SPEECH AND LANGUAGE STRATEGIES AND MODIFICATIONS FOR THE GENERAL EDUCATION PROGRAM

The following are examples of strategies, and modifications that can be implemented in the classroom. Please track strategies/modifications by dating when the area/task listed below was addressed and how the student responded to the strategy/modification selected.

ARTICULATION

Strategy/Modification	Date	Notes: Student's Response to Strategies
Provide sound awareness activities		
Develop a sound book		
Identify a target sound of the week		
Model correct production of difficult sounds		

LANGUAGE: LISTENING

Strategy/Modification	Date	Notes: Student's Response to Strategies
Speak directly, loudly, and clearly		
Keep directions simple; use short sentences		
Provide directions at eye level		
Provide visual cues and examples		
Check for understanding by asking student to repeat/rephrase direction		
Supervise initial work on new activity		
Demonstrate directions		
Gain student's attention; limit distractions		
Check for understanding before proceeding		

Strategy/Modification	**Date**	**Notes: Student's Response to Strategies**
Encourage questions		
Use a sequence when given instructions		
Color –code or number routine sequence		
LANGUAGE: VOCABULARY CONCEPTS		
Strategy/Modification	**Date**	**Notes: Student's Response to Strategies**
Teach vocabulary words in context		
Teach categorization of items		
Brainstorm attributes of objects (size, color)		
Introduce & review lesson vocab. prior to lesson		
VERBAL EXPRESSION		
Strategy/Modification	**Date**	**Notes: Student's Response to Strategies**
Model expected responses		
Expand and model student's verbal expressions		
Listen carefully, maintain eye contact, show interest		
Strategy/Modification	**Date**	**Notes: Student's Response to Strategies**
Retell stories		
Verbally summarize directions		
Ask student to make up stories		
Ask student to describe what he/she is doing		
Encourage parents to enrich everyday experiences and stress communication		

Strategy/Modification	**Date**	**Notes: Student's Response to Strategies**
Encourage students to minimize use of gestures		
Ask who, what, where, why questions		
Incorporate puppets, role-playing, dramatic play		
Call on the student during large group time		
Stress verbs and verb tense used		

SPEECH FLUENCY

Strategy/Modification	**Date**	**Notes: Student's Response to Strategies**
Wait patiently		
Do not fill in words		
Discourage interruptions		
Minimize competition		
Remove time pressures		
Do not ask the student to stop and start-over		
Allow considerable flexibility in mode of responding		
Model acceptance of individual differences		
Communicate positive qualities of student's communication attempts		
Facilitate nonverbal activities in which student can succeed		
Call on students randomly		

VOICE		
Strategy/Modification	**Date**	**Notes: Student's Response to Strategies**
Seek medical interventions as appropriate (school nurse)		
Monitor and note different situations for excessive yelling, screaming, shouting, other vocal abuse		
Encourage reduction of instances of vocal abuse		
Observe voice in various settings/contexts		
Consult with parents about concerns		
Observe for unusual use of voice (squealing)		
Check if student participates in activities where excessive vocal use is embedded		

PRAGMATICS: *** Social and pragmatic skills can differ significantly from child to child. Due to individualized differences, we recommend that you consult with the speech therapist, special education teachers and/or the school counselor. Below are some general strategies that may be used within the classroom.		
Strategy/Modification	**Date**	**Notes: Student's Response to Strategies**
Implement a buddy system or assign the student a peer buddy to help model appropriate behavior.		
Allow student to work in a group with students who are accepting and supportive.		
Search for opportunities that support appropriate social interactions. (i.e. "Bobby, will you please go tell Susie that it's time to line up.")		
Board games and card games can be beneficial as they promote turn taking and sportsmanship. Be available to support sportsmanship and help to remember that playing the game is more important than winning the game.		

Comment on positive models for targeted social skill when used by other students in the classroom. (Jenny, I really like how you raised your hand instead of interrupting me when I was talking to the class.)		

Adapted from North Inland SELPA (2007); last revised 10/03/2016