

Teacher Resources

Speech (Articulation)

Students with speech that is difficult to understand usually have an articulation (just a few sounds in error) or a phonology (the entire sound systems is affected) disorder. These disorders have the potential to impact classroom performance in the areas of reading, spelling, class participation and social interactions.

RED FLAGS

Student has particular speech sounds that are difficult to understand.

(e.g. “tat” for “cat”, “woad” for “road”, “cool” for “school”)

Entire sound system is impacted and you can’t understand a student’s speech.

(e.g. stopping [airflow is stopped] – “tun” for “sun”)

Fluency

Fluency is difficulty maintain appropriate flow and/or rate of speech. Typically, academics aren’t impacted as much as social interactions and classroom participation.

RED FLAGS

Speech contains word, sound, or phrase repetitions

Student may blink eyes, look away, clench fists, etc...in the process of trying to speak

Student may have “blocks” where he/she tries to begin or end a thought

Voice

Voice can be irregular pitch, loudness, and/or quality when compared to peers.

RED FLAGS

Student has a hoarse, harsh or raspy voice

Student speaks too loudly or too softly

* Concerns in these areas, see me for a referral.

Language

Language encompasses much of what school is about. The term language relates to syntax (grammar, word order), semantics (vocabulary, word meanings), morphology (sound relationships), pragmatics (social language), and overall communicative competency, both expressively and receptively. Student’s with language impairments may struggle with spelling, speaking, writing, reading, conversing, turn-taking, answering/asking questions, sequencing, applying concepts, etc...)

RED FLAGS

Grammar

Speech in ungrammatical (e.g. “her is there” or “they is there”)

Difficulty composing oral or written sentences

Vocabulary

Difficulty using academic vocabulary

Difficulty describing or defining a common object

Word Finding

Difficulty finding the right word (conversation and/or writing)

Lots of revisions, excessive descriptions and non-specific word use (e.g. that, this, thing)

Expressive/Receptive Language

Difficulty organizing and expressing thoughts

Difficulty sequencing/retelling a story

Difficulty asking and/or answering questions

Difficulty participating in group discussions

Difficulty following directions

*Concerns in this area refer to MTSS Team