Speech/Language Interventions

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| **Speech/Language Interventions:** |
| **Expressive Language:** |
| Model appropriate expressive language skills in the child’s presence. |
| Grouped the child with peers who modeled appropriate expressive language abilities. |
| Model the correct production, and ask the child to repeat production. |
| Practice sentence repetition in a small group. |
| Practice sentence repetition. |
| Have child, in a small group explain/describe a concept in their own words. |

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| **Speech** |
| Model correct speech sound production skills in the child’s presence. |
| After hearing the child misarticulate a sound. Model the correct production of the sound and ask the child to repeat after me. |
| Group the child with peers who would model correct speech sound production skills in his/her presence. |
| Pull the child into a small group and targeted sound production. |
| Pull the child into a small group and conduct a lesson on one or more of the letters/sounds with which he/she is exhibiting difficulties. |
| Pull the child out individually and target problem sounds/letters with him/her. |

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| **Receptive Language:** |
| Modeled appropriate receptive language skills. (For example, I had the child give me directions, and I followed them. |
| Paraphrased directions for the child. |
| Paraphrased content information for the child. |
| Grouped the child with peers who modeled appropriate receptive language abilities. |
| Practice following verbal directions in a small group. (Describe. Were they following one-step directions, two-step directions with attributes, two-step directions without attributes, etc?) |
| Pulled the child to the back of the room and had him/her practice following verbal directions. (Describe. Were they following one-step directions, two-step directions with attributes, two-step directions without attributes, etc?) |
| Pull the child into a small group, read a story aloud to that group, and then verbally presented questions regarding information presented in the story. |
| Pull the child aside individually, read a story aloud, and asked questions about information presented in that story. |
| Pull the child aside individually, read a story aloud, and asked questions about information presented in that story. Provide prompts/cues to assist the child in reaching the correct response. |
| Pull the child into a small group, had each group member read a story silently, and, then, I verbally presented questions regarding information presented in the story. |
| Pull the child aside individually, have him/her read a story silently, and, then, ask questions about information presented in that story. |
| Pull the child aside individually, read a story aloud, and ask questions about information presented in that story. Provide prompts/cues to assist the child in reaching the correct response. |
| Pull the child into a small group and verbally present phrases/sentences/paragraphs. Then verbally present him with questions regarding information presented therein. |
| Pull the child aside individually and verbally present phrases/sentences/paragraphs. Then, verbally present him with questions regarding information presented therein. |
| Pull the child, and a few others, to the side and let them engage in a hands-on learning experience in a small –group setting so that these children could better understand the concepts being presented in class. |
| Pull this child to the side and let him/her participate in an individual hands-on learning experience so that he/she could better understand the concepts being presented in class. |
| I put this child in a small group and presented visual prompts. |
| I worked with this child individually, and, during our working session, I presented visual prompts. |

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| **Receptive Language (Continued):** |
| Modeled appropriate receptive language skills. (For example, I had the child give me directions, and I followed them. |
| Paraphrased directions for the child. |
| Paraphrased content information for the child. |
| Grouped the child with peers who modeled appropriate receptive language abilities. |
| Practice following verbal directions in a small group. (Describe. Were they following one-step directions, two-step directions with attributes, two-step directions without attributes, etc?) |
| Pulled the child to the back of the room and had him/her practice following verbal directions. (Describe. Were they following one-step directions, two-step directions with attributes, two-step directions without attributes, etc?) |
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| **Voice:** |
| Model correct use of voice in the child’s presence. |
| model an appropriate volume and ask that he/she use that volume when speaking. |
| Group the child with peers who would model correct speaking volume in his/her presence. |
| Pull child into a small group of children and conduct a lesson on vocal hygiene. |
| Pull the child aside individually and conduct a vocal hygiene lesson. |
| Pull the child in a small group and discuss the use of good vocal hygiene with this group. |
| Pull the child aside individually and talk with him/her about the use of good vocal hygiene. |
| Let the child get a drink of water at least once per hour in an attempt to keep his/her vocal folds well hydrated. |
| Encourage appropriate volume and time for vocal rest |
| Encourage vocal hygiene: avoid yelling/whispering/continuous throat clearing |

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| **Vocabulary:** |
| Use examples/acting out (actions), pictures and multiple modalities to teach basic concepts |
| Use peer instruction/play time during centers |
| Introduce relevant vocabulary-preview/review |
| Use gestures/objects/photos/pictures to emphasize meaning |
| **Comprehension:** |
| Present information/directions in smaller steps |
| Provide wait time after directions and questions |
| Break story information into smaller units and ask questions |
| Have student repeat what he/she is listening for or directions to ensure comprehension |
| Use a variety of games, i.e. Guess Who?, Simon Says, 20 Questions |
| **Oral Expression (Content and Meaning):** |
| Provide opportunity for student retell story to peers/teacher |
| Have student use specific vocabulary to relate information, rather than using words such as thing, stuff, that, it, etc. |
| Use gestures or visual cues ordering first, second, third, etc. |
| **Oral Expression (Syntax and Morphology):** |
| Model correct grammatical forms |
| Have student construct oral sentences with targeted grammar structures |
| Encourage students to use complete/complex sentences when answering questions |
| Model age-appropriate responses |
| Encourage correct use of personal pronouns “I” instead of “me” in context |
| **Pragmatics:** |
| Allow student to role play a variety of targeted social language situations |
| Emphasize basic social skills, i.e., greetings, eye contact, polite forms, body language, spatial boundaries throughout the school day. |
| Use verbal/visual/physical cues to remind student to use appropriate social behavior in a variety of settings |