

SPEECH AND LANGUAGE CLASSROOM INTERVENTION MANUAL

Goals, Objectives, and Intervention Strategies

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Printed in the
United States of America.
7/08



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I. Introduction

The *Speech and Language Classroom Intervention Manual* is based on the most common speech and language problems demonstrated by students in the educational environment. The goals and objectives identified in this manual will serve as samples which may be used in writing IEPs for students identified as having significant speech and language problems which qualify them for special services. Criteria for measuring the success of the student's attainment of the goals and objectives must be determined by those professional educators and parents who are aware of the student's current difficulties, abilities, and program recommendations.

The interventions identified herein are appropriate for any student demonstrating the speech and language problems described, thus making them particularly valuable in pre-referral intervention. The *Speech and Language Classroom Intervention Manual* is particularly useful for Teacher Assistance Teams, Student Support Teams, etc. It was primarily designed for speech and language clinicians acting in a "consultant model" to regular education teachers whether the situation is before or after formal diagnosis of a speech or language disorder. The student need not be identified as speech or language impaired or handicapped in any way for the interventions to be implemented. The appropriateness of the interventions relates directly to the speech and language problem and not to classification labels.

The interventions listed for each speech and language problem should serve as a guide for program development or change for any student in need of improvement. Interventions may be chosen by a speech or language clinician, a team of professionals, a special educator, or by a regular education teacher. Professional judgment should dictate the choice of interventions for any particular student. The student's age, gender, grade level, local community standards, and degree of the speech or language problem are all to be considered in selecting appropriate intervention procedures. The interventions have been found appropriate for special education as well as regular education classroom environments. They

were designed for implementation by the regular education teacher, with the speech and language clinician acting in a "consultant model" to the regular education teacher.

The assumption is made, in any professionally responsible educational setting, that all related variables will be considered in choosing appropriate interventions designed to facilitate student success. Thorough consideration should identify all related variables influencing the student's speech and language to appropriately respond to individual situations. Vision, hearing, general health, nutrition, and family case history should be considered in order not to overlook any historical or contemporary determinants of speech and language patterns.

The expectation is that the appropriate interventions will be selected, agreed upon, and consistently used by all instructional personnel working with the student. Use of the same interventions by all teachers in all settings greatly facilitates student success in the educational environment. These interventions, appropriate for all educational environments, lend themselves particularly well to creating continuity across all the classes and educational settings in which the student functions.

Some interventions in this manual apply to most students and should be considered first to provide a more general approach to speech and language improvement. Other interventions are more specific and should be individually selected for students based on the appropriateness of the intervention to the situation.

Every attempt was made to provide interventions which will contribute to student improvement. Additionally, the selection of intervention strategies took into account those interventions which can be most effectively implemented by regular education teachers in regular education classrooms under the supervision of a speech and language clinician. The *Speech and Language Classroom Intervention Manual* is certain to provide the speech and language clinician the necessary resource while acting in a "consultant model" to regular education teachers.

II. Using the *Speech and Language Classroom Intervention Manual* for Pre-Referral Assessment and Interventions

- Step 1: The regular education teacher calls attention to the student with speech or language problems. (The *Pre-Referral Speech and Language Checklist* provides a convenient mechanism for this process.)
- Step 2: The pre-referral consultant team from that building meets with the regular education teacher to pinpoint specific speech and language problems the student exhibits.
- Step 3: Goals and objectives for the student are identified. Specific intervention strategies from the *Speech and Language Classroom Intervention Manual* are selected for the student from the speech and language problems which were pinpointed.
- Step 4: With consultant assistance from the pre-referral team, the classroom teacher conducts speech and language interventions for the student.
- Step 5: The student's progress toward the goals and objectives identified are documented by the classroom teacher.
- Step 6: The pre-referral team and the classroom teacher consult to determine the student's success.
- Step 7: If the student is successful with acceptable interventions for the regular education classroom, the process is continued with consultant support for the classroom teacher and student.
- Step 8: If the student's needs cannot be met in the regular classroom with the identified speech and language interventions, formal documentation of the student's speech and language problems are used to make a formal referral for assessment and consideration for special services.

III. Using the *Speech and Language Classroom Intervention Manual* in Conjunction with the *Speech and Language Evaluation Scale*

NOTE: If the *Speech and Language Classroom Intervention Manual* is not being used in conjunction with the *Speech and Language Evaluation Scale*, the following procedural steps need not be followed.

- Step 1: The student is rated with the *Speech and Language Evaluation Scale* rating form.
- Step 2: Conversions of raw scores on the *Speech and Language Evaluation Scale* rating forms are made, subscale standard scores and percentile scores are determined, and the *Speech and Language Evaluation Scale* Profile section is completed.
- Step 3: Determine on which of the six characteristics (subscales) the student scores one or more standard deviations below the mean (subscale score below 7).
- Step 4: Under each of those characteristics (subscales) on which the student scored one standard deviation or more below the mean, determine which problems constitute primary concerns in the educational environment (the items with the lowest raw scores).
- Step 5: Find goals and objectives from the *Speech and Language Classroom Intervention Manual* which represent each problem indicated as a primary concern on the *Speech and Language Evaluation Scale*.
- Step 6: Determine those interventions from the *Speech and Language Classroom Intervention Manual* which are most appropriate in facilitating the student's success and meeting the goals and objectives chosen in Step 5.
- Step 7: If there are any speech and language problems which are of concern on subscales other than those with scores more than one standard deviation below the mean; goals, objectives, and interventions should be selected and written for those problems as well.
- Step 8: Share those goals, objectives, and intervention strategies selected for the student with all personnel involved in the student's educational program.

IV. Goals, Objectives, and Interventions

1 Substitutes one sound for another sound

Goals:

1. The student will improve his/her articulation skills.
2. The student will improve his/her discrimination of speech sounds.
3. The student will improve his/her production of speech sounds in isolation.
4. The student will improve his/her production of speech sounds in syllables.
5. The student will improve his/her production of speech sounds in words.
6. The student will improve his/her production of speech sounds in sentences.
7. The student will improve his/her production of speech sounds in spontaneous speech.

Objectives:

1. The student will discriminate between correct and incorrect production of the target sound in _____ out of _____ trials.
2. The student will imitate correct production of the target sound in isolation in _____ out of _____ trials.
3. The student will imitate correct production of the target sound in words in _____ out of _____ trials.
4. The student will spontaneously produce the target sound in words in _____ out of _____ trials.
5. The student will spontaneously produce the target sound in sentences in _____ out of _____ trials.
6. The student will spontaneously produce the target sound in conversational speech in _____ out of _____ trials.

Interventions:

1. Have the student's hearing checked if it has not been recently checked.
2. Evaluate the appropriateness of requiring the student to accurately produce certain sounds (e.g., developmentally, certain sounds may not be produced accurately until the age of 8 or 9).
3. Speak to the student to explain what he/she needs to do differently (e.g., use the /r/ sound instead of the /w/ sound). The teacher should be careful to use the sound that is being targeted and not the letter name (e.g., /r/ not /ar/).
4. Reinforce the student for correct productions of the target sound: (a) give the student a tangible reward (e.g., classroom privileges, line leading, passing out materials, five minutes free time, etc.) or (b) give the student an intangible reward (e.g., praise, handshake, smile, etc.). Initially, each correct production may need reinforcement. As the student progresses, more random reinforcement may be adequate.

5. Be sure that the student can hear the difference between the sound as it should be made (target sound) and the way he/she is producing it incorrectly (error sound).

6. Have the student raise a hand or clap hands when he/she hears the target sound produced during a series of isolated sound productions (e.g., /s/, /sh/, /r/, /m/, /r/, /t/, /k/, /r/, /z/, /w/, /n/, /r/, etc.).

7. Use a puppet to produce the target and error sounds. The student earns a sticker for correctly distinguishing a set number of correct/incorrect productions the puppet makes.

8. Have the student stand up each time he/she hears the target sound produced accurately in contrast to the error sound (e.g., /w/, /r/, /r/, /w/, /w/, /w/, /r/, /r/, etc.).

9. Have the student show "thumbs up" each time the target sound is produced accurately when a picture is labeled and "thumbs down" if the target sound is produced inaccurately.