Johnny Still Can't Pronounce His "R's"

BEST PRACTICES FOR TEACHERS IN THE CLASSROOM
BY
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Please feel free to contact me at anytime for any reason by any means (call, text, email, visit...). I live my passion for helping children find their voice. It is what I do all day, everyday. If you have questions or need help please contact me. If you have an idea to share, or just want to run it by someone...please call. I look forward to hearing from you. May God bless you, bless the lives of the children you teach and all of your efforts.

Warmly,

Tammy

Thank you for inviting me speak today.

Giving a voice to the voiceless is my mission and my passion.
How my passion influences my day -

Tammy Myers MS CCC/SLP -
Speech Language Pathologist

UAMS, Masters of Science Communication Disorders - 1990
ASHA National Certification 1991
Professional Practice - *Since... Chunky Doc Martins, New Kids on the Block split up, Vanilla Ice's "Ice Ice Baby" , and Michael Jordon left the NBA...Whew, it was a long time ago!*

Personal motto: "I believe in God; I have witnessed miracles; therefore I have hope."

My student makes articulation errors:

How do we learn to learn?

Phonological awareness

Ty's Story

My student doesn't understand instructions:

How do we break down instructions (task analysis)?

Use intentional multimodality approach

Braydon's Story

My student cannot express thoughts or ideas even though they understand the topic:

How do we create alternative methods of expression?

The key to using compensatory strategies for expressive language

Michael's Story

My student has a hard time making friends:

How do we supplement (not substitute) relationships for students?

Create an atmosphere of interdependence

Sharla's Story

Just the beginning...

When to refer to a community partner?

Philosophy on literacy begins with speaking clearly. Just a few thoughts...

Real Life Literacy Strategies that Improve Articulation & Language!

1. Increase **phonological awareness**.
   - Increase the use of games, songs, chants and stories that allow you to tailor the learning outcomes. Be intentional about phonological awareness. *Over correction helps.*

2. Increase the use of a **multi-modality approach** to learning.
   - How do I learn this concept with my eyes? ears? hands? feet?
   - Identify placement of sounds in words. - *beginning, middle & end* - have your students create placeholders for the target sound in the correct position of the word.
   - Spelling can be an issue for students with speech sound disorders. (use backward chaining)

3. **Be specific** about sound production. Use the statement, *"I want to see your….(1st use the muscle or mouth name)….(2nd then transition to the sound name)….(3rd lastly transition to the letter name)."*

4. **Repetition** is the key to **ALL** memory!
   - *If a typically developing student can learn it in 3 days, an atypical student may take 30 days. Therefore, if we can increase the repetition for the atypical student to simulate the repetitions that would occur in 30 days, we could most likely increase the ability to learn.*

5. **Reciprocal teaching** *is the glue that connects the known concepts and strategies individually to each student.*

6. *Identify the characteristics of friendship.* <u>Name them</u>. *"It was nice to see you… share your book, pick up the pencil, explain why that hurt you." Describe what friendship "looks like". Stop using generalities such as: "Be nice." "Stop that.", "I like that."*
   Interview your students, get to know their likes and hobbies; and make strategic alliances that encourage friendships. Encourage "common interest conversations" or "sameness tasks" where students who share common interests can work on a team project.

7. **Refer to a community specialist** - *Use your community resources*
   - *Private specialists will seek to serve the needs of your student and your school. They will support the success of students who attend your school at a greater level of support than the public school; usually at least twice the level of support sometimes more.*

8. *Do not rely solely upon a public school district to provide what your students need.*
   - *If you cannot rely on the public school for a student's primary general education, why would you rely upon them to help with special needs? Public school services are designed to give private school the minimum required service by law, **not** by standards of practice…big difference.*
   - *The professionals from the local public schools are not "bad" people. They are simply limited in their resources, have federal regulatory constraints and mission statements that are not in line with our values as Christian educators.*

Sound Development Chart
Ranges of typical sound development in children

Age in years
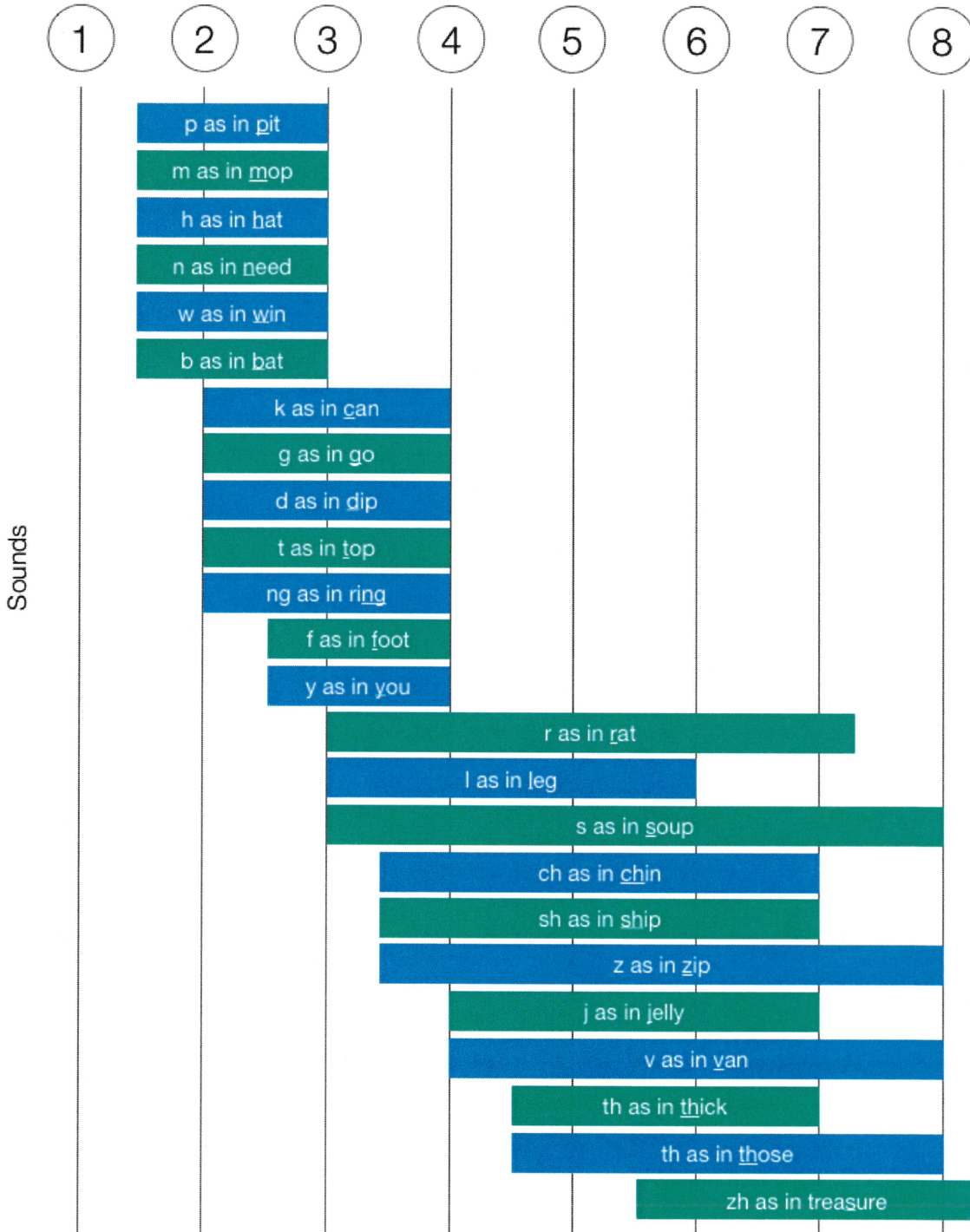
1	2	3	4	5	6	7	8

Sounds

- p as in pit
- m as in mop
- h as in hat
- n as in need
- w as in win
- b as in bat
- k as in can
- g as in go
- d as in dip
- t as in top
- ng as in ring
- f as in foot
- y as in you
- r as in rat
- l as in leg
- s as in soup
- ch as in chin
- sh as in ship
- z as in zip
- j as in jelly
- v as in van
- th as in thick
- th as in those
- zh as in treasure

Help with the four (4) most common sound errors that interfere with student performance...

/k/ - produced using the back of the tongue and the throat. The /k/ is not a voiced sound, meaning the vocal cords are not vibrating. It is made through friction. It can usually be easily simulated using a spoon or popsicle stick to keep the tongue pushed back.

Hierarchy of sound production:

1st - /k/-/k/-/k/-/k/-/k/ (up to 20 times)		
Next - add vowels	e-e-e-e-k-k-k (VC)	
	kee-kee-kee-kee-kee (CV)	
	iekee-iekee-iekee-iekee (VCV)	
Last - add words	"back" (k final words)	
	"keep" (k initial words)	
	"monkey" (k medial words)	

/l/ - produced using the tip of the tongue touching the gum ridge behind the upper teeth, not the teeth or between the teeth. The vocal cords are vibrating creating the resonance /l/ sound.

Hierarchy of sound production:

1st - /l/-/l/-/l/-/l/-/l/ (up to 20 times)	
Next - add vowels	ahlah-ahlah-ahlah-ahlah-ahlah (VCV)
	iel-iel-iel-iel-iel (VC)
	luh-luh-luh-luh-luh(CV)
Last - add words	"hello" (l medial words)
	"ball" (l final words)
	"lock" (l initial words)

/s/ - produced using a flat tongue pulled to the middle of the mouth, teeth together and a stream of air gently flowing through the middle of the mouth. The sound is also made through friction not using the vocal cords.

Hierarchy of sound production:

|	
1st - /s-s-s-s-s-s-s-s/ (up to 20 times)	
Next - add vowels	e-e-e-e-s-s-s (VC)
	see-see-see-see-see (CV)
	iesee-iesee-iesee-iesee (VCV)
Last - add words	"ice" (s final words)
	"seat" (s initial words)
	"messy" (s medial words)

/r/ - produced with the sides of the tongue touching the back molars. The tongue tip is usually up, but can also be midline or down. This sound is highly variable because of the multiple influences from coarticulation of other sounds. If the student can growl like a tiger you may be able to facilitate a /r/ sound. *(The /r/ is not like any other sound produced....it can be a tough one!)*

Try these:

1st - grrrrrr-grrrrr-grrrrr-grrrrr (if that works try the next one)	
Next - (long e) e-e-e-r-r-r-e-e-e (extend the sound so that the student	

can feel the sides of their tongue touch their molars during the /r/ production.

Last - If the above did not work, please call your SLP before the child ends first grade.

*These helpful hints are not meant to replace the referral or consult of a speech language pathologist. Please consult a professional speech language pathologist for instruction and support for speech sound development.
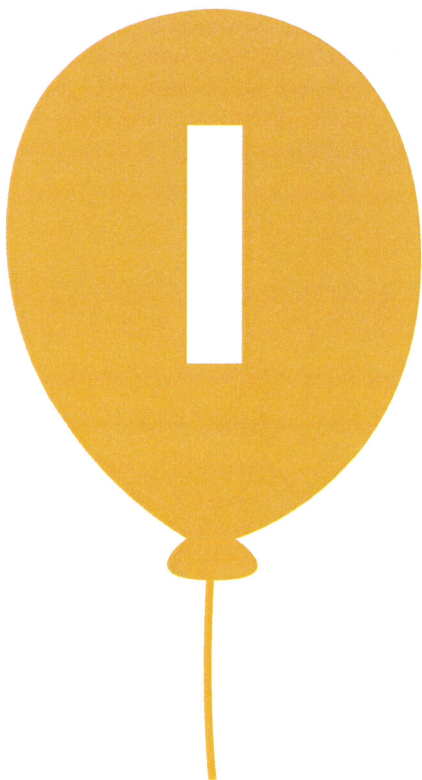
a

e

o

i

u

k

*Use long vowel sounds
Hierarchy: 1. VC
                2. CV
                3. VCV

a

e

o

i

u

I
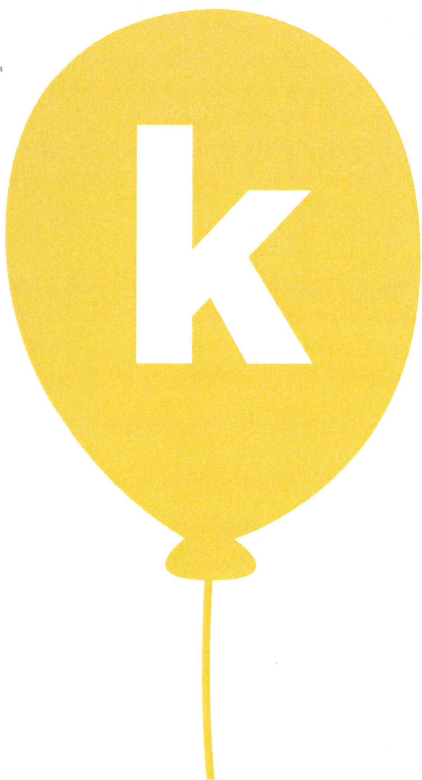
*Use long vowel sounds
Hierarchy: 1. VCV
            2. VC
            3. CV

a e i o u

s

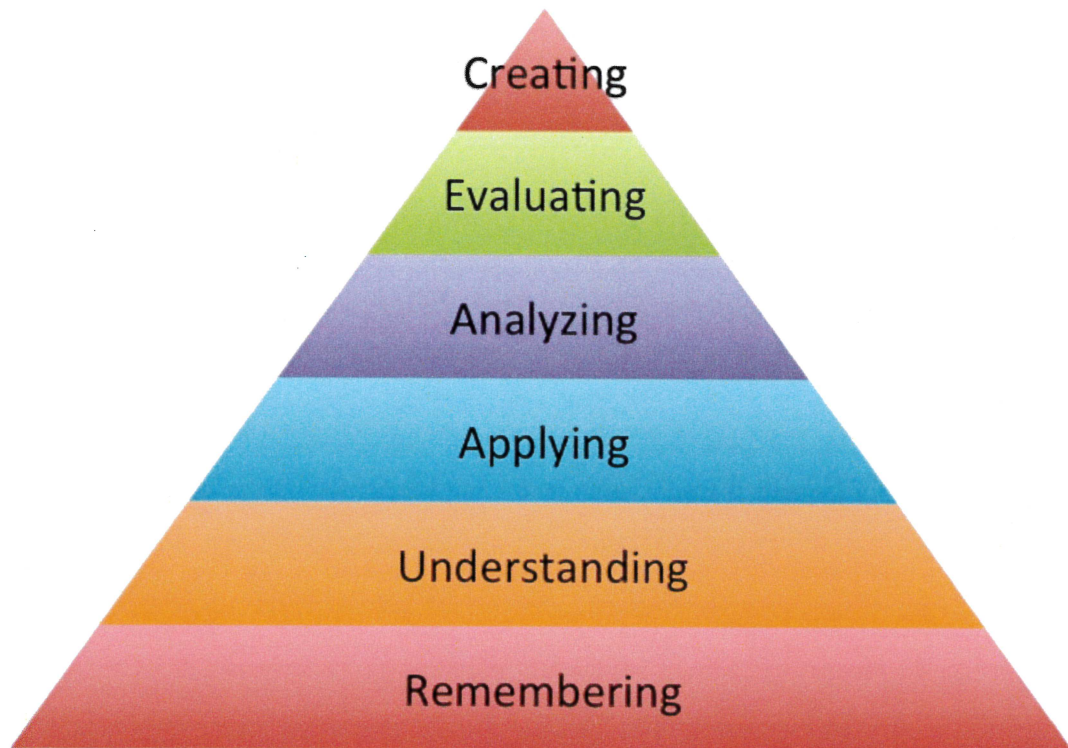*Use long vowel sounds
Hierarchy: 1. VC
2. CV
3. VCV

My student doesn't understand instructions...the breakdown in "Applying" knowledge is not always "Understanding".

Task Analysis

The New Version of Bloom's Taxonomy

Creating

Evaluating

Analyzing

Applying

Understanding

Remembering

In short, the steps in task analysis are:

1. Identify the information or skill required.
2. Identify the prerequisite information or skills of the learner and the materials needed to teach the task.
3. Break the information skill into small steps using less than 5 words per sentence.
4. Adjust steps as necessary.
5. Use additional methods of prompting total, forward, or backward chaining.
6. Implement the task analysis and monitor student progress.

Bridging the "Application" step is key to promoting higher level critical thinking.

I am working on my own.

Help, please.

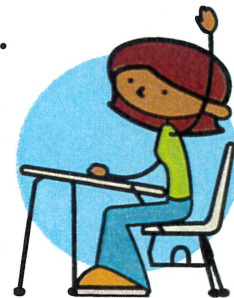I am working on my own.

Help, please.

I am working on my own.

Help, please.

I am working on my own.

Help, please.

The 5 Point Paragraph
using
MMRR Modified Cornell Notes

The purpose of the MMRR Modified Cornell Note is to allow the elementary student to simplify the thought processes for writing a five point paragraph. By generating questions and answers, the student is able to identify the main idea, at least three details and summarize the text using just five sentences. Our version of the note system focuses on the extraction of the most important information from the text.

Method:
The "Big ?" represents the main idea of the text. The question that is generated should be answered with the topic sentence. It will take some practice for students to "think" this way. The teacher will need to give examples and coach the students through the thought process for a while in order to practice and develop this skill.

The "Small ?" (1,2, &3) represents a question that requires more detail to answer. The answers can be given in bullet points, phrases and pictures. Paraphrasing is important for this task. Students will also be asked to determine what is important information versus what is insignificant. Fact or opinion, as well as comparing and contrasting skills are elevated during this task.

The "Summary" represents the information, on the note above, written in sentence format. Beginning with "Big ?" answer, write a complete sentence representing the main idea of the paragraph. Then the next three sentences will identify an important detail, derived from the "Small ?'s", in each sentence, preferably in chronological order of the text. The detail sentences may also elaborate and synthesize this information with previous learned knowledge. The final "summary" sentence should draw conclusions from the previous information.

Collaboration and reciprocal teaching methodologies are a critical part of using MMRR Modified Cornell Notes to generate original thoughts and ideas related to the text being read. These skills are an integral part of the development of executive function and written expressive language skills.

Executive function skills addressed through using MMRR Modified Cornell Notes:

- Increased vocabulary
- Understanding words with multiple meanings in context
- Inferencing
- Compare and contrast
- Fact vs opinion
- Strategic planning
- Infer others feelings
- Judgement
- Organizational thought
- Reasoning
- Figurative language
- Drawing conclusions
- Problem solving

Adapted from: How to Study in College 7/e by Walter Pauk, 2001 Houghton Mifflin Company

Xaris, Inc.

Title / Chapter _____

Big ?	
Small ? 1.	1. 2. 3.
Small ? 2.	1. 2. 3.
Small ? 3.	1. 2. 3.
Summary	

DIVERSITY

Fostering Relationships in the Classroom

MAY 16, 2012

By Larry Ferlazzo, I teach English & Social Studies at inner-city high school in Sacramento,CA

Students and teacher need to develop positive and trusting relationships in an effective classroom. It is also critical that all students, especially English-language learners (http://steinhardt.nyu.edu/immigration.olde/pdf/2009/EngagementTCR.pdf) , develop trusting and enriching relationships with each other. There are many activities which can be used for both introductory purposes and throughout the year to build and maintain positive relationships in the classroom. Some activities which work well to introduce students to each other and to the teacher can be used again at later points in the year as students' interests change and as they gain new life experiences. While this is certainly not an exhaustive list, it contains several suggestions we have found successful and which could easily be adapted for use with different levels of students.

1) Sharing Weekly Reflections

Each week, we have students write about two positive events that occurred in their lives and one not-so-positive event (along with what they could have done to make it better or what they learned from it). Students then share what they wrote in small groups. Research has shown (http://larryferlazzo.edublogs.org/2010/08/02/the-value-of-sharing-positive-events/) that this kind of sharing results in "capitalization" -- the building of social capital.

2) Introducing Me/3 Objects

This activity is sometimes called a "Me Bag" or an "All About Me Bag." Students choose a few objects which reveal things about themselves or are special in some way, and bring them in to share with the class. The teacher models this first by bringing in items special in his/her life (for example, a photograph, a piece of sports equipment, a paintbrush, etc.), and describing what the object is and what it represents, or why it is important. Then the teacher can take a few minutes to answer any questions from students. Students can share their items in various ways -- a few students can share each day, or students can share in small groups or with a partner, taking turns to ask each other questions. Question frames can be helpful for lower level students. (For example, "Why did you pick _____?") It may also be helpful for the teacher to remind students that very valuable items should be left at home, and students could instead draw or take a picture of the item to share.

3) "I Am" Project

There are many variations of the "I Am" activity. Students can create a poster, a poem, a slideshow, a "Top Ten" list, etc. to describe themselves. It can be helpful to give students sentence starters to spur their thinking and writing. There are endless possibilities, but a few examples include:

- I love _____because_____
- I wonder _____
- I am happy when

- I am scared when _____
- I worry about _____ because_____
- I hope to _____
- I am sad when _____
- In the future, I will _____

Students could share their projects to the entire class or in small groups.

4) "Find Someone in this Class Who . . . " Scavenger Hunt

A scavenger hunt is an easy way to get students out of their seats, talking and interacting within minutes! The teacher can easily create a sheet (there are many variations on the web) listing several categories with a line next to each one. Then students circulate and must find someone who has experienced each category. (For example, "Has been to the ocean," "Has a brother and a sister" or "Has broken a bone.") The student must ask for their classmate's name and write it on the line next to the category. The teacher could collect the sheets, choose different items to share and, depending upon the class and comfort level, ask students to share more details about a specific experience.

5) Two Truths and a Lie

This activity is commonly used as an "icebreaker" and works great with students who don't know a lot about each other. The teacher first models the activity by writing down three statements about himself/herself on an index card and explaining that two of the statements are true, but one is a lie. (For example, "I can play the guitar" or "I was born in New York City.") Students can talk in pairs and guess which one is the "lie." Then each student writes two truths and one lie on an index card. Students can share their statements in pairs, small groups or to the entire class and take turns guessing each other's lies. The teacher can facilitate a follow-up discussion by asking students to share more about their "truths" either by speaking or in writing.

6) Four Squares

The Four Squares activity helps students get to know each other better, while getting both writing and speaking practice. The teacher models how to fold a piece of paper into four boxes and numbers them 1, 2, 3 and 4. Students then write a different category/topic next to the number at the top of each box. The categories could include: family, what I like about school, what I don't like about school, places I've lived, my favorite movie/why, etc. Students are given time to write about each category and then asked to stand up. The teacher then instructs students to share their "Box Ones" with a partner, then "Box Twos" with a different partner, and so on. This activity could be varied in multiple ways -- different topics to write about, number of boxes, how it is shared, etc. It could also be used at any point during the year. For example, it could be used at the end of the semester with a box for the student's biggest accomplishment, one for the biggest challenge, one for goals for the next semester, etc.

What are other ways you encourage positive student relationships in your classroom?

Katie Hull Sypnieski (http://www.edutopia.org/users/katie-hull-sypnieski) is Larry Ferlazzo's co-author of the book The ELL/ESL Teacher's Survival Guide, *from which this blog is an excerpt.*

Ages 3 to 11

Warning Signs

of Speech/Language difficulties
to refer to your Speech Pathologist

3 and 4 year olds

- ❏ Not understood by strangers
- ❏ Lack of conversational skills
- ❏ Limited vocabulary growth
- ❏ Lack of grammatical markers (i.e., jump<u>ed</u>)
- ❏ Does not tell personal stories (narratives)
- ❏ Speaks in short phrases rather than sentences

Kindergarten

- ❏ Not understood by strangers
- ❏ Difficulty following directions
- ❏ Difficulty with letter-sound associations
- ❏ Difficulty expressing themselves
- ❏ Difficulty with phonological awareness
    (i.e. rhyming)
- ❏ Little interest in learning about print concepts

1st and 2nd Grade

- ❏ Difficulty learning to read
- ❏ Lack of conversational skills
- ❏ Small vocabulary
- ❏ Difficulty comprehending spoken language
- ❏ Difficulty making inferences
- ❏ Difficulty blending sounds
- ❏ Difficulty with topic maintenance
- ❏ Speech sound errors

3rd and 4th Grade

- ❏ Difficulty answering questions
- ❏ Difficulty formulating verbal messages
- ❏ Deficits in listening comprehension
- ❏ Deficits in reading comprehension
- ❏ Difficulty decoding unfamiliar words
- ❏ Difficulty making inferences and predictions
- ❏ Difficulty with topic maintenance
- ❏ Difficulty with spelling
- ❏ Speech sound errors

5th and 6th Grade

- ❏ Difficulty with topic maintenance
- ❏ Difficulty with reading comprehension
- ❏ Difficulty with math word problems
- ❏ Difficulty with writing
- ❏ Difficulty with spelling
- ❏ Speech sound errors

Other Factors:

Stuttering (Dysfluency)
- ❏ Repetition of the 1st sound of words
- ❏ Frequent pausing while talking
- ❏ Stretching sounds (r-r-r-r-run)

Voice
- ❏ Hoarse voice
- ❏ Breathy voice
- ❏ Nasal sounding voice

Call 262-456-2384

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