for making decisions about general, compensatory, and special education, creating a well-integrated and seamless system of instruction and intervention guided by child outcome data.</p> <p>As a school-wide prevention approach, RTI includes changing instruction for struggling students to help them improve performance and achieve academic progress. To meet the needs of all students, the educational system must use its collective resources to intervene early and provide appropriate interventions and supports to prevent learning and behavioral problems from becoming larger issues. To support these efforts, the Individuals with Disabilities Education Improvement Act of 2004 (IDEA '04) allows up to 15% of special education funds to be used to provide early intervening services for students who are having academic or behavioral difficulties but who are not identified as having a disability.</p> <p>RTI also provides an alternative to the use of a discrepancy model to assess underachievement. Students who are not achieving when given high-quality instruction may have a disability. This approach was authorized in IDEA '04 through the following provisions: (a) local education agencies (LEAs) may use a student's response to scientifically based instruction as part of the evaluation process, and (b) when identifying a disability, LEAs shall not be required to take into consideration whether a child has a severe discrepancy between achievement and intellectual ability.</p>	<p>RTI requires changes in terms of assessment approaches as well as models of intervention and instructional support:</p> <ul style="list-style-type: none"> • A greater emphasis on instructional intervention and progress monitoring prior to special education referral • An expansion of the SLP's assessment "tool kit" to include more instructionally relevant, contextually based procedures that focus on measuring changes in individual performance over time. • SLPs contribution to the school community can be viewed as expertise that is used through both direct and indirect services to support struggling students, children with disabilities, the teachers and other educators who work with them, and their families. • Decrease in time spent on traditional models of intervention (e.g., pull-out therapy) and more time on collaboration and classroom-based intervention. It also means allocation and assignment of staff based on time needed for indirect services and support activities, and not based solely on direct services to children with disabilities.
Literacy	<p>The Workforce Investment Act of 1998 defines literacy as "an individual's ability to read, write, speak in English, compute and solve problems at levels of proficiency necessary to function on the job, in the family of the individual and in society."</p> <p>Spoken language provides the foundation for the development of reading and writing. In fact, spoken and written language share a reciprocal relationship, building on each other to result in general language and literacy competence. Children who have problems with spoken language frequently experience difficulties learning to read and write, and children with reading and writing problems often experience difficulties using language to communicate, think and learn. Similarly, instruction in spoken language often results in growth in written language.</p>	<p>SLPs make a unique contribution to literacy development. Specialized knowledge of language and its subsystems (phonology, morphology, syntax, semantics, and pragmatics) is highly relevant to prevention, identification, and intervention for literacy problems. It's not another responsibility for SLPs, as we've already been supporting it for years! Simply, make reading and writing part of the overall goal of therapy.</p>

Service Delivery Models

	Service Delivery Model	When is it used?	How is it used?
Consultative	Indirect service is provided to the student by offering your expertise and information to a parent/teacher. The parent/ teacher then works directly with student. Usually a one-time only occurrence.	When a parent/teacher has questions about the speech language development of a student.	Give insight about normal speech and language development. Recommend ways to integrate communication skills into the home environment or school curriculum.
Monitor	Direct service is provided to the student for a specific amount of time per grading period to monitor progress.	Usually precedes a student's dismissal from services to ensure that he/she has generalized carryover of targeted skills.	Monitor in a variety of settings like the classroom, cafeteria, during bus duty, in the hallway, on field trips, or during school performances.
Pull-Out	Direct service is provided to the student by removing him/her from the classroom and working on skills in an individual or small group setting. Usually follows a set schedule for day and time.	When a student is learning new skills and needs intense instruction, or when classroom/peer distractions are problematic.	Accomplished in therapy room or other quiet area.
Collaborative	Indirect service is provided to the student by working together with the parent/teacher to incorporate speech and language development into the home environment or school curriculum. The parent/ teacher then works directly with student. Decision-making is shared and requires on-going follow up by the SLP.	When a student is in, being referred or doesn't qualify for services (but needs support), or during transition periods like summer/ winter breaks.	Give insight about speech and language development. Recommend ways to integrate communication skills into the home environment or school curriculum. Provide speech and language packets for home or school practice (pictures, word lists, worksheets). Suggest and demonstrate alternative instructional approaches.
Classroom-Based	Direct service is provided to the student in the classroom by implementing activities that integrate curriculum. SLP could target a specific subject, snack time, or free time.	When a classroom has several students with traditional speech language needs. Especially useful in facilitating use of social language skills and augmentative communication devices.	Teacher observes SLP's lesson and reinforces the target concept/skill during other daily lessons.

*Three in One

A Collaborative, Classroom–Based Approach to Therapy

A collaborative, classroom-based approach to therapy means that the SLP and classroom teacher work together to address and reinforce both curriculum concepts and communication skills in the classroom setting. Its main focus is to embed child-initiated, needs-based language into the classroom environment. There are several types of collaborative models. The conditions of our work, the size and make-up of our caseload, and our personal skills and talents will shape the program that works best.

Why Use a Collaborative, Classroom-Based Approach?

1. Easier caseload management since several students in a class can be serviced at one time.
2. Students better understand how their work with you applies to classroom learning.
3. You get to know kids who don't receive special education services. This "normalizes" your presence in the building and reduces the stigma some students feel when receiving services.
4. Good opportunity to monitor and reinforce student carryover and maintenance of targeted speech language skills.
5. Excellent PR for your program, as a teacher gets to see first hand how skills taught by the SLP readily apply to concepts in the curriculum.
6. Professional development. It's a chance to observe and learn new techniques and strategies a classroom teacher uses.
7. Opportunity to identify students in need of special education referral that might otherwise go unnoticed by teaching staff.
8. The current trend is to service students in their *natural environment* and is consistent with the Individuals with Disabilities Act (IDEA), No Child Left Behind Act (NCLB), Response to Intervention (RTI), and recent literacy initiatives.
9. Opportunity to perform curriculum-based assessment that is consistent with federal mandates and national initiatives.
10. Provide support to at-risk students who would benefit from services but are not on your caseload.

Tips for Using a Collaborative, Classroom-Based Approach

- Make limited demands on the teacher's time and classroom schedule. Start by suggesting 30 minutes of class time one to two times each week.
- Working with a regular education teacher requires that we learn the procedures that are specific to his/her classroom. Be sure to ask about his/her classroom routines, location of items you can/cannot use, and discipline policies.
- Find out a teacher's perceived classroom needs. If you plan to reinforce the curriculum taught, ask the teacher for an overview of the basic concepts students are expected to learn in a particular unit and where he/she sees your help as being most beneficial to students.
- Always let the teacher know the topic of your upcoming lesson ahead of time. Be open to suggested changes!
- If the teacher is observing your lesson with the purpose of later reinforcing the target skill, be sure to provide him/her with follow up materials/activities that he/she can use.
- Strongly encourage the teacher to stay in the room while you teach, periodically including him/her in your lesson.
- Be punctual, reliable, prepared, and positive. Arrive on time. Inform the teacher before hand of any planned absences and offer to reschedule as your time permits. Always come with the materials you will need to complete a lesson. Always speak positively of the teacher to other staff outside of his/her classroom.

Collaborative, Classroom-Based Approach to Language Therapy Checklist

Instructions: Place a check mark beside items that would be helpful for me to review with students during our next class together. Use the blank space provided below to suggest additional topics or specific vocabulary to be targeted from your curriculum.

Teacher Name: _____ Date: _____

Basic Concepts & Directional Words

- _____ Temporal/Time/Sequencing Concepts
- _____ Quantity Concepts
- _____ Position/Location/Direction Words
- _____ Descriptive Concepts
- _____ Comparatives/Superlatives

Association & Vocabulary

- _____ Learn Specialized Terminology from Curriculum
- _____ Learn High Frequency Test Taking Words
- _____ Learn High Frequency Words from Curriculum
- _____ Use Context Clues to Determine Word Meaning
- _____ Prefixes, Suffixes, Root Words
- _____ Use Dictionary to Determine Word Meaning
- _____ Multiple Meaning Words
- _____ Heteronyms
- _____ Homophones
- _____ Synonyms
- _____ Antonyms
- _____ Defining and Describing by Attributes
- _____ Categories/Classification

Processing & Listening

- _____ Note-Taking
- _____ Main idea
- _____ Details
- _____ Sequence
- _____ WH-Questions
- _____ True/False Questions
- _____ Yes/No Questions
- _____ Some/All Questions
- _____ Always/Sometimes/Never Questions
- _____ Follow Directions
- _____ Memory
- _____ Auditory Discrimination/Phonemic Awareness
- _____ Learn 6 Skills of a Good Listener
- _____ Learn 3 Listening Strategies

Language-Based Critical Thinking

- _____ Idioms/Proverbs
- _____ Similes, Metaphors, Poetry
- _____ Jokes/Riddles/Humor
- _____ Ambiguity
- _____ Analogies
- _____ Fact vs. Opinion
- _____ Inferences/Predicting
- _____ Identifying Problems
- _____ Compare/Contrast
- _____ Finding the Best Solution
- _____ Understanding Common Signs and Symbols

Grammar

- _____ Pronouns
- _____ Possessives
- _____ Regular and irregular plurals
- _____ Third person singular
- _____ Present progressive
- _____ Present tense
- _____ Regular past tense
- _____ Irregular past tense
- _____ Future tense
- _____ Unscramble sentences and fix errors

Self-Expression

- _____ Write Descriptive and Complete Sentences/Paragraph
- _____ Give a Presentation
- _____ Paraphrase
- _____ Use the Telephone
- _____ Formulate Questions
- _____ Define and Describe

Additional Topics/Vocabulary:

Aligning Content Standards to Communication Goals

Gr	Language Arts Standard	Communication Goal
K	Identify sounds in initial, medial and final position	Phonemic Awareness
K	Participate in choral reading...and creative dramatics	Articulation, Fluency, Voice
K	Use appropriate voice level, phrasing, sentence structure and intonation when speaking	Self-Expression, Grammar, Fluency, Voice
1	Use appropriate vocabulary in speech, e.g. synonyms, homonyms, antonyms, analogies, and common figures of speech	Association & Vocabulary, Language-Based Critical Thinking
2	Give and respond to oral directions	Self-Expression, Processing & Listening
3	Ask, using proper interrogative form, and respond to questions	Self-Expression, Social Language, Processing & Listening
4	Use appropriate rhythm, flow, meter, and pronunciation in demonstrating understanding of punctuation marks	Fluency, Articulation
4	Infer word meanings from learned roots, prefixes, and suffixes	Association & Vocabulary
5	Listen to classmates and adults, e.g. does not interrupt, faces the speaker, asks questions, confirms understanding, gives feedback and eliminates barriers to effective listening	Processing & Listening, Social Language, Self-Expression
6	Identify and correctly use antonyms, synonyms, homophones, and homographs	Association & Vocabulary, Self-Expression
6	Use a variety of verbal communication skills, e.g. projection, tone, volume, rate, articulation, pace, and phrasing	Voice, Fluency, Articulation, Social Language
7	Distinguish among the spellings of homophones to determine meaning	Association & Vocabulary
8	Expand reading vocabulary by identifying and correctly using idioms and words with literal and figurative meanings in their speaking...experiences	Language-Based Critical Thinking, Self-Expression
9	Explain relationships between and among words, including antonyms, synonyms, and multiple meaning words	Association & Vocabulary

Adapted from: Hisam, Debbie (2007) *Current Best Strategies to Help Speech-Language Pathologists Better Meet Student Needs*. Bellevue WA: BER Publications



Section 2

Therapy Room Ideas & Classroom-Based Activities

Notes:

Date: _____

Dear Family,

According to your child's Individual Education Plan (IEP), he/she will receive special education service in the area of **Communication** this year at _____ School. *This means your child is working to improve skills related to articulation, language, fluency, and/or voice.*

Service is provided in a small group setting and within the classroom when appropriate. Students are seen for ____-minute blocks of time, and sessions are arranged in conjunction with your child's regular classroom schedule. The **Communication Skills Routine** that I use with students is printed on the backside of this letter. Please take a moment to review the information. Each student is provided with a laminated hallway pass to facilitate coming and going with the least amount of disruption to the classroom. I will also 'pop in' to class on days a student forgets to come down on his/her own. Students enjoy this time, and parents are encouraged to ask their child questions like, "What did you work on in communication today?" "How did you do today?" and "Do you have homework?" Homework may be assigned at the end of the week for some students. It usually consists of a quick (5-10 minute) review and is an opportunity for a student to practice communication skills at home too. Websites for additional, at-home practice can be accessed on my webpage at: _____.

To keep you informed of your child's progress toward his/her specific **communication** goals, I am available to meet with parents at conference times and I provide written reports at the end of each marking period. I (or your child's case manager) will also contact you during the school year to schedule a meeting to review and update your child's Individual Education Program (IEP) for special education service. If you have questions about your child's communication or would like to schedule an appointment to attend one of your child's therapy sessions, please contact me at the number below. I look forward to working with you and your child this school year!

Speech Language Pathologist

Communication Skills Routine

1. Use your hallway pass to come to the Communication room on time.

- **You** are responsible for remembering
 - Remind your teacher before you leave
 - Stay for any test
 - Walk quickly and quietly to and from class. Do not stop for a drink or to use the bathroom.
 - Ask your teacher about the work you missed while you were gone, and anticipate that you may have homework from a missed class.
- *You may stop to “pick up” other partners in your group.

2. Knock on door and always come in!

- Grab your colored folder
 - Sign in on the *Attendance Sheet*
 - Sit down and wait quietly for others to arrive
- *There will be a sign on the door if I’m is absent.

3. Complete your Communication homework.

- Be sure to put your homework/special papers in your backpack, so that your family can help you complete assignments.
- Bring your completed homework/special papers with you when you next see me.

4. Always be able to answer these questions...

- “Why do you see me?” (e.g. *To make better speech sounds*)
- “What did you work on today?” (e.g. *I worked on the /r/ sound*)
- “How did you do?” (e.g. *I got a 90% and a 100% in words*)

5. Rules to behave by ...

- BE ON TIME. Arrive here on your own.
- BE PREPARED. Complete homework and bring it with you.
- BE RESPECTFUL. Pay attention to the words you say, your voice tone, voice loudness, and body language.

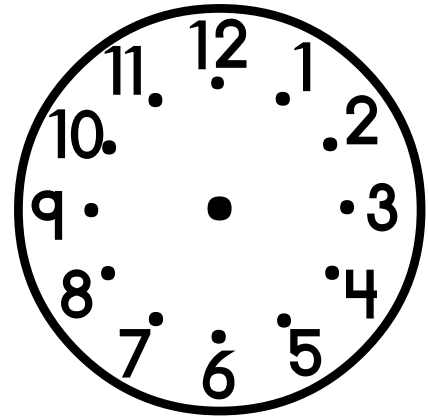
3 behavioral reminders in one session = a telephone call home or planning room referral.

**Communication Skills
Hallway Pass**

Name: _____

Day/Time: _____

Signature: _____

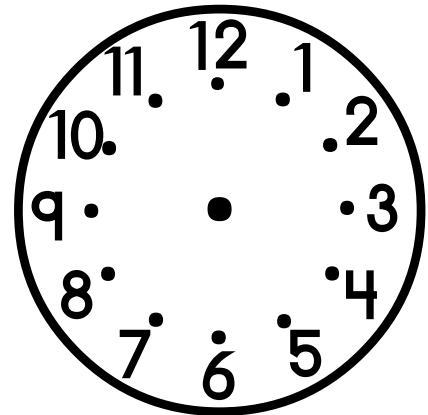


**Communication Skills
Hallway Pass**

Name: _____

Day/Time: _____

Signature: _____

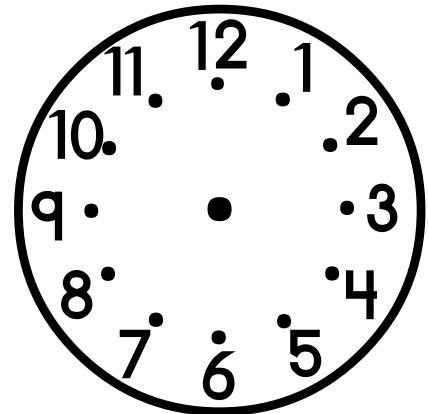


**Communication Skills
Hallway Pass**

Name: _____

Day/Time: _____

Signature: _____



Homework Policy

Parents often ask questions about homework and the role parents are expected to play in helping a child to complete school assignments. The following information is meant to help students and parents understand the purposes of homework, amount of homework assigned, and consequences for not completing homework. Basic guidelines for parental involvement in the homework process are also included. Please take a few moments to review this information with your child.

Purpose of Homework

Schooling occupies about 13 percent of the waking hours of the first 18 years of a child's life, which is less than the amount of time the average child spends watching TV. Homework is an opportunity to extend learning beyond the confines of the school day. Not all homework is the same though. That is, homework may be assigned for a variety of purposes.

- **Preparation for new content** Preparation gets students thinking about information that will be taught. A teacher may assign homework to have students begin thinking about a concept before systematically studying it in class.
- **Elaboration** Elaboration deepens and/or checks for a student's understanding of content that has already been taught in class. A teacher may assign homework that asks students to explain what they have learned.
- **Practice** Practice increases accuracy and speed of a new skill students have learned in class. A teacher may assign homework to have students practice a skill so that it becomes fluent and automatic. Remember that practice makes permanent! Mastering a skill takes a fair amount of focused practice. It's not until students have practiced upwards of about 24 times that they reach 80-percent competency.
- **For younger children** Homework helps develop good study habits, fosters a positive attitude toward school, and conveys to a student that learning takes work at home as well as school.

Amount of Homework

Studies show that the more homework students do, the better their achievement. There is certainly a practical limit to the amount of homework that should be assigned to students, however. Students at lower grade levels should be given less homework than students at higher-grade levels. Although there might be exceptions, a general rule of thumb is time spent on homework should equal 10 times a student's grade level (2nd grade x 10 = 20 minutes).

1st grade, 10 minutes

2nd grade, 20 minutes

3rd grade, 30 minutes

4th grade, 40 minutes

5th grade, 50 minutes

6th grade, 60 minutes

7th grade, 70 minutes

8th grade, 80 minutes

9th grade, 90 minutes

10th grade, 100 minutes

11th grade, 110 minutes

12th grade, 120 minutes

Consequences of Not Completing Homework

When a child does not complete homework, he/she misses an opportunity for learning and additional consequences may also involve deducting points from a student's grade. Homework policies often vary by grade level, classroom teacher, and sometimes even assignment. Be sure you know a teacher's policy for incomplete, late, and missing homework assignments.

Basic Guidelines for Parent Involvement

- Provide school supplies for your child. Teachers usually compile a list of materials needed for their class at the beginning of each school year. Basic supplies include pencils, erasers, paper, notebooks, folders, and crayons, markers or colored pencils.
- Provide a consistent organized place for homework to be done that is free from distractions like TV, radio, phone, etc.
- Help your child establish a consistent schedule for doing homework (e.g. after school, before dinner) or help him/her create a schedule each Sunday night that reflects that particular week's activities.
- On a daily basis, review your child's assignment planner and ask about homework for each class. Help your child decide what homework to complete first, second, and so on. Ask your child if he/she would like your help reviewing for an upcoming test and provide reminders to hand-in homework on time.
- If your child is practicing a skill, ask which steps are easy for him/her, which are difficult, and how he/she is going to improve. If your child is doing a project, ask what knowledge he/she is applying in the project. If your child is consistently unable to talk about the knowledge he/she is practicing or using, please call the teacher.
- Do not do the homework for your child. Parents should be careful not to solve content problems for students. Parents can facilitate homework completion by providing encouragement, motivation, and prompts for your child. The purpose of the homework is for your child to practice and apply what he/she has learned. If your child is consistently unable to do the homework by him/herself, please contact the teacher.
- Monitor your child's grades, missing assignments, and upcoming events for school. View a teacher's grade book for your child using _____ and find out about classroom and school-wide activities using the school's webpage _____.
- When bedtime comes, please stop your child, even if he/she is not done with homework.

Student Signature

Parent Signature

Responsibilities

Student	Parent	Teacher	Special Education Case Manager
<p>Understand the classroom routine. Know the typical order of events for class time, where to get materials in the room, and the best time to ask the teacher questions. <i>Where are the dictionaries?</i></p> <p>Be prepared for class. Bring your pencil, folder, books, homework, and planner with you to class. <i>I forgot my pencil may I borrow one?</i></p> <p>Make good use of class time. Arrive on time, have materials on desk, remain seated, pay attention, and use work time wisely.</p> <p>Get help if you don't understand what to do. Look at other students, ask the person next to you, or ask the teacher. <i>What page are we on? I don't understand #4 will you help me?</i></p> <p>Write assignments in your planner for EACH class. Include page number, problems, and dates for upcoming tests or projects. <i>What do I write for homework? When is this due? When is the next test?</i></p> <p>Check your bag before you leave school to ensure that ALL materials are there to complete homework e.g. folders, books, and planner.</p> <p>Spend enough time completing homework each night. Review planner and complete the assignments listed. Ask a parent for help if you don't understand an assignment. <i>I don't understand what I'm supposed to do. Can you help me with this question?</i></p> <p>1st grade, 10 minutes 2nd grade, 20 minutes 3rd grade, 30 minutes 4th grade, 40 minutes 5th grade, 50 minutes</p>	<p>Provide school supplies for your child. Teachers usually compile a list of materials needed for their class at the beginning of each school year. Basic supplies include pencils, erasers, paper, notebooks, folders, and crayons, markers or colored pencils.</p> <p>Provide a consistent organized place for homework to be done that is free from distractions like TV, radio, phone, etc.</p> <p>Help your child establish a consistent schedule for doing homework (e.g. after school, before dinner) or help him/her create a schedule each Sunday night that reflects that particular week's activities.</p> <p>On a daily basis, review your child's assignment planner and ask about homework for each class. Help your child decide what homework to complete first, second, and so on. Ask your child if he/she would like your help reviewing for an upcoming test and provide reminders to hand-in homework on time.</p> <p>On a daily basis, review your child's planner and ask him/her about the assignments written for each class. Provide reminders to complete assignments, study for tests, and hand-in homework.</p> <p>If your child is practicing a skill, ask which steps are easy for him/her, which are difficult, and how he/she is going to improve. If your child is doing a project, ask what knowledge he/she is applying in the project. If your child is consistently unable to talk about the knowledge he/she is practicing or using, please call the teacher.</p> <p>Do not do the homework for your child. Parents should be careful not to solve content problems for students. Parents can facilitate homework completion by providing encouragement, motivation, and prompts for your child. The purpose of the</p>	<p>Maintain accurate grading records for parent portal and update teacher webpage.</p> <p>Provide information about assignments in an organized and predictable manner, e.g. write assignments in the same place on board or in a particular color.</p> <p>Know which students have special needs.</p> <p>Honor a student's IEP accommodations/modifications for the classroom.</p> <p>Keep case manager up to date with progress or concerns, e.g. missing work, poor test scores, peer issues.</p> <p>Attend annual IEP meeting for a student.</p> <p>Document parent contact.</p> <p>Modify assignments, projects, tests.</p>	<p>Serve as primary contact for the parent.</p> <p>Coordinate the delivery of services listed on student's IEP for both school and other agencies.</p> <p>Arrange transportation.</p> <p>Monitor compliance of procedural requirements, e.g. honor time lines, and ensure that the right forms are completed by the team and sent home to parents.</p> <p>Complete paperwork, e.g. annual IEP, 3-year assessment, 3rd party billing, transition, out of district and private school students, ECSE outcomes, Regression/ESY service.</p> <p>Schedule team meetings.</p> <p>Complete written progress four times each year using Campus.</p> <p>Educate staff about a student's special needs and ensure modifications/accommodations are implemented as specified in the IEP.</p> <p>Monitor student's progress in the regular education classroom, e.g. grades, assignments, and missing work.</p> <p>Transition student from one setting to next, e.g. Elementary to Middle School, Middle to High School, High School to Post-Secondary.</p> <p>Modify assignments, projects, tests.</p> <p>Provide a quiet place to take tests.</p>

<p>Study for tests the night before. Review vocabulary, worksheets, notes, and book. <i>What's going to be on the test tomorrow? What should I study?</i></p> <p>Hand-in assignments on time. Make sure your name is at the top of your work and know where to put completed assignments in the classroom. <i>Where should I put my homework?</i></p> <p>Ask the teacher about missing or late work. <i>I was gone yesterday, what is my homework? I lost the worksheet may I get a new one? My homework is late may I still hand it in?</i></p> <p>Complete make-up and extra credit work in a timely manner (one week). <i>I didn't do so well on the test, may I re-do it? May I do extra work to bring up my grade?</i></p>	<p>homework is for your child to practice and apply what he/she has learned. If your child is consistently unable to do the homework by him/herself, please contact the teacher.</p> <p>Monitor your child's grades, missing assignments, and upcoming events for school. Find out about classroom and school-wide activities using the school's webpage _____.</p> <p>When bedtime comes, please stop your child, even if he/she is not done with homework.</p>		
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_____ Student Signature	_____ Parent Signature	_____ Teacher Signature	_____ Case Manager Signature
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Phonemic Awareness Strategies & Activities

Phonemic Awareness is the understanding that speech consists of a sequence of individual sounds (phonemes). It involves the ability to hear, identify and manipulate individual sounds in spoken words, and is a purely auditory/oral task. Phonemic awareness skills improve word reading by supporting the learner's ability to "sound out" sequential syllable units to decode whole words. These skills are critical to spelling and overall reading comprehension. Phonemic awareness abilities of students in kindergarten appear to be the best single predictor of successful reading acquisition. Phonics is the relationship between sounds and the written alphabet.

Rhyme Knowledge is an auditory skill and should be practiced in that mode. For example, the word family rime "at" in "hat" is identified as the sounds /at/, not the letters "a" and "t". When rhyming, we should label sounds as targets, not letter names. Skills in this area include discriminating rhyming verses non rhyming word pairs, selecting a rhyming word from a field of 3 or 4 words, determining which word doesn't rhyme in a field of 3 or 4 words, and generating a word to rhyme with one given. Activities to encourage development include:

- Music, nursery rhymes, finger plays, poems, jingles, and chants
- Using a "cloze" strategy when reading Dr. Seuss and nursery rhyme books, e.g. "Hickory Dickory Dock. The mouse ran up the _____" or "I will not eat them here or _____. I will not eat them any_____!"
- Nursery rhymes: www.zelo.com
- Finger Plays www.preschoolrainbow.org/preschool-rhymes.htm

Syllable Knowledge is an auditory skill and should be practiced in that mode. Skills in this area include identifying how many beats are in a word. Activities to encourage development include:

- Tapping, drumming, stomping, blending, deleting
- Using songs like "The Ants Go Marching" while stomping feet and pumping fists in the air

Sound manipulation is the understanding that separate sounds will make up words when put together and that sounds can be "played with" to alter the word. Sounds can be added, deleted, and reordered as separate units to make different words and sequences. It's an auditory skill and should be practiced in that mode. Skills in this area include matching sounds by deciding which of several words begin or end with a specific sound, deleting/adding/substituting a sound in a word and figuring out what the "new" word is ("brush" - /b/ = "rush" or /s/ + "lip" = "slip"), and blending sounds to make a word (/b/ + /a/ + /t/ = "bat"). Activities to encourage development include:

- **Hear the Sound** Ask students to listen for and count the number of times they hear a target sound in a sentence or reading passage
- **Word Races** Set your stop watch to one minute, and ask students to generate as many words possible that start or end with a certain letter, belong to a category (places, animals, food, names), or ask how many words can be made from a given word like "teacher" (teach, each, her, tea, tee).
- **Visual Support** A basic, 3-car train image (engine, coal car, caboose) can be used with students to demonstrate the concept of beginning, middle, and ending sounds in words. Explain that just like a train, words can also have a beginning, middle, and end too. Ask students to focus on the appropriate part of the train while they listen to words. Be sure to provide extra emphasis to the sound in the target position. Ask questions like, "Which word has the same beginning sound as MIT...boot or MAT?" Draw railroad tracks leading to the train on the board or sheet of paper. Allow teams to move forward on the track for each correct response. Or, place three chairs in a row, one behind the other, and have a student sit in each one. If a student correctly identifies the "passenger" who represents the target sound of a given word, then that student takes the place of that "passenger".

- **Silly Sentence** Ask students to create a sentence using words that only contain a target sound, e.g. *“Sarah the snake slithered slowly to the swamp.”*

_____ the _____ to the _____.
 Name Animal Action Description Place

Onsets and Rimes refer to the initial and final sound sequences in a word. Onsets are the first sound in a syllable or each syllable (in the word “cornflakes”, /k/ and /fl/ are both onsets). Rimes are the final sound chunk in a word or syllable, also called word families (in the words “bat”, “hat”, “fat”, /at/ is the rime).

- Ask students to use their own speech sound at the beginning of each chunk (as the onset) and to say the word that is formed. Ask others in the group if the word produced is real or not. If it is a real word, ask the student to use it in a sentence.

Common Rimes/Word Families

aw	ay	ack	in	ill	ock	unk	am	ew	out
all	ain	ank	ick	it	ore	ab	able	ich	ow
ap	ate	ell	ing	ip	op	ag	art	ird	owl
ash	ake	eat	ide	ight	oke	um	eed	ob	up
at	ale	est	ink	ice	ug	ail	een	ore	oy
an	ame	uck	ine	or	ump	ain	ean	ot	

Yopp, Hallie Kay (1992). *The Reading Teacher*. Developing Phonemic Awareness in Young Children, Vol. 45, No. 9: Ambruster, Bonnie, Lehr, Fran, and Osborne, Jean (2001) *Put reading first: the research building blocks for teaching children to read. Kindergarten through age 3*. Washington, DC: Center for the Improvement of Early Reading Achievement; Seth, Linda (2007) *Current Best Strategies to Help SLPs Better Meet Student Needs*. Bellevue, WA: Bureau of Educational Research. Fry, Edward, Kress, Jacqueline, and Fountoukidis, Dona Lee (2002). *The Reading teacher's book of lists*. San Francisco CA: Jossey-Bass.

Date: _____

Dear Classroom Teacher:

I work with _____ to help improve speech production of the _____ sounds. The student seems to be doing very well and I'd also like to know how his/her speech is during class times too (many kids do well in the therapy room but fail to carry over these skills to other settings). Please rate the student's speech by circling the number that best represents how he/she sounds to you in your classroom. Your input is important to me in determining the student's possible dismissal from communication services. Thanks for your time!

Speech-Language Pathologist

1

2

3

4

5

6

7



Needs more work
Asking to repeat



Sounds good!
100% intelligible

**I am working to make better ____
sounds. PLEASE ask me to repeat
words that I mispronounce when
reading aloud. Thank you!**

**If found, please return to the Special
Education Department.**

Basic Concepts

Temporal/Time

- before/after, while/during, first/last/, beginning/middle/end, right now/later on, yesterday/today/tomorrow, already

Quantity

- empty/full, more/less, all/none/some, half/whole, pair

Position/Location/Direction

- in/out, on/off, up/down, top/bottom, over/under, open/closed, front/back, together/apart, beside, behind between, around, through

Comparatives/Superlatives

Descriptive

- hot/warm/cold, dull/sharp/shiny, empty/full, fast/slow, same/different, soft/hard, lost/found, broken/fixed, wet/dry, solid/liquid/gas, sunny/cloudy, float/sink, alive/dead, awake/asleep, light/dark, sick/healthy, long/short, heavy/light, clean/dirty, quiet/loud, easy/difficult, strong/weak, sticky, sweet/sour, old/young, happy/sad/angry, clean/dirty, tall/short, tight/loose, glass/metal/wood, big/large/small, little/medium, thick/fat/thin/skinny, smooth/flat/rough/bumpy



Basic Concepts Strategies and Activities

Knowledge of basic concepts is a cornerstone of our language system. Only after principal concepts have been acquired can verbal expression arise and meaningful communication result. To be able to use concepts meaningfully, students must understand the attributes of objects, events, places, and people and have a variety of schemata available for classifying these objects. Students with language deficits often have developed inflexible schemata for identification and classification. Once an object is placed in a certain schema it is likely to remain there, because the student is unable to recognize other attributes of an object that would allow it to be placed in another grouping. With practice students will develop more flexible and varied vocabularies and schemata for classifying words.

- **Repetition Poem:** Not all poetry has to rhyme. Given the format, this poem is easily written by students of all ages and works well when reinforcing basic concepts. Change the poem to suit a student's topic or target concepts.

I like Cats

I like _____.

Any kind of _____.

Fluffy _____, furry _____, cuddly _____.

Orange _____ . Fat _____.

A _____ in a _____.

A _____ on a _____.

Two _____ under the _____.

Three _____ on the _____.

Alley _____, Tom _____,

Any kind of _____.

I like _____.

Basic Concepts

DESCRIBES an item

Hot/warm/cold	dull/sharp/shiny
Empty/full	Fast/slow
Same/different	soft/hard
Lost/round	broken/fixed
Wet/dry	solid/liquid/gas
Sunny/cloudy	float/sink
On/off	alive/dead
Awake/asleep	light/dark
sick/healthy	Long/short
Heavy/light	clean/dirty
Quiet/loud	easy/difficult
Strong/weak	sticky
Sweet/sour	old/young
Happy/sad/angry	clean/dirty
Tall/short	tight/loose
glass/metal/wood	
Big, large/small, little/medium	
Thick, fat/ thin, skinnv	

Tells me HOW MANY/MUCH

None, missing, without, neither
some
One/only/alone, either
All, total
Least
Nearly
Except
Both
couple/few/many/most
More/less
Dozen/half dozen
Batch, bunch/piece
Ounce/pound/ton
Quart/liter/gallon
Sip/gulp/guzzle
Nibble/bite/mouthful
Inch/foot/yard/mile
Single/double/triple/series
Almost, just about, nearly
Another
Pair, twins, triplets, multiples
Solo/duet
Half/whole/quarter

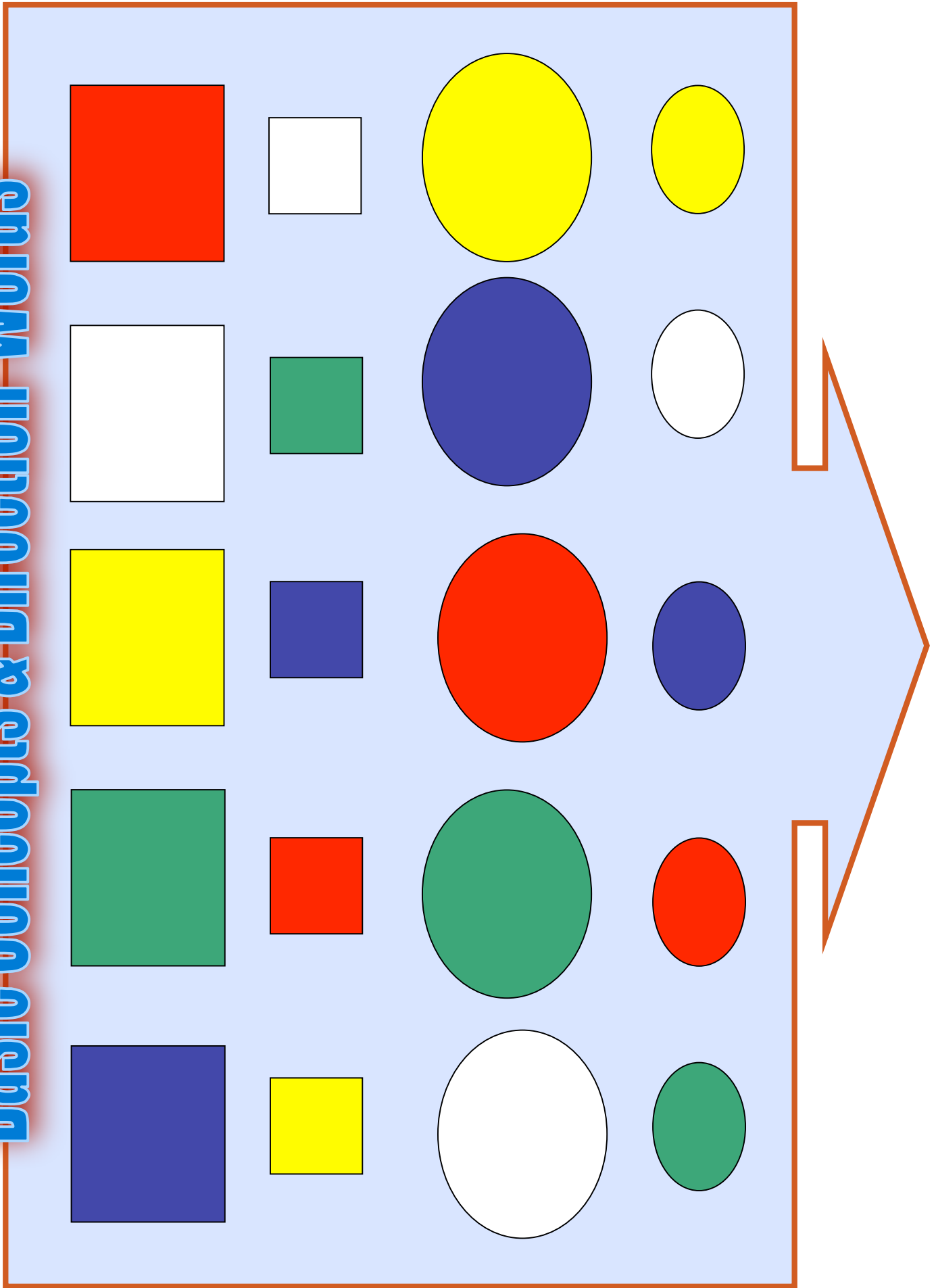
Tells me WHERE to look

Surface, shallow/deep
Inside/outside
Beginning/middle/end
Initial/final
Proceeds/follows
By, next to, adjacent, close to,
beside
together, joined/separate
Backwards/inside out
Near/at/far, away, opposite
Edge
Level
Corner
Turned/sideways
Forward
Toward
Center, middle
between
Under, beneath, below, bottom
over, across
through/around, surround
On/off
Covers
Stack, on top, cover
above

Tells me WHEN

Always/sometimes, occasionally, once in a
while/never
Earlier/later
Second/minute/hour
Morning/noon/afternoon/evening/midnight
Dawn/dusk
Day/night
Sunrise/sunset
Yesterday/today/tomorrow
Day/week/month/year
Past/present/future
Forever
Recently/a long time ago
First/second/third/last
Prior to, before, starting, beginning
Instantaneously, immediately, now
Simultaneously, at the same time, during, while
already
alternating, every other
Arrive/depart
Start/finish
Again
Wait until

Basic Concepts & Direction Words



Superlative/Comparative

Big
Small
Old
Young
New
Heavy
Light
Loud
Soft
Fast
Slow
Wide
Narrow
High
Low
Tall
Short
Long
Wet
Dry
Dirty
Few
Hot
Cold
Full

_____ **-EST**



_____ **-ER**



Associations & Vocabulary

Learn Specialized Terminology from Curriculum
Learn High Frequency Words from Curriculum
Use Context Clues to Determine Word Meaning
Prefixes, Suffixes, Root Words <ul style="list-style-type: none">• Understand most common• Use to determine unfamiliar word meanings
Use Dictionary to Determine Word Meaning <ul style="list-style-type: none">• Understand sequencing concept of <i>alphabetical order</i>• Determine word meaning by answering WH-questions (what, who, where, when, how, why)• Determine part of speech, pronunciation, and word meaning
Multiple Meaning Words
Homophones
Synonyms <ul style="list-style-type: none">• Understand concept of alphabetical order and an <i>index</i>• Use a thesaurus to find new words that mean the same
Antonyms
Defining and Describing by Attributes
Categories/Classification



Association & Vocabulary Strategies and Activities

Association is the process of attaching meaning to information after it has been heard-synthesizing the material. Association interconnects receptive language concepts, assimilating experience for future expression. Students with language deficits may have particular difficulty associating new information with previous experiences or may not see the commonalities between words, statements, and events without cues. For this reason, it may be necessary to supply many visual cues to aid in the formation of verbal associations. Development of association skills should be carried out in an environmental context. Such remediation would include questioning the student about daily activities and attempting to relate these activities to past or future experiences, in addition to supplying the appropriate vocabulary for these familiar situations. In doing so, the student can learn to associate information across academic subjects and in response to different people, events, and situations.

- **Calligram:** Make a calligram by changing the way a word is written so that it reflects the word's meaning, e.g. upside down, shake, tall, tiny
- **Graphic Organizer:** Draw a sun-like graphic with rays to target synonyms, and an arrow to target superlatives/comparatives
- **Labeling:** For classrooms where objects are labeled with written words, add a new word each month to the item, e.g. "door"...enter, entrance, brown, threshold
- **Cinquain:** A five line, non-rhyming poem that specifies how particular types of words are used to create a theme. The activity includes listening to a story/text, brainstorming ideas, following a pattern, knowing word types, developing a topic, selecting the right words, writing the words, and the reading the poem aloud. An example from a unit on American Indians might look like this:

Sioux
Brave, fierce
Fishing, hunting, farming
They were Plains Indians
American Indians

Line 1 One word (noun) that names the topic
Line 2 Two words (adjectives) that describe the topic
Line 3 Three word to express action of the noun (verbs)
Line 4 Four words to express feelings or make an observation
Line 5 Repeat topic, or one word that sums it up or is a synonym

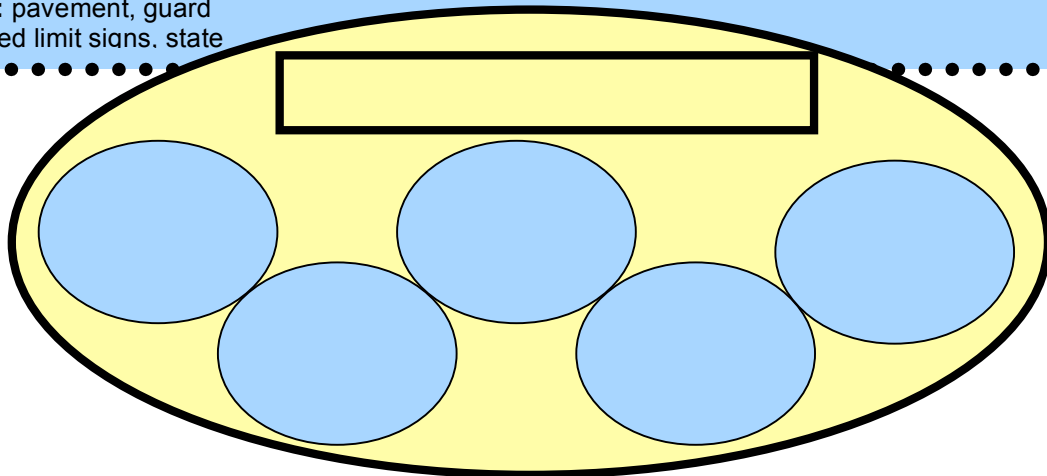
- **Acrostic/Alphabet Poem:** Print the word that you want to write about vertically on the board or sheet of paper. Brainstorm words that relate to the vertical word. This technique is especially good for science and social studies vocabulary, e.g. "cat".
Creeps
Across
Table
- **Prefixes/Suffixes:** Using the "Prefixes/Suffixes" sheet provided, write the terms and several root words on note cards and distribute one to each student. Ask students to find partners who have word cards that can be paired with their own to form a real word, e.g. re (prefix) + use (root word) = "reuse" or teach (root word) + er (suffix) = "teacher". Ask students to use the new word in a written sentence.
- **Homophones:** Divide the class into 3 teams. Select a recorder and give her a pencil and paper. Using the "Homophones" sheet provided, write four homophone pairs on the board. Create a sentence using one of the four pairs, and ask teams to select a correct pair to fill in the blanks, e.g. I/ eye... "___ was poked in the ___". A recorder must write their teams' choices on their paper in the order they appear in the sentence. After 45 seconds, have the each recorder share the homophone pair. Ask team members to use the words in meaningful sentences. The team with the most points wins. Scoring is as follows: a) no team scores points when all teams are either correct or incorrect b)

one point when two teams have the correct answer c) two points when only one team has the correct answer.

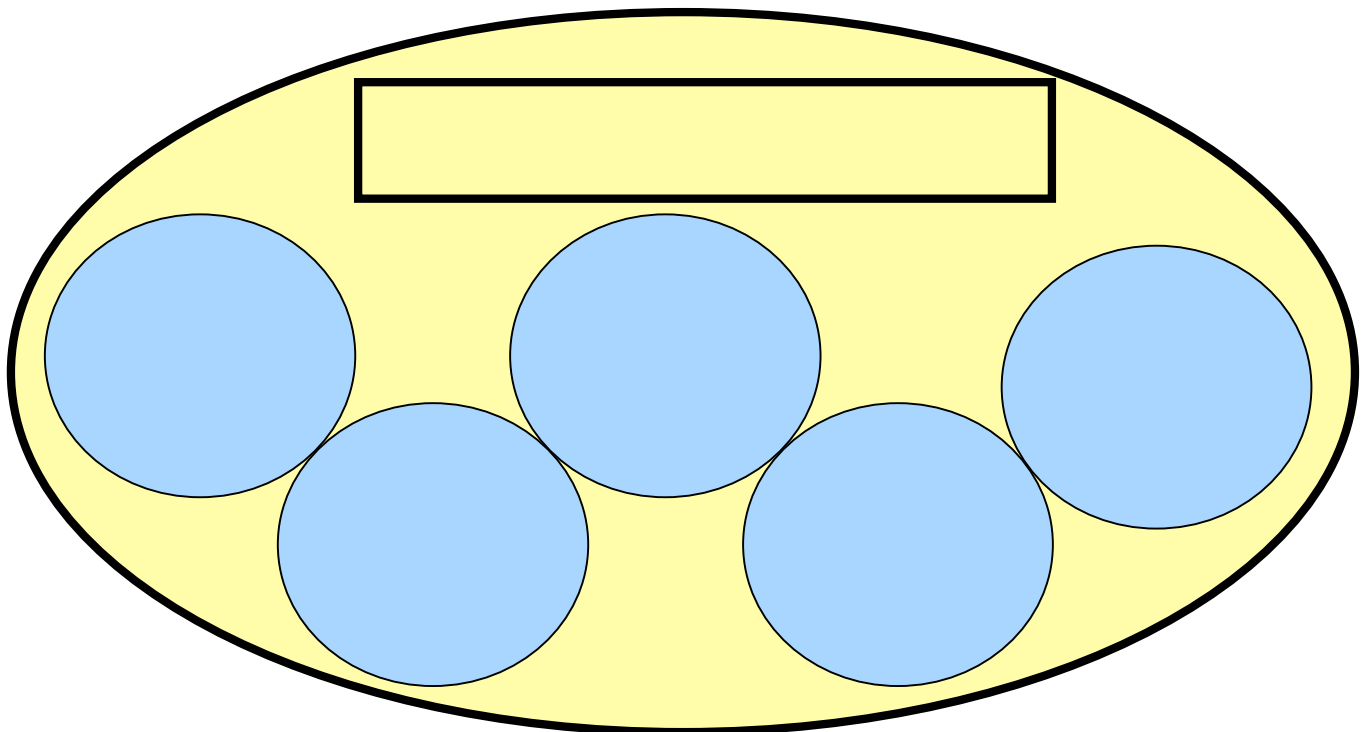
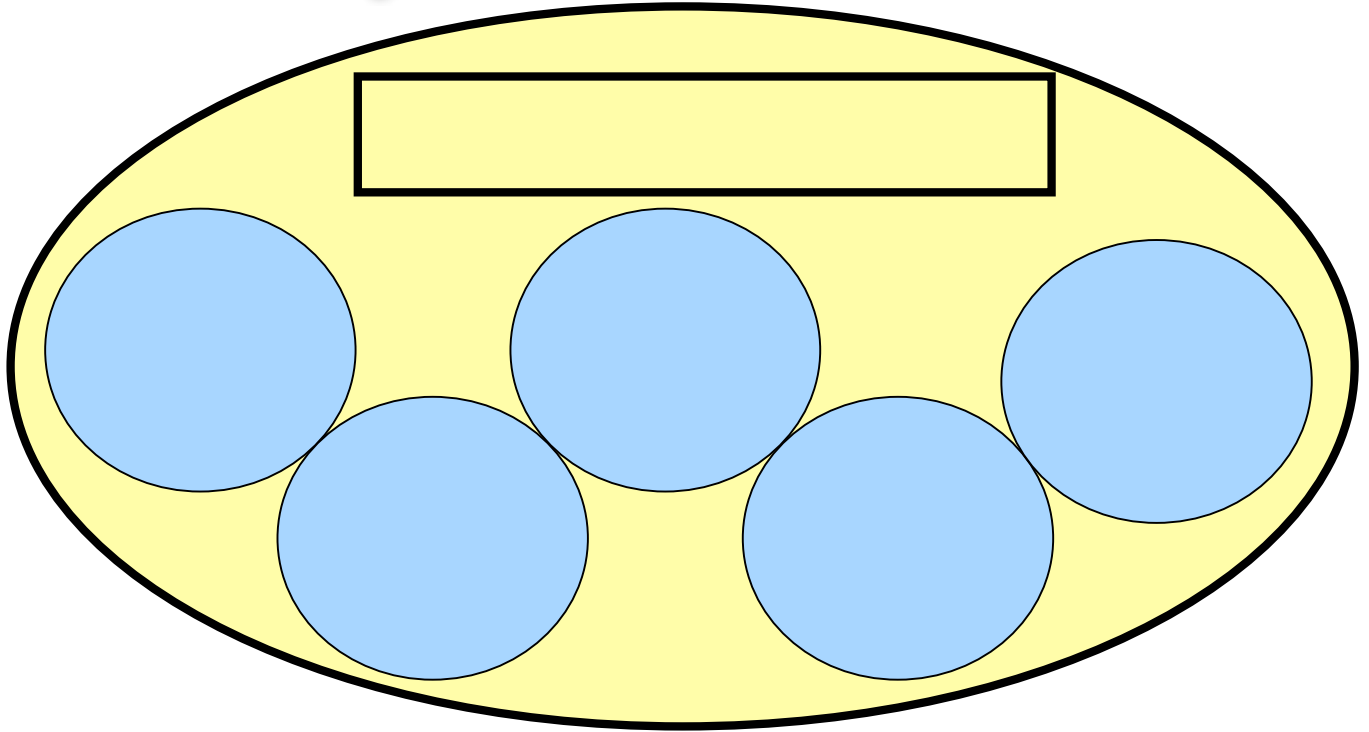
- **Multiple Meanings:** Ask students to stand in a circle around the classroom. Using the “Multiple Meanings” sheet provided, write four words on the board. Chose a target word to say out loud, and ask the first student to give two definitions to the word, e.g. “Tell me what the word ‘trunk’ can mean”. Ask the student to use the word in a sentence. If her answer is correct, she sits down. If her answer is incorrect, she remains standing and you move on to the next person in the circle (this is a good way of giving struggling kids more chances to respond). This can also be used with the heteronym sheet also
- **Categories/Classification:** On the board draw a dot-to-dot grid, 5 dots high and 5 dots wide. Divide the class into 3 teams and assign each team a letter (A, B, C). Read a list of items from the “Categories and Classification” sheet provided, asking a designated member from Team A the category to which the given items belong, e.g. “frying pans, dishes, sink, forks and a stove are all things you find in a _____”. Answers are in bold face type. If the member provides a correct answer, she is allowed to connect two horizontal or vertical dots on the grid. If she answers incorrectly, move on to the next designated member from Team B and ask the same question. The object of connecting the dots is for each team to complete as many boxes as possible. Each time a box is completed, the team who drew it’s fourth side writes their team letter (A, B, C) inside the box. The winning team is the one with the most boxes.
- **Categories/Classification:** On the board draw three large clock faces and label them A, B, C. Divide the class into 3 teams and assign each team a letter. Read a category name from the “Categories and Classification” sheet provided, asking a designated member from Team A to generate 5 items in that category. If the member provides correct answers, she is allowed to write a number on the clock face. If she answers incorrectly, move on to the next designated member from Team B and ask the same question. The object is for each team to complete their clock the fastest. The winning team is the one with the first completed clock.
- **Categories/Classification:** Using the “Categories and Classification” sheet, write items from various categories on note cards and distribute one to each student. Ask students to find partners and form groups with others who have word cards that can be grouped together with their own.
- **Categories/Classification:** Select students from the classroom who have a specific attribute in common. Ask that they form a group in the front of the classroom, e.g. boys, ponytails, wearing a skirt. Ask the seated students to guess what attribute the group has in common.

Categories/Classification

- **Kitchen:** frying pans, dishes, sink forks, stove
- **Bedroom:** bed, dresser, blanket, lamp, pillow
- **School:** desk, books, pencil, sharpener, teacher
- **Picnic:** popsicles ice cubes, ice cream, meat
- **Grocery Store:** carts, cashiers, aisles, frozen food, fresh vegetables
- **Washing Clothes:** dryer, detergent, dirty clothes, washing machine
- **Women's Clothes:** dresses, pants, sweaters, blouses, shoes
- **Men's Clothes:** pants, ties, jackets, shirts, shoes
- **Restaurant:** menus, booths, food server, salad bar, cash register
- **Zoo Animals:** monkeys, bears, giraffes, lions, elephant
- **Farm Animals:** cows, pigs, chickens, barn, tractor
- **School:** office, principal, cafeteria, gym, classrooms
- **Movie Theater:** candy, popcorn, darkness, big screen, tickets
- **Cafeteria:** tables, trays, chairs, students, food
- **Mall:** department store, shoe store, food court, movie theater
- **Fire Truck:** hose, ladder, siren, flashing lights, driver
- **Circus:** clowns, jugglers, trapeze, popcorn, acrobats
- **Parade:** bands, floats, clowns, fire engine
- **Highway:** pavement, guard cells, speed limit signs, state
- **Plane:** pilot, flight attendant, emergency exit, wings
- **Post Office:** stamps, mailboxes, clerks, scales, envelopes
- **Pool:** water, ladder, steps, diving board, drain
- **Beach:** waves, sand, lifeguard, shells, crabs
- **Dentist:** drill, mirror, toothbrush, dental floss, reclining chair
- **Bowling Alley:** balls, lanes, pins, shoes, gutter, snack bar
- **Barber:** curlers, shampoo, scissors, hair spray, sinks, customers
- **Hospital:** doctors, patients, beds, medicine, nurses
- **Fair:** Ferris wheel, tickets, cotton candy, games, noise
- **Fishing:** life jacket, oars, motor, fishing poles, bait
- **Football:** helmets, goalposts, cheerleaders, players, fans
- **Gas Station:** gas tanks, oil cans, paper towels, cars, customers
- **Desert:** cacti, sand, heat, tumbleweed, snakes
- **City:** traffic, skyscrapers, crowds, taxis, bright lights
- **Car:** steering wheel, seats, dashboard, glove compartment, radio
- **Ocean:** fish, coral, shells, divers, treasure, plants
- **Forest:** trees, deer, moss, rabbits, shade, ferns
- **Bank:** money, checks, teller, safe, guard
- **Snowman:** snow, hat, scarf, carrot, two sticks
- **Brushing Teeth:** water, toothpaste, toothbrush, dental floss
- **Bedtime:** pajamas, pillow, bed, alarm, clock
- **Washing Car:** hose, car, bucket, sponge, soap
- **Wrapping a Present:** colorful paper, box, tape, scissors, bow
- **Washing Tub:** dishes, detergent, hot water, sink, sponge
- **Baseball Game:** bat, ball, pitcher, home plate, bases
- **Setting Tables:** dishes, silverware, napkins, drinks, food
- **Painting:** paint, brush, roller, ladder, rags
- **Salad:** lettuce, tomatoes, carrot, knife, bowl
- **Vacation:** suitcase, tickets, camera, money, clothes
- **Grilling:** charcoal, grill, hot dogs, buns, matches



Categories/Classification



Homophones

Homophones: words that sound the same but are spelled differently.

aunt/ant	steal/steel	soared/sword	haul/hall	which/witch
stake/steak	knew/new	meddle/medal	find/fined	for/four
night/knight	great/grate	wait/weight	gait/gate	too/to/two
rows/rose	close/clothes	weak/week	waste/waist	by/buy/bye
yoke/yolk	break/brake	wrote/rote	beat/beet	so/sew
moose/mousse	bare/bear	main/mane	raise/raze/rays	not/knot
sail/sale	made/maid	peal/peel	vain/vein/vane	here/hear
carrot/carat	see/sea	wrap/rap	duel/dual	seem/seam
flower/flour	peek/peak	presence/presents	fore/four	be/bee
male/mail	stare/stair	size/sighs	serial/cereal	do/due/dew
hair/hare	sent/scent/cent	knows/nose	shoo/shoe	been/bin
hole/whole	marry/merry/Mary	roll/role	slay/sleigh	you/ewe
tail/tale	bored/board	add/ad	bred/bread	you'll/Yule
time/thyme	rode/road/rowed	knead/need	wail/whale	I/eye
doe/dough	read/red	whine/wine	cheap/cheep	I'll/aisle
fair/fare	read/reed	foul/fowl	bawled/bald	through/threw
son/sun	dear/deer	bawl/ball	flee/flea	very/vary
tacks/tax	meet/meat	creak/creek	straight/strait	some/sum
bow/beau/bough	peace/piece	patience/patients	whether/weather	Pain/pane
air/heir/err	plain/plane	hoarse/horse	thrown/throne	our/hour
fir/fur	hi/high	guessed/guest	towed/toad	we've/weave
tea/tee	won/one	heard/herd	pair/pear	we'd/weed
sole/soul	bury/berry	weak/weak		would/wood
bell/belle	peddle/pedal	principle/principal		your/you're
hanger/hanger	reign/rain/rein	pause/paws		their/they're/
	blew/blue	sweet/suite		there
	sense/scents	aloud/allowed		
	Wring/ring	hay/hey		

Homophones

Homophones: words that sound the same but are spelled differently.

Heteronyms

Words that look the same but are pronounced differently

alternate
address
bass
buffet
bow
convert
contrast
console
content
compress
convict
close
converse
combine
compact
compound
contest
commune
conduct
contract
conflict

live
lead
minute
object
project
produce
peaked
primer
perfect
present
polish
proceeds
permit
progress
resume
resort
reject
rebel
refuse
reserve
read

sewer
tear
use
wound
wind
number
entrance
sow
separate
suspect
subject
record
intimate
invite
invalid
desert
does
resign
dove
digest
reside

A diagram showing a central blue box with a thick black border. Two lines extend from the bottom corners of this box to the top corners of two yellow boxes below it. Each yellow box has three horizontal lines for writing.

Heteronyms

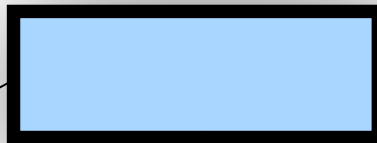
Words that look the same but are pronounced differently

The image contains three identical graphic organizers arranged vertically. Each organizer consists of a central light blue rectangular box with a thick black border. Two lines extend from the bottom corners of this central box to the top corners of two separate yellow rectangular boxes, one on the left and one on the right. Each yellow box has a thin black border and contains three horizontal lines for writing.

Multiple Meaning Words

Words with more than one meaning

angle	arch	arm	back	bag	ball	safe	track
band	bank	bark	bat	bill	bit	park	rattle
block	bow	bowl	brush	can	case	light	dump
catch	change	charge	check	clip	club	chest	force
count	cup	cold	date	deal	die	round	rod
dock	down	draw	drive	duck	ear	train	stall
egg	eye	fair	fall	fan	fat	break	base
fire	fit	flag	flat	fly	fresh	drill	dart
gas	ground	grow	gum	guy	hail	lock	reason
hand	hatch	hawk	head	heart	hide	face	nail
hold	horn	jack	jam	jar	jet	grade	act
key	kid	kind	land	lap	last	buckle	subject
mail	march	mat	match	mean	mine	sharp	sheet
miss	model	nap	needle	note	pack	turn	disk
pad	palm	paper	part	pass	pet	racket	bolt
pick	pitch	pool	pop	pound	press	guard	will
pump	punch	rank	rash	reel	rest	cover	spurt
right	Ring	rock	roll	row	run	sweep	
sap	saw	scale	school	seal	season	trip	
set	shade	shop	shot	sign	size	post	
slip	slug	smack	sock	soil	sow	game	
space	spray	spring	stable	stamp	stand	article	
steep	steer	stick	still	story	strike	interest	
strip	swing	tablet	tail	tap	tear	program	
tick	tie	till	tip	tire	title	count	
toast	tool	top	track	trunk	vice	form	
wake	watch	water	wave	well	yard	register	



Multiple Meaning Words

Words with more than one meaning

Diagram for the first multiple meaning word. A central box with a thick black border is connected by lines to three separate boxes below it. Each of the three lower boxes contains three horizontal lines for writing.

Diagram for the second multiple meaning word. A central box with a thick black border is connected by lines to three separate boxes below it. Each of the three lower boxes contains three horizontal lines for writing.

Diagram for the third multiple meaning word. A central box with a thick black border is connected by lines to three separate boxes below it. Each of the three lower boxes contains three horizontal lines for writing.

Prefixes and Suffixes

PREFIX	MEANING	PREFIX	MEANING
dis	away, apart; negative	pre	before
mis	wrong; not	de	away from; down; negative
ab	from; away; off; not	re	again, back, really
ad	to, toward; against	pro	in favor of; before; forward
in	in, into; not; really	per	through; really
im	in, into; not	un	not; reversal of; remove
com	with; together; really	a	in, on, at; not, without
con	with; together; really	ex	out, away
be	really; by; to make	en	in; within; on
SUFFIX	MEANING	SUFFIX	MEANING
s	more than one, verb marker	le	
ing	when you do something, quality, state	tion	state, quality; act
ed	in the past, quality	sion	state, quality; act
ness	that which is, state, quality	tive	one who; quality of
less	without; not	sive	one who; quality of
ic	like; related to; to make	y	having the quality of; in the manner of; small
ate	to make, act; having the quality of	ly	how something is
ish	like, related to; to make	ary	related to
ist	one who	ity	quality; state
ism	state, quality; act	ant	one that performs; thing that promotes; being
est	the most	ent	one that performs; thing that promotes; being
ful	full of	ment	that which; quality, act
or	one who; that which	ance	action, process; quality or state
er	more; one who, that which	ence	action, process; quality or state
tive	one who; quality of	ous	having the quality of
sive	one who; quality of	ture	state; quality; that which
y	having the quality of; in the manner of; small	able	able to be
ly	how something is	ible	able to be
al	related to, like	ize	to become
age	that which; state		

Prefixes and Suffixes

Prefix

Root word

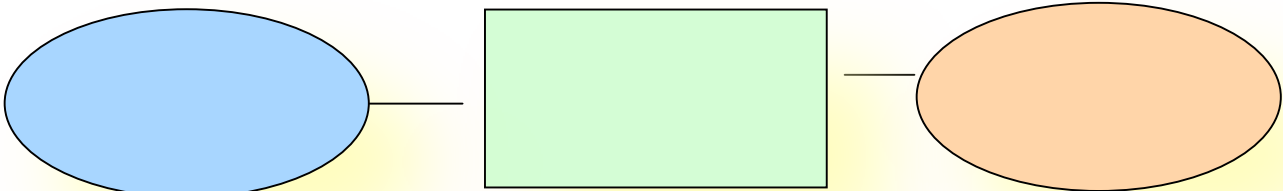
Suffix



Prefix

Root word

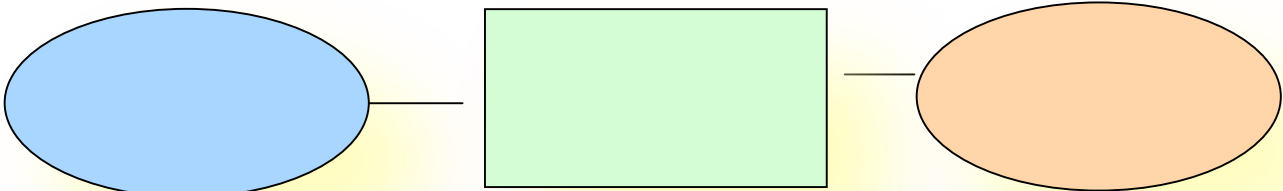
Suffix



Prefix

Root word

Suffix



Vocabulary

High Frequency Words Across the Grades

analyze
cite
identify
comment
compare
consider
contrast
create
define
design
detail
determine
develop
diagram
discern
discover
discuss
display
dissuade
edit
elaborate
eliminate
embellish
establish
estimate
examine
expand
explain
explore
extract

find
flow chart
generate
imagine
inject
insert
interpret
investigate
justify
legitimize
limit
locate
marginalize
match
measure
obtain
organize
paraphrase
persuade
peruse
prove
reason
reason
recover
recreate
redesign
refer
reflect
refrain

reject
revise
select
select
set priorities
solve
state
summarize
support
unpack
identify
research
sequence
list
sketch
alphabetize
chronological
predict
infer
formulate
trace
evaluate
describe

Picture

Say the word.

Antonym

Synonym

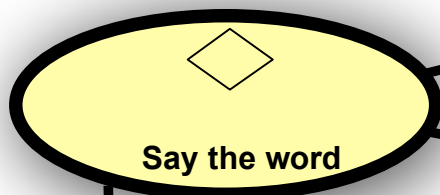
Define in your own words (who, what, where, when, how, why).

Use the word in a sentence.

Million Dollar Root Words

Common Latin and Greek Root Words

Root	Meaning	Key Word
bene	well, good	<i>benefit</i>
centi	hundred	<i>centipede</i>
contra	against	<i>contrary</i>
dict	say, speak	<i>dictate</i>
duct	lead	<i>conduct</i>
form	shape	<i>formulate</i>
fract	break	<i>fracture</i>
struct	build	<i>construct</i>
auto	self	<i>automatic</i>
bio	life	<i>biology</i>
chron	time	<i>chronology</i>
geo	earth	<i>geology</i>
hemi	half	<i>hemisphere</i>
macro	large	<i>macroeconomics</i>
micro	small	<i>microscope</i>
mono	single	<i>monorail</i>
ology	study of	<i>biology</i>
psych	mind, soul	<i>psychic</i>
sphere	ball, round	<i>hemisphere</i>
tele	from afar	<i>telephone</i>
therm	heat	<i>thermometer</i>



Picture

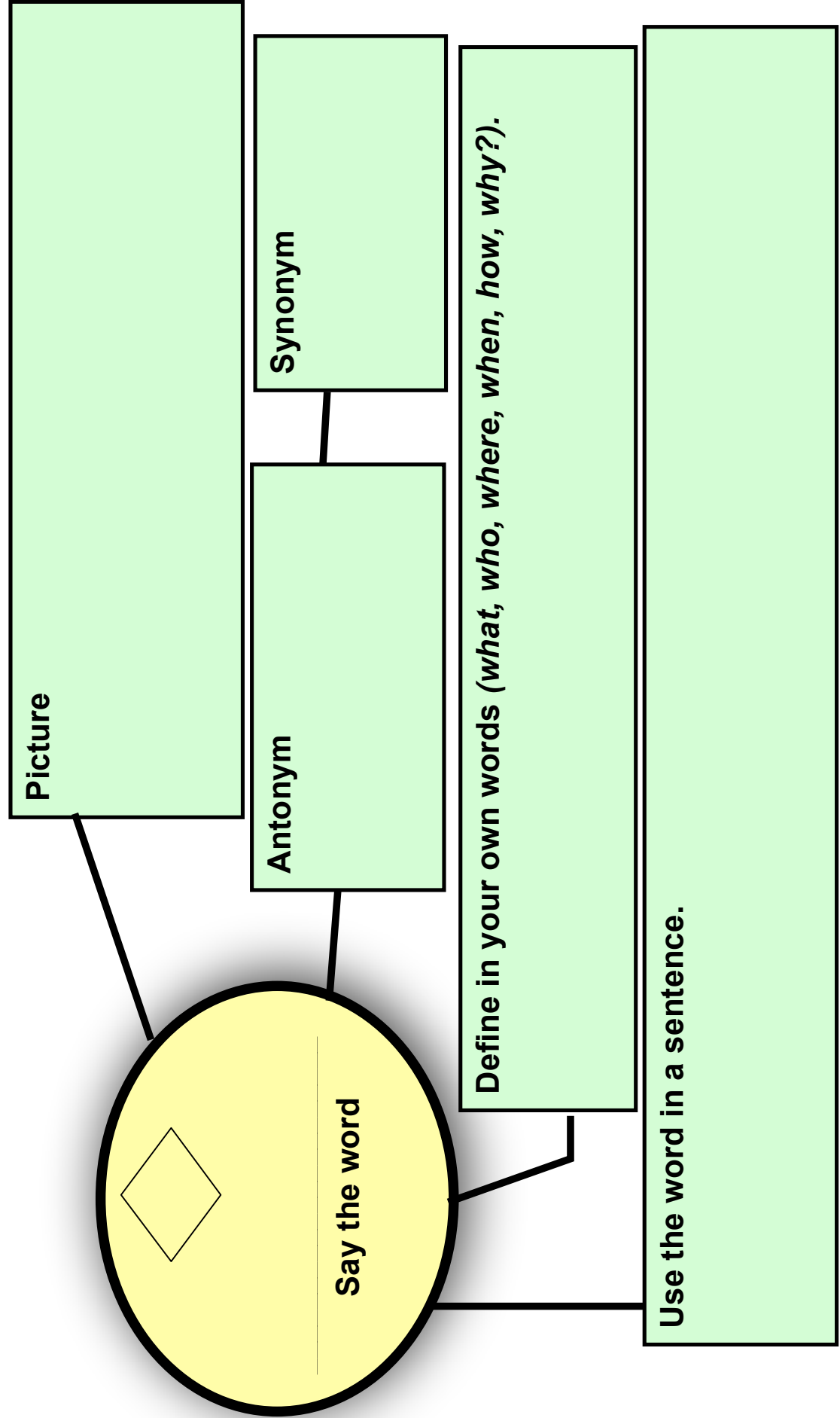
Antonym

Synonym

Define in your own words (who, what, where, when, how, why).

Use the word in a sentence.

Vocabulary



Processing & Listening

Take Written Notes from...

- Phone messages
- Directions
- Paragraphs
- Curriculum

1-5 Sentence Story Comprehension

- Main idea
- Details
- Sequence

WH-Questions

- Who When Which
- What How Negation
- Where Why

Question Comprehension

- True/false
- Yes/no
- Some/all
- Always/sometimes/never

Follow Directions that Use...

- Body parts
- Pictures
- Qualifiers (*if-then, because, negation*)
- Passive voice

Memory: Repeat up to 7 Sequences

- Numbers
- Letters
- Words (related and non related)
- Sentences

Auditory Discrimination

Learn 6 Skills of a Good Listener

Learn 3 Listening Strategies

Demonstrate Skills in Classroom



Processing & Listening Strategies and Activities

During children's daily activities at home, school, and in the neighborhood, they are constantly confronted with information. Information is presented in many forms and contexts from a variety of sources. Students with communication deficits often have difficulty attending to, processing, and acting upon information appropriately. As a result, they may miss information important to their safety and well-being, academic progress, and interactions with others. Provide opportunities to help students organize and retrieve information, enabling them to function more independently, safely, and effectively in their daily environments.

- **Haiku Poems:** Haiku is Japanese poetry that has 12 or 17 syllables and 3 lines. Most poems have to do with nature. These poems are especially good for targeting Wh-concepts (what, when, where). Let student's thoughts come first, and then adjust the syllable count later.

<i>On my backyard stoop</i>	Where it is happening
<i>a firefly sings a mating song</i>	What is happening
<i>at night.</i>	When it occurs

- **Following Directions:** On the board draw two, large baseball diamonds and label them A and B. Divide the class into 2 teams and assign each team a letter. Using the "Basic Concepts" sheet provided, make up a sentence with a direction word, e.g. "Put the book **under** your desk". Ask a designated member from Team A to repeat the direction word and to act out the sentence. If the member responds correctly, she is allowed to place an X on the corresponding base. If she responds incorrectly, move on to the next designated member from Team B and ask the same question. The object is for each team to move around the four bases to score a one point. The winning team is the one with the most points.

Listening Skills Basics

6 Skills of a Good Listener

1. Gives good eye contact.
2. Leans forward slightly to show interest.
3. Gives feedback to speaker by nodding head or saying things like “uh-hah,” “m-hmm”, and “yeah”.
4. Asks questions that only have to do with the topic.
5. Gives the speaker his/her full attention by not doing two things at once.
6. Lets speaker finish talking and doesn't interrupt.



3 Listening Skill Strategies

Repeat

Ask to hear again

“Can you say that again?”

Rehearse

Say over and over again

“5014, 5014, 5014.”

Rephrase

Ask a question in your own words

“So you're asking me to...?”

Listening Skills Basics

6 Skills of a Good Listener



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

3 Listening Skill Strategies

A large, light blue oval with a thick red border. Inside the oval, there are three rows of three smaller white ovals with red borders. Each row of three small ovals is connected by a horizontal line, and the three rows are also connected by vertical lines, forming a 3x3 grid structure. This diagram is intended for students to write down three listening skill strategies.

Wh-Questions

WHO? _____

WHAT? _____

WHERE? _____

WHEN? _____

WHY? _____

HOW? _____

WHO? _____

WHAT? _____

WHERE? _____

WHEN? _____

WHY? _____

HOW? _____

WHO? _____

WHAT? _____

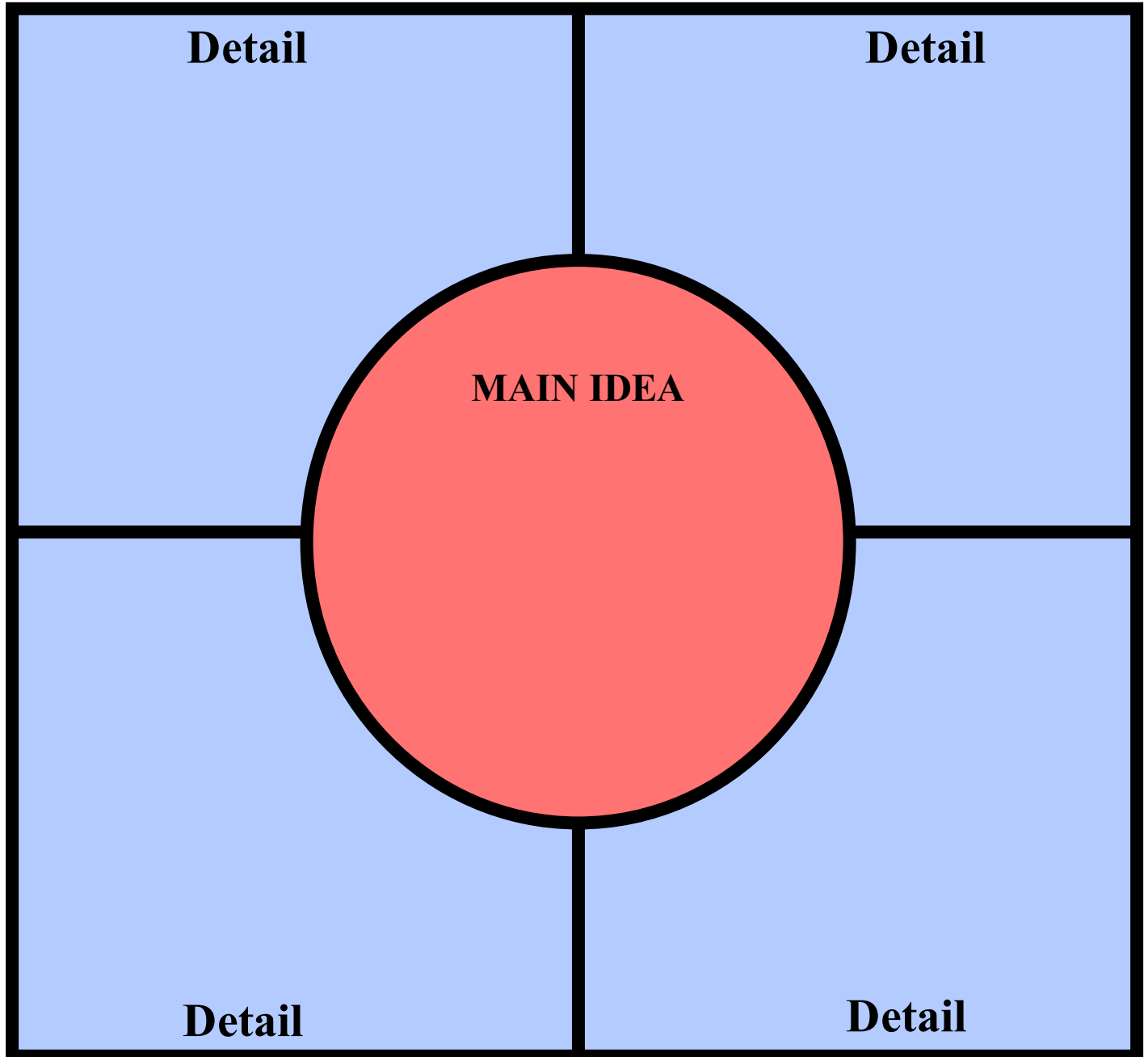
WHERE? _____

WHEN? _____

WHY? _____

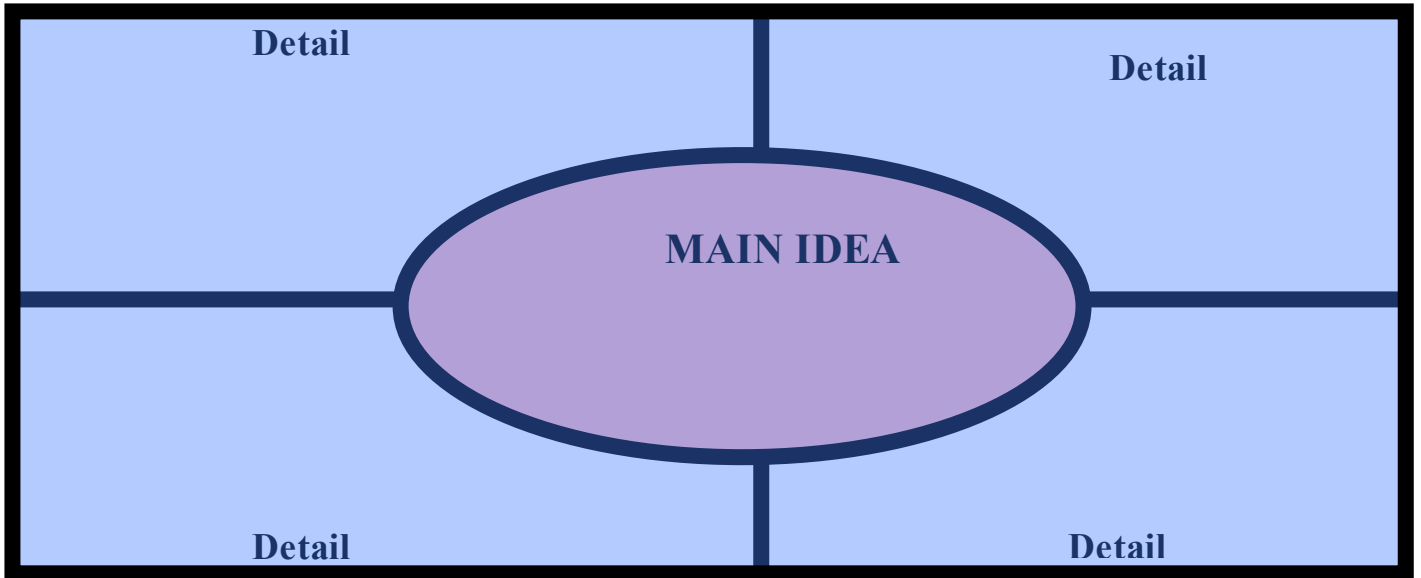
HOW? _____

Main Idea

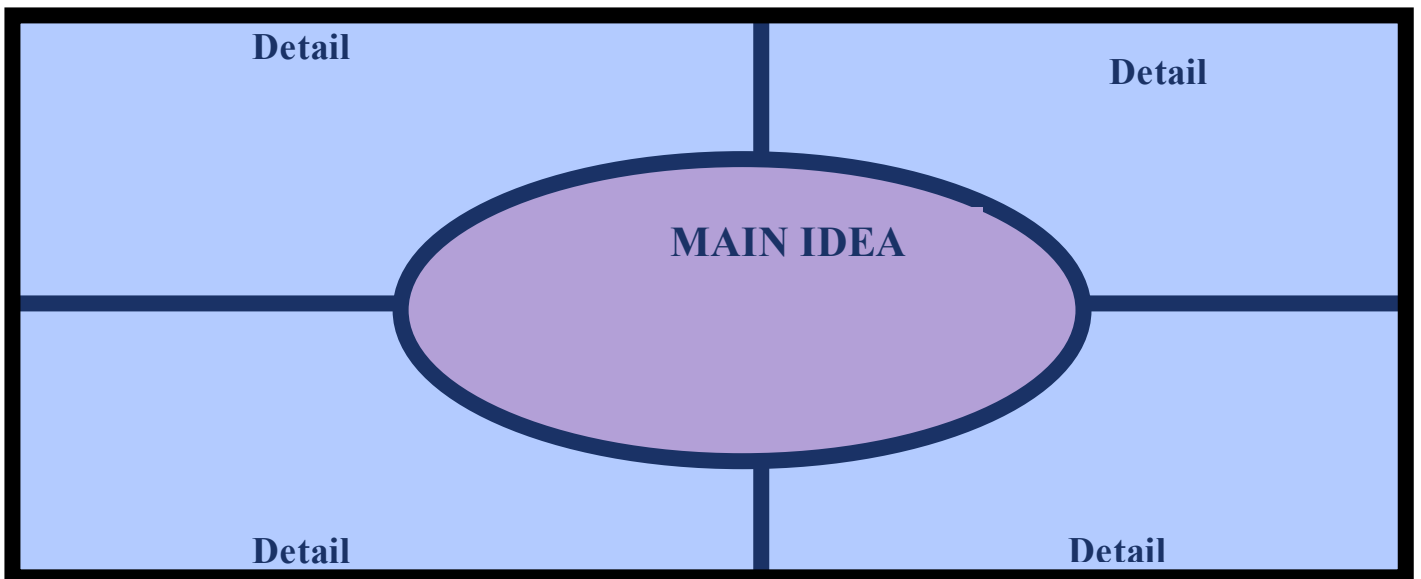


WHAT? WHO? WHERE? WHEN? HOW? WHY?

Main Idea



WHAT? WHO? WHERE? WHEN? HOW? WHY?



WHAT? WHO? WHERE? WHEN? HOW? WHY?

Critical Thinking

Self Advocacy

- Know strengths and Weaknesses
- Compensatory Techniques
- Read books and share what works well for you with others.

Figurative Language

- Idioms/Proverbs
- Similes, Metaphors
- Jokes/Riddles

Inferences

Problem Solving

- Information needed
- Order of events
- Problem
- Cause
- Effect
- Solution

Compare/Contrast

Common Signs and Symbols



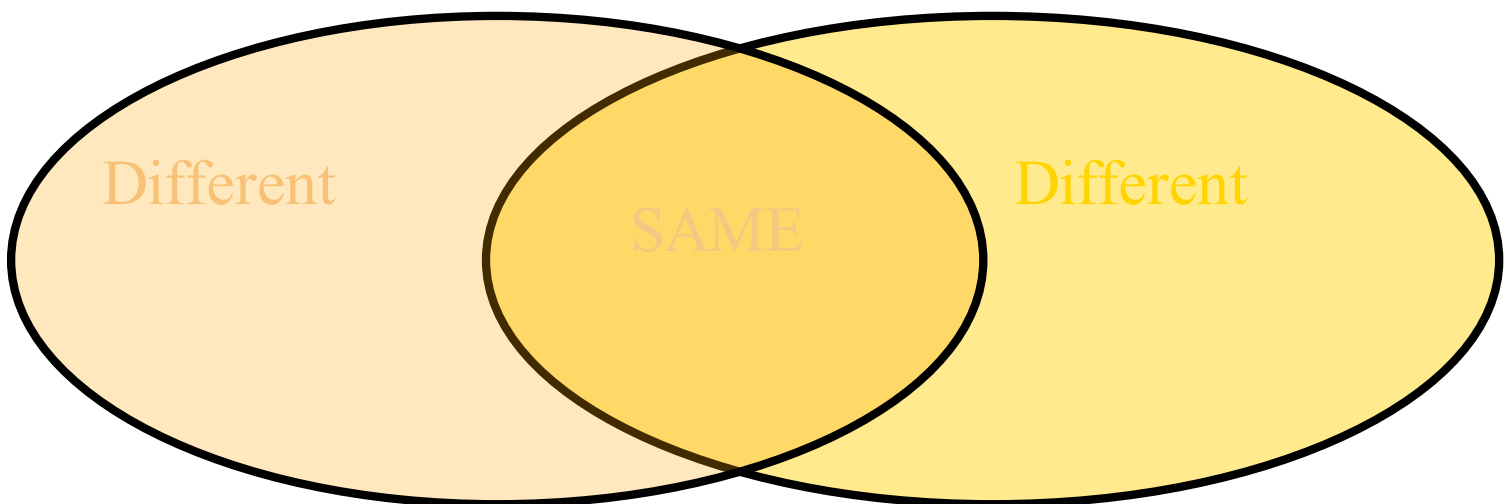
Language Based Critical Thinking Strategies and Activities

Language-based, critical thinking is a basic skill for daily living. Each day, we are faced with many problems of varying types and complexity. Our ability to solve these problems by matching them with appropriate solutions enables us to have control over our environment and, as a result, function as independent, competent individuals. Be sure to include tasks that range from simply naming the items needed to do a common activity to identifying the multiple problems and solutions inherent in complex situations. The ultimate goal is for the student to generalize language-based, critical thinking to his/her everyday environment.

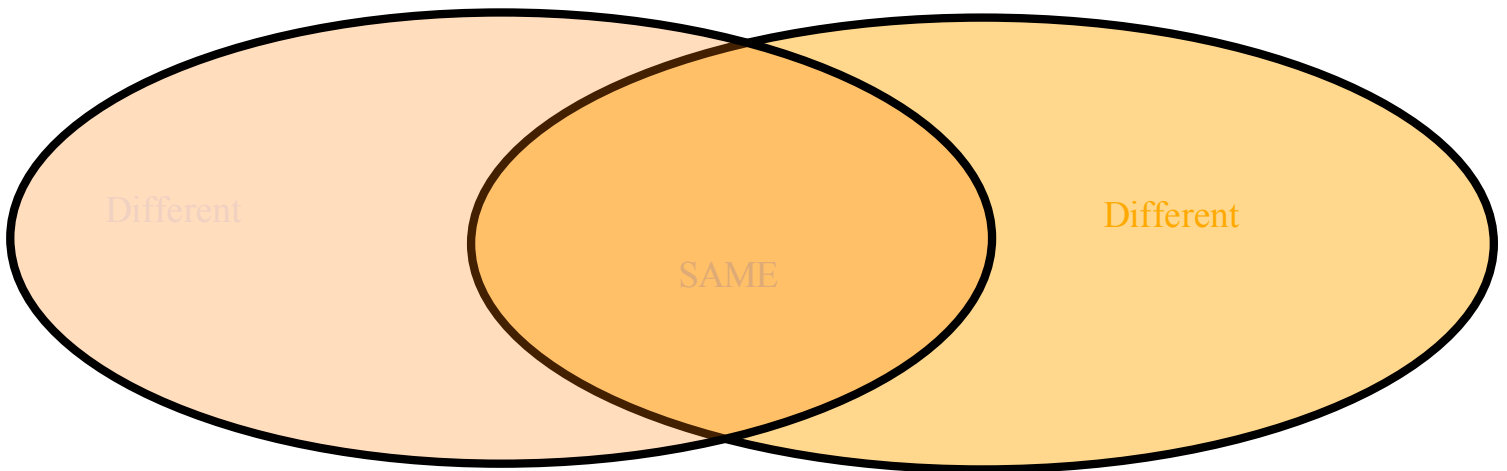
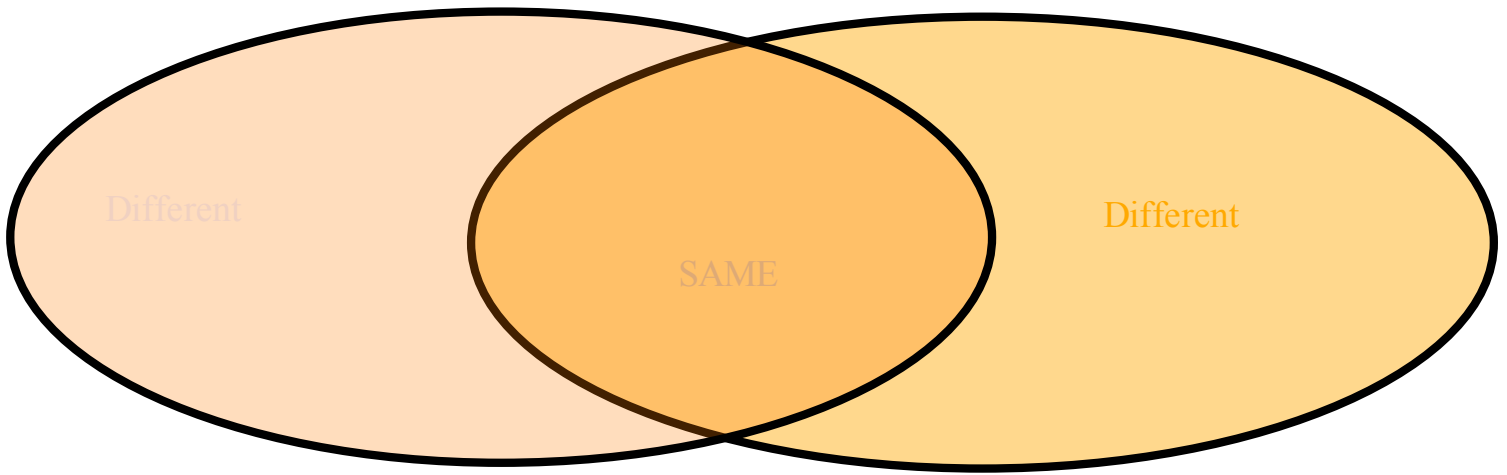
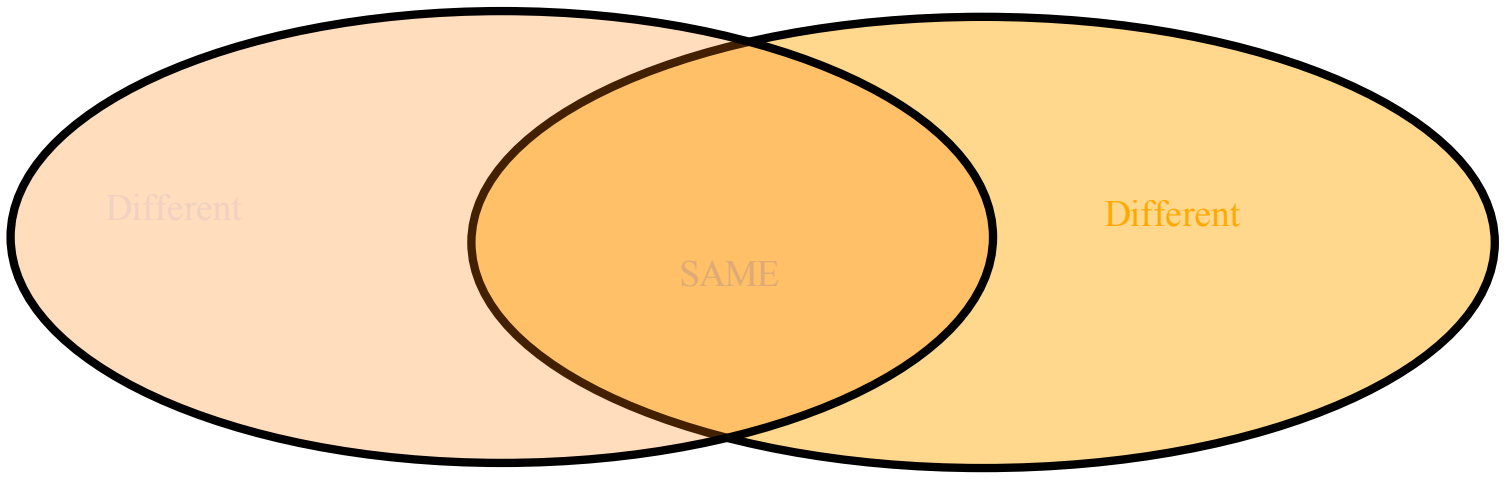
- **Compare/Contrast:** Write a sentence on the board using only blanks for each letter, e.g. “ _ _ _ _ _ _ _ _ _ _ ! Divide the class into 3 teams. Using the “Compare/Contrast” sheet provided, ask a designated member from Team A to explain how the two items are alike and different. If the member responds correctly, she guesses a letter of the secret phrase. If she responds incorrectly, move on to the next designated member from Team B and ask the same question. The object is for teams to guess letters of the phrase in attempt to figure out the phrase itself. The winning team is the one to correctly guess the phrase first.
- **Figurative Language:** Draw a large, tic-tac-toe grid on the board. Divide the class into 2 teams, as either X’s or O’s. Using the “Figurative Language” sheet provided, ask a designated member from Team X to give the meaning of the phrase or to use it in context. If the member responds correctly, she is allowed to place an X on the grid. If she responds incorrectly, move on to the next designated member from Team O and ask the same question. The object is for each team to get three X/O’s in a row in order to score points. The winning team is the one with the most points.

Compare/Contrast

tree/flower	lake/ocean	pizza/chocolate cake	rocking chair/table
drum/bugle	book/magazine	jeans/sweater	apple/potato
horse/cow	pen/pencil	car/motorcycle	soup/cereal
belt/ribbon	baby/puppy	screwdriver/knife	blanket/towel
soap/shampoo	ice cream/pudding	rake/broom	glue/tape
pie/cake	coat/bathrobe	ketchup/mayonnaise	doll/puppet
nail polish/paint	daisy/rose	skunk/squirrel	envelope/paper bag
elevator/escalator	doughnut/bagel	newspaper/magazine	photograph/statue
map/glob	handcuffs/bracelet	paper clip/staple	leopard/lion
phone/computer	hotel/jail	judge/parent	building blocks/ dice
poodle/dalmatian	frog/toad	shirt/jacket	boot/shoe
toenails/fingernails	ring/bracelet	motorcycle/bicycle	blanket/sheet
needle/straight pin	couch/bed	hair/wig	brush/comb
dresser/desk	apartment/house	Jell-O/pudding	water ski/ snowshoe
penny/dollar	sandals/boots	chicken/duck	saucer/plate
perfume/after-shave	bridge/tunnel	road/alley	horse/camel
contacts/glasses	margarine/butter	flower/weed	raisin/grape
tiger/leopard	sleet/rain	flurry/blizzard	rain/tornado
lightning/thunder	notebook/paper	life preserver/inner tube	fishing lure/bait
contents/index	cast/splint	hoe/shovel	hotel/motel
whiteboard/paper	essay/short story	pickle/cucumber	allowance/salary
balcony/porch	biology/history	plaster/cement	funnel/strainer
suggestion/order	monument/statue	vein/artery	milk/orange juice
dictionary/encyclopedia	sun/lamp	roller blades/ice skates	yarn/rope
thesaurus/dictionary	suitcase/purse	curtains/bedspread	computer/calculator
merry-go-round/Ferris wheel			



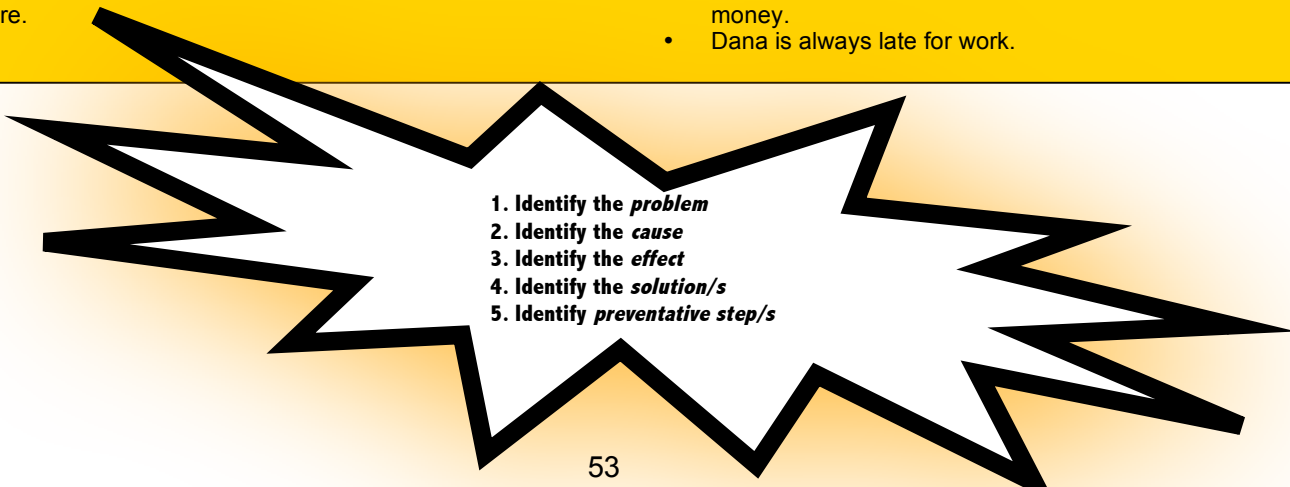
Compare/Contrast



5 Steps to Problem Solving

Problem Solving Scenarios

- Ms. Jefferies forgot to take her cake out of the oven.
- Mark licked his ice cream cone and the top scoop slipped off.
- Melissa's balloon began to hiss.
- Jack ate at a restaurant, but left his wallet at home.
- Sarah didn't catch the bus in the morning.
- Nancy was very thirsty.
- Dad didn't get paid at work today.
- The teapot is making a loud noise.
- Joshua kicked the football and when John caught it, it was flat.
- I was sitting on my bed reading, when it began raining on my head
- Mom left the iron on when she went shopping.
- Mary did not stop the car when she came to a red light.
- The neighborhood dogs played in the garbage cans we left out.
- The lamp suddenly went off while Phil was reading Monday evening.
- The acrobat flipped three times in the air before missing the trapeze.
- The flashlight we use to see outside when we were camping didn't work.
- Evan's temperature was 102 and he felt weak.
- The car's gas gauge was on E.
- The ocean liner swayed from side to side as waves rose and fell.
- Jan and Paul are skating on thin ice.
- Carla went outside in her bathrobe to get the mail and the door locked behind her.
- George went to the doctor's office to get stitches on his head.
- Ted wants to take his dog for a walk, but dog only has a collar.
- Mary wants to brush her teeth. She can only find the toothpaste.
- Stuarts's jacket zipper won't move up or down.
- Joe's ice cream was melted when he took it out of the freezer.
- Kathy was taking a test, her pencil broke.
- You are building a fire. You have only wood, newspaper, and kindling.
- The milk smelled bad when Jerry poured it on his cereal.
- Michael turned on the TV. He could only hear the characters talking.
- You tried on some tight jeans at the store. When you leaned over, you heard a strange sound.
- Leah went to catch the bus after school, but no one was there.
- Lou is walking to the movie theater alone. He has to cross a busy street.
- Mary got off the school bus. She realized she left her sweater in her classroom.
- John was getting dressed for an important meeting. He couldn't find two socks that matched.
- When Margaret took some meat out of the freezer, she realized it was not frozen.
- Jennifer was babysitting late one evening when someone knocked at the door.
- David was cutting down a tree when it fell on a power line.
- Jane heard bubbling and realized her washing machine was overflowing.
- Mary Ann has a flat tire on her way home.
- Janet was typing a paper for school and ran out of paper.
- Someone broke into Ian's car, shattering the windows. Rain is in the forecast.
- Harry was tying his hiking boot when one of his laces broke off.
- A raccoon near the creek bit Ben on the thumb.
- Angela was vacuuming her rug when dust and dirt suddenly came flying out of the hose.
- Dan was having company for dinner. As he took the roast out of the pan, the roast fell on the kitchen floor.
- Bob's car was making funny noises as he drove to the store.
- Joe got a new retainer from his orthodontist. At school, he accidentally threw it away..
- Dianne was baking cookies for her class. When she opened the flour container, she found some bugs in it.
- Mr. King left his meeting to sharpen his pencil. When he came back, someone was sitting in his seat.
- Jeff was cooking spaghetti noodles when he noticed that the pot was boiling over.
- Penelope hit another car in the parking lot when she was leaving her parking space.
- While Peggy was driving on the highway, she saw a man parked beside the road with his car hood up.
- Evelyn was getting dressed and the zipper on the back of her dress got stuck halfway up.
- Ben and Cathy went to the movies, but couldn't find two seats together.
- Eric and his dad were fishing in a boat. Eric cut his finger on a bait knife and it wouldn't stop bleeding.
- Chuck's 4-year-old sister was playing with a new watch he got for his birthday and she broke it.
- Brian found an old wallet while he was walking on the beach. There were credit cards inside but no address or money.
- Dana is always late for work.

- 
1. Identify the *problem*
 2. Identify the *cause*
 3. Identify the *effect*
 4. Identify the *solution/s*
 5. Identify *preventative step/s*

Five Steps to Problem Solving

1. Identify the *problem* _____

2. Identify the *cause* _____

3. Identify the *effect* _____

4. Identify the *solution/s* _____

5. Identify *preventative steps* _____

1. Identify the *problem* _____

2. Identify the *cause* _____

3. Identify the *effect* _____

4. Identify the *solution/s* _____

5. Identify *preventative steps* _____

Figurative Language

Proverbs

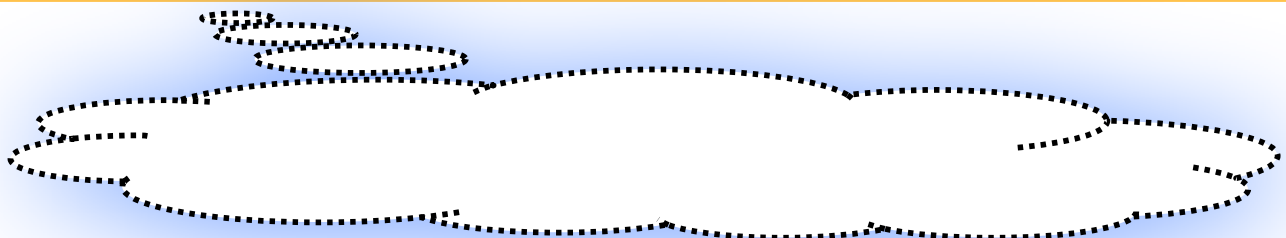
- **United we stand, divided we fall** (a stronger defense when working together)
- **No man is an island** (we all need help sometimes)
- **Fine feathers don't make fine birds** (how you appear may not be how you are)
- **Misery loves company** (unhappy people like to be together)
- **Absence makes the heart grow fonder** (you'll like something better when you don't have it)
- **Every cloud has a silver lining** (a bad thing may turn out to be good)
- **There's no use crying over spilled milk** (don't be upset over things you can't control)
- **Beauty is only skin deep** (a beautiful person may not have a nice personality)
- **A watched pot never boils** (time goes slowly when we are waiting)
- **People in glass houses shouldn't throw stones** (people with faults shouldn't criticize others).
- **Where there's smoke there's fire** (if there's trouble, there's usually a lot more)
- **A hedge between keeps friendships green** (privacy helps keep friendships healthy)
- **Better safe than sorry** (better to be careful than make a mistake)
- **Don't burn your bridges behind you** (don't leave yourself without connection from where you came from)
- **A bad penny always turns up** (a trouble maker makes himself known with time)
- **A cat in gloves catches no mice** (you can't always get what you want by being careful and polite)
- **There's no royal road to learning** (learning is hard work)
- **There's a sin of omission as well as commission** (not doing something is as bad as doing something wrong)

Metaphors and Similes

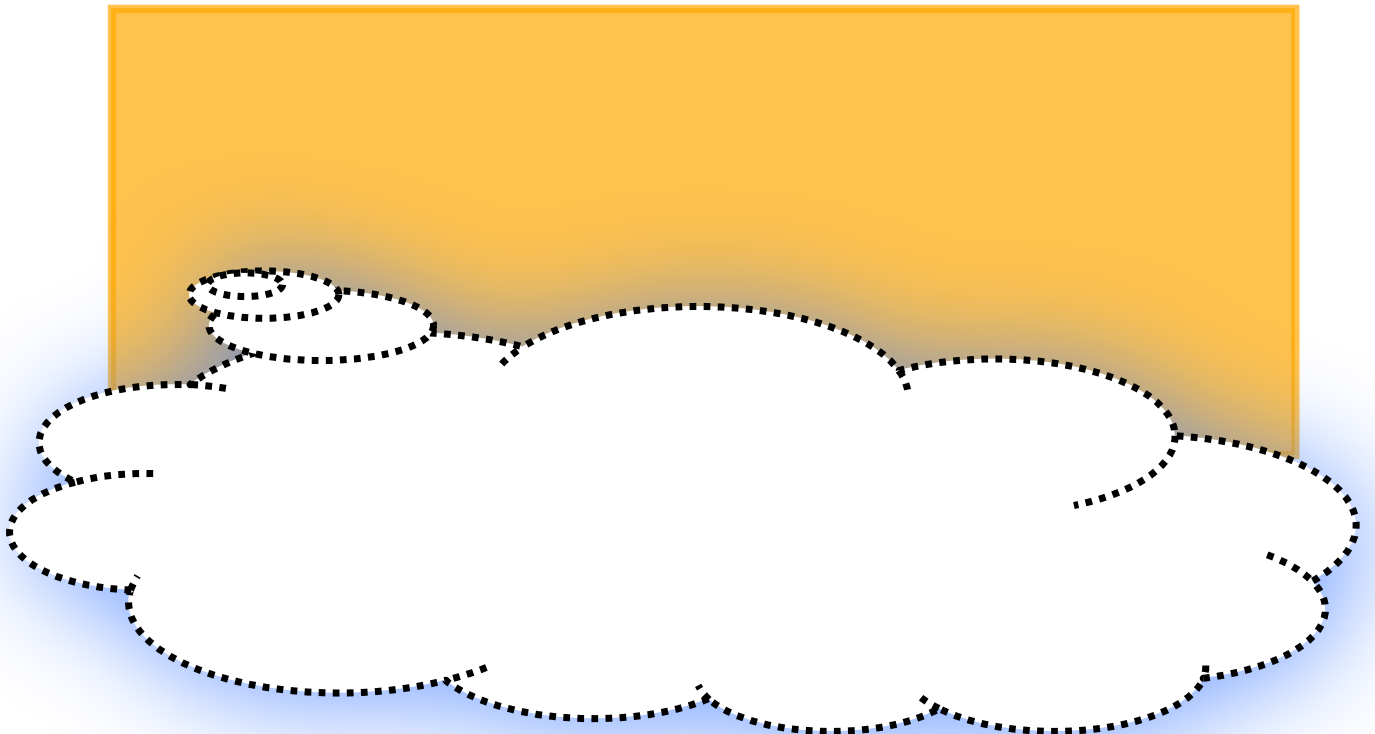
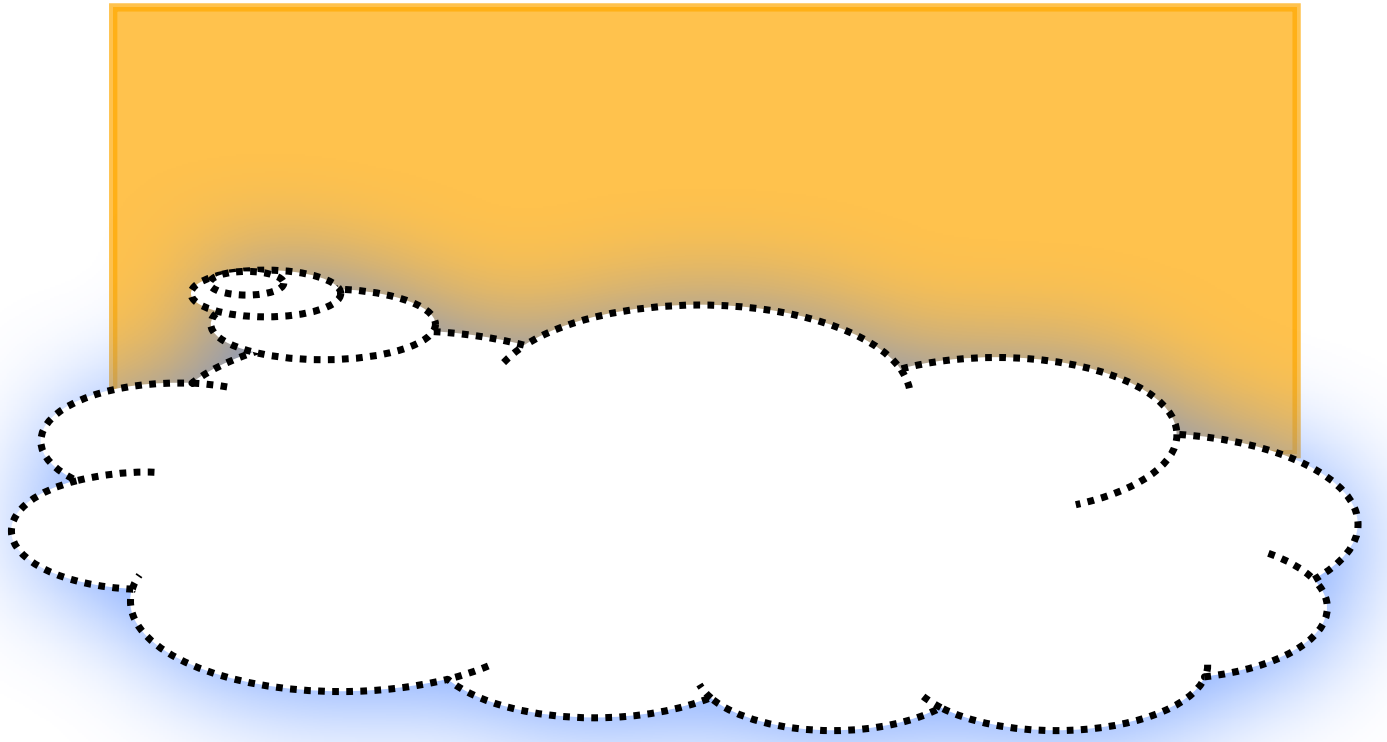
- **Quiet as a mouse** (shy)
- **Strong as an ox** (able to move heavy things)
- **Sharp as a knife** (cuts easily)
- **Cool as ice** (calm)
- **Runs like the wind** (fast)
- **Like a bull in a china shop** (clumsy)

Idioms

- **Adding fuel to the fire** (make a bad situation worse/add wood to fire)
- **All the bells and whistles** (coolest features/lots of noise makers)
- **An accident waiting to happen** (unsafe/standing by waiting)
- **Ants in his pants** (move around a lot /bugs crawling in pants)
- **Backseat driver** (tell the driver what to do/drive the car from the backseat)
- **Beef up** (add muscle and weight/cook with meat)
- **Bend over backwards** (go out of your way to help/to acrobats)
- **Butter her up** (say nice things to get your way/put butter on her)
- **Caught red-handed** (caught doing wrong/caught a hand that was red)
- **Chip in** (help/ put a crack in)
- **Come apart at the seams** (can't control excitement/fall apart)
- **Cut corners** (save time and money/cut corners off)
- **Cutting edge** (newest information/cut up)
- **Going to bat for you** (support a friend/ play on a baseball team)
- **Hit the roof** (got angry/put a hole in roof)
- **Hold down the fort** (take care of things/take the children to a fort)
- **Monkey business** (fool around/selling monkeys)
- **On the tip of my tongue** (almost able to recall/on the end of tongue)
- **Open a can of worms** (bring up something unpleasant/ a can full of worms)
- **Out to lunch** (daydream/eating food)
- **Out of line** (break rules/not stand in a row)
- **Power behind the throne** (person really in charge/outlet behind chair)
- **Playing with fire** (big risk/ use fire as if it were a toy)
- **Pull some strings** (get a favor/grab at threads)
- **Put your foot in your mouth** (say something wrong/eat your foot)
- **Rat race** (hectic/race between rats)
- **Sob story** (try to get sympathy/cry while telling a story)
- **Shape up** (behave better/ draw a circle)
- **Sink in** (understand/fall to the bottom)
- **Take a rain check** (do it later/money for rain)
- **Two cents** (give advice/give two pennies)
- **Up a creek without a paddle** (in trouble/ forgot your paddle)



Figurative Language



Understanding Riddles & Jokes

Riddles

- Q. Why did the cookie cry?
A. Because her mother had been a **wafer** so long.
- Q. What's black and white and **red** all over?
A. a newspaper.
- Q. What has four wheels and **flies**?
A. A garbage truck
- Q. What's the difference between a running dog and a running man?
A. A man wears trousers and the dog **pants**.
- Q. How do you **spell this**?
A. t-h-i-s
- Q. Why did the woman take a bath with her shirt on?
A. The label said "**wash and wear**"
- Q. How do you make a **band stand**?
A. Take away their chairs.
- Q. What does a cat eat for breakfast?
A. Mice crispies
- Q. What do you call a bee that drops things?
A. A fumble bee
- Q. What do you get when you cross a chicken with desert?
A. **Fried chicken**
- Q. Why did the turkey eat so fast?
A. He was a **gobbler**.
- Q. What does up and never comes down?
A. Your age.
- Q. Why did the hot dog shiver?
A. It was covered with **chili** beans
- Q. What kind of tables to people eat?
A. Vegetables
- Q. Why did the chicken cross the book?
A. To get to the **author** side.
- Q. Why does the Statue of Liberty stand in New York Harbor?
A. Because she can't sit down.
- Q. How do amoebas talk to each other?
A. With their **cell** phones.
- Q. What kind of cheese doesn't belong to you?
A. **Nacho** cheese

Jokes

- Q. If you have three ducks in a box, what do you have?
A. A box of **quakers**.

JUDGE: **Order** in the court!
ATTORNEY: I'll take a sausage pizza.

HNERY: I saw a **man-eating** shark in the aquarium.
JACK: That's nothing. I saw a man eating herring in the café

JILL: **Call me** a cab.
BILL: Okay, you're a cab.

Q. What's at the end of **everything**?
A. The letter "g".

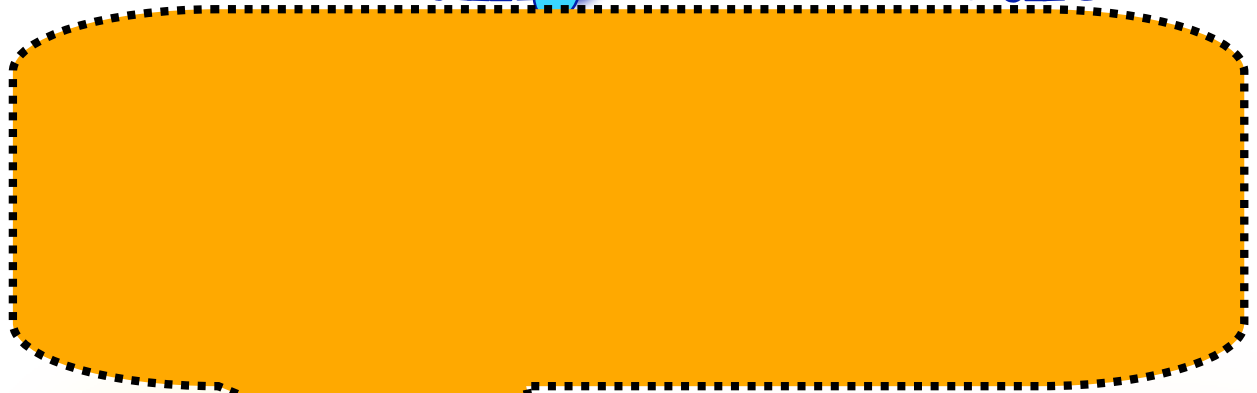
THOMAS: Where can you find elephants?
JUAN: Anywhere. They're hard to hide.

LAURA: Can you tell me how long post roast should be cooked for?
TAMARA: The same as short pot roast.

Multiple Meaning Word

Homophone

Understanding Jokes & Riddles



Multiple Meaning

Homophone



Multiple Meaning

Homophone

Self Advocacy

Things that may be harder for me...

Things I can DO or SAY to help myself...

Self-Expression

Write Descriptive and Complete Sentences/Paragraph
Paraphrase/ Give a Presentation
Use the Telephone <ul style="list-style-type: none"> • Answer and take messages • Call friends and family • Obtain information for activities of daily living (ADLs)
Use a Carrier Phrase to... <ul style="list-style-type: none"> • Complete compare/contrast tasks using superlatives/comparatives • Give directions ("first...and then") • Sequence story details (beginning, middle, end) • Provide main idea and details • Tell age-appropriate riddles and jokes. • Construct sentences using figurative language like similes, metaphors, proverbs and idioms.
Use a Carrier Phrase to Formulate Compound and Complex Sentence Structures <ul style="list-style-type: none"> • Use "and/or/either", "if-then", "because/however/although/since/so/otherwise/but", and negation.
Formulate Questions to Request Information Related to... <ul style="list-style-type: none"> • Items • Situations • Needs • Help
Define and Describe
Grammar <ul style="list-style-type: none"> • Pronouns (I, he/she, they, it, you) • Possessives (yours, mine, Tom's) • Regular and Irregular plurals (foot/feet) • Third person singular (has/have) • Present progressive –ing (is/are) <i>He is walking.</i> • Present tense <i>He walks.</i> • Regular past tense –ed <i>He walked.</i> • Irregular past tense (broke/broken) • Future (will chase) • Unscramble sentences and fix errors



Self-Expression Strategies and Activities

Much of an infant's oral expression is concerned with the communication of basic needs as food, water, and comfort. These needs are essential for growth and survival. Early feelings and emotions are directly related to the satisfaction of these needs. As a child matures, she begins to experience different feelings and associate these emotions with events, people, and places. Later, these associations influence thinking and reasoning as personal opinions are developed. Children with communication impairments often lack the ability to effectively communicate their most basic needs. If they are able to express basic needs, they may be unable to convey more complex expressions of feelings and opinions. Their conversation is often rote and repetitive. Be sure to include activities that familiarize the student with identification, interpretation, and expression of needs, opinions, and feelings within the context of daily living.

- **Shape Poem:** Draw a basic outline of a shape you want to write about. Write the single word attributes and/or sentence descriptors following the shape of the object.
- **Innovation Poems:** These poems use part of an already written text and students innovate with their own words and ideas. It's a great way to get kids to understand and use compound and complex sentence structures.

If I Were...by Sarah Peterson
If I were a kid,
I'd eat 15 candy bars.
If I were a teenager,
I'd sit slouched in my seat.

If I Were...
 If I were a _____,
 I would _____.
 (repeat)

I Like...by Sarah Peterson I Like...
I like tomatoes, I like..._____,
but I don't like them stewed. but I don't like _____.
I like pizza, (repeat).
but I don't like it with fish.

If It Weren't For You, Class...by Sarah Peterson
If it weren't for you,
I could sit outside and read all day.
If it weren't for you,
I could sleep in late on a Monday morning.
But if it weren't for you, class,
I wouldn't get paid.

If It Weren't For You, _____...
 If it weren't for you,
 I could _____.
 If it weren't for you,
 I could _____.
 But if it weren't for you, _____,
 I'd _____.

- **Define and Describe:** Divide the class into 3 teams. Select a recorder and give her a pencil and paper. Each team is given the same word to write vertically on a slip of paper. Using a team consensus, each recorder writes an adjective beside each letter of the word that could be used to describe that word. The adjective must start with that letter. The team with the most points wins. Scoring is as follows: a) no team scores points when they have the same word b) one point when two teams have the same word c) two points when only one team has the word.

H: (head, hot)	B (bug, bad)
A: (athlete, action)	I (itchy, irritating)
T: (top, team)	T (tic, throb)

- **Irregular Plurals:** Using the "Irregular Plurals" sheet provided, create a sentence to say aloud to the class, e.g. "I raked the *leafs* on Sunday with my mom and sister". Ask students to listen to and judge the irregular plural form used by simultaneously using a thumbs up/down posture.
- **Plural/Possessive S:** Write the words "Possessive" "Plural" and "Contraction" on the board. Ask students to stand beside their chairs in the classroom. Using the "Which 's' is it?" sheet, ask the first student to give an answer. If her answer is correct, she sits down. If her answer is incorrect, she remains standing and you move on to the next person in the room (this is a good way of giving struggling kids more chances to respond).

Lazzari, A. & Peters, P. *Help Handbooks 1, 2, 3, 5, Elementary*. East Moline, IL: LinguiSystems; Bowers, Huisingsh, LoGiudice, & Orman (2003). *No Glamour Language and Reasoning*. East Moline, IL: LinguiSystems.

Irregular Plurals

Sheep

Moose

Deer

Fish

Information

ox/oxen

leaf/ leaves

die/ dice

wolf/ wolves

datum/data

loaf/ loaves

life/lives

alumnus/alumni

mouse/mice

dwarf/dwarves

shelf/shelves

leaf/ leaves

die/ dice

wolf/ wolves

loaf/ loaves

foot/ feet

goose/ geese

tooth/ teeth

man/men

woman/women

child/ children

knife/ knives

elf/ elves

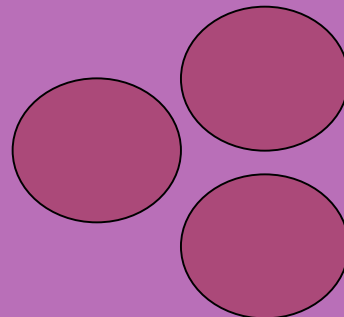
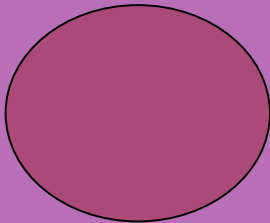
hoof/ hooves

wife/ wives

scarf/ scarves

calf/ calves

thief/ thieves



Irregular Past Tense

YESTERDAY...

TODAY...

broken/broke
bends/bent
find/found
wear/wore
loose/lost
hear/heard
sweep/swept
fall/fell
drive/drove
eat/ate
dig/dug
drink/drank
sit/sat
ride/rode
draw/drew
stand/stood
choose/chose
throw/threw
hold/held
bite/bit
sink/sank
throw/threw
shake/shook
make/made
give/gave
think/thought
bring/brought
blow/blew
see/saw
run/ran

build/built
pay/paid
lay/laid
freeze/froze
write/wrote
speak/spoke
flies/flew
dig/dug
sleep/slept
keep/kept
hide/hid
feed/fed
run/ran
grow/grew
know/knew
eat/ate
rise/rose
slide/slid
get/got
fight/fought
dive/dove
leap/lept
tell/told
shrink/shrank
spin/spun
spring/sprang

Describe and Define

Item:	
Color	
Shape	
Composition (What's it made of?)	
Function (What does it do?)	
Location (Where's the best place to find one?)	
Category (What types of things go with it?)	
Define in your own words:	

Which "s" is it?

Possessive

Sarahs ball is blue.

Plural

I ate two appless.

Contraction

Shes going home.

- _____ The cat ate **its** food in the kitchen.
- _____ He took the **teacher's** pencil.
- _____ **That's** my favorite color.
- _____ The **puppies** were asleep on the bed.
- _____ **What's** the name of your favorite teacher?
- _____ Which jacket is **Jamie's**?
- _____ **Sarah's** hair was messy from the wind.
- _____ Kennedy wants the one **that's** red and orange.
- _____ My **sister's** hair is blonde.
- _____ The yellow candles were the only **ones** that didn't go out.
- _____ She ate all the **chips**.
- _____ **It's** not fair that Lindsay gets to go!
- _____ **Where's** the TV remote?
- _____ The three **students** were ready to go back to class.
- _____ Aunt **Julie's** shoes were ruined.
- _____ The **car's** horn was honking.
- _____ All of the **glasses** were broken.
- _____ Put this pencil on **Laura's** desk.
- _____ **He's** not going to vote for him this time.
- _____ The **oranges** were so ripe and juicy.
- _____ I saw **Colleen's** husband at the store yesterday.
- _____ **It's** too bad that he can't come.
- _____ The **shoes** I'm wearing are brand new!
- _____ **Brenda's** rug was pink and green.
- _____ **That's** exactly the one I wanted!
- _____ The **alarm's** siren hurt my ears.
- _____ Melissa asked the **dancers** to perform again.
- _____ The **cat's** paw was sore.
- _____ This **water's** cold!
- _____ The **table's** leg broke off.
- _____ The **houses** were all painted the same color.
- _____ The **trees** were blown down in the storm.
- _____ The **shoes** were too expensive to buy.

Telephone Skills

Telephone Skills Practice

- 1 Use greeting. *Hello.*
- 1 Tell who's room the speaker called. *This is _____'s room.*
- 1 State that the teacher is busy. *She's busy right now.*
- 1 Ask to take a message *Can I take a message?*
- 1 Let the speaker know you understand them *Okay, I'll tell her.*
- 1 Say good-bye before hanging up the phone *Good bye.*
- 1 Appropriate speaking rate (not too slow or fast)
- 1 Appropriate voice volume (not too loud or soft)
- 1 Appropriate intonation and manner (polite vs. impolite)
- 1 Write down message and/or tell Ms. Peterson about phone call.

BONUS POINT

- Repeat message back to speaker, *Okay, I'll tell her Mary called.*
- Ask speaker to repeat message, *Please say that again?*
- Ask for help spelling, *Would you please spell that?*

Social Language

Social language skills involve using language as a tool to communicate with others. Children with weak social language skills may communicate inadequately because they are unable to initiate conversation, keep it going, or explain their views and opinions easily. They may not be able to determine what information is pertinent and what is irrelevant and, as a result, may withdraw from communicating. The goal of social language training is to help students develop functional, practical language skills that will transfer to their everyday environment. Conversational practice in a variety of realistic settings will help students develop and refine their social language skills in natural contexts.

Conversation <ul style="list-style-type: none">• Greeting• Initiate• Maintain• Topic switch• Terminate• Repair techniques
Manners <ul style="list-style-type: none">• Niceties• Criticizing, denying, giving/receiving a compliment, requesting, stating an opinion, agreeing, giving direction)
Facial expressions, body language, and vocal tone/intensity cues <ul style="list-style-type: none">• Identify• Describe• Infer meaning from
Feelings <ul style="list-style-type: none">• Identify and describe• Infer and/or predict another's feelings from statement, action, and situation• Express

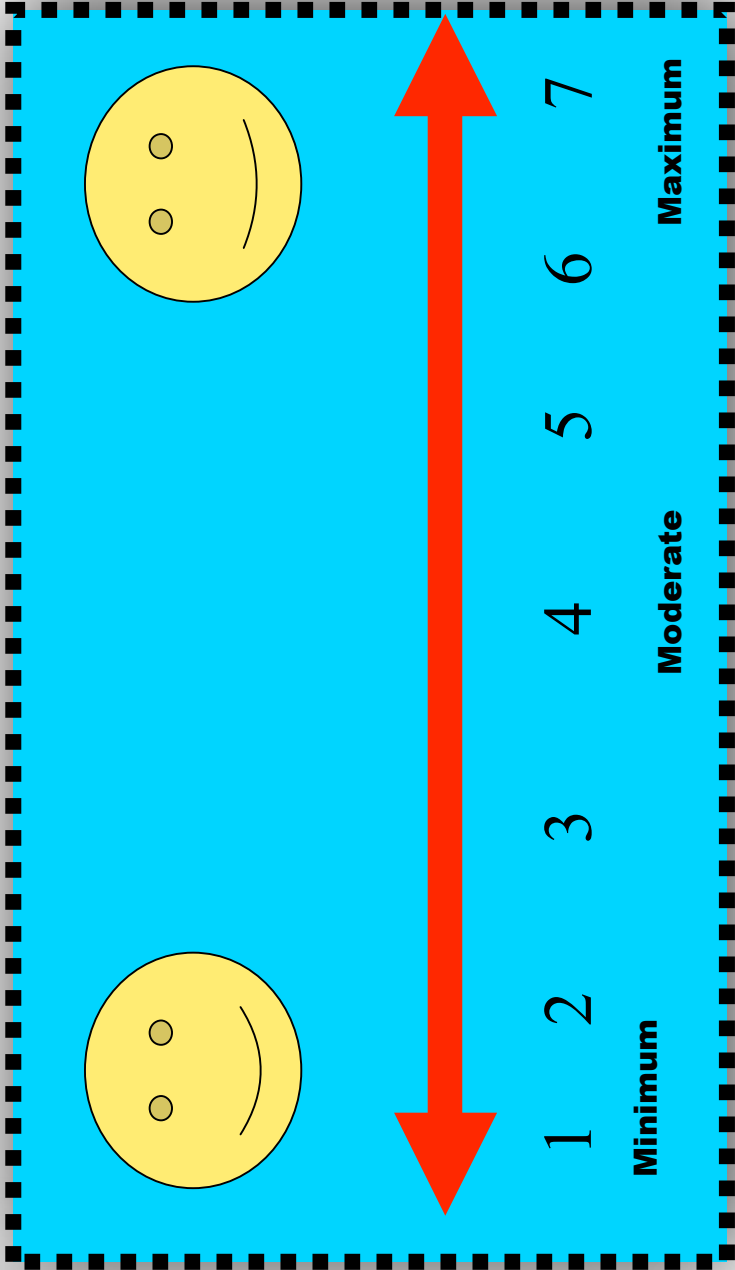


Lazzari, A. & Peters, P. *Help Handbooks 1, 2, 3, 5, Elementary*. East Moline, IL: LinguiSystems; Bowers, Huisingsh, LoGiudice, & Orman (2003). *No Glamour Language and Reasoning*. East Moline, IL: LinguiSystems.

Percentage Chart

★ ★ 100
★ 90
80
70
60
50
40
30
20
10

How Did I Do Today?



Amount of Help



Section 3

Time Savers & Organizational Strategies for Better Caseload Management

Notes:



Child Language

Language refers to the ability to understand and to express thoughts and ideas. It enables people to communicate with specificity and detail. However, language skills do not suddenly appear all at once in children. Language learning is a gradual process beginning in infancy and continuing through a child's school years. Simple language skills must be developed before skills that are more complex can be learned. Particular skills are present by general age ranges in most children, and these developmental "milestones" help doctors and other health professionals determine whether a child's language is developing normally (NIDCD, 2001).

Rate of language development

According to the American Speech Language Hearing Association (2005), many factors can affect the rate at which a child develops language. Language development may slow down while a child is learning other skills, such as standing or walking. The majority of the child's attention and energy may be going toward this "gross motor development" with little left for the development of language. The amount and kind of language that a child hears may also affect the rate of language development. For example if a child is hearing two languages at home, his/her brain is trying to process two sets of speech sounds, learn two sets of vocabulary, and understand two sets of grammatical rules. As a result, the child may take longer to begin speaking, and he/she may feel comfortable speaking in only one of the languages for a while. The rate of language development may also be affected by the amount of language exposure a child receives, as well as how people respond to the child. A child whose communication attempts are greeted with eye contact, acknowledgement, and expansion of his/her ideas is more likely to develop language faster than the child whose communication attempts receive little or no response.

Hearing problems and ear infection

The most intensive period for language learning is during the first three years of life. A child learns language skills by listening to other people talk and by practicing what he/she hears. Ear infections, especially chronic ear infections, can affect hearing ability. If even a mild hearing loss exists, a child may miss hearing the language needed for normal development. A parent needs to make sure that his/her child receives regular hearing screenings, especially when there is a history of ear infections, allergies, frequent colds, or other upper respiratory infections.

When to be concerned

A language delay or disorder may be suspected when a child develops particular language skills at a significantly slower than average rate or in an irregular pattern. As a parent, you are the best person to look for signs that suggest problems. Listen as your child talks, observe how he/she interacts with others, and listen to his/her friends. After a while, you will be able to compare and form a fairly accurate judgment of your child's language compared to others. Let your impression of whether or not the child's language sounds normal be your guide. If you sense that your child's language sounds different, don't be afraid to request or independently arrange for an evaluation. Early attention is important. Treating language problems early on may prevent problems with behavior, learning, reading, and social interaction (ASHA, 2005).

Help Available

If you are concerned about the presence of a language delay or disorder, contact a local speech language pathologist (SLP) in your area. The SLP will evaluate the child's communication skills to determine if problems exist and if so, decide the best way to treat these problems. An SLP is a professional educated in the study of human communication, its development, and its disorders. SLPs work with people of all ages and provide professional services in many different types of facilities such as public and private schools, hospitals, rehabilitation centers, and private practice. An SLP will have a master's or doctoral degree, hold a national Certificate of Clinical Competence (CCC) from the American Speech-Language-Hearing Association, and/or a license from the state in which he/she practices. For additional information about language or help locating an SLP in your area, please contact: The American Speech Language Hearing Association, 10801 Rockville Pike, Rockville, MD 20852, 1-800-638-8255 or visit the ASHA website at <http://www.asha.org>

Sources: American Speech Language Hearing Association (2005). *How Does your Child Hear and Talk?* Retrieved on January 21, 2005, from http://www.asha.org/public/speech/development/child_hear_talk.htm
American Speech-Language Hearing Association (2005). *Language and literacy development*. Retrieved January 21, 2005, from http://www.asha.org/public/speech/development/lang_lit.htm
National Institute on Deafness and Other Communication Disorders (2001). *Speech and Language Developmental Milestones*. Retrieved January 23, 2005 from <http://www.nidcd.nih.gov/tools/printer.asp?ref>



Activities to Encourage Child Language Development

Birth to 2 Years

- Talk to your baby from the very beginning.
- Use sentences that are short and simple when speaking with your baby.
- Respond to your baby's coos and babbling. Acknowledge and reinforce your baby's communication attempts by looking at them when they try to communicate. Imitate facial expressions and vocalizations using different patterns and emphasis, e.g. imitate your baby's laughter or raise the pitch of your voice to indicate questions.
- Play simple games with your baby, e.g. peek-a-boo, patty-cake and the itsy-bitsy-spider. These activities teach joint attention.
- Label objects in your child's environment, e.g. point to familiar objects and say the object's name: "Car. I see a car. The car is fast."
- Talk through your activities together during the course of a day, such as dressing, bathing, and feeding, e.g. "Mom is changing Kennedy's diaper. Kennedy's diaper is clean now".
- Plan family trips and outings. Talk about where you are going, who you will see when you get there, and what you will do when you arrive, e.g. "Kennedy is going to the playground. The playground has many swings. Kennedy will play on the swing."
- Repeat and build on the single words your baby uses, e.g. your baby says, "Kitty". Repeat the message and expand on what your child said with something simple like, "Kitty! Here comes the kitty."
- Use gestures along with words to help convey meaning, e.g. wave goodbye.
- Teach animal sounds to associate a sound with a specific meaning, e.g., "A cat says *meow*."
- Identify colors, e.g., "Kennedy's shirt is purple."
- Practice counting, e.g. count toes, fingers and steps as you go up and down.
- Read to your child. Choose books that are sturdy, have large colorful pictures, and are not too detailed. Books that are repetitive or have a simple sentence on each page are best, e.g. "*Brown Bear, Brown Bear*", or "*The Very Hungry Caterpillar*".
- Reading at this age can simply mean describing and pointing to the pictures on each page without following the written words. Ask your child to point to pictures that you name and describe, e.g. "There's a teddy bear. Where's the teddy bear?" Ask your child to name pictures, e.g. "What's this?" He/she may not respond to your requests at first, but continue to label, talk about, and point to the pictures.

2 to 4 Years

- When your child omits words, repeat and build on what he/she says, e.g. if your child says, "Want cookie", you can respond by saying "Want cookie? I have cookies. Do you want a chocolate chip cookie?"
- Emphasize functional words in your speech, e.g. more, open, close, yes, no, drink, and eat.
- Follow your child's lead during play. If she's more interested in playing with the car than your bubbles, play with the car. If you pick an activity let your child lead the play with that activity.
- Encourage verbal imitation by repeating the same words over and over again during play, e.g. "Block on", "Milk in", and "Doll in".

- Accept some speech and language mistakes as your child's skills develop. Try not to comment on the mistake, it's the message that counts. Use indirect correction by simply repeating what was said using the correct sounds or words, e.g. your child says, "I thaw the thun". You could respond, "Oh! You saw the sun." Your child says "I goed outside". You could respond by rephrasing, "Oh, you went outside".
- Let your child know that attempts at communicating are important to you by asking him/her to repeat things that you do not completely understand. Encourage your child to rephrase what's been said by saying something like; "Tell me more about what you and Ashley did together". If you still do not understand or your child does not like to say things twice, ask him/her a key question about what you *did* understand, e.g. "I know you want the block. Tell me again *which* block you want."
- Provide choices. Ask your child questions that require a choice rather than simply a yes/no response, e.g. "Do you want to drink apple juice or milk?"
- Acknowledge your child's attempts to speak by rephrasing, commenting, and fulfilling (if appropriate) requests, e.g. "Thank you for telling Mom what you want. Mom will get you a glass of milk." "I know you want that candy. We have candy at home. You can have some of our candy when we get home."
- Listen to music, sing simple songs and recite nursery rhymes, e.g. "*Twinkle, Twinkle Little Star*", "*If You're Happy and You Know It*", "*Hickory Dickory Dock*" and "*Humpty Dumpty*". This shows the rhythm and pattern of language and helps your child learn new words.
- Identify and teach basic body parts, e.g. head, eyes, nose, mouth, hair, toes, fingers.
- Expand your child's vocabulary by identifying how items are used, e.g. "This is my mouth. I can blow bubbles, eat, and talk with it".
- Place familiar objects in a container. Ask your child to remove each object, to name it, and to tell you how it is used, e.g. "This is my spoon. I eat with it."
- Create opportunities to talk, e.g. put your child's favorite toys out of sight/reach, or give them a closed bag of something like Cheerios. Wait for your child to ask for the toy or for help.
- Look at family photos and talk about them, e.g. "Kennedy and Grandpa went to the pool. The day was very hot. Kennedy swam in the pool."
- Work on forming categories by sorting items into groups. Make a scrapbook of favorite items or familiar objects by cutting out pictures from magazines. Help your child to cut, paste, and group similar pictures together, e.g. animals, things of the same color, or things to eat or play with.
- Ask your child lots of questions. Strengthen your child's comprehension skills and ability to ask questions by playing the Yes/No Game, e.g. "Is your name Kennedy?" "Are you 5 years old?" Have your child to ask you questions too.

4-6 Years

- Pause after speaking. A young talker may need extra time to plan what he/she wants to say.
- Talk about opposites (on/off and in/out) and spatial relationships (first/middle/last).
- Read books with a simple plot. Talk about the story line as you read. Tell your child your favorite part of the story and ask about his/hers. Help your child to determine what he/she thinks will happen next. Encourage your child to retell or to act out the story using dolls/puppets.
- Strengthen your child's problem-solving skills by cutting and gluing together different pictures from magazines, e.g. glue a picture of a pencil to the paw of a cat, as if the cat were writing. Ask your child what is wrong with the picture and help him/her to explain why it is silly.
- Strengthen your child's comprehension skills by asking your child to complete instructions, e.g. "Go upstairs, and put on your socks and shoes."
- Strengthen your child's reasoning skills by playing the "Guessing/I Spy Game"; e.g. ask your child to guess what you are describing. "We use it to unlock the door." (Key) "We drive it to the store. Ours is blue." (Car). Make this game playful by pretending that you have been fooled by some of his/her hard clues!

- Continue to work on forming and explaining categories by sorting items into groups. Increase the challenge by asking your child to point out the item that does not belong in the group, e.g. “A crib does not belong with a dog, cat, and bird because the crib is not an animal”. Also, point out subtle differences between similar objects, e.g. dogs that are big versus dogs that are small.
- Strengthen your child’s ability to use language by asking him/her to explain what is happening in family pictures or by encouraging him/her to tell you how to draw a picture of something.
- Strengthen your child’s social communication and story-telling skills by “acting out” typical scenarios together, e.g. cooking food, going to school, going to the doctor. Exchange roles.
- Take advantage of daily activities to further develop language skills. While picking up the house together, emphasize the use of prepositions by asking him/her to put the blanket on the bed/in the closet. Identify to whom the items belongs: “Those are my/Dad’s/Kennedy’s shoes.”

Sources: American Speech-Language Hearing Association (2005). *Activities to Encourage Speech and Language Development*. Retrieved January 21, 2005, from <http://www.asha.org/public/speech/development/Parent-Stim-Activities.htm> University of Michigan Health System (2005). *Speech and Language Delays and Disorders*. Retrieved on January 21, 2005 from <http://www.med.umich.edu/1libr/yourchild/speech.htm> Speech Delay.com (2003). *Speech and language Milestones*. Retrieved on January 21, 2005 from <http://www.speechdelay.com/testrosemilestones1.htm> Edina Public Schools (2001). *Activities for Preschool Students*. Retrieved January 3, 2004 from <http://www.edina.k12.mn.us/district/specialservices/sped/speechlanguage/preschoolstudents.htm> , Memory Talk (n.d.), *Stimulating Speech and Language in Young Children*, retrieved January 18, 2002 from <http://www.memorytalk.com/children.html>



Language in Older Students and Adolescents

Language is a code we learn in order to communicate thoughts and ideas. It involves a child's ability to hold meaningful conversations, understand others, problem solve, read and comprehend, and express thoughts through spoken or written words. Language is important to all school subjects including English, math, history, geography, and even art. As the school years progress language competence is assumed. Greater emphasis is placed on reading and written skills and a more complex use of language. Older students and adolescents are expected to possess an expanded vocabulary repertoire, demonstrate more advanced sentence structures when speaking and writing, and command an ability to use different kinds of language when interacting socially (Healthtouch, 2000).

Problems with language

For some students, language is not an effective tool for learning about the world around them. School may be more challenging for a student who does not demonstrate the same level of language mastery as his or her same-aged peers. The student may perform at a poor academic level, struggle with reading, have difficulty with tests, or avoid attending school altogether. A student who has problems with language may exhibit one or more of following behaviors:

- Demonstrates a marked difficulty expressing ideas clearly and succinctly. The student may use improper sentence structures and word endings, and have difficulty sequencing and organizing information for speaking or writing tasks
- Demonstrates a limited understanding of word meanings and relationships, including difficulty understanding puns, idioms, riddles, jokes, sarcasm, and slang
- Demonstrates difficulty requesting information to aid in understanding, uses ambiguous language, and asks questions that are too general, e.g. "Are you going to a movie tonight?" when what is really meant is "*Which* movie are you going to tonight?"
- Demonstrates extreme forgetfulness and problems following directions, especially directions that are long, grammatically complex, or contain words with multiple meanings (hair versus hare).
- Fails to understand the rules of conversation (introducing topics, staying on topic, taking turns), lacks awareness of listener's needs, and has difficulty understanding non-verbal behaviors (distance between speaker and listener, facial expressions, eye contact). The student also may withdraw or be excluded from same-aged peer group activities.

When to be concerned

A problem may be suspected when a child develops language skills at a significantly slower than average rate or when a child struggles academically. As a parent, you are the best person to look for signs that suggest problems. Listen as your child talks, observe how he/she interacts with others, and listen to his/her friends. After a while, you will be able to compare and form a fairly accurate judgment of your child's language compared to others. Let your impression of whether or not the child's language seems normal be your guide. If you sense that your child's language sounds different, don't be afraid to request or independently arrange for an evaluation. Early attention is important. Treating problems early on may prevent the child from falling behind socially and academically (ASHA, 2005).

Help Available

If you are concerned about problems with language, contact a local speech language pathologist (SLP) in your area. The SLP will evaluate the child's language skills to determine if problems exist and if so, decide the best way to treat these problems. An SLP is a professional educated in the study of human communication, its development, and its disorders. SLPs work with people of all ages and provide professional services in many different types of facilities such as public and private schools, hospitals, rehabilitation centers, and private practice. An SLP will have a master's or doctoral degree, hold a national Certificate of Clinical Competence (CCC) from the American Speech-Language-Hearing Association, and/or a license from the state in which he/she practices. For additional information about language or help locating an SLP in your area, please contact: The American Speech Language Hearing Association, 10801 Rockville Pike, Rockville, MD 20852, 1-800-638-8255 or visit the ASHA website at <http://www.asha.org>

Sources: American Speech-Language Hearing Association (2005). *Language and literacy development*. Retrieved January 21, 2005, from <http://www.asha.org/public/speech/development/langu-lit.htm> American Speech Language Hearing Association (2005). *Helping Children with Communication Disorder in the Schools-Listening, Reading, & Writing*. Retrieved January 23, 2005, from http://www.asha.org/public/speech/development/schools_faq.htm Healthtouch Online for better health (2000). *Characteristics of Adolescent Language Disorders*. Retrieved January 20, 2005 from http://www.healthtouch.com/bin/EContent_HT/showAillfts.asp+ASLHA060&cid=HT Healthtouch Online for better health (2000). *Language Skills and Disorders*. Retrieved January 20, 2005 from http://www.healthtouch.com/bin/EContent_HT/showAillfts.asp+ASLHA058&cid=HT KidsSource OnLine (n.d.) *Spoken Language Problems*, retrieved September 25, 2002 from http://www.kidsource.com/LDA/spoken_language.html

Activities to Encourage Language in Older Students and Adolescents

Vocabulary and Comprehension Skills

- Read to your child, ask that he/she read bedtime stories to a younger sibling, or designate a regularly scheduled, quiet reading time. Reading time can range from as little as 15-20 minutes a day. Ask the classroom teacher about your child's reading comprehension level and help your child to select books that are at that level and motivating for him/her to read.
- When reading difficult material, have your child stop after short passages or sections to discuss what was read. Ask questions to facilitate greater understanding, i.e. "What's the paragraph about?" "What are some details?" "What does it mean?"
- Review written directions with your child. Re-word directions, provide examples, or have your child repeat the directions back to you when necessary to ensure his/her understanding.
- Encourage your child to make food following a recipe or complete craft projects that involve completing multiple steps.
- Encourage use of a dictionary when your child inquires how to spell a word or is unclear about a word's meaning (student versions are best, as the definitions are usually shorter and easier to understand). The word can then be written down to create a "vocabulary notebook" that contains the words' definition and use in a sentence.
- Purchase a thesaurus. Use a thesaurus to help your child complete writing assignments. Not only will the person reading the paper be impressed, but your child will learn new words, too!
- Purchase a *Word-A Day Calendar* (student version, as the adult version contains words that are rarely used). Create opportunities to use the words when talking and helping to complete writing assignments.
- Play commercially available games with family and friends. Games that help to strengthen vocabulary, understanding of categories, and word retrieval include *Balderdash*, *Outburst*, *Blurt*, *Password*, *Pass the Bomb*, *Taboo*, *TriBond*, *Scattergories*, *Twenty-five Words or Less*, *Upwords*, *Crossword Puzzles*, *Word Finds*, *Boggle*, *Scrabble*, *Mad Libs*, *Word Yahtzee*, *100,000 Pyramid*, and *Hangman*. Games to aid in verbal reasoning and practice asking appropriate questions include *Sequence*, *Clue*, *Guess Who*, and *20 Questions*.

Speaking Skills

- Play barrier games. These games will help your child to understand the importance of using precise and clear language. To play a barrier game, two people sit across from each other with some type of visual barrier between them. Person A creates an item. He/she must give exact instructions so that person B can recreate that item without looking over the barrier, e.g. drawing a picture, paper folding activity, outlining a route on a map, or block design.
- Ask your child to tell stories to you or a younger sibling using story starters or picture cards. Use of story starters involves providing your child with a sentence, and asking him/her to finish the story, e.g. "Kennedy went to bed, but just as she turned out the light something very unusual happened..." Story telling using pictures cards involves selecting random pictures to represent characters, places, or objects from which your child creates a story.

- Prompt your child to elaborate on answers to questions. “I don’t know” answers should be considered unacceptable. When your child responds this way, provide him/her with multiple response choices and recast his/her answer into a full sentence. Your child may not actually remember at first, or may not have the “language skill” to generate an appropriate answer. Providing multiple-choice answers will help to “jar” his/her memory, and provide a language model.
 - Parent: “What did you do in Science today?”
 - Child: “I don’t know.”
 - Parent: “Did you take a test, make presentation, do a lab?”
 - Child: “A test.”
 - Parent: “Oh, so you took a Science test. Tell me again what you did?”
- Encourage your child to practice speeches and oral presentations with you. Suggest that he/she also practice in front of a mirror or home video camera.
- Sharpen interviewing skills by providing practice in answering self-identification questions during mock job interviews.
- Provide practice in communicating feelings and opinions by playing devil’s advocate or engaging in “debates” over current events. This activity is a great way to help your child to develop a more assertive style of communication and improve self-advocacy skills.
- If your child is having problems with written work, ask him/her to tell you the information orally. When your child has put his/her thoughts to words, help to write down the information.
- *The Kids Book of Questions* by Gregory Stock provides a wide variety of problematic situations that may occur in your child’s life. Provide practice in verbal problem solving by discussing these situations, e.g. ask your child questions like “What would you do if..?” “What would you say if...?”.
- Provide extra time for your child to respond to questions/statements. Your child may need additional time actually to plan what he/she is going to say.

Organization and Homework Completion

- Help your child to use organizational strategies to keep track of appointments, homework due dates, and upcoming quizzes/tests. Strategies may include writing items on a calendar, creating to-do lists, or writing assignments in a daily notebook/planner.
- When your child is given a long-range or large project, help him/her to break it down into smaller steps. Help to figure out what must be done first, second, and so on. Set mini dates for completing each step.
- Establish a daily “homework routine”. Help your child to designate a place, time of evening, and duration (30, 60, or 90 minutes) for completing homework assignments. Ask him/her to write down this schedule and to post it in a visible area of your home. You may wish to establish a plan for earning rewards based upon how well he/she adheres to the “routine”.
- Label and color-code folders/notebooks for each school subject. Help your child to select corresponding colored notebooks and folders, e.g. red = Math, blue = English, green = Social Studies. Clearly label each folder and notebook with the subject name. A large 3-ring binder is helpful in keeping the folders and notebooks together and helps to ensure that all school subjects are brought home each night.
- Use an accordion-type file folder to hold all school subject materials like notebooks, papers, colored pencils, and calculator. For some students, this folder may be less cumbersome than use of a three ring binder and still helps to ensure that all school subjects are brought home each night.

Sources: Bernhad, Beth. Resource: Communication games for the speech-language therapist. *Word of Mouth*, 1992, Dec: 10-11.; M. Schrader (EDS). *Parent Articles Enhance Parent Involvement in Language Learning* (p. 23-24). Tucson, AZ: Communication Skill Builders, Inc; Edina Public Schools (2001). *Language Activities*, retrieved January 3, 2004 from <http://www.edina.k12.mn.us/district/specialservices/sped/speechlanguage.htm>

Language Development in Older Students and Adolescents

Age	Typical Language Development
7 Years	<ul style="list-style-type: none"> Understands approximately 20,000 words Uses approximately 6 words in each sentence Identifies sounds phonetically Segments sounds into smallest grammatical units and uses most morphologic markers appropriately Understands opposites like “up/down”, “girl/boy”, “sweet/sour” Understands the terms “different”, “alike”, “first” “last” Understands mathematical concepts of “few”, “many”, “all” and “except” Sequences numbers Counts to 100 Recites alphabet Tells time to a quarter hour Able to do simple reading Begins to print words and write simple sentences
8-9 Years	<ul style="list-style-type: none"> Relates past events in detail Uses complex and compound sentences Follows complex directions with little repetition Good control of speech rate, pitch, and intensity Uses social language appropriately in most situations Reads easily Writes simple compositions
10- 11 Years	<ul style="list-style-type: none"> Defines words using the context of a sentence Classifies words Identifies relationships between words (cause and effect) Summarizes a television show/movie and paraphrases information Relates a conversation Comprehends reading materials required for various subjects, including story problems Writes messages and begins writing effectively for a variety of purposes Understands verbal humor Asks for assistance Gives directions for games Introduces self appropriately Initiates telephone calls and exchanges small talk with peers
12- 14 Years	<ul style="list-style-type: none"> Defines words at an adult level Uses figurative language Follows lectures and outlines content through note-taking

Age	Typical Language Development
	<ul style="list-style-type: none"> ▪ Organizes materials and demonstrates study skills ▪ Forms peer relationships
Young Adulthood	<ul style="list-style-type: none"> ▪ Compares, contrasts and analyzes abstract information ▪ Awareness of personal space and proxemics ▪ Takes the role of another effectively ▪ Accurately interprets body language and facial expression to determine emotions, attitudes, and intentions of another person

Sources: Ohio Statewide Language Task Force (1990). Developmental Milestones: Language Behaviors. *In Ohio Handbook for the Identification, Evaluation, and Placement of Children with Language Problems* (1991). Columbus: Ohio Department of Education; Child Development Institute (2005). *Language Development Chart*. Retrieved January 23, 2005, from http://www.childdevelopmentinfo.com/development/language_development.shtml



Social Language

Social language, also called *pragmatics*, refers to the ability to vary language appropriately to fit a variety of social interactions. Just as there are grammatical rules for how words are strung together to form a sentence, there are also rules for using language in social contexts. These rules involve the ability to adapt language according to the needs of the listener (e.g. talking differently to a baby than to an adult) and using language for different purposes (e.g. greeting, informing, demanding). Social language also involves following conversational rules (e.g. introducing topics, staying on topic, taking turns, rephrasing when misunderstood) and using nonverbal signals during conversation (distance between speaker and listener, facial expressions, eye contact).

Social language problems

A child who has problems effectively using social language may have a large vocabulary and speak using correct grammar. However, instead of supplying and requesting information and initiating social interactions, the child simply responds to the actions of others. The child may have little variety in language use, say inappropriate or unrelated things during conversations, or tell stories in a disorganized way. He or she may experience lower peer acceptance or social isolation and withdrawal. It is not uncommon for children occasionally to have problems with social language or to experience difficulty in a few situations. However, a problem may exist if difficulties occur often and seem inappropriate considering a child's age.

When to be concerned

Problems with social language often occur with other types of communication disorders. A problem may be suspected when a child develops particular communication skills at a significantly slower than average rate or in an irregular pattern. As a parent, you are the best person to look for signs that suggest problems. Listen as your child talks, observe how he/she interacts with others, and listen to his/her friends. After a while, you will be able to compare and form a fairly accurate judgment of your child's language compared to others. Let your impression of whether or not the child's interactions seem normal be your guide. If you sense that your child's social interactions seem different, don't be afraid to request or independently arrange for an evaluation. Early attention is important. Treating social language problems early on may prevent the child from falling behind socially and academically (ASHA, 2005).

Help Available

If you are concerned about problems with social language, contact a local speech language pathologist (SLP) in your area. The SLP will evaluate the child's communication skills to determine if problems exist and if so, decide the best way to treat these problems. An SLP is a professional educated in the study of human communication, its development, and its disorders. SLPs work with people of all ages and provide professional services in many different types of facilities such as public and private schools, hospitals, rehabilitation centers, and private practice. An SLP will have a master's or doctoral degree, hold a national Certificate of Clinical Competence (CCC) from the American Speech-Language-Hearing Association, and/or a license from the state in which he/she practices. For additional information about social language or help locating an SLP in your area,

please contact: The American Speech Language Hearing Association, 10801 Rockville Pike, Rockville, MD 20852, 1-800-638-8255 or visit the ASHA website at <http://www.asha.org>

Sources: Berko Gleason, Jean (1993). *The development of language (3rd Ed.)* New York, NY: Macmillan Publishing.; Boone, D. & Plate, E. (1987). *Human Communication and its Disorders (2nd Ed.)*. Englewood Cliffs, NJ: Prentice Hall. American Speech - Language Hearing Association (2005). *Pragmatics, Socially Speaking*. Retrieved on January 20, 2005 from <http://www.asha.org/public/speech/development/pragmatics.htm> Bowen, Carol (2003). *Ages and Stages Developmental Milestones for Receptive and Expressive Language Acquisition*. Retrieved on March 20, 2003 from http://members.tripod.com/Caroline_Bowen/devel2.htm American Speech-Language Hearing Association (2005). *Language and literacy development..* Retrieved January 21, 2005, from <http://www.asha.org/public/speech/development/langu-lit.htm>



Social Language Development: Birth to 6 Years

Age	Communicative Act
0-3 Months	<ul style="list-style-type: none">▪ Briefly looks at people▪ Follows moving objects with eyes▪ Quiets in response to voice or sound▪ Smiles and coos in response to another smile or voice▪ Gets excited when caregiver approaches▪ Awareness of strangers and unfamiliar situations▪ Cries differently when tired, hungry or in pain▪ Quiets when picked up▪ Will grasp objects when placed in hand
3-6 Months	<ul style="list-style-type: none">▪ Fixes gaze on face▪ Responds to name by looking for speaker and localizes sources of sounds▪ Occasionally vocalizes in response to speech▪ Generally inspects surroundings▪ Watches hands and looks intently at items▪ Plays actively when propped in play area 10-15 minutes▪ Reaches for toy out of reach▪ Bangs with object held in hand
6-9 Months	<ul style="list-style-type: none">▪ Initiates vocalizing with another person▪ Imitates familiar sounds and actions▪ Cries when caregiver leaves room▪ Enjoys being played with▪ Recognizes familiar people▪ Explores toys with fingers and mouth▪ Imitates arm movements
9-12 Months	<ul style="list-style-type: none">▪ Imitates novel sounds and actions▪ Plays “peek-a-boo” and “pat-a-cake”▪ Affectionate toward familiar people▪ Shakes head “no” and pushes away unwanted objects▪ Reaches to request an item▪ Waves “good bye”▪ Begins directing other’s behavior by pulling or tugging▪ Extends arms to be picked up▪ Plays ball with another person▪ Moves away from a stranger

Age	Communicative Act
1-2 Years	<ul style="list-style-type: none"> ▪ Acknowledges speech of another by giving eye contact, repeating, or vocalizing ▪ Brings objects to show person ▪ Uses gesture to make comments and request action or items (pointing or giving a cup to indicate desire for more milk) ▪ Says ritual words like “hi”, “please” and “thank you” ▪ Uses single words and short phrases to express intentions, commands (“stop”), and to indicate possession (“mine”) ▪ Asks, “What’s that?” ▪ Answers simple wh-questions with vocal response ▪ Teases, scolds, or warns using gesture and vocalization ▪ Imitates use of items (sweeping, brushing teeth) ▪ Plays near others but not with them ▪ Talks to self during play ▪ Relates actions to objects or another person (feeds a doll in addition to self)
2-3 Years	<ul style="list-style-type: none"> ▪ Engages in short conversation ▪ Introduces or changes topics of conversation ▪ Expresses emotion ▪ Provides descriptive detail ▪ Uses attention getting words like “hey” ▪ Clarifies and requests clarification ▪ Begins using language in imaginative ways (make believe and pretend) ▪ Waits for turn
3-4 Years	<ul style="list-style-type: none"> ▪ Engages in longer conversation ▪ Uses fillers to acknowledge a speaker’s message (“mmm”, “yeah”) ▪ Makes conversational repairs when a listener does not understand ▪ Uses simpler language when talking to younger child ▪ Begins using language for jokes ▪ Begins telling stories ▪ Begins to play with others in small groups ▪ Begins to share ▪ Corrects others ▪ Uses one object to represent another (banana to represent a phone) ▪ Assumes the role of another person in play (acts as the mother, father, baby)
4-5 Years	<ul style="list-style-type: none"> ▪ Makes indirect requests ▪ Uses terms like “this”, “that”, “here”, “there” ▪ Plays in groups of 2-5 children ▪ Shows off ▪ Uses dolls to act out stories
5-6 Years	<ul style="list-style-type: none"> ▪ Gives threats and insults ▪ Makes promises ▪ May give a compliment ▪ Plays games with simple rules ▪ Tells stories with characters, plot, and events in order ▪ Strong play interests

Sources: Gesell, Halverson, Thompson, Ilg, Castner, & Ames (1940). *The first five years of life*. New York: Harper & Row.; Hutson-Nechkash (1990). *Story building: a guide to structuring oral narratives*. Eau Claire, WI: Thinking Publications. Rynell & Gruber (1990). *Reynell developmental language scales*. Los Angeles: Western Psychological Services.; Shulman (1983) *Pragmatic Development chart*. Salt Lake City, UT: Word Making Productions. Westby (1988). Children’s play: reflections of social competence. *Seminars in Speech and Language*, 9, 1-14



Articulation and Speech Sound Development

Articulation is the ability to produce sounds to form words. The development of articulation skills involve 1) the growth and motor control of a child's tongue, jaw, teeth, lips, and hard and soft palates, 2) the ability to hear and distinguish speech sounds from one another, and 3) cognitive development. Speech sounds are not learned all at once, however. Speech sound development is a gradual process beginning in infancy and continuing through a child's eighth year. Sounds such as p, m, and b are learned as early as 3 years old, while sounds like s, l, r may not be correct until the early school years. Children should make all the sounds of the English language by 8 years of age. Many children learn sounds much earlier.

Ways to help your child pronounce sounds and words correctly

- Expect mistakes. All children will make speech sound errors. This may be due to age, fatigue, or excitability. As your child matures, these errors should be seen less frequently over time.
- Be a good listener. It is important to focus on what a child is saying to us instead of how he/she is saying it. When a child's speech is unclear, ask him/her to repeat the message again. If you still do not understand, try some other strategies like asking to be shown or seeing if someone else can interpret. If you understood part of the message use that as a basis to work from by saying something like, "You're talking about the cat. Tell me again what it did?"
- When you can't decipher the message, admit it. Praise your child's efforts, and acknowledge the frustration your child must feel at not being able to communicate effectively by saying something like, "I know it's hard when you can't say the words. We'll come back to it".
- Set a good example by modeling and emphasizing correct speech sound production. What your child hears on a regular basis is what your child will speak.
- Indirectly correct your child's speech errors by repeating the errored statement correctly. For example, if your child says, "Da bae id eyeing", you might respond with "Oh! The baby is crying." This helps your child by letting him/her know you understood and provides a model from which to learn correct speech. This is a great technique to use because it does not criticize the child's speech errors. The trick is to use a natural speaking tone with inflections that emphasize the targeted sound/s.
- Make speech sound development fun. Try standing in front of the mirror with your child and make funny faces, mouth movements, and speech sounds. Give sounds a name to help a child better identify the sound like, s- "the snake sound" or sh- "the quiet sound" (SpeechDelay.com, 2003).

Problems with articulation and speech sound development

Children's articulatory precision improves during the preschool years and begins to better approximate adult sound production. However, some children persist in using immature patterns of speech that often interfere with their ability to make themselves understood. Articulation errors may range from a mild lisp to nearly unintelligible speech. Common errors include substituting one sound for another ('wed' for red), omitting sounds ('winow' for window), and distorting sounds ('chlair' for

“chair”). Childhood articulation problems may occur as a result of faulty learning of speech sounds, hearing problems, structural abnormalities, or damage to the central nervous system.

Hearing problems and ear infection

The most intensive period for speech and language learning is during the first three years of life. A child learns speech and language skills by listening to other people talk and by practicing what he/she hears. Ear infections, especially chronic ear infections, can affect hearing ability. If even a mild hearing loss exists, a child may miss hearing the speech needed for normal development. A parent needs to make sure that his/her child receives regular hearing screenings, especially when there is a history of ear infections, allergies, frequent colds, or other upper respiratory infections.

An accent is not an articulation disorder

We all have accents. Where a person lives, his or her primary language, and even socioeconomic background affect articulation. An accent is simply a difference not a disorder. An accent is only a problem when a person feels that it gets in the way of his/her goals in life.

Older children and adults can be helped too

Most articulation problems can be helped regardless of a person’s age. However the longer a problem lasts the harder it is to change.

When to be concerned

A problem may be suspected when a child develops speech sounds at a significantly slower than average rate or in an irregular pattern. As a parent, you are the best person to look for signs that suggest problems. Listen as your child talks, observe how he/she interacts with others, and listen to his/her friends. After a while, you will be able to compare and form a fairly accurate judgment of your child’s speech compared to others. Let your impression of whether or not the child’s speech sounds normal be your guide. If you sense that your child’s speech sounds different, don’t be afraid to request or independently arrange for an evaluation. Early attention is important. Articulation problems can affect a child’s social interactions and academic success in the areas of reading, writing, and spelling. Treating articulation problems early on may prevent the child from falling behind socially and academically (ASHA, 2005).

Help Available

If you are concerned about problems with articulation and speech sound development, contact a local speech language pathologist (SLP) in your area. The SLP will evaluate the child’s articulation skills to determine if problems exist and if so, decide the best way to treat these problems. An SLP is a professional educated in the study of human communication, its development, and its disorders. SLPs work with people of all ages and provide professional services in many different types of facilities such as public and private schools, hospitals, rehabilitation centers, and private practice. An SLP will have a master’s or doctoral degree, hold a national Certificate of Clinical Competence (CCC) from the American Speech-Language-Hearing Association, and/or a license from the state in which he/she practices. For additional information about articulation or help locating an SLP in your area, please contact: The American Speech Language Hearing Association, 10801 Rockville Pike, Rockville, MD 20852, 1-800-638-8255 or visit the ASHA website at <http://www.asha.org>

Sources: Bernthal, J & Bankson, N. (1981). *Articulation and phonological disorders (3rd Ed.)* Englewood Cliffs, NJ: Prentice Hall; Sander, E.K., (1972). When are speech sounds learned? *Journal of Speech and Hearing Disorders*, 37:55-61; Speech Delay.com (2003). *Talking Tips: Articulation*. Retrieved January 21, 2005, from <http://www.speechdelay.com/testrosettarticulation.htm> KidSource OnLine (2003). *Q & A about Articulation Problems*. Retrieved January 21, 2005, <http://www.kidsource.com/ASHA/articulation.html> American Speech-Language Hearing Association (2005). *Language and literacy development*. Retrieved January 21, 2005, from http://www.asha.org/public/speech/development/lang_lit.htm



Activities to Encourage Articulation and Speech Sound Development

- Play a listening game. Explain to your child that he/she is to listen for the target sound in each of the words you say. Instruct your child to take a step (or raise hand, jump, etc) when the target sound is heard and stand still when the sound is not heard. It is ideal to include words that start with the sound your child substitutes for the correct one, e.g. if your child substitutes 'w' for the 'r' sound, your words might include "run, rabbit, walk, with, red, wash, and ribbon".
- Take your child on a treasure hunt for 10 things that start with the sound that he/she is working to improve. Practice saying each word as you locate items.
- While in the car, have a contest to determine who can look for the most things that begin with the sound he/she is working to improve. Ask your child to use the word in a sentence.
- Play board or card games. For each turn, ask your child to say a word that contains the sound that he/she is working to improve. You can say words on your turn also, as this will provide a good speech sound model.
- Play "I'm going to Grandma's house". For each turn, ask your child to name an item that contains the sound that he/she is working to improve. Start by saying, "I'm going to Grandma's house and I'm bringing...". The next person needs to remember what you said and add another item that also contains the target sound.
- Play catch or basketball. For each throw or basket, practice saying words that contain the sound that child is working to improve.
- Help your child to create a collage containing pictures of items that contain the sound that he/she is working to improve. Practice naming pictures as you help him/her to paste the collage together.
- Ask your child to create a storybook in which the main character's name contains the sound that he/she is working to improve. Ask your child to illustrate each page and help him/her to write the story parts below each picture. Underline the words that contain the target sound. Practice reading the story together, emphasizing each underlined word.
- Ask your child to read to you for 5-10 minutes a day. Ask that your child concentrate on correctly producing the sound he/she is working to improve. Before hand, you may want to underline all the words in the passage that contain the target sound.
- Designate a 5-10 minute time period each day that your child will concentrate on correctly producing the sound that he/she is working to improve, e.g. talking on the phone to grandma, or talking while in the car or at the dinner table.

Sources: Cassidy, K (1989). *Keys to Carryover: Meeting personal goals in speech therapy*. Tucson, AZ: Communication Skill Builders; Edina Public Schools (2001). *Articulation Activities for Grades K-5*. Retrieved January 3, 2004, from <http://www.edinak12.mn.us/district/specialservices/sped/speechlanguage/articulationk2.htm>



Speech Sound Development

Birth-3 Months

- Newborns are not able to make many sounds because the muscles of the mouth and throat are not fully developed. A newborn is limited to crying to indicate hunger or discomfort and non-cry sounds like burps, coughs, and sneezes.
- Between 2 and 3 months, a baby begins to gain control of the muscles in the mouth and throat. He/she begins to laugh and form sounds in the back of the mouth like “goo”. The baby is also able to hear differences between similar sounds such as “p” and “b”, recognize different voices, and identify changes in voice inflection. For example, he/she can detect when questions are asked, statements are made, and whether your voice sounds angry or happy.

4-6 Months

- Babies develop greater control of their oral structures and begin producing sounds that are more like speech. It is during this period that the baby begins to experiment with sound production through what is called *vocal play*. For example, a baby may put sounds together to make syllables out of vowel and consonant-like sounds. He/she may also make non-speech sounds like raspberries, squealing, yelling and growling.

6-11 Months

- Infants begin to *babble*. Babbling is a way for an infant to practice the oral motor skills needed for later speech production. In babbling, a syllable is repeated two or more times in sequence, like “ba-ba-ba”.

1-1.5 Years

- Babies begin to produce strings of sounds that are made up of different syllable combinations such as “ba-pa-ma”. These sequences are produced with adult-like speech patterns. The baby may seem to be talking, asking questions, making statements, or demanding action.
- Sometime around a baby’s first birthday, the child begins to produce some true words. However, babies are very limited in the consonant and vowels they use in these first words.

1.5-3 Years

- Children begin developing speech more rapidly. A child may use a greater variety of sounds and sound combinations. Learning to produce speech sounds correctly in all words and phrases is a gradual process, however. It may take place over several years. Within the range of 1.5-2 years, children commonly produce most vowels and the consonant sounds “p, m, n, h” correctly. They may also start to produce “f, ng, w, t, k, b, g, d” but these sounds usually develop over a longer period of time, often through age 3.5. The “s” can develop very gradually. It may not be fully acquired until age 7 or 8. A child developing speech sounds may:
 - Leave off the final consonant of a word, e.g. “ball” becomes “ba”.
 - Simplify the production of a consonant *blend* (two or more consonants in a sequence), e.g. “blue” becomes “boo”.

- Substitute an easier sound for one that is more difficult to pronounce, e.g. “shoe” becomes “goo” or “fish” becomes “fit”.
- Repeat one of the syllables in a word, e.g., “water” becomes “wa-wa”.
- Drop one of the syllables in a word, e.g. “telephone” becomes “tephone”.

3-4 Years

- The more difficult sounds are usually learned, e.g. l, r, sh, ch, y, v, z, dg, and th. These also may take several years to develop fully and may not to be completely mastered until age 7 or 8.

Sources: Bernthal, J & Bankson, N. (1981). *Articulation and phonological disorders (3rd Ed.)* Englewood Cliffs, NJ: Prentice Hall; Sander, E.K (1972). When are speech sounds learned? *Journal of Speech and Hearing Disorders*, 37:55-61.; Sudala, Janet B. (2000). *Arizona Articulation Proficiency Scale-Third Revision*. Los Angeles, CA: Western Psychological Services; Brooks, M and Engmann, D. (1975). *Speech and language of the 0-5 year old*. Austin, TX: Pro-Ed; Bowen, Carol (2003). *Ages and Stages Developmental Milestones for Receptive and Expressive Language Acquisition*. Retrieved on March 20, 2003, from http://members.tripod.com/Caroline_Bowen/devel2.htm Speech Delay.com (2005). *Speech Developmental Norms*. Retrieved January 21, 2005 from <http://www.speechdelay.com/testrosenorms.htm>

Normal Consonant Development in Spoken American English

Age Range for Normal Development refers to the median age at which a sound is usually first produced through the age at which 90% of all children are typically producing the sound. *Percentage of Occurrence* refers to the frequency of consonant productions in natural speech. More frequently occurring sounds like /n, t, s, r, d, m/ will have a greater effect on speech intelligibility when misproduced than less frequently occurring sounds like /zh, ch, j, th (voiceless)/.

Consonant	Age Range for Normal Development	Percentage of Occurrence
p	1.5-3 years	3.1
m	1.5-3 years	5.9
h	1.5-3 years	4.4
n	1.5-3 years	12.0
w	1.5-3 years	4.9
b	1.5-4 years	3.3
k	2-4 years	5.1
g	2-4 years	3.1
d	2-4 years	6.4
t	2-6 years	11.9
ng	2-6 years	1.6
f	2.5-4 years	2.1
y	2.5-4 years	1.6
r	3-6 years	6.7
l	3-6 years	5.3
s	3-8 years	6.9
ch	3.5-7 years	0.6
sh	3.5-7 years	0.9
z	3.5-8 years	5.4
j	4-7 years	1.6
v	4-8 years	1.5
th (voiceless)	4.5-7 years	0.9
th (voiced)	5-8 years	5.3
zh	6-8.5 years	<0.1

Sources: Sander, E. (1972). When are speech sounds learned? *Journal of Speech and Hearing Disorders*, 37, 55-63; L.D. Shriberg and J. Kwiatkowski, Computer Assisted Natural Process Analysis (NPA): Recent Issues and Data," in *Seminars in Speech and Language* 4(4), New York, 1983, Thieme Medical Publishers, Inc.



Speech Fluency and Stuttering

Speech is considered fluent when words are produced effortlessly and with a forward flow. Speech is considered disfluent when one word does not flow rhythmically and quickly into the next. Disfluency, also called *stuttering*, involves abnormal hesitations, repetitions, or prolongations of sounds and syllables. Unusual facial and body movements also may be paired with an effort to speak. All individuals experience disfluency at times. An adult may interject syllables like “um”, “ah” and “er” while talking and occasionally repeat sounds, words, or phrases. Many normally developing preschool children also go through a stage when they seem to stutter. Most children will become more fluent as they mature and develop better speech and language skills.

Problems with speech fluency and stuttering

Disfluencies exhibited in young stutterers vary considerably from normally developing children. Stuttering typically begins between 2-5 years old and boys will stutter more often than girls (Healthtouch 2000).

A child with normal disfluencies may demonstrate the following behaviors:

- Repeats whole words or phrases
- Disfluencies are usually on the first word or little words of a sentence (“The-The-The cat bit me!”).
- During repetitions, a child repeats the vowel sound normally found in the word (“ba-ba-bad”).
- Uses rhythmic repetitions (“f.f.fish”)
- Disfluencies occur most often when the child is excited or has a strong need to talk.
- Starts speech easily. The child doesn’t seem to struggle to speak and isn’t aware or concerned when he/she is disfluent.
- Has 9 or less disfluencies per 100 words (ASHA, 2002)

A child at risk for stuttering may demonstrate the following behaviors:

- Disfluencies occur throughout the sentence (“ I w-w-w-want s-s-s-some m-m-milk”), on the main words of a sentence (nouns, verbs, adjectives), and silent gaps may be present between syllables and words (“dog...house”).
- During repetitions, the child substitutes an “uh” in the word (“buh-buh-buh-bad”).
- Uses a broken rhythm during repetitions (“f.f...f.fish”)
- Disfluencies occur more often in specific situations, with certain people, or on specific sounds and words.
- Opens mouth to speak, but speech doesn’t come out immediately and the child seems to push or struggle to get speech out. Unusual facial or body movements may be paired with efforts to speak (blinking, tapping foot, grimacing). The child frequently becomes frustrated when he/she is disfluent.
- Has 10 or more disfluencies per 100 words (ASHA, 2002)

Causes

Stuttering is one of the most extensively studied yet poorly understood disorders. Authorities do not agree on a universal definition of stuttering or its etiology. Stuttering may occur for different reasons, or may occur when combinations of factors come together. Possible causes include incoordination of the speech muscles, rate of language development, the way parents and others talk to a child, and forms of stress.

When to be concerned

As a parent, you are the best person to look for signs that suggest problems. Listen as your child talks, observe how he/she interacts with others, and listen to his/her friends. After a while, you will be able to compare and form a fairly accurate judgment of your child's fluency compared to others. Let your impression of whether or not the child's fluency sounds normal be your guide. If you sense that your child's fluency sounds different, don't be afraid to request or independently arrange for an evaluation. Early attention is important. Treating problems early on may prevent the child from falling behind socially and academically (ASHA, 2005).

Help Available

If you are concerned about problems with stuttering, contact a local speech language pathologist (SLP) in your area. The SLP will evaluate the child's fluency skills to determine if problems exist and if so, decide the best way to treat these problems. An SLP is a professional educated in the study of human communication, its development, and its disorders. SLPs work with people of all ages and provide professional services in many different types of facilities such as public and private schools, hospitals, rehabilitation centers, and private practice. An SLP will have a master's or doctoral degree, hold a national Certificate of Clinical Competence (CCC) from the American Speech-Language-Hearing Association, and/or a license from the state in which he/she practices. For additional information about stuttering or help locating an SLP in your area, please contact: The American Speech Language Hearing Association, 10801 Rockville Pike, Rockville, MD 20852, 1-800-638-8255 or visit the ASHA website at <http://www.asha.org>

Sources: American Speech-Language Hearing Association (2005). *Language and literacy development*. Retrieved January 21, 2005, from <http://www.asha.org/public/speech/development/langu-lit.htm>, Healthtouch (2000). *Questions and Answers about Stuttering*. Retrieved January 18, 2002, from http://www.healthtouch.com/bin/EContent_HT/showAllHits.asp?name=ASLHA0001&cid=HT, Bowen, Caroline (2001). *Stuttering: What can be done about it?* Retrieved March 20, 2003, from http://members.tripod.com/caroline_bowen/stuttering.htm#what, Speech Delay.com (2001). *Talking Tips: Fluency*. Retrieved January 21, 2005, from <http://www.speechdelay.com/testrosettfluency.htm>, American Speech Language Hearing Association (2002). *Characteristics*. Retrieved January 3, 2004, from <http://www.asha.org/public/speech/disorders/Characteristics.htm>



Activities to Encourage Fluency

- Remain calm when the child is disfluent. Try not to look alarmed or embarrassed. Maintain natural eye contact to demonstrate that you are listening. A wrinkled forehead or frown can look like disapproval. Let the child know by your manner that you are listening to what he/she is saying, not *how* he/she is saying it.
- Give the child time to talk. Do not interrupt, fill in words, complete sentences, or correct sentences. Be patient. Give the person a chance to express him/herself.
- Suggestions to “Slow down”, “Take your time”, “Stop and start over”, or “Think before you speak” do not work. These suggestions are demeaning and may make the problem worse.
- Avoid talking rapidly. If you talk rapidly, the child will too. Instead, talk calmly, slowly and in a relaxed manner using frequent pauses. If you talk slowly and easily, this will “rub off” and the person will slow down too.
- Give the child enough time to respond before asking a second question.
- Provide opportunities for the child to talk to you without distractions. For example, reduce verbal competition from others by giving time to each child, e.g. “Remember Kennedy, we had our time. Now it’s Ashley’s time to talk”.
- Don’t place the child in situations where his/her speech would be on display to friends or relatives, e.g. asking the person to give speeches, perform plays, or read aloud.
- Repeat or rephrase what the person has said to verify that you have understood the message. Do not be afraid to say, “I didn’t understand what you said. Could you tell me again?”
- Be aware of the fact that people who stutter often have more trouble controlling their speech on the telephone. Be extra patient when talking on the phone with a child who stutters.
- Recognize that certain environmental factors may have an affect on fluency, e.g. excitement, time pressure, arguing, fatigue, new situations, and unfamiliar listeners.
- Recognize that certain language factors may have an effect on fluency. Disfluency may increase if a topic is unfamiliar, difficult to understand, or when complex language is used.

Sources: The Stuttering Foundation. (2002). *If you think your child is stuttering...* [Brochure]. Memphis, TN: Author.; The Stuttering Foundation. (2002). *The Child Who Stutters at School: Notes to the Teacher* [Brochure]. Memphis, TN: Author; Edina Public Schools (2001) *Fluency*. Retrieved January, 3, 2004, from <http://www.edina.k12.mn.us/ditrcit/specialservices/sped/speechlanguage/fluency.htm> , Bowen, Caroline (2001). *Stuttering: What can be done about it?* Retrieved March 20, 2003, from http://members.tripod.com/caroline_bowen/stuttering.htm#what , Speech Delay.com (2001). *Talking Tips: Fluency*. Retrieved January 21, 2005, from <http://www.speechdelay.com/testrosettfluency.htm>



Voice

Voice is produced when air travels from the lungs to the vocal folds located in the *larynx* (commonly called the “voice box” or “Adam’s Apple”). When air from the lungs passes between closed vocal folds, it causes them to vibrate. These vibrations are what we call “voice”.

Problems with voice

Roughly four percent of people experience problems with voice (Boone and Plate, 1993). Voice is a problem when a 1) child’s pitch, loudness, or quality distracts listeners from what is being said, 2) a child’s voice seems inappropriate based on sex or age, or 3) a child experiences pain or discomfort while talking. Common signs of a voice problem are as follows:

- Throat seems to ache or hurt
- Unable to produce a clear sound, e.g. voice stops or “squeaks” while speaking
- May sound “stuffed up” most of the time
- More effort than usual is required to produce voice
- Voice sounds weak and tired after about 30-minutes of use
- Frequent throat clearing
- Can only whisper

Causes

The most common causes of voice problems are vocal *misuse* and *abuse*. Examples of vocal misuse include using a pitch that is too high or deep; a volume that is too loud or soft; or a quality that is too hoarse, breathy, or nasal sounding. Examples of vocal abuse include excessive throat clearing, smoking, excessive talking, singing, screaming and yelling. Extended periods of vocal misuse/abuse may result in vocal fold swelling and tissue changes in the larynx known as nodules, nodes, polyps, and contact ulcers. Voice problems also may occur as a result of nerve/muscle disorders, head and neck cancer, and neurological disease such as Parkinson’s.

When to be concerned

If your child experiences hoarseness, voice changes, or discomfort for more than 10 days in the absence of an allergy or cold, consult your doctor. As a parent, you are the best person to look for signs that suggest problems. Listen as your child talks, observe how he/she child interacts with others, and listen to his/her friends. After a while, you will be able to compare and form a fairly accurate judgment of your child’s voice compared to others. Let your impression of whether or not the child’s voice sounds normal be your guide. If you sense that your child’s voice sounds different, don’t be afraid to request or independently arrange for an evaluation. With help, voice problems often can be improved dramatically or eliminated in a relatively short period of time (ASHA, 2005).

Help Available

Successful evaluation and treatment of voice problems typically involves the combined specialties of otolaryngology (ENT) and speech language pathology (SLP). An ENT is a doctor who examines the child’s ears, nose and throat for any kind of structural blockage or disease of the vocal tract. The doctor will help you determine if a referral to an SLP is necessary. The SLP will evaluate the child’s

vocal characteristics and determine the best way to treat these problems. An SLP is a professional educated in the study of human communication, its development, and its disorders. SLPs work with people of all ages and provide professional services in many different types of facilities such as public and private schools, hospitals, rehabilitation centers, and private practice. An SLP will have a Master or Doctoral degree, hold a national Certificate of Clinical Competence (CCC) from the American Speech-Language-Hearing Association, and/or a license from the state in which he/she practices. For additional information about voice or help locating an SLP in your area, please contact: The American Speech Language Hearing Association, 10801 Rockville Pike, Rockville, MD 20852, 1-800-638-8255 or visit the ASHA website at <http://www.asha.org>

Sources: Boone, D. & Plate, E. (1987). *Human Communication and its Disorders (2nd ed.)*. Englewood Cliffs, NJ: Prentice Hall.; Andrews, M (1993). *Using Your Best Voice*. Austin, TX: Pro-Ed.; Martin and Darnley (1992). *The Voice Sourcebook*. Bicester, Oxon: Winslow Press., American Speech-Language Hearing Association (2005). *Language and literacy development*. Retrieved January 21, 2005, from <http://www.asha.org/public/speech/development/langu-lit.htm> American Speech-Language Hearing Association (2005). *Questions and Answers about Voice Problems*. Retrieved January 23, 2005, from <http://www.asha.org/public/speech/disorders/Vocie-problems.htm>



Activities to Encourage Vocal Hygiene and Care

- Drink ten, 8-ounce glasses of water daily. By drinking fluids, which add water to the body, you enhance the mucus production of the throat and lessen vocal stress.
- Avoid known dietary diuretics such as caffeine and alcohol. Diuretics cause more liquid to leave your body than is received during consumption, thus contributing to dehydration and diminished laryngeal lubrication.
- Avoid iced beverages, which are roughly 40 degrees colder than your throat and cause the vocal folds to tighten. Warm drinks are best.
- Avoid dry, artificial interior climates. Much body moisture may be lost when breathing air with low humidity levels, as in air-conditioned or heated rooms/cars. Have proper humidity in your home, especially in the winter.
- Avoid use of “over the counter” spray or lozenge products that have the word “anesthetic” on the label. They may decrease pain sensitivity in your throat, but they also reduce coordination throughout the vocal tract. The pain is there to remind you that you are doing something wrong.
- Avoid antihistamines. If you must use them, increase the amount of your fluid intake.
- Avoid breathing through your mouth in very, cold winter weather. Instead, breathe through your nose so that air can be filtered and warmed.
- Avoid talking in noisy areas or over loud noise such as machinery, hairdryers, and motor noise in cars, planes and buses.
- Avoid breathing dusty, smoggy, or polluted air, e.g. car exhaust and second hand cigarette smoke often found in entertainment lounges, restaurants, or bar environments.
- Limit voice use as much as possible when you have a cold or are suffering from allergies.
- Use good breathing. Abdominal-diaphragmatic breathing provides good support for singing and vocal projection.
- Do not use strained vocal productions, i.e. screaming, yelling, or shouting. Talk in an easy manner. Hold your head straight when you talk. Do not strain the muscles of the face, throat, neck, and shoulders when talking or singing. Use a good rate of speech and an open, relaxed posture of the mouth and throat.
- If you are on regular medications, check with your physician to determine whether they have adverse effects on the throat, nose, and mouth.
- The major season changes (summer to fall, winter to spring) make physical demands on bodies, which can affect your immune system and make a cold, flu, or sore throat more possible. Double your commitment to hydration, rest, and regular sleeping, meal, and exercise times.

Sources: Andrews, M (1993). *Using Your Best Voice*. Austin, TX: Pro-Ed.; Martin and Darnley (1992). *The Voice Sourcebook*. Bicester, Oxon: Winslow Press.



Pre-Referral Checklist of Communication Behaviors

Student Name: _____ Gr: _____ Date: _____

Instructions: The most common communication disorders in school-aged children involve problems with language, articulation, stuttering, and voice. Behavioral characteristics for each of these disorder types are listed below. Place a check mark (✓) next to statements that describe the problem/s a student demonstrates.

Language

Receptive Language Skills

- ☐ Difficulty understanding simple word meanings; difficulty comprehending word meanings in connected speech but understanding the same words in isolation; or difficulty comprehending rapid speech
- ☐ Difficulty remembering or following directions; responds to only part of a multiple step direction; or requests multiple repetitions with little improvement in comprehension
- ☐ Difficulty understanding questions; delayed response time to questions, pausing for 2 seconds or more; or gives short, incomplete or inappropriate responses to questions.
- ☐ Relies too much on context to understand what is said
- ☐ Lacks understanding of spatial and temporal concepts, e.g. left/right, front/back before/after, morning/evening
- ☐ Problems remembering/retrieving verbal sequences e.g. days of the week, months of the year

Expressive Language Skills

- ☐ Does not use complete sentences or makes errors in grammar when speaking that are immature for age
- ☐ Has limited spontaneous speech flow or speech is hesitant, filled with unusual pauses and vocalizations, e.g. “um”, “you know”
- ☐ Makes many revisions in oral responses, e.g. false starts, interruption of self, dead ends, and starting over; changes topic so suddenly that the listener is apt to get lost; or difficulty giving directions or explanations
- ☐ Lacks variety in vocabulary, e.g. uses vague and nonspecific terms such as “stuff”, “thing”, “what you call it” or frequently uses indefinites such as “that” and “there”.

Social Language Skills

- ☐ Does not adapt language according to the needs of the listener, e.g. doesn't talk differently to a student than to a teacher
- ☐ Does not use language for different purposes, e.g. greeting, informing, demanding
- ☐ Does not following discourse rules, e.g. introducing topics of conversation, maintaining topic, commenting on and questioning what another says, rephrasing when misunderstood
- ☐ Trouble interpreting and using nonverbal signals (distance between speaker and listener, facial expressions, eye contact) and appropriate vocal characteristics (pitch, intensity, and inflection) during conversation.
- ☐ Does not ask appropriate questions in a complete and relevant manner or indicate when he/she does not understand the speaker's message.
- ☐ Describes pictures rather than constructing narratives that reflect a grasp of story telling. Relates stories in a disorganized or incomplete manner and lacks transitions in story telling

Language-Based Problem Solving Skills

- ☐ Does not categorize, classify, compare, and contrast information
- ☐ Has trouble determining the main idea and supporting details of a classroom lecture or reading passage
- ☐ Difficulty making simple inferences, predicting outcomes, or drawing conclusions
- ☐ Has trouble recognizing and understanding abstract language, like idioms, proverbs, metaphors, similes, and humor
- ☐ Does not use critical thinking skills, such as recognizing propaganda, detecting facts from opinion, evaluating a speaker's argument

Articulation and Speech Sound Production

- ☐ A syllable is favored and used for all words
- ☐ A word (may be real or made-up) is used to convey other words
- ☐ Has difficulty combining sounds and syllables; simplifies words by replacing difficult sounds with easier ones; or deletes difficult sounds all together
- ☐ Makes inconsistent sound errors
- ☐ Single words may be articulated well but phrases and sentences become less understandable
- ☐ Problems saying common words with difficult sound patterns e.g. "animal", "cinnamon", or "specific"
- ☐ Oral groping and posturing with attempts to speak
- ☐ Has difficulty imitating speech
- ☐ Speech becomes worse when anxious
- ☐ Is difficult for a listener to understand
- ☐ Difficulty with tongue twisters, e.g. "She sells seashells..."
- ☐ Difficulty recalling sounds associated with letters and words.
- ☐ Difficulty separating words into phonemes and syllables or blending phonemes into whole words

Stuttering

- ☐ Disfluencies occur throughout the sentence, e.g. "I w-w-w-want s-s-s-some m-m-milk"; on the main words of a sentence, e.g. nouns, verbs, adjectives; or silent gaps are present between syllables and words, e.g. "dog...house".
- ☐ During repetitions, the child substitutes an "uh" in the word, e.g. "buh-buh-buh-bad"
- ☐ Uses a broken rhythm during repetitions, e.g. "f.f...f.fish"
- ☐ Disfluencies occur more often in specific situations, with certain people, or on specific sounds and words.
- ☐ Opens mouth to speak, but speech doesn't come out immediately and the child seems to push or struggle to get speech out.
- ☐ Unusual facial or body movements are paired with efforts to speak, e.g. blinking, tapping foot, grimacing
- ☐ The child frequently becomes frustrated when he/she is disfluent.
- ☐ Appears to avoid certain words or speaking situations
- ☐ Has 10 or more disfluencies per 100 words

Voice

- ☐ Vocal pitch, loudness, or quality calls attention to itself rather than to what the child is saying
- ☐ Voice seems inappropriate based on sex or age
- ☐ Child experiences pain or discomfort while talking
- ☐ Unable to produce a clear sounding voice, e.g. voice stops or "squeaks" while speaking
- ☐ Sounds "stuffed up" most of the time
- ☐ Voice has to be used with more effort to get sound out
- ☐ Voice becomes weak and tired after about 30-minutes of use



Instructions: A teacher needs to make certain that he/she has completed the tasks listed below before a special education referral can be initiated.

Date: _____	
Student Name: _____	Gr: ____ DOB: _____
Parent/s Name: _____	
Address: _____	
Home Phone: _____	Work Phone: _____
Referred by: _____	Title: _____
Reason for Referral: _____	

Review school records and interviewed other professionals involved with the student. Has the student ever: ☐ qualified for special education services
☐ been referred for a psychological evaluation ☐ been retained ☐ had physical/ medical problems ☐ had a history of taking medications ☐ had difficulty with other teachers

Hold at least one conference to discuss your concerns with a parent or make documented efforts to communicate with the parent. It is very important that you discuss the student's problems with the parent *before* you refer the student to special education. Parents should never be surprised to find that their child has been referred; they should know ahead of time that the child's teachers have noticed problems. Date of parent contact to discuss your concerns: _____

Document two interventions you have tried. Your documentation is helpful in that 1) you will be better able to help the student's parents understand that techniques used in your classroom for other students are not adequate for their child; 2) a record of successful/unsuccessful techniques for working with the student is available to other teachers who work with the student in the future; and 3) you provide information that will be helpful in determining whether the special education team should assess the student for a special need or disability. Below is a list of specific interventions that may be used in your classroom to help a student to be more successful. Select two interventions related to the area of concern and document the results. An intervention should be implemented for a minimum of 4-6 weeks.

- ☐ Model correct language when the child uses inappropriate grammatical structures. For example, if the child says "I goed to the bathroom", immediately respond by saying, "You went to the bathroom". Document whether the student spontaneously self corrects his/her errors.

- ☐ Ask the student to identify and correct sentences that use incorrect grammar through listening or worksheet exercises. Document the number of exercises the student completes correctly and whether the student continues to make similar errors when talking.
- ☐ Reduce the emphasis on competition. Competitive activities may cause the student to hurry, omit, add, substitute, or reverse sounds/words when speaking. Ask students to raise hand and to wait to be called on instead of blurting out answers. Document whether the student's use of grammatical structures improves when provided with adequate response time.
- ☐ When reading books to the class, stop to check whether the student is following along. Document whether the student's ability to attend and to follow along improves.
- ☐ Have another student take notes to share with the child in question. Document whether the child's ability to complete homework and complete tests improves.
- ☐ Establish a buddy system to ensure that the student gets the correct assignment, is on the proper page in the textbook, and to help review new course information. Document whether the his/her performance improves.
- ☐ Move the child closer to your desk, board, or overhead projector and away from competing stimuli in the room, e.g. noisy vent, window, or talkative peer. Document whether the student is better able to follow classroom instruction.
- ☐ Increase the "wait time" to 3-5 seconds before expecting the student to follow an instruction or answer a question. The student may need more time to process your request. Document whether an increased wait time improves the student's ability to respond appropriately.
- ☐ Adjust oral directions in one or more of the ways listed below. Document whether the student is better able to follow the modified classroom instruction.
 1. Directly state the steps of a directive. For example, say, "You have three things to do. Write your names on your papers, put them on my desk, and line up at the door" instead of saying, "Before you line up at the door, put your papers on my desk with your name's on them"
 2. Repeat directions 2-3 times.
 3. Repeat the directions individually to the student.
 4. Ask the student to verbalize the directions back to you before he/she begins a task.
 5. Sequence and write directions on the board using key words instead of giving directions orally. For example, you could write "Sit- Math- Pg. 39-Problems 1-9".
- ☐ Modify assignments/tests in any one of the ways listed below. Document any change in the student's performance.
 1. Verbal versus written assignments/ tests (or vice versa).
 2. Shorten the number of test questions to be answered or have the student do half the number of homework problems.
 3. Fill in blank answers with choices provided.
 4. For multiple choice tests, decrease the number of choices from which to select an answer.
- ☐ Prepare and review a list of new words that the student will encounter before giving a reading assignment. Document whether the student's comprehension improves.
- ☐ Pair the student with a peer to practice the correct definitions of words or concepts that are important or that will be on a test.
- ☐ Make study guides that relate ONLY to the material that will be actually on the test or information that is most important to learn. For example, instead of having the student look up definitions and guess which one will be on the test, try giving the student a list of the definitions that will actually be on the test. Document whether the student's test performance improves.

Sources: Kauffman and Pullen (1987). *What should I know about special education? Answers for classroom teachers*. Austin, TX: Pro-Ed; Minnesota Department of Education (May 1999). *504 Accommodation Plan*. St. Paul, MN: Author.



Pre-Referral Interventions for Articulation

Instructions: A teacher needs to make certain that he/she has completed the tasks listed below before a special education referral can be initiated.

Date: _____	
Student Name: _____	Gr: _____ DOB: _____
Parent/s Name: _____	
Address: _____	
Home Phone: _____	Work Phone: _____
Referred by: _____ Title: _____	
Reason for Referral: _____	

Review school records and interviewed other professionals involved with the student. Has the student ever: ☐ qualified for special education services ☐ been referred for a psychological evaluation ☐ been retained ☐ had physical/ medical problems ☐ had a history of taking medications ☐ had difficulty with other teachers

Hold at least one conference to discuss your concerns with a parent or make documented efforts to communicate with the parent. It is very important that you discuss the student's problems with the parent *before* you refer the student to special education. Parents should never be surprised to find that their child has been referred; they should know ahead of time that the child's teachers have noticed problems. Date of parent contact to discuss your concerns: _____

Document two interventions you have tried. Your documentation will be useful in that 1) you will be better able to help the student's parents understand that techniques used in your classroom for other students are not adequate for their child; 2) a record of successful/unsuccessful techniques for working with the student is available to other teachers who work with the student in the future; and 3) you provide information that will be helpful in determining whether the special education team should assess the student for a special need or disability. Below is a list of specific interventions that may be used in your classroom to help a student to be more successful. Select two interventions related to the area of concern and document the results. An intervention should be implemented for a minimum of 4-6 weeks.

- ☐ Determine whether the student can discriminate between the target sound and the error sound. For example, read aloud a list of word-pairs. For each pair, ask the child to state whether the two words sound the "same" or "different". Document whether the child is able to discriminate correctly between word-pairs. e.g. ray/way, rip/whip, row/woe, rest/west, went/rent.
- ☐ Model correct production of a target sound by stressing or exaggerating the sound during conversation with the child. Document whether the student spontaneously self-corrects his/her sound errors.

- ☐ Ask the student to slowly repeat a word that was said incorrectly. You might say, “Repeat the word ‘sssunnn’ slowly.” Document whether the child is able to say the target sound correctly on a second attempt.
- ☐ Identify the speech sound error for the child. Describe (demonstrate when possible) what the child is doing incorrectly and explain the appropriate tongue, teeth, or lip placement using key phrases. You might say, “I want to help you to make the /s/ sound better. Instead of putting your tongue *between* your teeth, try to put your tongue *behind* your teeth”. Ask the student to try to make the sound in isolation, i.e. “ssss” only! Document whether the student is able to produce the target sound in isolation.
- ☐ Review a list of words that contain the target sound from reading, spelling or vocabulary curriculum. Model correct production of each word and ask that the student imitates your production. You might say, “Each of the words in this list contain the /s/ sound. I’ll say the word first, and then I want you to try to say the word exactly the same way”. Document the number of times that the child is able to correctly produce the target sound in words, e.g. 3/10 or 8/10.
- ☐ Ask the student to make a list of words containing the target sound or to create a notebook of difficult words containing the target sound that he/she finds each day. Review the word list with the student. Document the number of times that the child is able to correctly produce the target sound from the word list, e.g. 3/10 or 8/10.
- ☐ Ask the student to create a collage by cutting out pictures that contain the target sound. Display the collage where he/she can practice the words. Review the collage with the child. Document the number of times that the child is able to correctly say the target sounds in the words from the collage, e.g. 3/10 or 7/10.
- ☐ Ask the student to compile a list of sentences containing words that have the target sound, e.g., “Jon sat down in the hallway”. Document the number of times that the child is able to correctly say the target sound in sentences, e.g. 4/10 or 6/10.
- ☐ Highlight or underline letters in an assigned oral reading selection. Ask the student to focus on correct production for each of the marked letters during his/her turn to read aloud. You might say, “I’ve underlined all the /s/ sounds in this reading passage. I want you to say the /s/ sound the best that you can for each underlined letter”. The student could also be given the assignment earlier in the day in order to mark the appropriate letters him/herself! Document the number of errors you hear from the assigned passage, e.g. 25/50, 38/50.
- ☐ Establish a predetermined signal to serve as a reminder to the student to monitor his/her own speech sounds, e.g. manual alphabet sign or tapping clenched teeth with the index finger for the /s/ sound. You could say something like, “I want to help you to remember to use your best speech sounds. When you see me tap my teeth that will be our signal for you to think about your /s/ sound while talking”. Document whether the student is able to correctly produce the target sound following your cue.
- ☐ Ask the student to pay particular attention before saying frequently used words, like “Ms. Peterson (teacher)”, “yes”, or “outside”. You could say something like, “I’m going to listen to the /s/ sound each time you say the word “yes”. I’d like you to remember to use your best speech every time you say the word “yes” to me”. Estimate how often the student is able to correctly produce the target sound when saying the word to you, e.g. 30%, 50% or 80% of the time.
- ☐ Before an oral report, remind the student to use his/her best speech while talking. You might say, “I’m going to listen for your /s/ sounds while you’re talking. I’d like you to remember to use your best speech”. Estimate how often the child correctly produced the speech sound during his/her oral report, e.g. 30%, 60 or 85% of the time.

Sources: Kauffman and Pullen (1987). *What should I know about special education? Answers for classroom teachers*. Austin, TX: Pro-Ed; Cassidy, K (1989). *Keys to Carryover: Meeting personal goals in speech therapy*. Tucson, AZ: Communication Skill Builders.



Pre-Referral Interventions for Stuttering

Instructions: A teacher needs to make certain that he/she has completed the tasks listed below before a special education referral can be initiated.

Date: _____	
Student Name: _____	Gr: _____ DOB: _____
Parent/s Name: _____	
Address: _____	
Home Phone: _____	Work Phone: _____
Referred by: _____	Title: _____
Reason for Referral: _____	

Review school records and interviewed other professionals involved with the student. Has the student ever: ☐ qualified for special education services

☐ been referred for a psychological evaluation ☐ been retained ☐ had physical/ medical problems ☐ had a history of taking medications ☐ had difficulty with other teachers

Hold at least one conference to discuss your concerns with a parent or make documented efforts to communicate with the parent. It is very important that you discuss the student's problems with the parent *before* you refer the student to special education.

Parents should never be surprised to find that their child has been referred; they should ahead of time that the child's teachers have noticed problems. Date of parent contact to discuss your concerns: _____

Document two interventions you have tried. Your documentation is useful in that 1) you will be better able to help the student's parents understand that techniques used in your classroom for other students are not adequate for their child; 2) a record of successful/unsuccessful techniques for working with the student is available to other teachers who work with the student in the future; and 3) you provide information that will be helpful in determining whether the special education team should assess the student for a special need or disability. Below is a list of specific interventions that may be used in your classroom to help a student to be more successful. Select two interventions related to the area of concern and document the results. An intervention should implemented for a minimum of 4-6 weeks.

- ☐ When talking with the student, give direct eye contact with no attempt to correct or complete the utterance and provide your undivided attention (with younger students, bring yourself to their eye level whenever possible). The student will feel less need to hurry or to compete with others for attention. Document whether there is a change in the amount of dysfluencies the child experiences while talking with you.

- ❑ Watch for a pattern of situations in which the student seems to have difficulty speaking. Keep a list of places, situations, times of day, etc, that the student seems most dysfluent. If the student is aware of his/her dysfluency, ask him/her to also keep a list of times that he/she has particular difficulty with speech (e.g. times that he/she feels nervous, embarrassed, etc).
- ❑ Listen for specific sounds or words that give the student trouble. Keep a list of these sounds or words.
- ❑ Teach students classroom techniques for relaxing (deep breathing, tensing and relaxing muscles, positive visualization). Provide practice and remind students to use relaxation before speaking, throughout the day, and at home. Document whether the student's fluency changes following practice of the relaxation exercises.
- ❑ Ask the class to identify emotions that may affect speaking behavior and to identify ways that students could cope with these emotions. Provide practice in oral reading sessions or through reading test questions. Monitor and document whether there is a change in the amount of time that the student is dysfluent.
- ❑ Do a fun activity where all classroom students practice speaking in different ways together, e.g. fast, slow, loud, soft, exaggerated articulation, and monotone. Create a signal for each type of speech. Practice using the "slow speech" signal when talking with the student. Monitor and document whether there is a change in the amount of time that the student is dysfluent after using the signal.

Sources: Kauffman and Pullen (1987). *What should I know about special education? Answers for classroom teachers*. Austin, TX: Pro-Ed; The Stuttering Foundation. (2002). *If you think your child is stuttering...* [Brochure]. Memphis, TN: Author.; The Stuttering Foundation. (2002). *The Child Who Stutters at School: Notes to the Teacher* [Brochure]. Memphis, TN: Author.



Instructions: A teacher needs to make certain that he/she has completed the tasks listed below before a special education referral can be initiated.

Date: _____	
Student Name: _____	Gr: _____ DOB: _____
Parent/s Name: _____	
Address: _____	
Home Phone: _____	Work Phone: _____
Referred by: _____	Title: _____
Reason for Referral: _____	

Review school records and interviewed other professionals involved with the student. Has the student ever: ☐ qualified for special education services
☐ been referred for a psychological evaluation ☐ been retained ☐ had physical/ medical problems ☐ had a history of taking medications ☐ had difficulty with other teachers

Hold at least one conference to discuss your concerns with a parent or make documented efforts to communicate with the parent. It is very important that you discuss the student's problems with the parent *before* you refer the student to special education. Parents should never be surprised to find that their child has been referred; they should know ahead of time that the child's teachers have noticed problems. Date of parent contact to discuss your concerns: _____

Document two interventions you have tried. Your documentation is useful in that 1) you will be better able to help the student's parents understand that techniques used in your classroom for other students are not adequate for their child; 2) a record of successful/unsuccessful techniques for working with the student is available to other teachers who work with the student in the future; and 3) you provide information that will be helpful in determining whether the special education team should assess the student for a special need or disability. Below is a list of specific interventions that may be used in your classroom to help a student to be more successful. Select two interventions related to the area of concern and document the results. An intervention should be implemented for a minimum of 4-6 weeks.

- ☐ Check the student's cumulative school record or ask the school nurse about a reported history of hearing or medical problems. Document these findings.
- ☐ Discuss observations about the student's voice with him/her. Ask the student for possible reasons for the problem. Document the student's responses.
- ☐ Explain that you have a hard time hearing the student when he/she speaks. Ask that the student speak more loudly by taking a deep breath before he/she begins to talk. Document

whether the student is able to increase volume and whether the volume is at an appropriate level.

- ☐ Ask the student to take a drink of water. Document whether the student's voice quality improves following water intake.
- ☐ Monitor any voice changes over time. Watch for a pattern of situations in which you notice the student's voice problem more or less. For example, ask yourself whether the voice problem appears to be intermittent, i.e. more obvious in the morning, afternoon or when the child seems to have cold/allergy symptoms? Document your observations by keeping a list of the places, situations, and times of day. If the student is old enough, ask him/her to keep a list also.
- ☐ Teach all students techniques for relaxing (deep breathing, tensing and relaxing muscles, visualizing a relaxing scene). Document whether the student's voice changes following practice of the relaxation exercises.
- ☐ Use a quiet-talking or vocal rest period during each school day. Document whether there is a change in the student's voice following the rest period.
- ☐ Discuss ways that the child can care for his/her voice. Explain that yelling and screaming can hurt his/her voice. Suggest alternatives like clapping or foot stomping. Provide reminders to the student. Document whether the student's voice problem improves following this instruction.

Sources: Kauffman and Pullen (1987). *What should I know about special education? Answers for classroom teachers*. Austin, TX: Pro-Ed.; Andrews, M (1993). *Using Your Best Voice*. Austin, TX: Pro-Ed.; Martin and Darnley (1992). *The Voice Sourcebook*. Bicester, Oxon: Winslow Press.

Record of Language Consideration during Assessment Planning

Date: _____

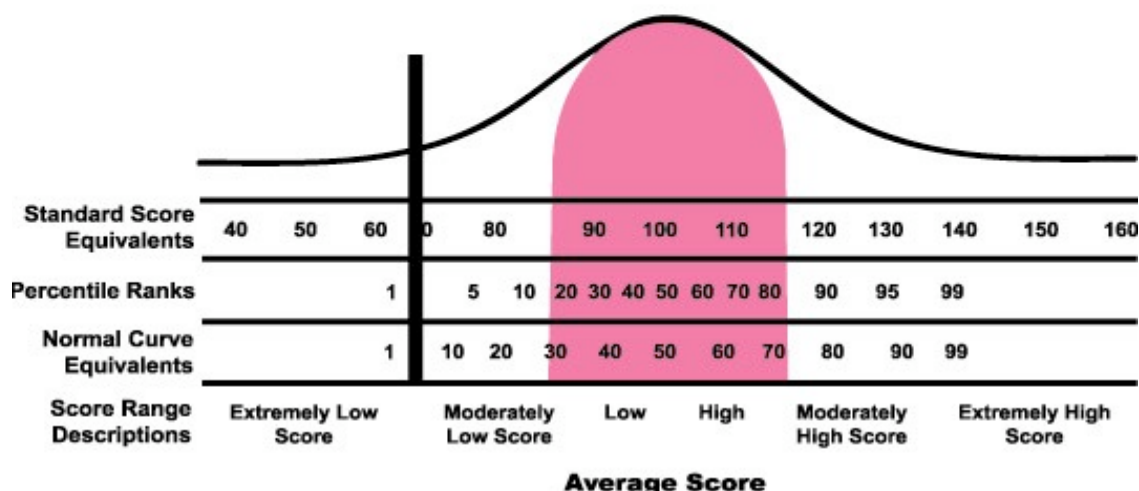
Name: _____ Gr: _____ School: _____

Standardized test results and cumulative school records were reviewed on _____. The student earned standardized test scores on the *Iowa Basic Skills* and *Cognitive Abilities Tests* that were above the 10th percentile in the sub test areas of Vocabulary, Language Usage, Reading Comprehension and Verbal Ability. Based on the above stated test results, school records, and information reported by classroom teachers and the parent at the time of assessment planning, it is unlikely that the student would qualify to receive services for a language disorder at this time. A full evaluation for a language disorder is not recommended.

Speech Language Pathologist

Bell Curve

Standardized tests of communication provide norms that allow comparison of a student's performance to that of other students the same age. The shaded area indicates the range of average in which most students' test scores fall. The solid black line denotes the upper limit for extremely low scores. In order to qualify to receive special education service for a communication disorder, a student must earn scores that are at or below the solid black line. Your child's test scores are marked in red on the diagram (See the attached Special Education Assessment Report for further explanation).



Name: _____ Age: _____
Examiner: _____ Date: _____

Structured Language Sample & Conversational Analysis

Instructions: Use these questions to elicit a speech language sample in student's who are quiet by nature or reticent about the testing situation. Using the checklist on the backside, look for examples of each language skill during the conversational sample. Determine which skills are used appropriately and which are not by placing checkmarks (✓) in the corresponding boxes.

1. Using pictures from a variety of magazines, ask the student to tell as much as possible about 2 pictures he/she selected (Labeling and Describing).
2. Using pictures from a variety of magazines, ask the student to make up a story about a picture he/she selected (Performing, Sequencing).
3. Ask the student to tell about his/her *dream* house, car, or vacation (Informing, Describing, Labeling).
4. Ask the student to tell what might happen if a fire broke out in the school. Disagree with what the student says (Predicting, Justifying).
5. Ask the student to tell what he/she thinks about the statement "Teenagers are only interested in eating and sleeping. They're just a bunch of lazy slackers with "Gameboys" (Protesting, Rejecting, Justifying).
6. Ask the student to give directions to the bathroom (Giving Information).
7. Ask the student to explain to how to make a peanut butter and jelly sandwich (Giving Information, Sequencing).
8. Ask the student to tell what should be done if the electricity goes off at home during a storm (Advising).
9. Ask the student to tell how he/she would feel if wrongly accused of stealing a jacket from a student's locker (Expressing Feelings).
10. Ask the student to tell about a TV show, movie, or book that he/she has read recently (Summarizing).
11. Ask the student to tell how a pen and pencil are both the same and different (Giving information).
12. Ask the student to explain the meaning of "It's raining cats and dogs outside" and "Sitting on pins and needles" (Giving information).
13. Ask the student to tell why "Tough" is a good name for blue jeans (Giving Information).
14. Ask the student to explain why theses ads are funny: "For sale: antique desk suitable for lady with thick legs and large drawers" and "Tired of cleaning yourself? Let me do it." (Giving Information).

Source: Peterson, C. W. (1981). Conversation starters for speech-language pathology. Danville, IL: Interstate Printers & Publishers.

Conversational Analysis	Appropriate	Inappropriate	Not Observed
<i>I. Listening Skills</i>			
A. Pays attention			
B. Gives feedback			
C. Understands vocabulary			
D. Avoids interrupting			
E. Identifies main idea			
F. Identifies important details			
G. Distinguishes information from persuasion			
H. Distinguishes fact from fiction			
I. Follows multi-step directives			
J. Comprehends linguistic features			
<i>II. Speaking Skills</i>			
A. Language features			
1. Uses grammatically intact sentences			
2. Uses compound and complex structures			
3. Coherency and organization of message			
4. Uses precise vocabulary			
5. Comprehends slang, jargon, and idioms			
B. Communication Functions			
1. Labeling/naming			
2. Requests objects, actions, information			
3. Informing			
4. Describing			
5. Protesting/rejecting			
6. Interacting			
7. Performing			
8. Expressing feelings/ideas			
9. Advising/predicting			
10. Justifying			
C. Discourse Organization			
1. Establish, maintain, and close conversation			
2. Turn-taking			
3. Talking time			
4. Establish, maintain, change topics			
D. Presuppositions			
1. Quantity			
2. Sincerity			
3. Relevance			
4. Manner (not obscure or ambiguous)			
5. Politeness			
E. Nonverbal Behavior			
1. Gesture			
2. Facial expression			
3. Eye contact			
4. Proxemics			

Source: Larson, Vicky Lord and McKinley, Nancy (1987). *Communication Assessment and Intervention Strategies for Adolescents*. Eau Claire: Thinking Publications.

Name: _____ Age: _____
 Examiner: _____ Date: _____

Social Language Assessment

Instructions: Look for examples of each communication act during the child's language sample. Determine which acts are used appropriately and which are not by placing checkmarks (✓) in the corresponding boxes. Place additional check marks next to the specific behaviors that describe the child's communication.

Communication Acts		Appropriate	Inappropriate	Not Observed
Conversation	Topic <input type="checkbox"/> Minimal initiation of conversation <input type="checkbox"/> Does not select appropriate topics for situation or listener <input type="checkbox"/> Does not introduce new topics into the conversation/ perseverates <input type="checkbox"/> Does not end discussion of a topic at an appropriate place in conversation <input type="checkbox"/> Makes irrelevant contributions to conversation / raises topics out of nowhere			
	Turn-Taking <input type="checkbox"/> Does not respond appropriately to greetings <input type="checkbox"/> Does not give feedback to speaker as a way of moving conversation forward such as head nods or statements like ,“yeah” ,“mmm” , and “really?” <input type="checkbox"/> Does not ask for clarification when a portion of the message is misunderstood <input type="checkbox"/> Does not revise own message to facilitate a listener's understanding <input type="checkbox"/> Demonstrates long pauses that throw off the timing relationship in conversation <input type="checkbox"/> Demonstrates short pauses in conversation that result in overlaps, interruptions, and little or no feedback from the listener <input type="checkbox"/> Does not read cues regarding whether a listener is in a hurry/ does not want to engage in conversation / wants to end conversation			
	Lexical Selection <input type="checkbox"/> Too much detail <input type="checkbox"/> Uses vocabulary or speaking style that is inappropriate to situation or listener <input type="checkbox"/> Overuse of unspecified referents that result in ambiguity of the message, e.g. it, there, whachmacallit <input type="checkbox"/> Conversation seems disjointed as utterances are not spoken in a logical or sequential way			
Para linguistics	Intelligibility <input type="checkbox"/> Mumbles when speaking <input type="checkbox"/> Speaks too slowly/ too quickly			
	Vocal Intensity <input type="checkbox"/> Speaks too softly/ loudly for situation or listener			
	Vocal Quality <input type="checkbox"/> Inappropriate pitch for age or sex, e.g. too high/ too low <input type="checkbox"/> Voice sounds horse/ harsh/ breathy/ nasal/ “stuffed up”			
	Prosody <input type="checkbox"/> Speaks in a monotone <input type="checkbox"/> Speaking in a sing-song manner <input type="checkbox"/> Tone of voice often does not fit situation <input type="checkbox"/> Tone of voice often does not match emotional state			
	Fluency <input type="checkbox"/> Demonstrates repetitions/ prolongations/ interjections/ silent pauses/ broken words/ incomplete phrases/ revisions			

Communication Acts		Appropriate	Inappropriate	Not Observed
Non-Verbals	Eye Contact ___ Does not look at people when talking ___ Does not look at people when listening ___ Stares excessively at people ___ Looks at people out of the corner of eye			
	Facial Expression ___ Facial expression is often flat/ exaggerated/ does not match emotional state ___ Does not smile when smiled at			
	Proxemics ___ Stands too close/ too distant when interacting with people ___ Touches people inappropriately ___ Enters private spaces without knocking or seeking permission ___ Joins groups without an invitation ___ Walks too slowly/ too quickly for situation or partner			
	Gestures ___ Does not use movements to support, complement, or replace verbal behavior ___ Hand gestures are too intense for situation/ poorly timed for speech content ___ Unconsciously fidgets with objects/ cracks knuckles /drums fingers			
Other	Social Rules and Etiquette ___ Does not attend to personal hygiene and grooming of hands/ fingernails/ hair/ teeth/ clothing/ emits body odor ___ Clothing inappropriate for age/ school setting/ peer group ___ Choice of accessories provokes undue attention from peers ___ Uses poor manners when eating or drinking ___ Seems tactless or insensitive to others' feelings ___ Is hypersensitive to others' feelings ___ Seems unaware of things going on around him or her ___ Misreads the intentions of others ___ Does not follow the "hidden social curriculum", e.g. tattles, enforces or monitors rules ___ Seems unaware of time, e.g. arrives late / leaves on personal errands at inappropriate times ___ Seems hyper-aware of time, e.g. checks time too frequently/ does not wait for people/ makes people feel pressured to act quickly			

Source: Prutting & Kirchner (1987). Pragmatic Aspects of Language. *Journal of Speech and Hearing Disorders*, 52, 1004

Reading Passages

Oral reading is an important component of assessment for articulation, fluency and voice. It allows the SLP to observe a student's skills at the connected speech level. Most any kind of material can be used for oral reading tasks including children's books, poetry, magazines, and newspapers as well as texts from a student's classroom.

Grandfather

You wished to know all about my grandfather. Well, he is nearly ninety-three years old; he dresses himself in an ancient, black frock coat, usually minus several buttons, yet he still thinks as swiftly as ever. A long flowing beard clings to his chin, giving those who observe him a pronounced feeling of the utmost respect. When he speaks, his voice is just a bit cracked and quivers a trifle. Twice each day he plays skillfully and with zest upon our small organ. Except in winter when the ooze or snow or ice prevents, he slowly takes a walk each day in open air. We have often urged him to walk more and smoke less, but he always answers, "Banana oil!" Grandfather likes to be modern in his language.

The Rainbow

When sunlight strikes the raindrops in the air, they act like a prism and form a rainbow. The rainbow is a division of white light into many beautiful colors. These take the shape of a long round arch, with its path high above, and its tow ends apparently beyond the horizon. There is, according to legend, a boiling pot of gold at one end. People look but no one ever finds it. When a person looks for something beyond reach, friends might say she is looking for a pot of gold at the end of the rainbow.

Throughout the centuries, people have explained the rainbow in various ways. Some have accepted it as a miracle without physical explanation. To the Hebrews it was a token that there would be no more universal floods. The Greeks used to imagine that it was a sign from the gods to foretell of war or heavy rain. The Norsemen considered the rainbow as a bridge over which the gods passed from earth to their home in the sky. Other people have tried to explain the phenomena physically. Aristotle thought that the rainbow was caused by reflection of the sun's rays by the rain. Since then physicists have found that it is not reflection but refraction by the raindrops, which causes the rainbow. Many complicated ideas about the rainbow have been formed. The difference in the rainbow depends considerably on the size of the water drops, and the width of the colored bands increases as the size of the drops increases. The actual primary rainbow observed is said to be the effect of superposition of a number of bows. If the red of the second bow falls upon the green of the first, the result is to give a bow with an abnormally wide yellow band, since red and green lights when mixed form yellow. This is a very common type of bow, one showing mainly red, yellow, with little or no green or blue.

Oral Peripheral Examination

Instructions: This form is a step-by-step guide for identifying structural or functional factors that may contribute to a communication disorder. Record your observations by circling the items that best describe the child's oral-facial integrity.

Procedures		Possible Implications
Face	<p>Look at the child's face to determine:</p> <ul style="list-style-type: none"> ▪ Symmetry: normal/droops (on left, on right) ▪ Abnormal movements: none/grimaces/spasms ▪ Mouth breathing: yes/no 	<p><i>Asymmetry of the face is associated with neurological impairment.</i></p> <p><i>Mouth breathing may indicate restricted nasal passages. If it is a persistent problem and the child exhibits hypo nasal speech, a physician referral may be needed. Mouth breathing also may indicate an anterior tongue posture at rest.</i></p>
Jaw & Teeth	<p>Ask the child to open and close his/her mouth to observe:</p> <ul style="list-style-type: none"> ▪ Range of motion: normal/reduced ▪ Symmetry: normal/deviates (to left, to right) ▪ Movement: normal/jerky/groping/slow/asymmetrical ▪ TMJ noises: absent/grinding/popping <p>Observe dentition:</p> <ul style="list-style-type: none"> ▪ Hygiene: good/fair/poor ▪ Teeth: all there/teeth missing/dentures ▪ Arrangement of teeth: normal/jumbled/spaces ▪ Occlusion: normal/overbite/underbite/crossbite 	<p><i>Jaw weakness is common in children with neurological involvement.</i></p> <p><i>Missing teeth may impair articulation.</i></p>
Lips	<p>Ask the child to smile and pucker lips, as if kissing a baby:</p> <ul style="list-style-type: none"> ▪ Range of motion: normal/reduced ▪ Symmetry: normal/droops (to left, to right) ▪ Strength (press a tongue blade to the lips): normal/reduced <p>Ask client to puff out cheeks and hold air, as if blowing up a balloon:</p> <ul style="list-style-type: none"> ▪ Lip strength: normal/reduced ▪ Nasal emission: absent/present 	<p><i>Poor air maintenance in the cheeks may be a sign of labial weakness or velopharyngeal inadequacy. Check for air escaping from the lips or nasal emission. The child may have neurological involvement and/or hypernasality.</i></p>
Tongue	<p>Look at the tongue to observe:</p> <ul style="list-style-type: none"> ▪ Surface color: normal/abnormal ▪ Abnormal movements: absent/jerky/spasms/writhing/fasciculation ▪ Size: normal/large/small ▪ Frenum: normal/short <p>Ask the client to stick his/her tongue all the way out:</p> <ul style="list-style-type: none"> ▪ Excursion: normal/deviates (to right, to left) ▪ Range of motion: normal/reduced ▪ Speed of motion: normal/reduced <p>Ask the client to move tongue tip to the right and left, like a dog wagging its tail:</p> <ul style="list-style-type: none"> ▪ Excursion: normal/incomplete/groping ▪ Range of motion: normal/reduced ▪ Strength (apply opposing pressure with tongue blade): normal/reduced 	<p><i>Abnormal color of the tongue may indicate a problem. For example, a grayish color is associated with muscular paresis or paralysis. A bluish tint may occur due to vascularity or bleeding.</i></p> <p><i>Deviation of the tongue to the right or left may indicate neurological involvement.</i></p> <p><i>A short frenum may result in an articulation disorder. The frenum may need to be clipped by a physician if the child is unable to place the tongue against the alveolar ridge to produce sounds like "t, d, n, l, ch, and j."</i></p>

Procedures		Possible Implications
Pharynx	Look at the pharynx to observe: <ul style="list-style-type: none"> Color: normal/abnormal Tonsils: normal/absent/enlarged 	<i>Enlarged tonsils in some children may interfere with health, voice resonance, hearing (if Eustachian tubes are blocked), and normal articulation (if there is a forward carriage of the tongue).</i>
Hard & Soft Palates	Look at the hard and soft palates to determine: <ul style="list-style-type: none"> Color: normal/abnormal Rugae: absent/present Arch height: normal/low/high Arch width: normal/narrow/wide Uvula: normal/bifid Fistula or clefting: absent/present Symmetry at rest: normal/ deviates (to right, to left) Gag reflex: normal/absent/hyperactive/hypoactive Ask the client to make a prolonged “ahh” sound: <ul style="list-style-type: none"> Nasality: present/absent Posterior movement: present/reduced/absent Symmetry of movement: normal/ deviates (to right, to left) 	<i>Abnormal color of the palate may indicate a problem. A whitish color along the border of the hard and soft palate may indicate a submucosal cleft. A dark or translucent color on the hard palate may indicate a palatal fistula or cleft.</i> <i>Asymmetry in the palate or uvula is associated with neurological impairment.</i> <i>An abnormally high or wide palatal arch may result in problems with palatal-lingual sounds. Also, a large tongue combined with a very low or narrow palatal arch may result in distortion of consonant sounds.</i> <i>An absent or weak gag reflex may indicate neurological involvement.</i>

Additional observations or comments:

Sources: Shipley, K. & McAffe (1992). Assessment in speech-language pathology: A resource manual. San Diego, CA: Singular Publishing.; Heynes, W., Pindzola, R., Emerick, L. (1992). Diagnosis and Evaluation in Speech Pathology. Englewood Cliffs, NJ: Prentice-Hall, Inc; Darley, F. L., Arnson, A.E., & Brown, J.R. (1975). Motor Speech Disorders. Philadelphia: W.B. Saunders Co; Yorkston, K., Beukelman, D., & Bell, K (1988). Clinical Management of Dysarthric Speakers. Austin, TX: PROED.

Name: _____ Age: _____
 Examiner: _____ Date: _____

Assessment of Diadochokinetic Syllable Rates

Instructions: To assess diadochokinetic syllable rates: 1) Explain the procedure to the child. 2) Provide a model of the target syllable. 3) Allow the child to practice the syllable. 4) Beginning with the syllable “pa”, use a stopwatch to determine the amount of time it takes the child to rapidly produce 20 repetitions. 5) After each syllable has been assessed individually, use the stopwatch to determine the amount of time it takes the child to rapidly produce 20 repetitions of the “pataka” syllable sequence 6) Record results in the blanks below. Use the norms to assess the child’s motor agility.

Assessment Results			Norms in seconds for diadochokinetic syllable rates							
Task	Repetitions	Seconds	Age:							
			6	7	8	9	10	11	12	13
“pa”	20	_____	4.8	4.8	4.2	4.0	3.7	3.6	3.4	3.3
“ta”	20	_____	4.9	4.9	4.4	4.1	3.8	3.6	3.5	3.3
“ka”	20	_____	5.5	5.3	4.8	4.6	4.3	4.0	3.9	3.7
	Standard Deviation:	_____	1.0	1.0	0.7	0.7	0.6	0.6	0.6	0.6
“pataka”	20	_____	10.3	10.0	8.3	7.7	7.1	6.5	6.4	5.7
	Standard Deviation:	_____	2.8	2.8	2.0	2.0	1.5	1.5	1.5	1.5
<p><i>To determine the standard deviation (SD) interval, add the SD to the norm. For example, the ‘pa’ norm for a 6-year old is 4.8 and the SD is 1.0. So, 5.8 (4.8 + 1.0) is one SD, 6.3 (4.8 + 1.5) is one-and-a-half SDs, 6.8 (4.8 + 2.0) is two SDs, etc. A 6-year old child who needs 6.8 seconds to complete the ‘pa’ sequence is two SDs away from the norm. Subtracting the SD gives you the interval for the other side of the norm also.</i></p>										

Sources: Fletcher, S.G., (1972). Time-by-Count Measurement of Diadochokinetic Syllable Rate. Journal of Speech and Hearing Research, 15, 763-770; Fletcher, S.G., (1972). Time-by-Count Measurement of Diadochokinetic Syllable Rate. Austin, TX: PRO-ED.

Name: _____ Age: _____
 Examiner: _____ Date: _____

Determining Type and Frequency of Stuttering Behavior

Instructions: To determine the frequency of stuttering behavior: 1) Obtain a representative speech sample. 2) Place a tally mark on the appropriate line each time a corresponding disfluency is observed. Repetitions of a sound, part word, whole word, or phrase are tallied only once, i.e. "ca-ca-cat" is considered one disfluency. 3) Count the number of tally marks for each major disfluency category. 4) Add the number of disfluencies from each category to obtain the total number of disfluencies in the sample. 5) Count the total number of words produced in the speech sample. Using the totals from each row, calculate the percentage of stuttering for the entire speech sample and each disfluency category.

Disfluency Categories	Example	Observed	Number of Disfluencies in Category
Repetitions Part word Whole-word Phrase	"Where <i>di-di</i> -did you put it?" "Where did <i>you-you-you</i> put it?" " <i>Where did you-where did you-</i> put it?"	_____ _____ _____	
Prolongations Sound/syllable Silent	" <i>Sssso</i> what?" Struggles to say a word without making a sound	_____ _____	
Interjections Sound Syllable Whole-word Phrase	"I <i>ahh..ahh</i> forgot to do it." "I forgot <i>so</i> to do it." "I forgot to do <i>sort of</i> it."	_____ _____ _____	
Silent Pauses Abnormal pause	"She sat down at (pause) the table."	_____	
Broken words A silent pause within words	"It was hidden in the dog (pause) house."	_____	
Incomplete Phrases Grammatically incomplete utterances	" <i>She put some...</i> I will do it now."	_____	
Revisions Changed words or ideas	"I'll put the <i>bowls, dishes</i> away too."	_____	
Total Number of Disfluencies in Sample:			
Total Number of Words in Sample: _____			

Summary Section:

_____ % of disfluent speech = $\frac{\text{Total Number of Disfluencies}}{\text{Total Number of Words}}$

_____ % of Repetitions	_____ % of Broken Words
_____ % of Prolongations	_____ % of Incomplete Phrases
_____ % of Interjections	_____ % of Revisions
_____ % of Silent Pauses	

Source: Hedge, M.N. & Davis, D. (1992). *Clinical Methods and Practicum in Speech-Language Pathology*. San Diego, CA: Singular Publishing Group.

Name: _____ Age: _____
 Examiner: _____ Date: _____

Avoidance Behavior Checklist

Instructions: 1) Place a check mark (✓) next to each situation that you avoid or would prefer to avoid because of your stuttering, 2) Rate each of the situations you marked using a scale of 1-7 to indicate the level of difficulty you feel each situation may present for you (1 being least difficult and 7 being most difficult), and 3) List any words or speech sounds that you have particular trouble producing.

Situation	Rating	Situation	Rating
<input type="checkbox"/> Using the phone to get information		<input type="checkbox"/> Talking with your mom	
<input type="checkbox"/> Saying your name on the phone		<input type="checkbox"/> Talking with your dad	
<input type="checkbox"/> Ordering food in a restaurant		<input type="checkbox"/> Talking to a pet or animal	
<input type="checkbox"/> Talking with your hair stylist/barber		<input type="checkbox"/> Talking to a young child	
<input type="checkbox"/> Talking to a store clerk		<input type="checkbox"/> Saying hello to friends	
<input type="checkbox"/> Using the phone to make an appointment		<input type="checkbox"/> Saying good bye to friends	
<input type="checkbox"/> Making an appointment with a secretary		<input type="checkbox"/> Talking with friends	
<input type="checkbox"/> Going door to door to sell something		<input type="checkbox"/> Talking about feelings with a close friend	
<input type="checkbox"/> Participating in a committee meeting		<input type="checkbox"/> Calling a friend on the phone	
<input type="checkbox"/> Interviewing for a job		<input type="checkbox"/> Telling a funny joke or story to friends	
<input type="checkbox"/> Talking to people in authority		<input type="checkbox"/> Making dinner conversation with immediate family or close friends	
<input type="checkbox"/> Giving a person a verbal message from someone else		<input type="checkbox"/> Playing games that require talking	
<input type="checkbox"/> Making introductions		<input type="checkbox"/> Talking with other players during a game	
<input type="checkbox"/> Meeting someone for the first time		<input type="checkbox"/> Answering roll call in class	
<input type="checkbox"/> Making dinner conversation with strangers		<input type="checkbox"/> Talking in a classroom situation	
<input type="checkbox"/> Telling a funny joke or story to strangers		<input type="checkbox"/> Reading aloud in class	
<input type="checkbox"/> Answering a specific question		<input type="checkbox"/> Asking a teacher a question during class	
<input type="checkbox"/> Being asked to repeat your answer		<input type="checkbox"/> Talking with a teacher after class	
<input type="checkbox"/> Giving directions		<input type="checkbox"/> Giving a speech to an unfamiliar audience	
<input type="checkbox"/> Responding under time pressure		<input type="checkbox"/> Giving a speech to a familiar audience	
<input type="checkbox"/> Speaking in a situation where you have to raise your voice to be heard		<input type="checkbox"/> Being asked questions about your speech	
<input type="checkbox"/> Speaking in a situation where you have to speak more softly than normal		Other:	
<input type="checkbox"/> Making an apology		Other:	
<input type="checkbox"/> Responding to criticism		Other:	
<input type="checkbox"/> Asking out a boy/girl		Other:	
<input type="checkbox"/> Speaking to people who don't seem to be listening to you		Other:	

Source: Cooper, E.B. (1976) *Personal Fluency Control Therapy*. Allen, TX: DLM/Teaching Resources.

Name: _____ Age: _____
 Examiner: _____ Date: _____

Vocal Characteristics

Instructions: This form is a guide for identifying problems that may contribute to a voice disorder. Place a check mark (✓) next to each characteristic the child exhibits during the evaluation and circle the items that best describe that vocal parameter. Rate each of the characteristics you marked using a severity scale of 1-3 (1 = mild, 2 = moderate, 3 = severe).

Observations		Severity Rating	Possible Implications
Pitch	<input type="checkbox"/> Too high/ low/ monotone <input type="checkbox"/> Variation: limited/ excessive <input type="checkbox"/> Pitch breaks <input type="checkbox"/> Diplophonia <input type="checkbox"/> Phonation breaks	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p><i>Monotone and restricted pitch ranges are associated with dysarthrias, superior laryngeal nerve paralysis, and additive lesions.</i></p> <p><i>Excessive pitch or prosodic excess is associated with hearing impairment and dysarthria (e.g. spastic, ataxic, and hyperkinetic forms).</i></p> <p><i>Possible causes of diplophonia include a paralyzed vocal fold, vibration of a growth or lesion, and closure and vibration of the ventricular folds.</i></p>
Loudness & Breath Support	<input type="checkbox"/> Too loud/ soft/ monoloudness <input type="checkbox"/> Variation: limited/ excessive <input type="checkbox"/> Phonation breaks <input type="checkbox"/> Restricted loudness range <input type="checkbox"/> Strain and effort observed <input type="checkbox"/> Diaphragmatic breathing <input type="checkbox"/> Thoracic breathing <input type="checkbox"/> Clavicular breathing	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p><i>A person with dysarthria may speak with a booming voice (e.g. as in some spasticities and dystonia).</i></p> <p><i>Lack of voice loudness or loudness that trails off at the end of a sentence may be associated with a paralyzed vocal fold, psychogenic disorders, and dysarthria (e.g. Parkinsonism and Myasthenia gravis).</i></p> <p><i>Phonation breaks may indicate difficulty maintaining vocal fold closure and vibration.</i></p> <p><i>A restricted loudness range may indicate respiratory involvement.</i></p>
Quality	<input type="checkbox"/> Breathy <input type="checkbox"/> Choppy <input type="checkbox"/> Strident <input type="checkbox"/> Harsh <input type="checkbox"/> Hoarse <input type="checkbox"/> Tremulous <input type="checkbox"/> Glottal fry <input type="checkbox"/> Hard glottal attacks	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p><i>Breathiness or choppiness may be associated with poor breath support for normal speech.</i></p> <p><i>Breathiness or lack of firm closure of the vocal folds may be due to an obstruction, paralyzed vocal fold, or muscular incompetence.</i></p> <p><i>Hoarseness may be a sign of vocal abuse related to lesions of the vocal folds.</i></p>

Observations		Severity Rating	Possible Implications
Resonance	<input type="checkbox"/> Hyponasality	<input type="checkbox"/>	<p><i>Hyponasality is often due to obstruction in the nasal cavity. The child may have a deviated septum, nasal polyp, enlarged adenoids, etc. Hyponasality is also associated with improper timing of velar movements related to trauma or disease.</i></p> <p><i>Cul-de-sac resonance is typically associated with a posterior tongue carriage.</i></p> <p><i>Baby, thin, or effeminate resonance is associated with an anterior tongue carriage.</i></p> <p><i>Hyper nasality and nasal emission is associated with inadequate velopharyngeal closure</i></p>
	<input type="checkbox"/> Cul-de-sac	<input type="checkbox"/>	
	<input type="checkbox"/> Baby, thin, or effeminate voice	<input type="checkbox"/>	
	<input type="checkbox"/> Hypernasality	<input type="checkbox"/>	
	<input type="checkbox"/> Nasal emission/snorts	<input type="checkbox"/>	
	<input type="checkbox"/> Assimilation nasality	<input type="checkbox"/>	
Other	<input type="checkbox"/> Throat clearing	<input type="checkbox"/>	<p><i>Mouth breathing may indicate restricted nasal passages or an anterior tongue posture at rest.</i></p> <p><i>Excessive pitch or prosodic excess is associated with hearing impairment and dysarthria (e.g. spastic, ataxic, and hyperkinetic forms).</i></p> <p><i>Inhalatory stridor may be related to vocal fold paralysis or dysarthria.</i></p> <p><i>Excessive rate of speech may be related to poor breathing features and improper phrase groupings.</i></p> <p><i>Constriction and flaring of the nostrils is associated with nasal emission and inadequate velopharyngeal closure.</i></p> <p><i>A child with velopharyngeal insufficiency may use compensatory articulations (e.g. glottal stop, pharyngeal and velar fricatives, and aspirant productions of vowels and consonants).</i></p>
	<input type="checkbox"/> Mouth breathing	<input type="checkbox"/>	
	<input type="checkbox"/> Unusual intonational patterns	<input type="checkbox"/>	
	<input type="checkbox"/> Unusual stressing patterns	<input type="checkbox"/>	
	<input type="checkbox"/> Talking on inhalation	<input type="checkbox"/>	
	<input type="checkbox"/> Inhalatory stridor	<input type="checkbox"/>	
	<input type="checkbox"/> Excessive rate of speech	<input type="checkbox"/>	
	<input type="checkbox"/> Nostril constriction/ flaring	<input type="checkbox"/>	
	<input type="checkbox"/> Articulation errors	<input type="checkbox"/>	

Sources: Shipley, K. & McAffe (1992). Assessment in speech-language pathology: A resource manual. San Diego, CA: Singular Publishing; Darley, F. L., Arson, A.E., & Brown, J.R. (1975). Motor Speech Disorders. Philadelphia: W.B. Saunders Co; Boone & McFarlane, S.C. (1988). The voice and voice therapy (4th ed). Englewood Cliffs, NJ: Prentice-Hall.; Yorkston, K., Beukelman, D., & Bell, K (1988). Clinical Management of Dysarthric Speakers. Austin, TX: PROED; Martony, J. (1968). On the correlation of the voice pitch level for severely hard-of-hearing subjects. American Annals of the Deaf, 113, 195-202.

Name: _____ Age: _____
 Examiner: _____ Date: _____

Phrases for Assessing Resonance

With Nasals		Without Nasals
Two-Syllable Phrases	One night Brown dog Come down Ground round Grown up Bomb out In there My barn New show Thanks, Hank	Back hoe Big buck Red sky White house Cool dog Fast ball Hard put Pull it Blue book Side out
Three-Syllable Phrases	I'm famous Slip and slide Skipping stones Thanks to you Make up soon Quickly now! Moonlight bright Call at night Sink or swim Hide and seek	Apple crisp Catch the ball Far away How is she? Here, puppy Speak clearly Leave quickly Rip the cord Keep the peace All for pay
Four-Syllable Phrases	Boston Bruins Famous Amos Fine and dandy Call me tonight Salt and pepper The gown was fine My nose was sore Mother and dad Empty trash bin Make mine go	Hard way to go See you later Here is the pie I told the truth Kick the bucket Show her the card Keep it away The car was full Read the black book Okie dokie!
Five-Syllable Phrases	Hopping and skipping Seek and you will find Fight like cats and dogs I won't go alone She wants more money You better not cry He is not nice Don't cut down my tree My dad doesn't know	Here are the roses I like it like that Read the riot act Did you hit the boy? She is very tall He is always cold Sit by the fire The dog was dirty Let's go over there

Name: _____ Age: _____
 Examiner: _____ Date: _____

Vocal Abuse and Misuse Checklist

Instructions: 1) Place a check mark (✓) next to each behavior that applies to you, 2) Indicate the frequency with which you engage in the behavior by using the scale below, 3) Use the comments section to add any additional information.

1 = never
 2 = occasionally
 3 = frequently

Behavior	Rating	Comments
_____ Grunt during exercise or lifting	_____	
_____ Cheerleading participation	_____	
_____ Debate/Speech Team participation	_____	
_____ Acting/Drama participation	_____	
_____ Make animal or toy sounds	_____	
_____ Sing in an abusive manner	_____	
_____ Talk while in the car	_____	
_____ Talk for long periods of time	_____	
_____ Talk in smoky environments	_____	
_____ Talk in noisy environments (e.g. restaurant, arcade, athletic event)	_____	
_____ Drink alcohol	_____	
_____ Consume caffeine (soda, chocolate, coffee)	_____	
_____ Consume dairy products (milk, ice cream)	_____	
_____ Use tobacco	_____	
_____ Use inhalants	_____	
_____ Exposure to environmental irritants	_____	
_____ Talk loudly with respiratory infections	_____	
_____ Mouth breathing	_____	
_____ Cough or sneeze loudly	_____	
_____ Cry hard	_____	
_____ Laugh hard	_____	
_____ Yell or scream	_____	
_____ Argue with friends, parents, siblings	_____	
_____ Call others from a distance	_____	
_____ Other	_____	

Source: Shipley, K. & McAffe (1992). *Assessment in speech-language pathology: A resource manual*. San Diego, CA: Singular Publishing

IEP Information for Classroom Teachers

Please review the information below regarding the Individualized Education Program (IEP) for a student in your classroom so that you are aware of our goals for this school year. You play an important role in ensuring that a student's educational needs, as specified in the IEP, are being met in the regular education classroom. Please keep this sheet for your records, and contact the student's special education case manager if you have any questions or concerns throughout the year. Thank you!

Date: _____

Student Name: _____ **Grade:** _____

Primary Disability: _____ **Additional Service:** LD SLP SW EBD Other

Case Manager: _____ **Telephone:** _____

IEP Goal Areas:

Classroom Accommodations/ Modifications:

Assistive Technology Requirements:

Additional Information:

Accommodations/Modifications/Adaptations for IEPs

The following is a list of possible accommodations, modifications, and adaptations to facilitate a student's success in the school environment. The specific recommendation, as well as the person responsible for implementation, must be stated in the appropriate section of the student's IEP.

Modify the Listening Environment

- Preferential seating is recommended to maximize benefits from auditory and visual cues. Assigned seat should be away from the classroom door, noisy vents, and street noise. A student's seat should be near teacher or near positive role model
- Reduce reverberation within the room by closing classroom door and windows, adding room dividers, bookshelves, acoustic tiles, carpet, wall hangings, bulletin boards, etc. Classroom in quiet part of building.
- Self-contained structured environment. An open, unstructured teaching environment should be avoided.
- Quiet area or study corral for test taking and work completion.

Use of Organizational Materials

- Assignment notebook
- Three ring binder or accordion file folder
- Color coded materials, folders, and notebooks
- Extra set of books/ materials for home
- Flash cards or vocabulary notebook
- Provide an overview of long-term assignments and allow the student to begin assignments ahead of time
- Frequent check points for long-term work completion
- Provide peer assistance with organizational skills/homework buddy
- Send daily/weekly progress reports home

Specific Strategies to Improve Listening & Comprehension

- Obtain the student's attention before giving instructions or emphasize key lecture points. This can be done by calling the student's name, using a bell sound, blinking overhead lights, or using a gentle touch.
- Use brief and modified instructions. Write directions on the board, present directions in segments, number and sequence steps of written directions, or provide opportunity for student to verbalize directions back to speaker.
- Monitor comprehension by periodically asking the student questions related to the subject under discussion. Rephrase information that has been misunderstood rather than repeating information. The speaker should consider reducing the complexity of the message as well as the vocabulary level.
- Pre-teach by familiarizing the student with new unit vocabulary and concepts. Write key vocabulary on the board and center a brief discussion around this vocabulary. Tell the student what he/she is expected to learn and why.
- Supplement lessons with use of visual aides. Write key words on the board, use pictures, charts, diagrams and graphic organizers, or provide a model of an end- product for projects.
- Allow student to tape lectures for later reference.
- Provide a peer note-taker or provide the student with lecture notes, outline, or skeleton notes that can be filled-in with key words.
- Highlight the important information from lecture notes/ reading material.

Assignments

- Pairing students to check work
- Provide peer tutoring
- Extra time for work completion
- Modified assignments using key concepts
- Reduced assignments using key concepts
- Allow student to dictate responses to a person or tape
- Allow student to complete an alternate project or activity (e.g. not spoken/ written)

Testing

- Provide study guides related to test content
- Be sure to do any necessary talking before you put the test in the hands of the student. Students often will not read or listen after the test is in their hands.
- Read test items aloud to student
- Allow student to dictate responses to a person or tape
- Extra time for completion
- Reduce the length of tests.
- Alternate test
- Short answer or multiple choice test, fewer essay
- Take-home or open book test
- Project or other activity, e.g. diagram or model labeling
- Stress the use of mnemonic devices, especially in answers that require lists or recall of specific facts
- Specify the source of the test item, e.g. book, lecture, lab, movie
- Provide key words or diagrams
- Underline and be sure that students know the meaning of the cue words, “discuss”, “contrast”, “compare”, “criticize”, and “list”.
- Avoid using “never”, “not”, “always”, and “except”. If you must use these words, underline and capitalize each one.
- Avoid frequent use of “either/or”, “all of the above”, and “none of the above”, as these can be confusing.
- Avoid having students change false statements to true statements unless you have practiced and taught this skill before the test is given.
- Place the words “true/false” at the end of statements.
- State the question and answer choice clearly. Avoid using unnecessary words.

Grading

- Modify class participation expectations
- Alternate grading, i.e. pass/fail, partial grade based on individual effort, adapt percent of work for passing grade.
- Daily work weighted higher than tests
- Mastery learning, i.e. opportunity to retake tests until passing grade is achieved
- Self-evaluation

Sources: Minnesota Department of Children Families and Learning (****). *504 Accommodation Plan*. St. Paul, MN: Author; Kaufman Children’s Center for Speech, Language and Sensory Disorders (2001). *Management of Auditory Processing Disorders in the Classroom*. Retrieved April 30, 2003, from http://www.kidspeech.com/signs_manage.html

Name: _____
 Examiner: _____ Year: _____

Language

Goal: The student will increase language skills related to _____ by completing _____ tasks with a beginning accuracy of _____% and ending accuracy of _____% as measured by SLP and classroom teacher.

Objective:	Date:			
The student will complete the following tasks related to social language : a. Feelings (identify, infer, express) b. Body Language (proxemics, eye contact) c. Manners (niceties, criticizing, denying, giving/receiving a compliment, requesting, stating opinion, agreeing, giving direction) d. Conversation (greetings, initiate, maintain, topic switch, terminate, repair techniques)				
The student will complete the following tasks related to grammatical structures : a. Pronouns (she/her, them/they, me/I, he/him, we/us, you, it) b. Possessives (his, hers, my/mine, your, our, their) c. Plurals (regular and irregular forms) d. Verb tense (agreement, present progressive, past tense, irregular past tense, future tense) e. Unscramble sentences				
The student will complete the following tasks related to basic concepts : a. Descriptive b. Comparatives/Superlatives c. Position/Location/Direction (in/out, on/off, up/down, top/bottom, over/ under, open/closed, front/back, together/apart, beside, behind between, around, through) d. Quantity (empty/full, more/less, all/none/some, half/whole, pair, e. Temporal/Time (before/after, while/during, first/last/, beginning/ middle/end, right now/later on, yesterday/today/tomorrow, already)				
The student will complete the following tasks related to self-expression : a. Define and Describe (components, color, size, shape, category, location, composition) b. Formulate Questions to Request Information (items, situations, needs, help) c. Use a Carrier Phrase to Formulate Compound and Complex Sentence Structures (and/or/either, if/then, because/however/although/since/so/ otherwise/but, negation) d. Use a Carrier Phrase to Complete Curriculum Related Tasks (compare/contrast, give directions, sequence story details, provide main idea/details, tell jokes, use figurative language) e. Relay Messages and Use Telephone f. Paraphrase/Presentation g. Written Language				

Objective:	Date:			
The student will complete the following tasks related to association & vocabulary : a. Categorization/Classification b. Define/Describe (components, color, size, shape, category, location, composition) c. Antonyms d. Synonyms e. Homophones f. Multiple Meaning Words g. Dictionary/Thesaurus Use h. Prefix/Suffix/Root Word i. Context Clues j. High Frequency Curriculum Words k. Specialized Terminology from Curriculum				
The student will complete the following tasks related to language-based critical thinking : a. Compare/Contrast b. Problem Solving (identify information needed, order of events, problem, cause, effect, solution) c. Inferences d. Common Signs e. Figurative Language (idioms, proverbs, similes/metaphors, humor) f. Self-Advocacy				
The student will complete the following tasks related to processing & listening : a. 6 Listening Skills & 3 Strategies b. Discrimination/Memory (letters, numbers, words, sentences) c. Direction Following (using body parts, pictures, negation, qualifiers, passive voice) d. Question Comprehension (true/false, yes/no, some/all, always/sometimes/never) e. Wh-Question Comprehension (who, what, where, when, why, how, which, negation) f. 1-5 Sentence Story Comprehension (main idea, details, sequence) g. Take notes (phone messages, directions, paragraphs, curriculum)				
HOMEWORK				

Comments:

Name: _____
 Examiner: _____ Year: _____

Articulation

Goal: The student will increase correct production of the / _____ / phonemes from _____% to 90 % accuracy to improve intelligibility as measured by SLP and classroom teacher.

Objective:	Date:				
1. The student will discriminate between correct and incorrect phoneme productions w/ _____% accuracy in _____ trials at the following treatment levels: a. isolation b. words (B, M, E) c. sentences d. reading e. conversation					
2. The student will self-correct sound errors w/ _____% accuracy in _____ trials at the following treatment levels: a. isolation b. words (B, M, E) c. sentences d. reading e. conversation					
3. The student will correctly produce the / _____ / phoneme/s w/ _____% accuracy in _____ trials at the following treatment levels: a. isolation b. words (B, M, E) c. sentences d. reading e. conversation					
HOMEWORK:					

Comments:

Name: _____
 Examiner: _____ Year: _____

Fluency/Stuttering

Goal: The student will demonstrate increased use of fluent speaking patterns from _____% to 98 % fluency as measured by SLP and classroom teacher.

Objective:	Date:				
1. The student will demonstrate the ability to use the following techniques on _____ observations: a. positive visualization b. relaxation exercises					
2. The student will demonstrate ability to use the following modification techniques on _____ % of stuttered words during structured speech tasks: a. moderate rate of speech b. slow easy onsets c. mushy speech d. signal release e. pull out					
3. The student will read about a stuttering issue one time a month and evaluate its importance to continued progress in therapy, using a scale of 1-7 (1= irrelevant 7= relevant).					
4. The student will independently state ways to request help from others to promote fluent speech on _____ observations.					
5. The student will demonstrate ability to self-evaluate fluency during structured speaking tasks using a scale of 1-7(1=most fluent, 7= least fluent).					
6. The student will reduce the number of secondary characteristics during speaking tasks from _____ to _____ behaviors.					
HOMEWORK:					

Comments:

Name: _____
 Examiner: _____ Year: _____

Voice

Goal: The student will improve vocal quality from a severity rating of moderate hoarseness to a severity rating of normal with productions that are non-breathy, clearer, louder and produced without feelings of laryngeal discomfort as judged by student, SLP, and classroom teacher.

Objective:	Date:				
1. The student will identify the frequency of vocal abuse and misuse behaviors during ADLs, using a scale of 1-3 (1=sometimes, 2=often 3=always).					
2. The student will decrease the frequency of ____ identified behaviors to “sometimes”, as judged by student reports and SLP/teacher observation.					
3. The student will demonstrate ability to use tension reduction and relaxation exercises w/ ____% accuracy on ____ trials.					
4. The student will demonstrate use of diaphragmatic breath support during structured speech tasks on ____ trials					
5. The student will discriminate between normal and abnormal samples of voice production w/ ____% accuracy on ____ trials.					
6. The student will maintain appropriate vocal quality on ____% of structured speech tasks.					
HOMEWORK:					

Comments:

Transition Information Cover Sheet

Date: _____

Student's Name: _____	Sex: ____	DOB: _____	Age: ____	Grade: ____
Parent Names: _____				
Address: _____				
City: _____	State: _____	Zip: _____		
Home Telephone: _____		Work Telephone: _____		
Previous School: _____		Telephone: _____		
Case Manager: _____		Telephone: _____		
Primary Disability: _____		Additional Services: LD SLP SW EBD Other:		
Date of last assessment: _____		Date of last IEP: _____		

Medical Status/Needs (e.g. allergies, medications, glasses):

Present Levels of Performance:

Adaptive Behavior/Levels of Support:

Adaptations in General and Special Education:

Other Considerations:

Caseload Summary Record

SLP: _____ School: _____ Year: _____

[illegible]

Record of Yearly Assessments/Re-Assessments

Instructions: Use this form to track the number and kind of assessments completed each school year. Based on this information you may be better able to: 1) make predictions about the average number of new students that will be added to your caseload each year through assessment, 2) make estimates about the amount of time needed to complete assessments each year (this may justify a schedule with built-in assessment time) and, 3) determine the effectiveness of the special education referral process in your school (high numbers of students who were evaluated but did not qualify may indicate a problem with the school's referral process).

SLP: _____ School: _____ Year: _____

New Assessments

Gr.	Name	Disorder Type	Referred by	Qualified

Re-Assessments

Gr.	Name	Disorder Type	Referred by	Qualified

$$\frac{\text{Number of Students who Qualified}}{\text{Total Number of Assessments}} = \text{_____} \%$$

Record of Yearly Student Dismissals

Instructions: Use this form to track the number of students who are dismissed from speech language service each school year. Based on the information you may be better able to 1) determine the effectiveness of services provided and 2) make predictions about your yearly caseload size as a result of the average number of expected dismissals per year.

SLP: _____ **School:** _____ **Year:** _____

Grade	Name	Disorder Type	Initial Service Date	Dismissal Date	Reason



Section 4

Miscellaneous

Notes:

Websites

www.mnsu.edu/comdis/kuster2/spttherapy.html

Awesome site that provides hundreds of websites that are good for speech language materials, games, and resources.

KidsHub.org/kids/kids.cfm

A fun learning center for elementary school and middle school students. It features free online interactive lessons, educational games, puzzles, and quizzes.

www.fekids.com/kln/games/whomp

Like an online Boggle.

pbskids.org/lions/games

Many wonderful word activities.

www.scholastic.com/kids/games.htm

Make your own comic about Captain Underpants.

www.scholastic.com/magicschoolbus/games/home.htm

Building language for literacy.

www.woodlands-junior.kent.sch.uk/interactive/literacy/index.htm

A good site with interactive literacy activities for words and spellings, grammar and punctuation, writing and text work, and online stories.

www.therasimplicity.com

Games, materials, and resources for speech and language. Can customize therapy materials to fit your needs. Requires a reasonable fee to sign up, but some fun free stuff too!

www.makefunoflearning.com

Lesson plans for teaching grammar and vocabulary skills. Also includes resource lists to extend a lesson and challenge students.

www.mikids.com

Makes early learning fun and accessible. Students can use by themselves!

www.speakingofspeech.com

A comprehensive site that offers suggestions for seasonal activities, augmentative communication ideas, and a forum to exchange ideas too.

www.vocabulary.com

Great site for vocabulary! Lots of puzzles and lessons to enrich curriculum. Some interactive activities too. Great for ESL programs!

Helpful Tips & Tidbits

- Don't assume that faculty members (including special education staff) know what a SLP is and does. At a building meeting, take 30-60 seconds to introduce yourself and to briefly explain what it is you do and how your help is important to the academic and social success of students.
- At the beginning of the school year, take time to create chronological lists of due dates for IEPs and re-assessments. Record the due dates on a school calendar. This will help you to better anticipate and complete paperwork in a timely manner. The list can be updated and reused from year-to-year.
- Get organized. You'll be more likely to keep student records current and complete when they are easily accessible to you. Establish student files by including a parent contact record, class schedule, and copy of the student's most current IEP. Maintain these files throughout the school year by adding copies of semester grades, progress reports, and all other corresponding documentation about the child. At the end of the school year, these files may be combined with treatment notes, copied, and added to cumulative school records.
- Create a consistent schedule. Try to coordinate treatment times with classroom teachers by asking questions, like "Is there a 'best time' to pull students from your classroom?" You may learn that it's best to work with students at the beginning or end of a particular class period. Many teachers will be less resistive and more willing to accommodate your schedule based on an effort to obtain input from them. Be flexible, as schedule changes will undoubtedly be necessary. Also, use this time as an opportunity to explain to teachers why it's important that students work with you.
- Utilize the *Title I*, *Reading Remediation*, and *English Language Learner* teachers in your building. These teachers are great resources for materials and ideas, as they often provide lessons in areas that overlap with therapy for language and phonemic awareness.
- Provide students with laminated hallway passes that list the days and times they are expected to attend treatment sessions. Review the information with students and provide incentives to arrive on time (e.g. candy, game-day, etc). Using hallway passes fosters a sense of independence and responsibility in students, takes the burden of having to 'remind' students from the classroom teacher, and saves you from having to run all over the building. Hallway passes are particularly effective with adolescent students who may be sensitive about receiving special services and DO NOT want the SLP "coming to get them" from the classroom!
- Be sure to provide students with a basic explanation of why they work with you each year. Tell students about their IEPs and explain the specific areas you are helping them to improve. A student will be more motivated to complete therapy tasks when he/she understands the reasons behind for doing them (this information also provides a basis for instilling self-advocacy skills that students will need at middle and high school levels). How well you explain information to students is easily assessed by asking questions like, "Why do we work together?" "What skill did we work on today?" or "How do you think this skill helps you in school or at home?" You may be *very surprised* by some of their answers!
- Teach students to monitor their own performance during completion of therapy tasks. Provide a scoring method (/ = correct, + = cued, - = incorrect) and ask that students "practice" recording the quality of their responses. Keep a calculator handy so that students can compute their percentage of accuracy. Ask questions like, "What's your goal?" "How do you think you'll do on this set?" "What was your percentage?" or "If we try some more, do

you think you'll do better or worse?" This is a great way to foster a student's sense of accountability, and also serves to document daily progress. With practice, even elementary-aged students can do it.

- Monitor the carry over of skills learned in therapy by going into the classroom on a regular basis to work with students.
- Whenever possible, get involved in activities that involve *all* students--not just those in special education. Co-teach classes with regular education teachers. Participating in school-wide activities also helps to normalize your presence to both regular and special education students, as well as to staff members. Help to chaperone student dances, work at school carnivals, or serve as an advisor to organizations like Student Council.
- Find creative ways to educate students and staff and to promote the specific services provided by the school-based SLP. You might put together a yearly/semester newsletter for parents and teachers; display student projects related to communication; provide water and vocal hygiene tips to teachers during conference times; offer to co-teach health or science units that pertain to aspects of communication (units in respiration, neurology, child development, or physics); and celebrate Better Speech Language Hearing Month in May by making announcements or hosting student/staff contests related to knowledge about communication and its disorders.
- Contact publishing houses to sign up to be a part of the standardization process for tests used in speech and language. SLPs receive a stipend for their time testing. This is a great way to obtain free testing materials and money for your speech-language program. Students also receive a stipend and they love the extra money too.
- Create a list of resources and specialists in your community. Provide information about after-school programs that offer homework help (YMCA, Community Parks and Recreation Departments, Boys and Girls Club of America, special after-school programs in your school building); County and Social Service Agencies that offer financial assistance or counseling services; and outside specialists in your area (ENTs, audiologists, private practice SLPs, neuro psychologists, and private learning centers). Many caregivers are unaware of the outside help and support that is available in their communities. This information is especially helpful to parents when a child does not qualify for special education services but *needs* some additional support.

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Bureau of Education & Research

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SEMINAR AGENDA

**Current, Best Strategies to Help SPEECH LANGUAGE PATHOLOGISTS
Better Meet Student Needs
(Grades K-12)**

Instructor: Sarah Peterson

Course Code: XSP

SCHEDULE

8:30 a.m.	Seminar begins
11:45 a.m. - 1:00 p.m.	Lunch Break
3:15 p.m.	Seminar Concludes

TOPICS TO BE COVERED

- Strengthen Your Students' Speech Language Skills
- Encourage Active Participation of Students with Speech Language Needs
- Mesh Your Therapy Goals with Educational Content Standards
- Share Your Expertise in a Collaborative Teaching/Learning Model
- Stimulate Your Students' Vocabulary Development
- Improve Your Students' Classroom Success
- Dismantle Speech Language Barriers to Increase Student Achievement
- Increase Carryover of IEP Goals in the Natural Environment

BER SEMINAR EVALUATION

Current, Best Strategies to Help SPEECH LANGUAGE PATHOLOGISTS Better Meet Student Needs (Grades K-12)

Presented by **Sarah Peterson**

Please rate the seminar by circling the appropriate numbers below:

	1(low)						7(high)
<i>Content of the seminar</i>	1	2	3	4	5	6	7
<i>Contribution of the instructor</i>	1	2	3	4	5	6	7
<i>Meeting facility</i>	1	2	3	4	5	6	7
<i>The seminar as a whole</i>	1	2	3	4	5	6	7
<i>Comments:</i>							

Your Name

Position

School

City

State/Province

*May we use your name and position along
with this statement in future brochures?*

Yes _____ No _____

Please do not write on this side

**The reverse side has a program evaluation
which should be pulled out and turned in
at the end of the seminar.**