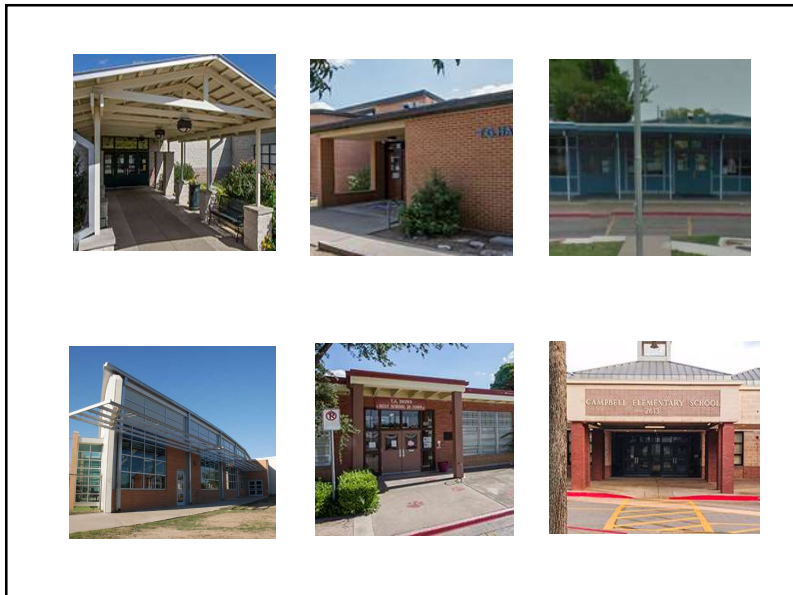




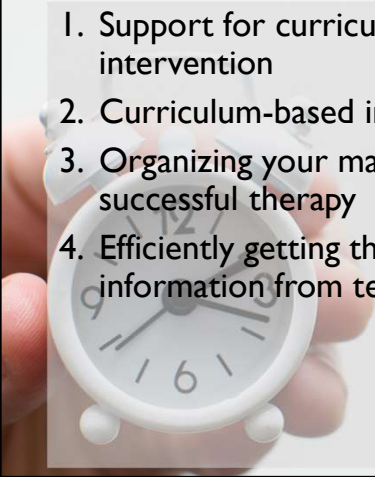


Outline:


1. Support for curriculum-based intervention
2. Curriculum-based intervention
3. Organizing your materials for successful therapy
4. Efficiently getting them information from teachers



This discipline and rough treatment are a furnace to extract the silver from the dross.

This testing purifies the gold by boiling the impurities away.

-Rumi





SUPPORT FOR CURRICULUM-BASED INTERVENTION

Research and Case Studies

Support for curriculum-based intervention



Children generally remember:

- **90%** of what they learn when they teach someone else/use immediately.
- **75%** of what they learn when they practice what they learned.
- **50%** of what they learn when engaged in a group discussion.
- **30%** of what they learn when they see a demonstration.
- **20%** of what they learn from audio-visual.
- **10%** of what they learn when they've learned from reading.
- **5%** of what they learn when they've learned from lecture.

NTL Institute for Applied Behavioral Science

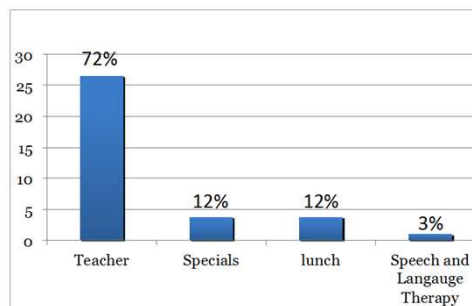
Adapted from Audio-Visual Methods in Teaching, Edgar Dale. Dryden Press in New York. 1953

Support for curriculum-based intervention



Teacher Involvement is Critical

Children spend the majority of their time with teachers in the classroom.



Support for curriculum-based intervention



Teacher Involvement is Critical

- The value that your student places on what you are teaching dramatically increases when the same words are used by their primary communicative partners.
- Frequency and consistency are two important principles that are achieved when parents, teachers, and SLPs focus on the same topic.

Support for curriculum-based intervention



Parent Involvement is Critical

- Parents are the most consistent language models in their children's lives.
- Parents' use of language-based strategies leads to greater receptive vocabulary at 12 years of age (Beckwith & Cohen, 1989).
- Mothers' use of labeling and increased periods of interaction leads to increases in receptive vocabulary and greater expansion of expression in older children (Tomasello & Farrar, 1986).

Support for curriculum-based intervention



Parent Involvement is Critical

- Participation by fathers in early childhood programs is beneficial to the child, father and other family members (Frey, Fewell, & Vadasy, 1989; Krauss, 1993).
- Empowerment leads to self-efficacy, or the belief that parents can make a difference in their child's development (Dempsey & Dunst, 2004).
- When families are involved in the intervention process, language enrichment is ongoing rather than during "therapy" only (Rosetti, 2006).

Support for curriculum-based intervention



SLP knowledge is Critical

- By using classroom themes we not only access vocabulary topics, but we also provide a way for each student to practice newly acquired communication skills on a topic that she is familiar with.
- Teacher buy-in and opportunities for them to work on your student's goals are greatly enhanced when you align therapy to the school curriculum.

Research Take-Aways



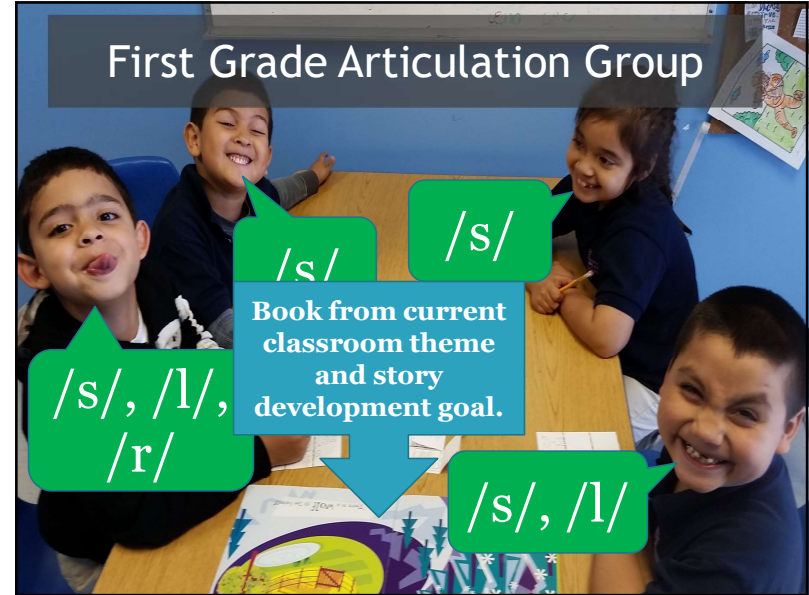
- SLPs only have 3% of the week
- Parents are powerfully motivated to help their children if we can clearly communicate how they should be working with their children.
- Teachers are motivated to collaborate when:
 - They clearly understand what to do
 - They know that *you* are invested in what they are teaching
 - Their efforts improve a child's performance on the measures that they are accountable for.



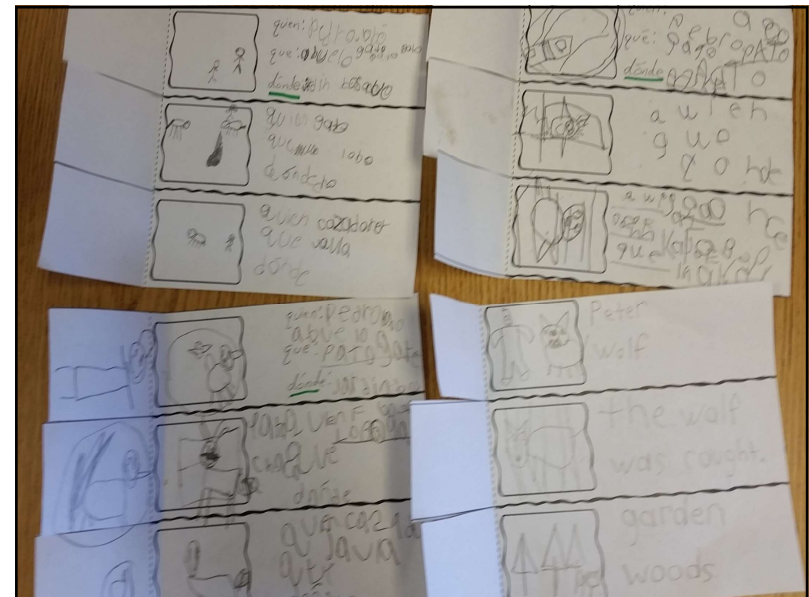
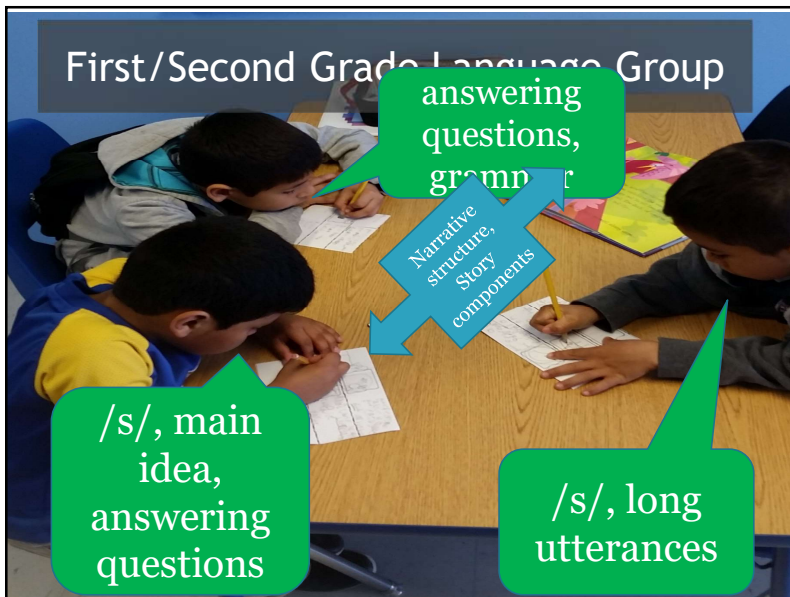
Curriculum-Based Intervention

Hands-on examples of content from the classroom

First Grade Articulation Group



First/Second Grade Language Group



50 Word - Core Vocabulary

1. Mario	11. Please	21. Book bag	31. Amarillo	41. Mom
2. Angry Birds	12. Computadora	22. Color	32. Verde	42. Dad
3. Minions	13. Silla	23. Red	33. Azul	43. Ray
4. Maestra	14. Mesa	24. Yellow	34. Morado	44. Sherissa
5. Para	15. Alfombra	25. Orange	35. Camisa	45. Brother
6. Con permiso	16. Bolsa de libros	26. Green	36. Pantalones	46. Sister
7. Por favor	17. Computer	27. Purple	37. Zapatos	47. Mama
8. Mrs.	18. Chair	28. Blue	38. Shirt	48. Papa
9. Stop	19. Table	29. Rojo	39. Pants	49. Hermano
10. Excuse me	20. Carpet	30. Anaranjado	40. Shoes	50. Hermana

Academic Goals

- Spell her name
- Copy letters
- 1-to-1 correspondence with letters and numbers
- Working for 5 minutes in one place

Autism



Speech & Language Goals

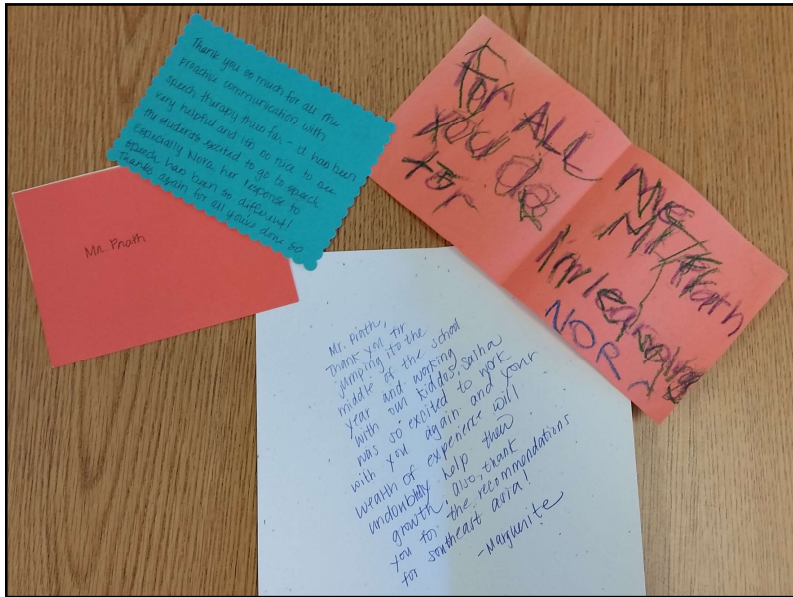
- Following directions
- Stopping an activity with one verbal request
- Taking turns
- Making Eye Contact

Autism

- Following Directions
- Eye Contact
- While Matching magnetic letters to words
- Increasing work time between breaks
- 30-60 second breaks consist of:
 - Music
 - Playing with String
 - Playing with a ball
 - Playing with a hoola hoop

DATE	# of words spelled	# of sounds imitated	# of breaks
1/14/16	1	0	6
2/3/16	2	0	4
2/12/16	10	1	2
2/16/16	8/12	2	0
2/23/16	13 (1 independent)*	2	2
2/24/16	9	2	0
3/3/16	14	6	2

*vevo

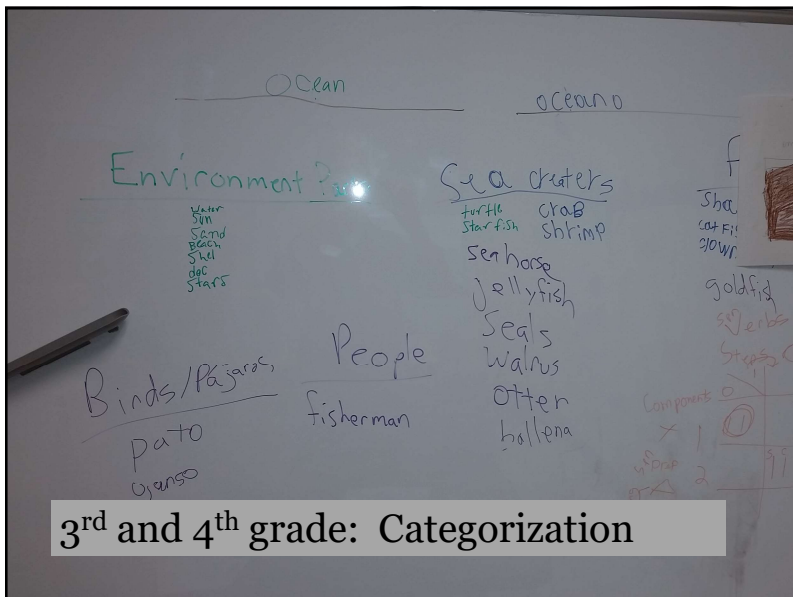
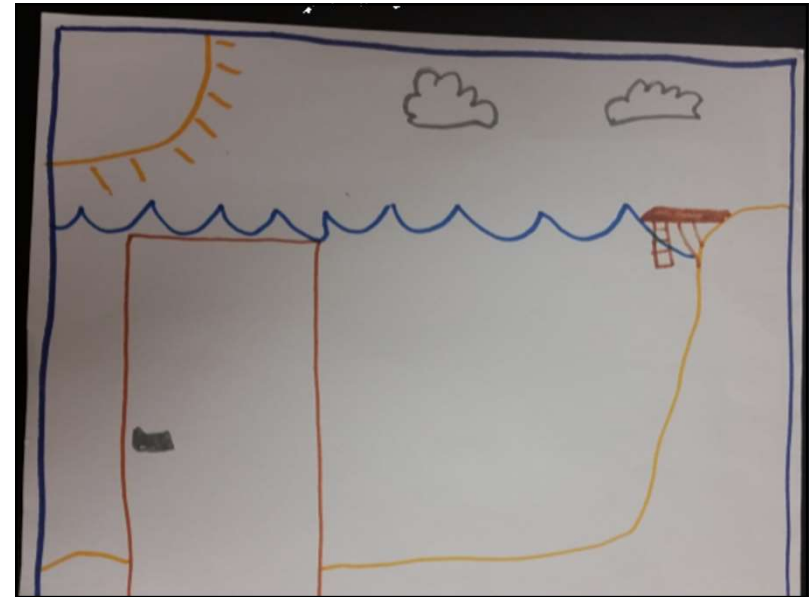


HOW FAR CAN WE TAKE THIS?

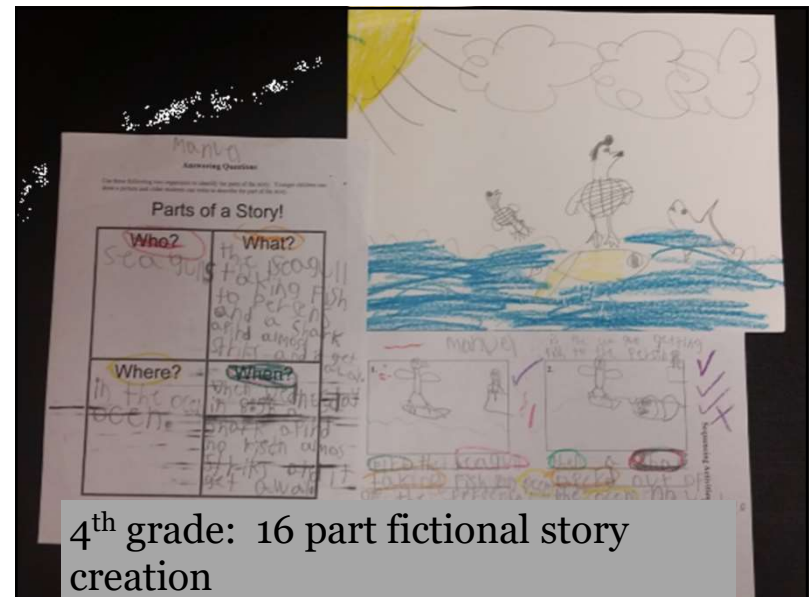
Every grade?
 Every goal?
 Every disorder?
 Every group?

One therapy plan?

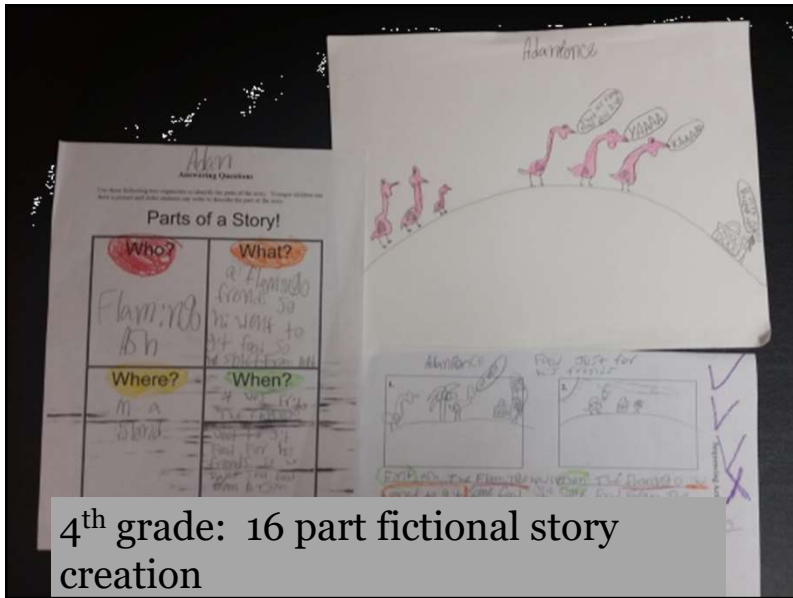




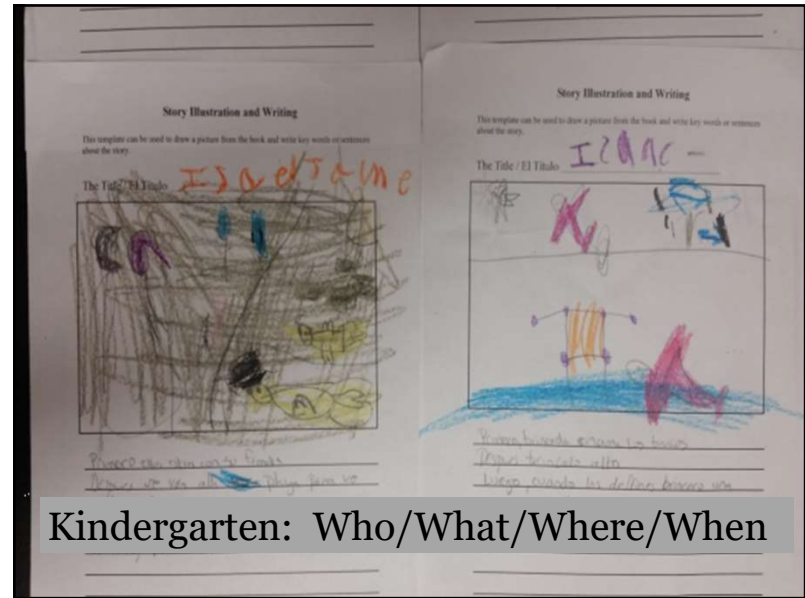
3rd and 4th grade: Categorization



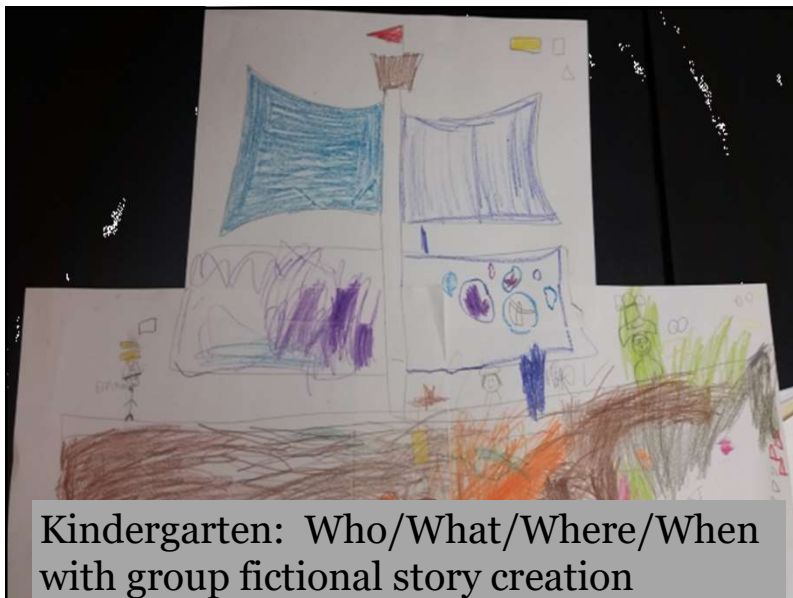
4th grade: 16 part fictional story creation



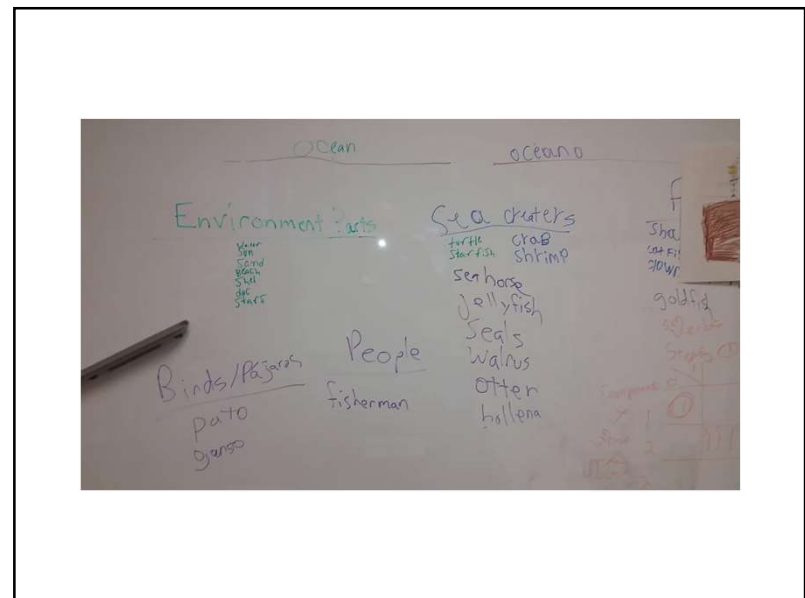
4th grade: 16 part fictional story creation



Kindergarten: Who/What/Where/When



Kindergarten: Who/What/Where/When with group fictional story creation





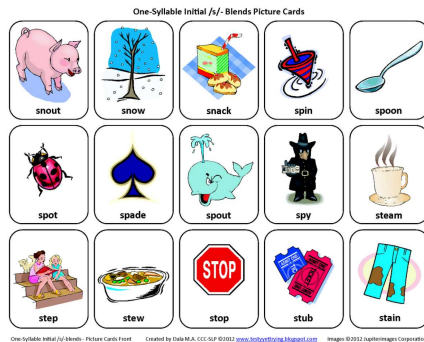
**AN EXAMPLE
FROM PRE-
KINDERGARTEN
AND
KINDERGARTEN
CURRICULUM**

**INTERVENTION WITH YOUNG STUDENTS
IS SUCCESSFUL WHEN IT:**

- Aligns to the school curriculum
- Is multi-modal
 - Hands-on, table-time, floor time
- Has buy-in from all educational professionals
- Increases parent involvement
- Can be used in a variety of settings
 - Full-day, half-day, classroom inclusion, group therapy, individual therapy
- Takes into consideration second-language influence and low socio-economic status

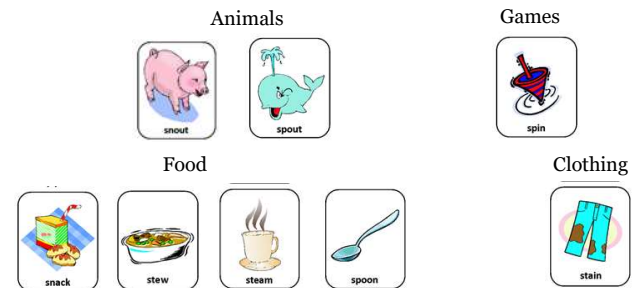
How do we typically organize our materials?

- By disorder




How do we typically organize our materials?

- Why not by theme?



Speech & Language Activities

Academic Topics



Quick ways to gather theme-based materials

- We had a large group of SLPs contribute their favorite speech activities and divide them by theme.
- We also created a place on the server with files by theme name.



Quick ways to gather theme-based materials

- Use your in-service days or speech meetings
- Use your wiki or server
- Combine the knowledge of the experienced staff with the tech of the new!



PPCD, Pre-K, K Academic Topics

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Days of the Week 2. My body 3. Thinking / Feeling 4. Family 5. Fall 6. My friends 7. Pets 8. Opposite 9. Color / Shape / Size 10. Things that go together 11. Under construction 12. Things that grow 13. Food and Nutrition 14. Children's Songs 15. Sound and Movement | <ol style="list-style-type: none"> 16. Music 17. Winter 18. Workers 19. Folk Tales 20. Transportation 21. Trips 22. A celebration 23. Spring 24. Weather 25. Animals 26. Zoo Animals 27. Farm animals 28. The ocean 29. Summer |
|---|--|


Speech & Language Activities



There are only 12 main activities that make up most young children's day.

Example: 3-5 year-olds and the topic of animals

Animals
Los animales



Animals/Los animales

English	Spanish
The Farm	La Granja
Octopus	Un Pulpo
Five Little Monkeys	Cinco Monitos Pequeños
Color Farm	Colores en la Granja
Old McDonald	La Granja del Viejo McDonald

Songs can be found at <http://linguistics.com/music-for-speech-therapy/>

Book and Song Resources

Title	Author
BOOK LOCATOR	
Brown Bear, Brown Bear, What Do You See? ¿Oso Pardo, Oso Pardo, Que Ves Allí?	E. Carle
From Head to Toe De La Cabeza a Los Pies	E. Carle
I Went Walking Salí de Paseo	S. Williams
NON-FICTION	
Animals Los Animales	C. Beaton
990 Zoological Sciences/Animals Animales	E. Carle
Let's Go to the Farm Vamos a la Granja	E. Weiss & L.C. Froeb

Surprise Bag

- The purpose of this activity is to introduce the theme and introduce related vocabulary.




Surprise bag:
Animal Picture Cards




Bat  murciélago	Bear  oso	Deer  venado	Crab  cangrejo
Whale  ballena	Fish  pez	Octopus  pulpo	Shark  tiburón
Snake  vibora	Frog  rana	Fox  zorro	Raccoon  mapache
Crow  cuervo	Turtle  tortuga	Squirrel  ardilla	Owl  búho

Articulation

- Review and practice targets from thematic articulation words



Articulation Station















	Spanish
M	mono, murciélago, mapache, animal, calamar, caimán, llama
P	pulpo, perro, gato, pez, pollo, pájaro, mapache, serpiente
B	ballena, búfalo, búho, burro, abeja, caballo, cebra, cabra
K	koala, canguro, caballo, castor, camello, caracol, vaca, tucán
G	gato, ganso, gacela, gorila, tigre, tortuga, águila, murciélago
T	tigre, tortuga, gato, castor, coyote, lagarto, elefante, ratón
D	delfín, dingo, ardilla, panda, armadillo, cocodrilo, cerdo, venado
F	foca, flamenco, elefante, jirafa, mofeta, delfín, búfalo
S	cebra, cerdo, ciervo, gacela, mosca, alce, oso, pez, avestruz
L	lobo, loro, lagarto, león, alce, elefante, águila, búfalo, caracol
R	ratón, rata, rana, burro, ardilla, tortuga, loro, pájaro, hámster

Phonology

- Have children identify the number of syllables in each word, and practice segmenting syllables by clapping or pointing to the circles under each word.

Phonology:
Syllable Strips in Spanish

C ANIMALS

 pez ○	 oso ○ ○	 cotorro ○ ○ ○
 mono ○ ○	 tortuga ○ ○ ○	 pajaro ○ ○ ○
 mapache ○ ○ ○	 tiboron ○ ○ ○ ○	 vibora ○ ○ ○ ○
 elefante ○ ○ ○ ○ ○	 murcielago ○ ○ ○ ○ ○ ○	 rinocerante ○ ○ ○ ○ ○ ○

Mini Books

- While sitting at a table in a small group, students can make their own mini book about the theme. Students can work on sequencing the story, following directions to put the book together, and labeling or describing the book.

Mini Book:
Cut, color, and create a *WHERE* book about animals.

D ANIMALS





 Where Animals Live Donde viven los animales	 Cows live on a farm. Las vacas viven en una granja.
 Raccoons live in the forest. Los mapaches viven en el bosque.	 Crabs live in the sea. Los cangrejos viven en el mar.

Table Activities

- Students can complete worksheets related to the theme. Teachers often have worksheets ready so collaborate and find out what materials she has.

Table Activity:
Who's the biggest one of all?
Circle the animal in each line that is the biggest.

G ANIMALS










































		
		
		
		
		
		
		

Table Activity:
Parte el animal. Reconozcálos.
Match the animal to the body part and color if you can.







Crafts

- Crafts are great for students who benefit from hands-on activities. Gather the materials listed at the beginning of each session and make the minimal preparations.

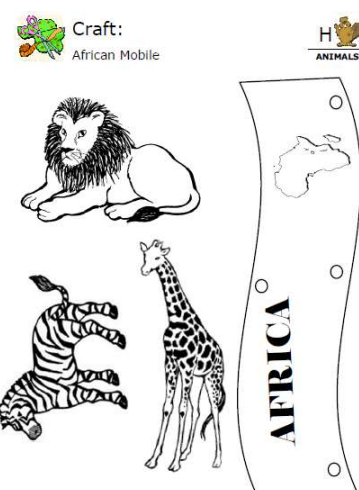
Craft:
Animal Mask Making

I ANIMALS

We have given you several design ideas but be as creative as you want! Cut out the body parts from colored construction paper, and glue onto paper plates. Cut out circles for the eyes, and draw any additional lines.
Materials: paper plates, popsicle sticks or string, construction paper, and markers.

 4 black circles, 1 black triangle	 2 brown circles, 2 smaller white circles, 1 brown triangle, 2 white rectangles, optional plate size brown circle	 2 small black circles, one pink large circle, 2 pink triangles, optional plate size pink circle
 8 orange triangles, 1 black triangle, optional plate size yellow circle	 2 white half ovals, and 1 pink heart	 4 small black circles, 2 black half ovals, 2 yellow triangles, 1 yellow oval, 9 brown squares/spots, optional plate size yellow circle

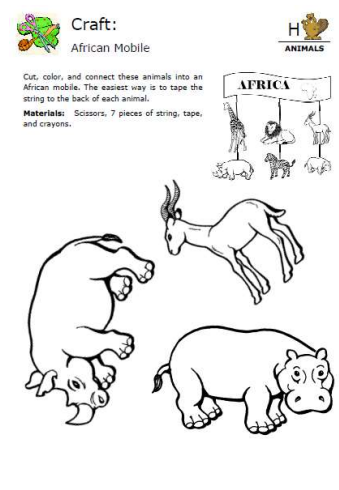
Craft:
African Mobile



Craft:
African Mobile

Cut, color, and connect these animals into an African mobile. The easiest way is to tape the string to the back of each animal.

Materials: Scissors, 7 pieces of string, tape, and crayons.



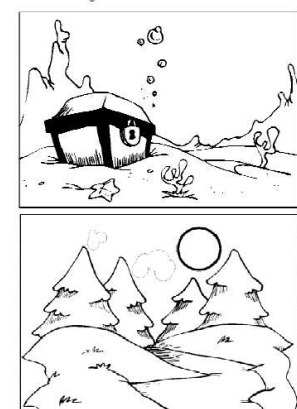
Game:
File folder game: Animal Homes

Game

Games are a great way for students to be exposed again to theme-based vocabulary.

We created file folder games for each theme which are printable and highly transportable.

Another great game is to go 'fishing' by tying a magnet to a piece of string tied to a stick, and use it to pick up vocabulary cards that have a paperclip on them.



Recipe

- Recipes are great activity for more active students who benefit from hands-on activities.
- Use sequence cards and visuals to help students request materials, describe what they are doing and finally tell how they created the end product.

Recipe:
Animal Sponge Capsules

Demonstrate a sponge growing in water or show an expanded sponge to increase your students' interest. Then use the activity to take turns, identify colors, follow directions, and describe outcomes.

Materials: Animal Sponge Capsules, water, and a cup.

Note* Warm or hot water makes sponges grow faster.

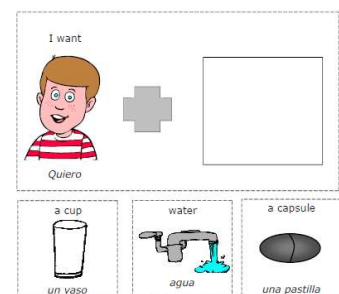
I want

Quiero

a cup
un vaso

water
agua

a capsule
una pastilla




Parent Note

- Communication growth is stimulated by carryover into the classroom, reviewing of vocabulary, and shared participation by a student's teacher and parents.

Parent Note:
Animal Coloring Page

Hi Parents!
This week we are talking about animals. Ask your child to share what he knows about the animals in these scenes and practice his communication.

¡Hola Padres!
Esta semana estamos hablando de animales. Pídanle a su hijo sobre cómo se llaman los animales y dónde viven para practicar su comunicación.



EFFICIENTLY GETTING THEME INFORMATION FROM TEACHERS



Indirect week (3:1 model)

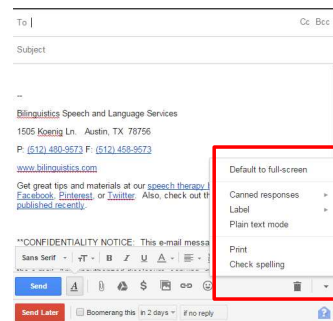
Hi teachers,
This coming week you will receive a folder with my contact information, an introduction letter to parents, and the communication goals for the students that we share.

My hopes are to meet with you as teams in the coming week. I see speech therapy as a way to support you by helping the students communicate what they know more effectively. **My speech therapy can be extremely successful if I know what themes you are focusing on in the classroom and what you need most.** If you have specific concerns or questions I would love to hear those too so that I can tailor what I do in my groups.

Send a “canned” email message each week.

Hello Happy Monday!

This is your friendly reminder to share what you are working on in your class. This can include:
Your lesson plan,
Vocab lists
The books you are reading
The topic
Help me match what I focus on with what your do!



Lesson plans

- Some teachers use pre-designed lesson plan materials – find out their schedules.
- Some teachers are required to email their lesson plan each week to a team lead - get on that email.
- Schools often align the entire grade for each week so you do not need to interact with every teacher.

Steal (borrow) materials



- Use books, materials, and worksheets that the teachers have gotten out and organized.



We don't have to do this!

