

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR

SPEECH/LANGUAGE SUPPORT

Grade: K-8

Date of Board Approval: July 2007

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

Title of Planned Instruction: Speech and Language Support

Subject Area: Phonology, Syntax, Semantics, Pragmatics, Fluency Grade Level: K-8

Course Description:

Students who meet the criteria for Speech/Language Impaired in the State of Pennsylvania can receive speech/language support as part of their school-age program. Support can be defined as the instruction the student requires to achieve specific goals as stated in their individualized education program to improve their level of communication as it relates to their academic, social, and/or emotional performance. The delivery of instruction can vary depending on the individual student's needs. They are: individual, small group, large group, in-class, consultative, and monitoring.

Discrepancies in one or more of the following areas of communication development can result in the need for speech/language support. **1. Phonology/Articulation** – sound error patterns which repeatedly occur in a student's daily communication skills affecting their intelligibility. **2. Syntax** – difficulties noted in student's ability to verbally create and organize a sentence that is grammatically correct and contains complete thoughts and sentences. **3. Semantics** – word retrieval and vocabulary use and understanding. **4. Pragmatics** – social language skills, using communication effectively and appropriately in a variety of settings, and **5. Fluency** – uninterrupted speech allowing for fluent verbal communication.

Time/Credit for the Course: One to thirty-six weeks or as determined by the I.E.P. team

Names of District Subject Area Curriculum Writing Committee:

Amy DeVrieze

Date of Board Approval: June 2007

DELAWARE VALLEY SCHOOL DISTRICT

Standards-Based Curriculum

Standard: Q State Q National Standard No: 1.6	State the Standard: Reading, Writing, Speaking and Listening		
Subject/Unit:	Speech/Language Support Expressive and receptive communication development: Phonology, syntax, Semantics, Pragmatics, and Fluency	Grade Level(s):	K-8
Essential Content	Core Activities (Extensions and Correctives)	Time Frame	
<p>Phonology is a sound system of language. The phonological processes are systematic patterns of sound change errors that repeatedly occur as a child attempts to produce similar characteristics, which are beyond the student's level of articulation skills. Mastery indicates that the student's speech will be void of any or all of the following phonological or articulation errors:</p> <ol style="list-style-type: none"> 1. consonant deletion-i.e. skate>sate 2. syllable deletion-i.e. baby>ba 3. stridency deletion-i.e. soup>oup 4. stopping-i.e. ditch>dit 5. fronting-i.e. cat>tat 6. backing-i.e. goose>doose 7. alveolarization-i.e. thumb>tum 8. labialization-i.e. thumb>tum 9. affrication-i.e. show>chow 10. deaffrication-i.e. wish>wis 11. voicing change-i.e. jump>shump 12. gliding-i.e. ladder>wadder 13. vowelization-i.e. beaver>beava 14. cluster reduction-i.e. stream>seam 	<p><u>EXTENSIONS</u> The student will:</p> <ul style="list-style-type: none"> • listen and identify the specific phonological processes being targeted in their speech • locate pictures of items containing the target sounds and say them correctly • videotape oral presentations and self-evaluate • keep a daily journal of when they hear sound errors in their environment. <p><u>CORRECTIONS</u> The student will:</p> <ul style="list-style-type: none"> • be positively reinforced for correct productions of the target sounds in isolation, syllables, words, phrases, sentences, reading and conversation. • Model accurate speech patterns provided by the teacher. • Listen to a recorded sample of his/her speech and self-evaluate • Listen to a recorded sample of speech and attempt to match the correct production <p><u>CORE ACTIVITIES</u></p> <ul style="list-style-type: none"> • Participate in classroom and outside activities using the target sounds correctly • Display pictures containing the target sounds to be practiced at home daily • Read orally using the target sounds • View a schematic drawing as a visual aid to show the student how the articulators (lips, tongue, teeth) look during productions of targeted sounds. • Distinguish between correct and incorrect productions of the target sounds. • Create sentences using words with the targeted phonemes (sounds) • Name pictures from curricular materials using the target sounds accurately • Color/cut out pictures of objects containing the target sounds and say them accurately • Tally the number of correct and incorrect productions of target sounds in words as the teacher or student reads or names pictures. • Complete assigned work with helper and submit for practice and review. 	<p>One year from the date the parent approves the I.E.P.</p>	

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Essential Content	Core Activities (Extensions and Correctives)	Time Frame
	<ul style="list-style-type: none">• Verbally complete sentences providing a word that contains the target sounds• Read words from a list containing the target sounds correctly• Engage in conversational speech using the target sounds correctly• Create crossword puzzles using words containing their target sounds• Speak on the phone using target sounds accurately• Will use target sounds effectively when asking questions in class• Read a poem containing the target sounds clearly	

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Essential Content	Core Activities (Extensions and Correctives)	Time Frame	
<p>Syntax is the name given to the organizational rules for ordering words in a sentence, specifying word order, sentence organization, and word relationships. The student will develop an understanding and use grammatically correct speech.</p> <p>The following grammatical morphemes will be the focus of a student's i.e.p. based on need and age:</p>	<p><u>EXTENSIONS</u></p> <ul style="list-style-type: none"> • Illustrate through drawings, people and their actions and tell about them. • Hide objects in a classroom, others will find them and tell how many there were and where they found them. • Write a short play and act out using correct grammatical structure. • Keep a weekly journal of grammatical errors heard in daily conversation. <p><u>CORRECTIONS</u> The student will:</p> <ul style="list-style-type: none"> • Create sentences for books that do not contain words using correct grammatical forms. • Use empty comic strip bubbles to create grammatically correct sentences. • Correct grammatical errors in daily oral language activities. • Complete an assigned task with helper and submit it for review and practice. <p><u>CORE ACTIVITIES</u></p> <ul style="list-style-type: none"> • Use organizational strategies to create a grammatically correct narrative. • Write journal entries on a various topics. • Use the dynamics of the classroom to illustrate or tell positions of objects using prepositions. • Write "wh" questions using a familiar piece of classroom literature. • Identify and name past and present verbs using classroom literature. • Bring in objects from home to discuss possession. • Verbally create a simple sentence using a picture. • Write a simple, compound, and/or complex sentence. • Re-order words to create a complete sentence. • Write sentences containing who, is doing, what, where. • Illustrate pictures to demonstrate their understanding of superlative and comparative forms. • Create sentences demonstrating their understanding of noun/verb agreement. • Make daily journal entries consisting of at least three complete sentences. 	<p>One year from the date the parent approves the I.E.P.</p>	

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Essential Content	Core Activities (Extensions and Correctives)	Time Frame
<p>Semantics is the area of language that deals with receptive and expressive vocabulary and the ability to use words effectively in everyday conversation.</p> <p>The students will identify body parts, name colors, demonstrate understanding and use of quantity concepts, use nouns as labels, verbs as actions, verbalize functions, attributes, form, associations, and categories of objects, create narratives, demonstrate understanding of similar and different, define words, re-tell multiple meaning words, re-tell a familiar story, explain analogies, and demonstrate understanding of figurative language.</p>	<p><u>EXTENSIONS</u> The students will:</p> <ul style="list-style-type: none"> • Tell similarities and differences among classmates during a group discussion. • Describe objects in the classroom using quantity, quality, and directional concepts. • Create a picture book depicting opposites. • Create analogies for classmates to solve and share. <p><u>CORRECTIONS</u> The students will:</p> <ul style="list-style-type: none"> • Re-tell a story using the major sequences, details, and characters using organizational strategies i.e. visual webs/diagrams. • Place labels around the room on objects and name them periodically. • Tell and explain how two items are associated. • Act out an action and the students will tell which verb it is. <p><u>CORE ACTIVITIES</u> The students will:</p> <ul style="list-style-type: none"> • Use prepositions when asked "where is the _____?" • Use 3 words to describe a person, place, or thing. • Explain functions of objects in the classroom. • Verbally create a story when given a story starter. • Draw a picture using a variety of colors and name the colors. • Select a verb and act it out. • Identify coins and their value. • Maintain a journal of multiple meaning words with sentences and examples. • Organize objects into similar groups and explain how they are alike. • Predict definitions of words within narratives and consult a dictionary for accuracy. • Organize words to describe an object. • Name as many objects in the classroom in ten seconds • Label the parts of an object • Write a brochure for a place to visit providing details • Use curriculum related vocabulary words in sentences • Name the days of the week and the months of the year • Provide a word to complete a sentence • Create a crossword puzzle using familiar words and their definitions • Verbalize and write a math word problem using key vocabulary 	

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Essential Content	Core Activities (Extensions and Correctives)	Time Frame
<p>Pragmatics is the function of communication associated with social language skills and the ability to communicate effectively and appropriately in a variety of settings.</p> <p>The student will pretend, role-play, imagine, answer “wh” questions effectively and clearly, differentiate between logical and absurd, re-tell information, complete “what if” statements, express their opinions, feelings, emotions, stay on topic, provide solutions to problems, use greetings and closings, and ask questions to obtain additional information on a topic.</p>	<p><u>EXTENSIONS</u> The students will:</p> <ul style="list-style-type: none"> • Tell the differences between reality and fantasy in stories, movies, and everyday situations • Choose from multiple options, the appropriate oral language to obtain desired results • Play barrier games; one gives directions and the other asks for clarification as needed. • Write a narrative using casual words <p><u>CORRECTIONS</u> The students will:</p> <ul style="list-style-type: none"> • Discuss what behavior is expected in a given situation • Evaluate the appropriateness of a task to determine if the task is too difficult and if the task can be completed in an appropriate length of time • Model an appropriate response to a question • Use key phrases to engage in play with peers <p><u>CORE ACTIVITIES</u> The students will:</p> <ul style="list-style-type: none"> • Provide solutions to problems within directed classroom activities throughout the school day. • Use greetings/closings during the school day • Demonstrate understanding of cause and effect using “what if” statements • Conduct an interview that follows a prescribed format, first with peer then with an adult • Read short stories and re-create endings • Pantomime the function of an object • Listen to a story segment and tell what might have happened before and after • Make an appropriate shift from one topic to another during classroom conversations • Demonstrate turn taking skills in a small play group given prompts • Raise his hand to ask for assistance or clarification • Verbally provide solutions to social situations • Maintain eye contact during discourse • Ask/answer questions effectively in a variety of environments (individual, small/large group, classroom) • State an opinion/feeling given a topic of discussion • Answer “what if”, how, and why questions accurately • Follow multi-step directions • Find and explain absurdities provided a picture cue 	<p>One year from the date the parent approves the i.e.p.</p>

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Essential Content	Core Activities (Extensions and Correctives)	Time Frame
<p>Fluency is uninterrupted speech.</p> <p>The student will demonstrate their understanding of fluency problems, identify fluent speech in others, describe the normal processes of phonation and aspiration, evaluate their reactions to situations in which non-fluent speech occurs, demonstrate rate control, will use easy onset, and continuous phonation, show reduction of the anxiety/tension, response to identified feared words, sounds, or speaking situations, use fluent behaviors as soon as they are established, and have parent involvement.</p>	<p><u>EXTENSIONS</u> The students will:</p> <ul style="list-style-type: none"> • Keep a daily journal of fluent speaking situations he/she has experienced • Record himself using slow, easy speech and listen for self-evaluation • Complete assigned work with a helper and submit for practice and review • Identify fluent and non-fluent speech in others <p><u>CORRECTIONS</u> The students will:</p> <ul style="list-style-type: none"> • Use slow, easy speech in a controlled one-on-one environment • Include parent/teacher in fluency program to assist with transfer of skills and awareness of fluency difficulties • Tally fluent behaviors on a chart <p><u>CORE ACTIVITIES</u> The students will:</p> <ul style="list-style-type: none"> • Explain the differences between fluent and non-fluent communication • Keep a daily journal for one week and maintain logs when he observes fluent and non-fluent speech in others • Give oral presentations individually, in small groups, large groups, and classroom as fluent behaviors are established and maintained • Effectively imitate models of slow easy onset of speech at word, phrase, and sentences levels. • Read a paragraph using learned fluency strategies and techniques. • Participate in a brief conversation using learned strategies and techniques for fluency • Monitor and self-correct his own non-fluent speech patterns • Attempt fluency techniques in his classroom environment • Role-play phone conversations using fluency techniques and strategies 	<p>One year from the date the parent approves the i.e.p.</p>

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Grade Level: _____

State Standard Number(S): _____

Instructional Methods	Materials and Resources	Assessments (Diagnostic, Formative, Summative)
<p>Individual, small group, large group, modeling, repetition, positive reinforcement, self-monitoring, provide visual, auditory, and tactile cues, work in small increments, daily/weekly data collection, maintain homework folder, and/or computer assisted technology.</p>	<p><i>Happy Talk-Articulation Activities for Home and School</i>, Opportunities for Learning, Inc.</p> <p><i>Pictures Please</i>, Communication Skill Builders</p> <p><i>Easy Does it for Phonology</i>, LinguSystems</p> <p><i>More Frequent Error Pairs</i>, Communication Skill Builders</p> <p><i>ACHEIV for Phonology</i>, LinguSystems</p> <p><i>CLIP-Syntax</i>, Psychological Corp.</p> <p><i>Developing Expressive Language</i>, Communication Skill Builders</p> <p><i>Syntax Two-Interaction with "WH" Questions</i>, Communication Skill Builders</p> <p><i>Blooming Language Arts</i>, LinguSystems</p> <p><i>Vocabulary To Go</i>, LinguSystems</p> <p><i>Collaborate, Celebrate (K-6)</i>, LinguSystems</p> <p><i>TalkT'Win</i>, Communication Skill Builders</p> <p><i>Easy Does It Fluency Activities</i>, LinguSystems</p> <p><i>Freedom of Fluency</i>, LinguSystems</p> <p>Tape Recorder</p> <p><i>Source of Pragmatic Language Abilities</i>, Communication Skill Builders</p> <p><i>HELP-3 Handbook of Exercises for Language Processing</i>, LinguSystems</p> <p><i>Pragmatic Language Lessons</i>, Communication Skill Builders</p> <p><i>LiPS-Lindamood Phonemic Sequencing Program for Reading, Spelling, and Speech</i>, Gardner Publishing</p> <p><i>Big Book of Sounds</i>, Interstate Printers and Publishers</p> <p><i>Visualizing and Verbalizing for Comprehension and Thinking</i>, Gander Publishing</p> <p><i>The Processing Program</i>, Thinking Publications</p> <p><i>Rap 'n Rock – Musical Activities for Language and Literacy</i>, Academic Communication Associates</p> <p>Curricular Material</p>	<p>The student will be given a standardized assessment focusing on the specific area of communication: phonology, syntax, semantics, pragmatics, and fluency. A variety of tests are available. An example of a test fore ach area may be:</p> <p>Phonology: The ALPHA Test of Phonology, Academic Communications Associates</p> <p>Syntax: The Test for Examining Expressive Morphology, LinguSystems</p> <p>Semantics: The Comprehensive Expressive and Receptive Vocabulary Test, LinguSystems</p> <p>Pragmatics: Test of Problem Solving, Academic Therapy Publications</p> <p>Fluency: The Standard Stuttering Interview, Communication Skill Builders</p> <p>FORMATIVE:</p> <ul style="list-style-type: none"> • The student will complete assigned work with parent and submit for practice and review • The student will create an original narrative pertaining to a topic of their choice • The student will create self-monitoring notebooks • The student will be assessed by teacher observation during classroom activities <p>SUMMATIVE</p> <ul style="list-style-type: none"> • The student will be observed in a variety of environments to ascertain that he has eliminated the phonological errors from their conversational speech, has acquired specific grammatical components that are age appropriate, has developed age appropriate semantic skills, has acquired fluency skills within normal limits, and/or has developed age appropriate pragmatic language skills.