

General Articulation Strategies Handout

This handout is designed to provide the classroom teacher and other appropriate staff with strategies for the student with difficulty producing speech sounds correctly.

1. Model the error sound by itself.
2. Repeat the correct production of the misarticulated words.
3. Stress words containing student's target sound during language arts/reading time.
4. Check to see if the student can hear the difference between the way they say words and the correct production.
5. Make sure errors are not due to dialect or accent.
6. Make sure errors are not developmental in nature.
7. Have student imitate correct production.
8. Reinforce correct pronunciations.
9. Have the student tally the number of correct productions of targeted words when the teacher or a peer reads a paragraph or story.
10. During oral reading by the student, have the student underline the target sounds and reinforce the student for correct sound production when they read aloud.

Oral Language Strategies Handout

This handout is designed to provide the classroom teacher and other appropriate staff with strategies for the student with difficulty in oral language skills.

General:

1. Make sure errors are not developmental in nature.
2. Encourage oral participation in classroom language lessons.
3. Repeat grammatical errors in corrected form.
4. Gain the student's attention before speaking.
5. Use open-ended questions rather than those which can be answered by one or two words.
6. Practice "wait time", it often takes a student with language difficulties longer to process what you said and to plan a response.
7. After practicing "wait time", prompt the student with a question or the beginning of a statement.
8. Create time during every school day when your students can talk productively with each other as they plan an activity, solve a problem, etc.
9. Be a good language model yourself.
10. If a student does not respond to your question/comment, repeat your communication in simpler, less complex form.
11. Use multi-sensory prompting. Combine gestural, oral and sometimes written prompts.
12. Give choices. If the student uses language that is incorrect or too simple, repeat his/her original phrase/sentence and then add a better phrase/sentence (i.e. He done it? Or He did it?)
13. Have the student repeat in his/her own words directions or new concepts you have given.
14. Give instructions to the student individually after you have given them to the class as a whole
15. Make all speech to the student direct and concrete; explain any idioms or figurative language.
16. Give specific feedback to the student when he/she makes errors, particularly in pragmatics (social skills).