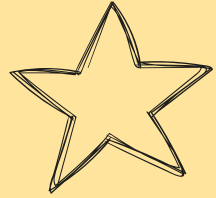




**Reading Interventionist
And
Speech Therapist-
A Powerful Partnership**




Agenda

- Introduction
- Speech Sound Production and Disorders
- Language
- Fluency/Stuttering
- Voice
- Social Language
- Questions

Introduction

- Mom of three, ages 21, 14, and 12
- Bachelor degree Early Childhood Education from Illinois State University in 1996
- Experiences in Illinois, Colorado, and Wisconsin
- Master degree in Communicative Disorders from UW-Whitewater in 2008
- Experiences in Birth-three and skilled nursing facilities in the role of SLP for 5 years
- School-based speech therapist in Jefferson for 10 years serving PK-21, currently at Delavan-Darien




So many aspects that complement each other!

Smaller group, individualized attention

What grades are the students you are working with?

Quality of communication decides how clear
the connection of a thought or idea in my brain
matches the thought or idea we create for our
listeners and readers:
Make that bridge the best it can be!





Speech Sound Production and Disorders





Prevalence

Overall, 2.3% to 24.6% of school-aged children were estimated to have speech delay or speech sound disorders (Black, Vahratian, & Hoffman, 2015; Law, Boyle, Harris, Harkness, & Nye, 2000; Shriberg, Tomblin, & McSweeny, 1999; Wren, Miller, Peters, Emond, & Roulstone, 2016).

Taken from ASHA website

Articulation vs Phonology

Speech errors might sound the same, but the reason why they are taking place can be different.

Articulation

- Errors take place in the articulators, the sound is processed correctly
- Issue takes place in the motor commands
- Say “wike” but write “like”
- Can follow cues to move articulators and process accuracy (hide tongue behind teeth and smile! /l/)

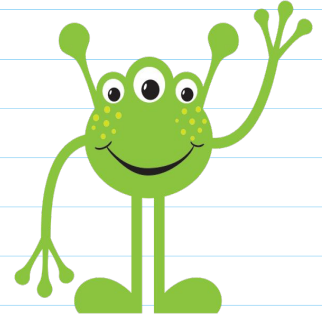
Chart of Expected Mastery-Articulation

Age of Expected Mastery is an important concept to consider:

Expected Mastery of Speech Sounds

(Referral criteria for eligibility for speech services on second page)

On it's own planet



A word about /r/...

There are 32 variations of /r/ depending on position in word, blend consonants, vocalics (ar, er, ire, air, ear, or), and stress

Vocalic /r/ is not on the chart, expected mastery can be closer to 7 or 8 years old

Articulation vs Phonology

Phonology

- Phonology errors are patterned and rule-based, issues are in the processing of the sound (equated to replacing all /k/ and /g/ “velars” for /t/ and /d/ “stops” in conversational speech and writing)
- Student will write “wike” for the word “like”
- Deletion of consonants in blends (*nake* for snake), final consonant deletion (*hi* for hike), and syllable deletion (*bassball* for basketball)

Chart of Phonological Processes and Expected Age of Elimination

Phonological Processes

WI Criteria for Eligibility

- Significant discrepancy from typical on a norms based assessment
- Intelligibility below expectations across environments
- Less than 30% stimulable for sounds in error
- Cannot be due to dialect, age, culture
- Adversely impacts educational, social, emotional, vocational development

Factors to consider: speech sound errors

ASHA (American Speech-Language-Hearing Association)

ASHA website

- Hearing/history of tubes/congestion
- Oral structures including palate height, frenulum
- Family history
- Gender
- Pre and peri-natal complications
- Presence/history of disorders

Disorders related to Accuracy

- **Dysarthria**

Weakness in the muscles used to make speech sounds (lips, jaw, tongue)

- **Apraxia**

Groping behaviors when the student is “getting their mouth ready” to produce a sound, accuracy may be inconsistent even within the session, vowel distortion, difficulty in sequencing motor commands from brain, watching model’s mouth important for accuracy

Apraxia kids Kaufman Approach (vowel tactile cues)

Strategies for Accuracy

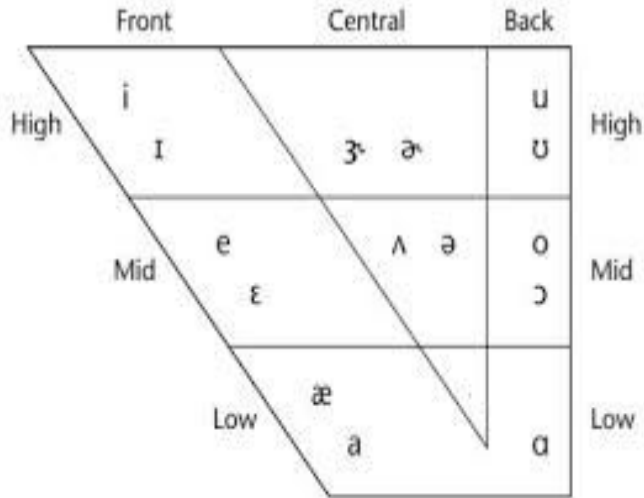
- Repetitions-retrain the brain
- Model with emphasis on accuracy of error
- “Singsong” intonation
- Specific description of articulator placement (your tongue peeks out between your teeth)
- Mirror (caution)



Tactile Cues

- /t/ and /d/ flick fingers next to mouth (tongue needs to go all the way up)
- /h/ “huff” on open hand
- /l/ smile, cue tongue behind top teeth, and finger in L shape by mouth
- /p/ and /b/ bounce finger off closed lips
- /m/ slide finger across closed lips
- /w/ circle finger around circle lips
- /k/ and /g/ finger across neck (open mouth and tongue stays on the floor, “cough up a hairball”)
- /r/ smile (bunches up and elevates the back of the tongue)

Vowels



Short i or Short e?
/i/ makes you grin,
and /e/ drops the chin.

Short e or Short i?
Use mouth formation cues and this fun rhyme to help with sound discrimination.

THE DYSLEXIA CLASSROOM
Where Learning Takes Flight



Language

Possible Indicators of Language Disorder-early grades

Some children have problems with receptive language, or understanding. They may have trouble:

- understanding what people mean when they use gestures, like shrugging or nodding
- following directions
- answering questions
- pointing to objects and pictures
- knowing how to take turns when talking with others.

Some children have problems with expressive language, or talking. They may have trouble:

- asking questions
- naming objects
- using gestures
- putting words together into sentences
- learning songs and rhymes
- using correct pronouns, like "he" or "they"

Possible Indicators of Language Disorder-older grades

- difficulty following directions in the classroom
- poor grades
- difficulty reading
- poor spelling
- limited vocabulary
- difficulty telling stories or expressing ideas
- difficulty thinking of words
- using simple sentence structure compared with peers
- difficulty using correct word endings
- difficulty making inferences or understanding figurative language
- difficulty participating in conversations with peers or adults

Possible Causes for Language Disorder

- autism
- being born early
- brain injury
- cerebral palsy
- Down syndrome or Fragile X syndrome
- family history of language problems
- fetal alcohol spectrum disorder
- hearing loss
- learning disabilities
- low birth weight
- problems with feeding and nutrition
- stroke

Language Disorder Resource

All information from language slides taken from
ASHA website

ASHA Language Disorders

Valuable resource for teachers and parents with
links for activities and other resources

Components of Language to Consider

Knowledge of Basic Concepts

Position, time, quantity, quality

- same/different, above/below, behind/ in front, front/back, top/bottom/center
- unless, either/or, neither/nor, if/then
- more/less, few/many/some/all

Sequencing

- before/after
- first, next, last
- beginning, between, middle
- ordinal numbers



Components of Language to Consider

Ability to respond to WH questions accurately

Respond to the question with the specific information being asked

Who: a person

Where: a place

Why: a reason, the answer starts with “because”

When: a time, on the clock, season, morning/night

What: an idea, object, action

Asking questions: cue with “start with...”

WH question visual



WH-QUESTIONS
CUES & VISUALS

Components of Language to Consider

Sentence Comprehension

negation, passive voice, conjunctions, clauses, complexity level of sentence

Grammar

irregular verbs and plurals, noun and verb agreement, verb tense, marking plurals and possessives (/s/), pronouns (reflexive, possessive, subjective, and objective) correct use and gender
“Thems has he toy”

Components of Language to Consider

Following Directions

knowledge of basic concepts, executive functioning: initiation and sustained attention to task, ability to recall, vocabulary knowledge, varying degrees of attributes and steps for success

Vocabulary Acquisition and Use

life experiences, background knowledge, synonyms/antonyms

EET systematic program for vocabulary, word finding, and expressive language

Expanding Expression Tool

Sara Smith

Group: categories/like attributes (function,use, description)

Do: verbs

Look like: (size, shape, and color) adjectives

Made of/Come from: materials, origin

Parts: parts of the whole

Where: location/place

What else do I know?: knowledge and opinions

If working with older kids: can use for book summaries

[Expanding Expression Tool](#)

[Free EET Visual](#)



Strategies for Language Learning

Visuals for directions or routines in reading room, take pictures of individual student demonstrating desired behavior Visual for Following Directions

- Boom Cards
- Flannel board stories
- 1- to 2 step directions with or without modifiers
- Repetition out loud, visualization, association for recall
- Sequencing visuals for first, next, last
- Copy stories, sequence stories correct or incorrect, fill in missing events
- Field of two, which one sounds right?
- Attach language to experience whenever possible-present lack

WI Criteria Eligibility for Services

- Significant discrepancy from typical on a norms based assessment
- Observed in natural environment
- Adversely impacts educational, social, emotional, vocational development



Fluency



Fluency: Stuttering and Cluttering

- **Genetics-family history/genes**
- **Neurophysical- brain structures and functions**
- **Environmental-lifestyle, anxiety/sensitivity**

Fluency: Stuttering and Cluttering

Risk Factors for Stuttering

- **sex of child**—boys are at higher risk for persistence of stuttering than girls (Craig et al., 2002; Yairi & Ambrose, 2013);
- **family history of persistent stuttering** (Kraft & Yairi, 2011);
- time duration of greater than 6–12 months since onset or no improvement over several months (Yairi & Ambrose, 2005);
- **age of onset**—children who start stuttering at age 3½ years or later (Yairi & Ambrose, 2005);
- **slower rates of language development** (Leech et al., 2017, 2019) or co-occurring speech and language impairment (Ntourou et al., 2011; Yaruss et al., 1998) **speech and language development mismatch with complexity of ideas to express**

Fluency Disorder Indicators

Stuttering

- repetitions of sounds, syllables, and monosyllabic words (e.g., “Look at the *b-b-baby*,” “Let’s go out-out-out”);
- prolongations of consonants when it isn’t for emphasis (e.g., “Sssssssometimes we stay home”); and
- blocks (i.e., inaudible or silent fixation or inability to initiate sounds).

These disfluencies can affect the rate and rhythm of speech and may be accompanied by

- negative reactions to speaking;
- avoidance behaviors (i.e., avoidance of sounds, words, people, or situations that involve speaking);
- escape behaviors, such as secondary mannerisms (e.g., eye blinking and head nodding or other movements of the extremities, body, or face); and
- physical tension.

Fluency Disorder Indicators

Cluttering- One third of people who stutter also clutter in some form

- atypical pauses within sentences that are not expected syntactically (e.g., “I will go to the / store and buy apples”; St. Louis & Schulte, 2011),
- deletion and/or collapsing of syllables (e.g., “I wanwatevision”),
- excessive levels of typical disfluencies (e.g., revisions, interjections),
- maze behaviors or frequent topic shifting (e.g., “I need to go to...I mean I’m out of cheese. I ran out of cheese and bread the other day while making sandwiches and now I’m out so I need to go to the store”), and/or
- omission of word endings (e.g., “Turn the televisoff”).

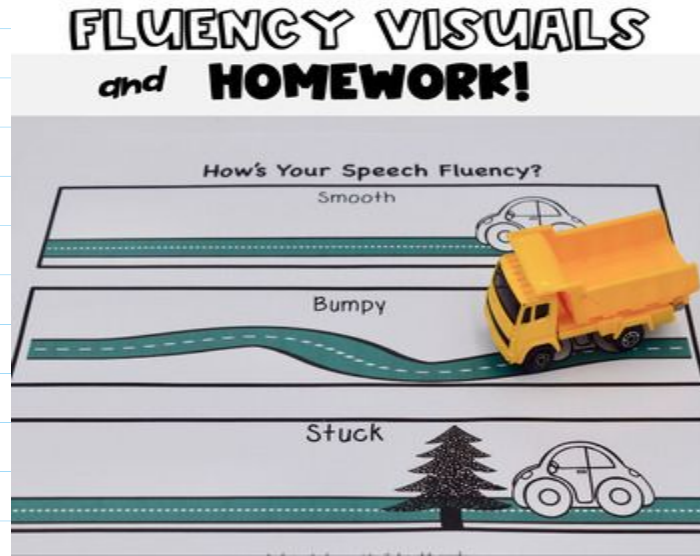
Fluency Resources

- Fluency slide information taken from ASHA Fluency Disorders
- Pamphlets, information for parents and teachers, FAQ, famous people who stutter(-ed)

The Stuttering Foundation



Fluency Strategies and Visuals

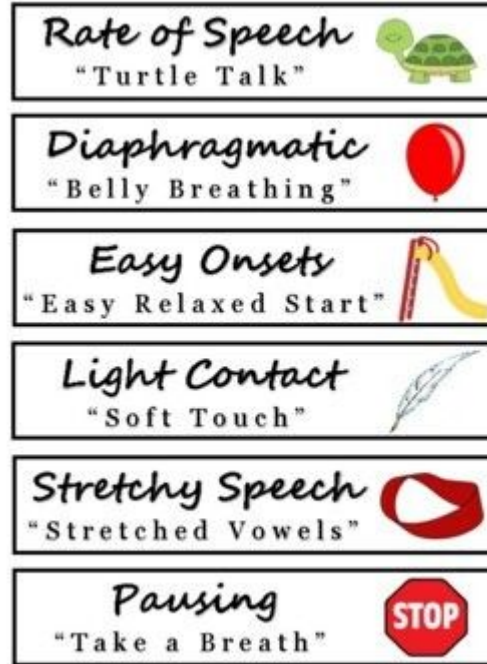


Badger State Speechie

Fluency Strategies and Visuals

Stuttering Visual

- “Articulation helpers”
- Parts of body
- Create relaxed environment





Voice

Clarity

MVP

Students are the **M**ost **V**aluable **P**layers in their own speech
Your message is important! Say it clearly so people can understand your message

Move your mouth- get those articulators going

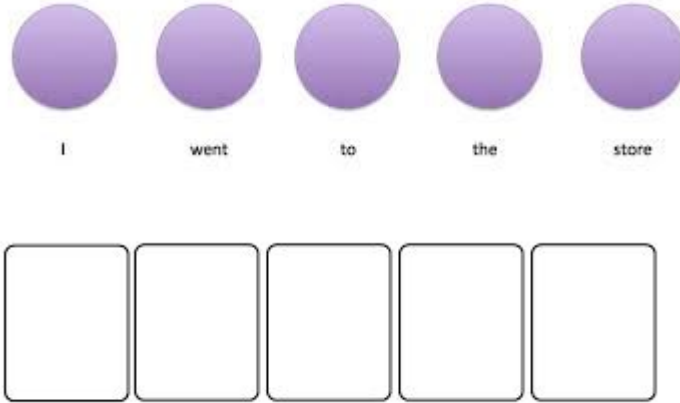
Volume- use breath to power words, aim at a distant point, posture

Pace- not too fast, not too slow, just right

Visuals like turtle/cheetah speech vs smiley and pacing board helpful

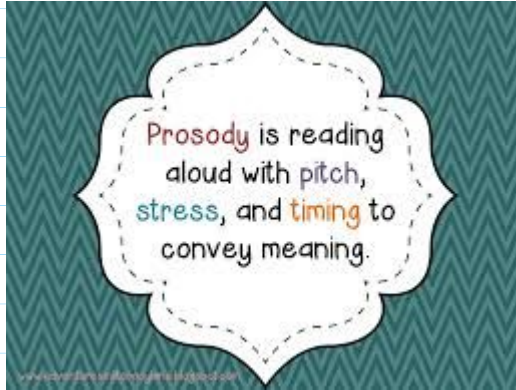
Pacing Visuals

create own according to interests Pace/Volume Visual



Prosody

- Asking questions
- Prosody





Social Language

Michelle Garcia Winner



- Smart guess for prediction
- Smart guess vs silly guess
- Reading body language/expression and
- Explicit teaching of awareness of others/different perspective/feelings/emotions for inferencing
- ID problem and solutions involve flexible thinking

- *Expected vs Unexpected behavior: comfortable or uncomfortable (thumbs-up or thumbs down choice)*
- *Thoughts and bodies part of the group-how do we communicate that?*



Michelle Garcia Winner

Social Thinking



Questions?

A Powerful Partnership

Reading

Speech

Language

Writing

Pragmatics

Thank YOU!



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