Speech-Language Strategies

These strategies are intended for students about whom you have articulation concerns. Try these strategies before you make a referral.

Articulation:

1. Talk with parents about your concerns and share strategies that seem to help.

2. If you can not understand a student and you have asked them to repeat themselves, it might help to ask the student to show you or say it in a different way. For example, ask the student to write the word if they are able to do so.

3. If the student’s response contains a known sound error, it’s important to repeat what the child said with an appropriate model. (e.g., If the child says nak for snake, you would say, “Oh you want the snake”). This way you are not focusing on the error or calling negative attention to the child, but providing an appropriate model.

4. With younger children bring whatever you are talking about closer to your mouth so that the child is more apt to focus on speech production.

5. If you hear a consistent speech sound error use written text to increase the child’s ability to see, hear and be aware of that sound. (e.g., Ask the student to find all of the words containing the error sound in a page of a story. Make this a routine in your classroom so that no student is singled out.

6. If you have a student who is able to make a sound correctly some of the time when they know an adult is listening, set up a non-verbal cue with that child to let them know that you are listening. (e.g., for example, putting your hand on the student’s shoulder, before you call on them to read aloud.)

7. Highlight words in their own writing or in classroom worksheets that contain sounds that the child is misarticulating.
Speech-Language Strategies

These strategies are intended for students about whom you have grammar and/or word order concerns. Try these strategies before you make a referral.

1. If the child says something incorrectly repeat it for them correctly in a natural way. Be sensitive about not calling negative attention to their language. For example, if the child says “I goed to the store.” You’d say, “Oh you went to the store.”

2. When the child’s speech or writing contains grammar or word order errors, show them in writing the correct form.

3. When working with the child individually with written or oral language, repeat the error and ask the child how the sentence sounds. For example, the child says or writes, “I goed to the store.” You say, “I goed to the store? Does that sound right?” If the child is unable to correct it give them a choice. For example, “Which sounds better, ‘I goed to the store.’ or ‘I went to the store.’”?

4. For frequently occurring errors, built it into daily oral language as practice for the entire class.
Speech-Language Strategies

These strategies are intended for students about whom you have concerns with processing information and following directions. Try these strategies before you make a referral.

Following Directions:

1. When giving directions, repeat them again using different words.
2. Using gestures when giving directions can be beneficial.
3. If there are several directions, give one to two directions at a time versus all at one time.
4. Be specific when giving directions.
5. If possible, give a visual cue. For example, if making an activity you can demonstrate the steps as you go along. Showing the completed project would also provide them assistance.
6. When working with projects that have multi-step directions, it may be helpful to write the directions on the board.
7. Create a list of common directions that are used throughout the day. When needed, they can be laminated and placed on the board for the entire class, or can be smaller to be placed on the individual’s desk.
8. The student may benefit from sitting next to an individual who would be willing to provide assistance with multi-step tasks.

Processing Information:

1. Ask basic questions that have the answer in a picture or hands-on activity.
2. Provide small group opportunities where the children can discuss newly learned concepts or ideas.
3. Provide adequate time for the child to process what you have asked and form their answer. If the child does not respond after a given period of time, ask the question in a different way.
4. Use several modalities when teaching materials (speaking, reading, writing, listening, visual, hands-on).
5. Do frequent comprehension checks when teaching. Stop periodically and discuss the information you have presented.
6. Encourage the child to ask for help.
7. Provide additional support for writing down information, such as assignments in the student’s homework notebook. Actual pictures could also be taken of what needs to go home (i.e. Math book, writing notebook, etc.). Some students may need written directions on how to complete assignments so that parents can assist them in the home.
Speech-Language Strategies

These strategies are intended for students about whom you have concerns with understanding concepts. Try these strategies before you make a referral.

Basic Concept Understanding and Use:

Pre-K through Grade 1

1. Provide a visual demonstration of the concept. For example, if working on the concept ‘on,’ actually put an item ‘on’ a table.
2. Have the children physically demonstrate the concept when possible. Have the student actually get ‘on’ a carpet square.
3. Let the student use objects to demonstrate comprehension of the concept. Have the student verbalize comprehension by explaining what they did with the object. ‘Where did you put the bear?’ ‘I put it on the table.’
4. Have the student use the concept in a variety of situations throughout the day. Use their bodies, pencil and paper, in different places of the school, etc.

2nd through 5th Grade

1. Allow students to use manipulatives to solve math problems to give them a visual cue.
2. When working on time and measurement concepts use visual organizers (i.e., timelines, thermometers, graphic organizers, etc.). Allow students to use these visual organizers on tests or projects.
3. Keep a running list of concepts the student is having trouble with and utilize others (i.e., classroom aids or student teachers) to help work on those concepts individually.
4. Give students time to talk through new concepts in social studies, science, math, etc.