

SPEECH-LANGUAGE IMPAIRMENT

A speech-language impairment is a communication skill, which differs so significantly in manner or content from that of peers that it is apparent, disrupts communication or affects emotional, social, intellectual, or educational growth. The impairment may range from mild to profound and it may be congenital or acquired. A speech-language impairment refers to impairment in the areas of articulation, fluency, voice, and/or language.

Instructional Method / Delivery	Accommodations
Discussion / Questioning	<ul style="list-style-type: none"> • Keep questions brief and to the point. • Ask only one question at a time. • Give a written copy of questions that will be asked during the discussion for student who needs additional processing time. • Have the student read ahead on a subject that will be discussed to become familiar with new vocabulary/concepts that will be presented during the discussion. • Encourage use of complete sentences when answering questions. • Before discussing new information, list key vocabulary on the board. • Emphasize key words in the discussion by inflection or deliberate pausing to help students focus on the main idea. • Provide visual cues and/or reinforcement. • Accept verbal responses appropriate to student’s expressive lang. skills. • If student is using AAC device, allow extra time during discussion for answering questions. • Reword complex concepts into simple language. • Repeat key information. • Provide extra processing time for students with processing difficulties. • Provide answers ahead of time. (i.e., “this is your questions-I’ll come back to you.”)
Assessments	<ul style="list-style-type: none"> • Allow for extra time to complete tests and selected assessments (if allowed for in the IEP). • Administer tests in small groups (if allowed for in the IEP). • If necessary, read test aloud (if allowed for in the IEP). • Keep auditory/visual distractions in the testing area to a minimum.
Centers	<ul style="list-style-type: none"> • Include activities for various skill levels/abilities. • Provide activities that enhance vocabulary and concept development. • Provide “themes” for each center/activity to reinforce student’s organization of vocabulary/language. • Break down center activities into small steps and provide a lot of verbal reinforcement. • Provide cues for when the student must advance to the next center. • Provide multi-modal instruction as applicable. • Provide visual cues/reinforcement. • If a schedule board is too difficult for the child to follow, use two picture cards to indicate which activity is first and which activity follows.

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Reading	<ul style="list-style-type: none"> • If student has a stuttering disorder and is required to read out loud, make sure reading material is not beyond the level of the student's ability. • If the student has a stuttering disorder and must read out loud, be sure to praise reading in terms of skill and not how fluently the student's reading. • If the student has a stuttering disorder and must read out loud, call on the student early on in the period to reduce unnecessary apprehension. • For students with phonological/reading deficits, be sure reading material is within reading level. • For students with severe communication/articulation disorders, provide reading materials within student's speech capabilities.
Writing	<ul style="list-style-type: none"> • Encourage student to sequence events appropriately verbally or visually before writing stories. • Require student to create an outline organizing important details and providing a logical sequence of actions. • For students requiring grammatical and semantic support, use sentence part strips until they learn the components of a complete thought. • For students requiring grammatical and semantic support, consider giving the student a color-coded grid that contains the main components of a complete sentence. Student's sentence must contain each component before being finished. • Provide appropriate vocabulary for writing tasks to assist with semantic/formulation difficulties.
Groups	<ul style="list-style-type: none"> • Model appropriate social behavior and communication that is necessary to operate within a group (turn-taking during conversation, topic maintenance, maintaining appropriate eye contact). • Provide cues for student when/if social behavior or communication skills lapse within the group. • Prepare group members to include and help the student.
Note-taking	<ul style="list-style-type: none"> • Provide student with a list of vocabulary pertinent to lectures to get a "heads-up" on what to expect. • Provide students with an outline of the material so they are responsible for details and clarification, not entire content. • Provide written record of lesson prior to the lecture so students with auditory processing difficulties can use a marker to highlight lecture points, and can focus on the lecture not the recording of the information. • Pause between key points when lecturing to help processing delays.

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Presentation	<ul style="list-style-type: none">• Demonstrate and model presentation techniques.• Allow student to practice presentation in a small group before presenting to entire class.• Allow student to write down pertinent details on index cards to use during presentation.• Provide cues (touching nose, tapping on desk) to student during lapses in presentation such as long pauses, wandering off-topic, not using target voice and/or articulation, etc.• Allow other non-traditional presentation forms for self-expression (if verbal is not appropriate) i.e., puppet play, clay work, paintings, drawings, etc.• Allow student to tape record/video tape presentation instead of doing it “live.”
Computer	<ul style="list-style-type: none">• Present skills that need to be applied into “manageable” chunks for the student.• Allow the student plenty of time to “over-learn” task through repeated drills before moving onto new task. This applies to software applications as well.• Group like tasks together, so that the student will be able to use his/her tendency to “over-generalize” to help him/her learn a new skill.• Provide typed lists of pertinent computer vocabulary with definitions to student to familiarize him/herself with new terms.
* If the accommodations do not seem appropriate for the student, remember to check other disability areas.	