



Speech Intervention Recommendations- Language

Student Name: _____ **Date of Meeting:** _____

The following suggestions may be given to classroom teachers and/or parents as recommendations for checking language abilities and determining some interventions.

Consideration or Recommendation:	Check if Attempted	Results
1. Be sure student's hearing has been checked within last 3 months.		
2. Determine if more than one language is spoken in the home.		
3. Determine if the child speaks another language and how long the child has been an English Language Learner. A language disorder cannot be documented if difficulty is because of learning the English language.		
4. Use simple, clear words to explain directions and concepts to the student. Check for understanding by asking the student to repeat the directions back to you.		
5. Talk with the student about the grammar errors that are being made and model the correct way to say a sentence. For example, " You said. "The large dog goed down the street. Listen. 'The large dog went down the street,' Now you say it. "Always praise attempts by the student and correction should usually occur in a private setting or small setting.		
6. Reinforce correct productions of words containing target sound(s). It is recommended that this be done privately or without calling undue attention to the student's error sounds.		
7. Allow student to tape record a sample of his speech and identify correct or incorrect grammar. or to read a story to himself and listen to the tape.		
8. Provide practice times for teacher. parent, peer or volunteer to model correct language structure and to preteach vocabulary and concepts.		
9. To expand language or correct grammar utilize assistants of volunteers, the following may be helpful reinforcing activities: a. Ask student to cut pictures from magazines or draw pictures of events of interest and then tell a story about them b. Make the student a list of words to read for practice that have been learned as new concepts. Use the student's reading material, spelling lists, and everyday vocabulary. c. Student, parent, or teacher may keep a list of difficult words or of examples of harder sentences/grammar to practice.		
10. It is recommended that attempts to have the child model or repeat language structures be discontinued at any time the child shows a resistance to the activities or frustration with attempts to correct or expand language. teacher or parent may reconvene the Student Success Team with these concerns.		