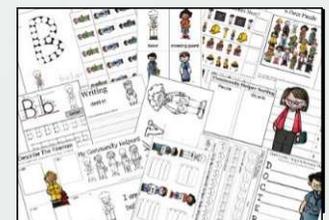
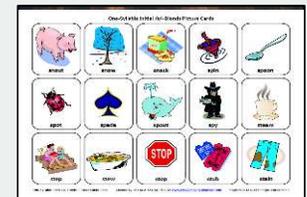
A photograph of a female teacher with dark hair, smiling warmly as she interacts with four young children in a classroom. The children are gathered around a table, looking at a book or activity. The teacher is in the center, looking down at the children. The children are of diverse ethnicities and are dressed in casual clothing. The background shows a typical classroom environment with a whiteboard and a yellow ladder.

CURRICULUM-BASED INTERVENTION

Align Therapy to the Curriculum to Reduce Planning Time & Increase Outcomes

Outline:

1. Support for curriculum-based intervention
2. Curriculum-based intervention
3. Organizing your materials for successful therapy
4. Efficiently getting theme 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

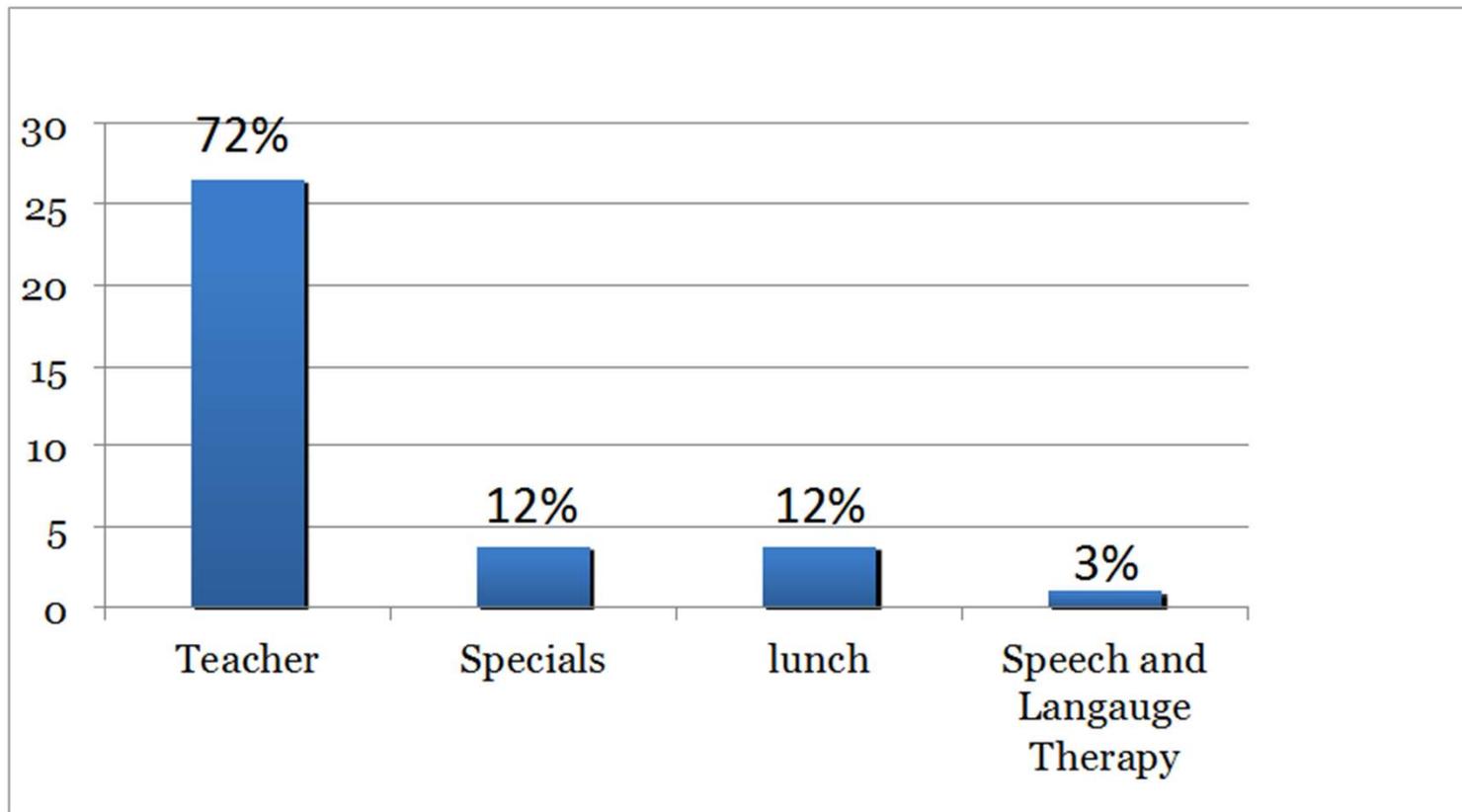
Adapted from Audio-Visual Methods in Teaching, Edgar Dale. Dryden Press in New York. 1953

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

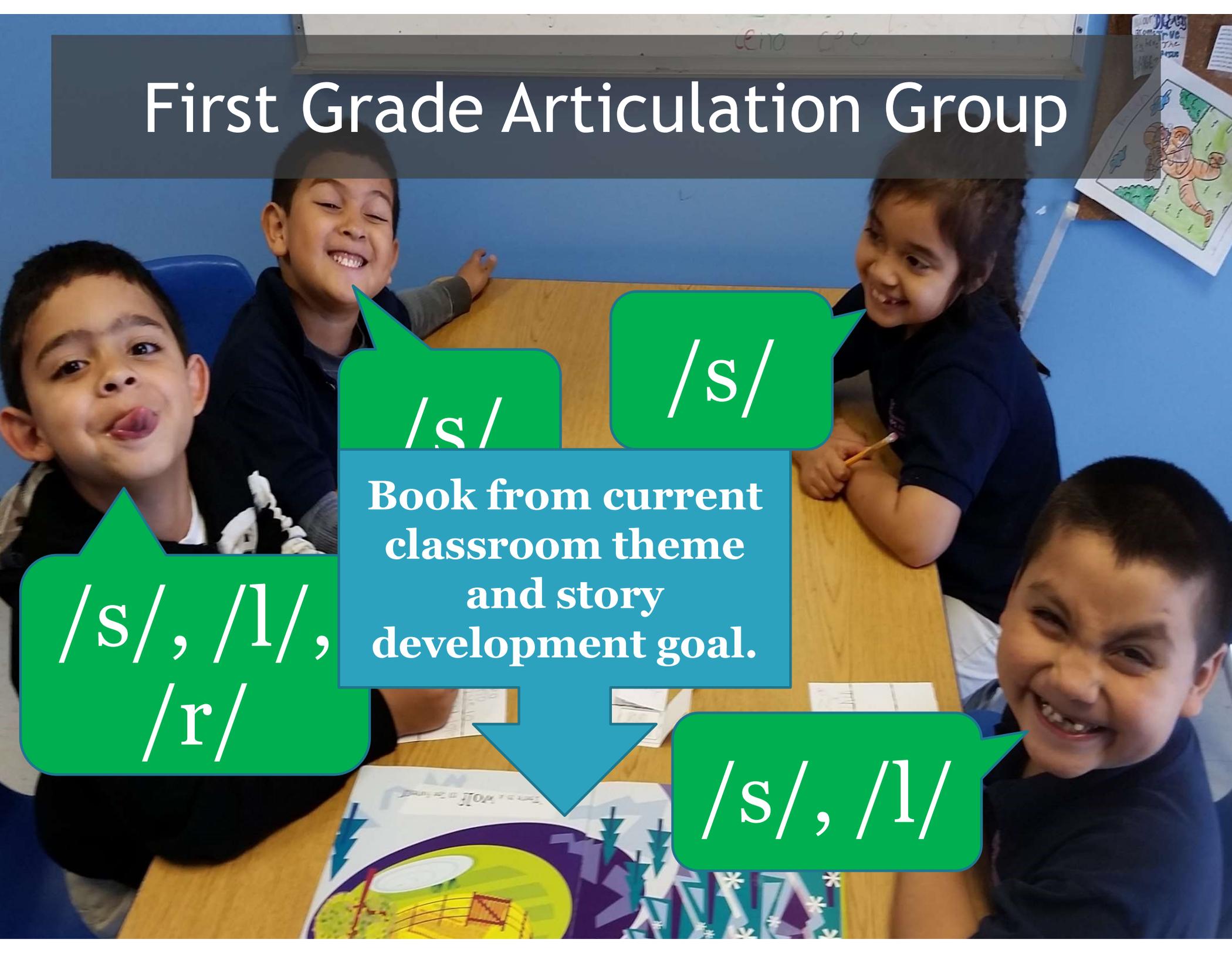
/s/

/s/

/s/, /l/,
/r/

Book from current
classroom theme
and story
development goal.

/s/, /l/



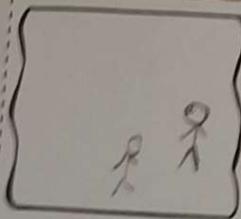
First/Second Grade Language Group

answering
questions,
grammar

Narrative
structure,
Story
components

/s/, main
idea,
answering
questions

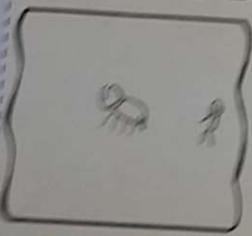
/s/, long
utterances



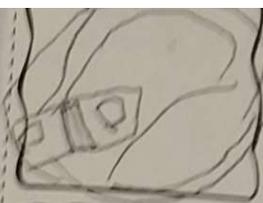
quien: Pedro
que: gato
dónde: en las
calle



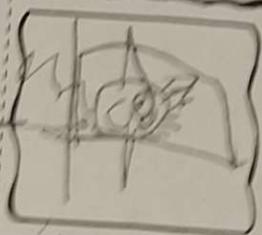
quien: gato
que: lobo
dónde: en



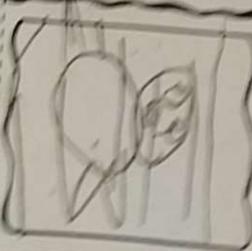
quien: cazador
que: valla
dónde: en



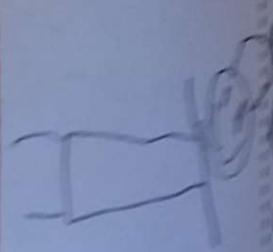
quien: Pedro
que: gato
dónde: en las
calle



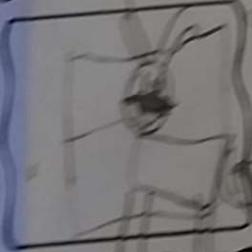
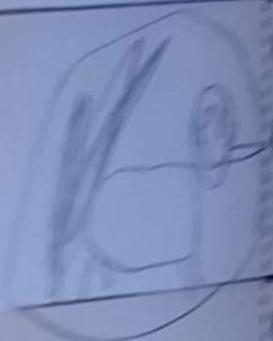
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que: lobo
dónde: en



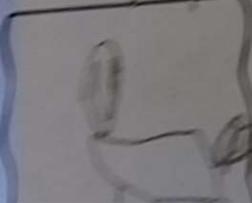
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que: valla
dónde: en



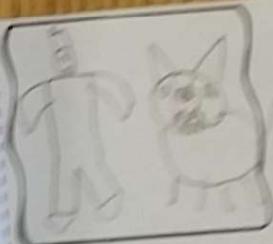
quien: Pedro
que: gato
dónde: en las
calle



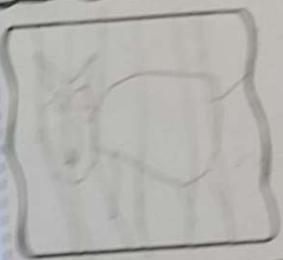
quien: gato
que: lobo
dónde: en



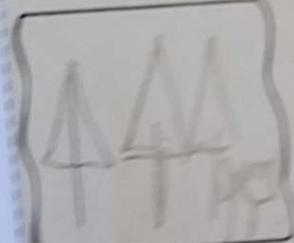
quien: cazador
que: valla
dónde: en



Peter
Wolf



the wolf
was caught.



garden
woods

50 Word - Core Vocabulary

1. Mario
2. Angry Birds
3. Minions

4. Maestra
5. Para
6. Con permiso
7. Por favor
8. Mrs.
9. Stop
10. Excuse me

11. Please
12. Computadora
13. Silla
14. Mesa
15. Alfombra
16. Bolsa de libros
17. Computer
18. Chair
19. Table
20. Carpet

21. Book bag
22. Color
23. Red
24. Yellow
25. Orange
26. Green
27. Purple
28. Blue
29. Rojo
30. Anaranjado
31. Amarillo
32. Verde
33. Azul
34. Morado
35. Camisa
36. Pantalones
37. Zapatos
38. Shirt
39. Pants
40. Shoes

41. Mom
42. Dad
43. Ray
44. Sherissa
45. Brother
46. Sister
47. Mama
48. Papa
49. Hermano
50. Hermana

Academic Goals

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

Speech & Language Goals

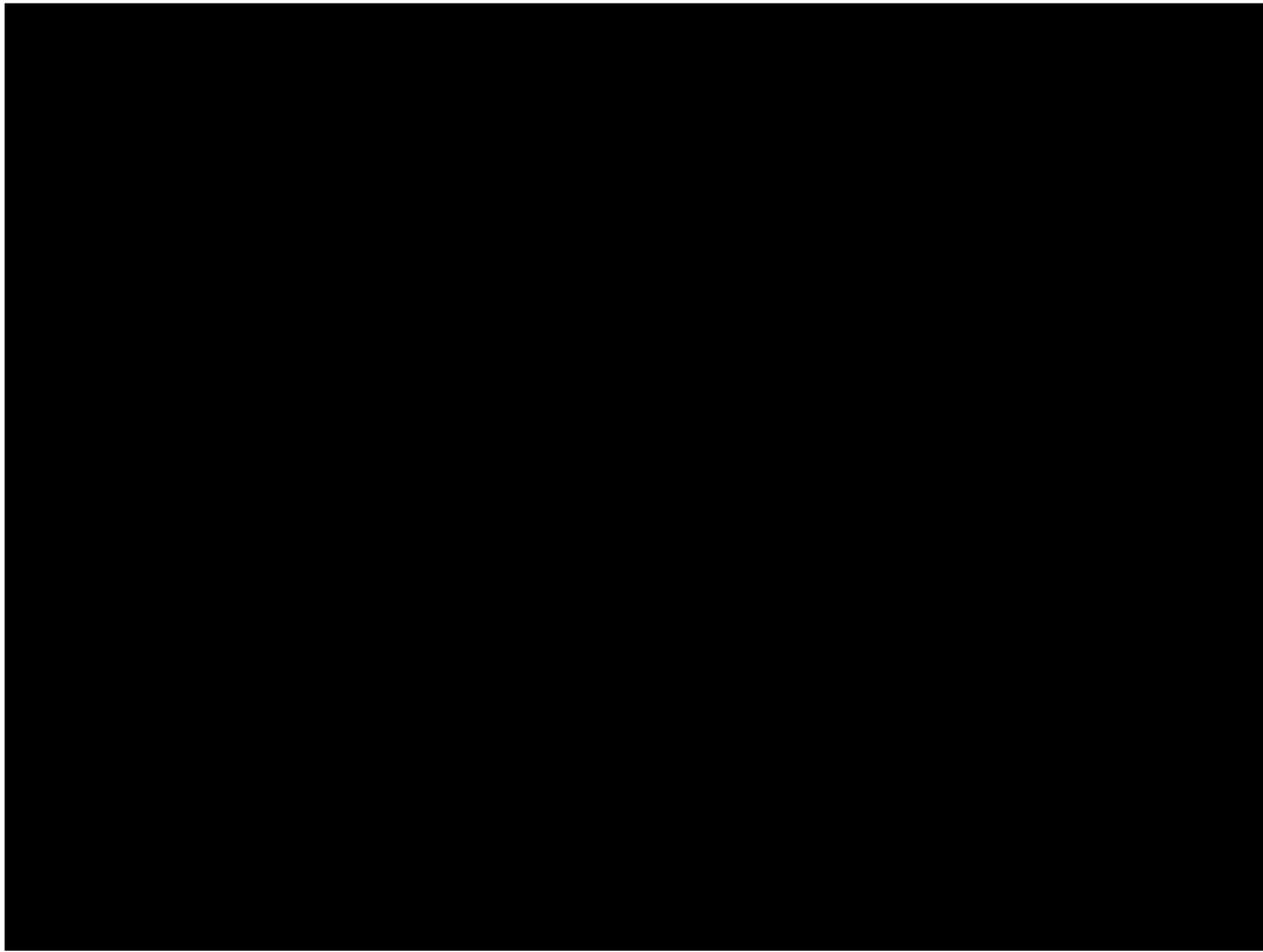
- Following directions
- Stopping an activity with one verbal request
- Taking turns
- Making Eye Contact

Autism



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

Thank you so much for all the proactive communication with speech therapy thus far - it has been very helpful and it's so nice to see the students excited to go to speech. Especially Nora, her response to speech has been so different! Thanks again for all you've done so

Mr. Prath

THANK YOU ALL
NORA
Mr. Prath

Mr. Prath,
Thank you for jumping into the middle of the school year and working with our kiddos, Sasha was so excited to work with you again and your wealth of experience will undoubtedly help their growth. Also, thank you for the recommendations for southeast area!
-Marguerite



HOW FAR CAN WE TAKE THIS?

Every grade?

Every goal?

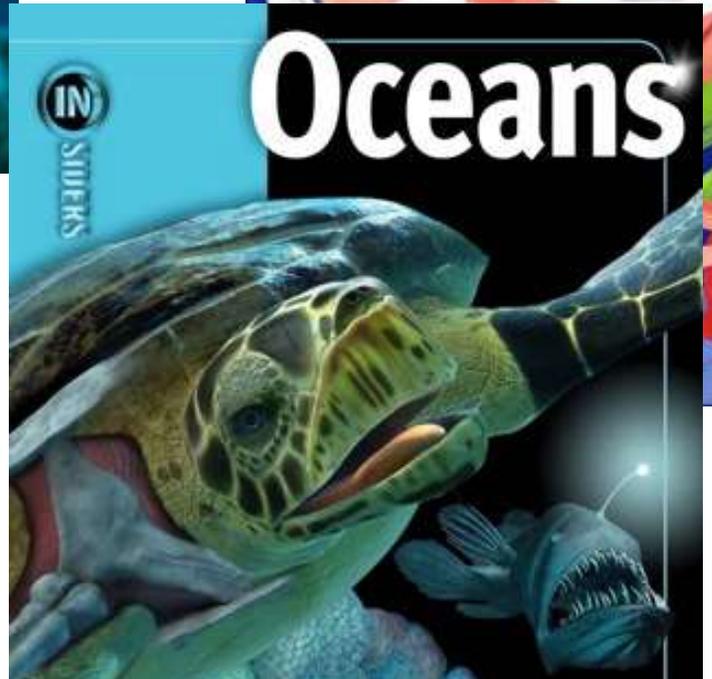
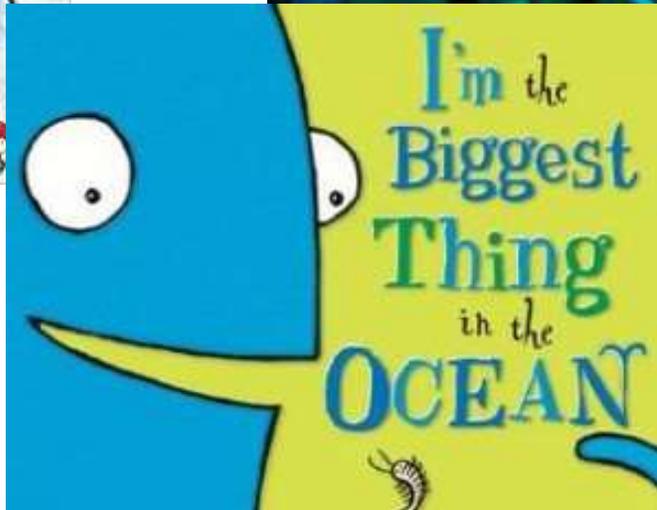
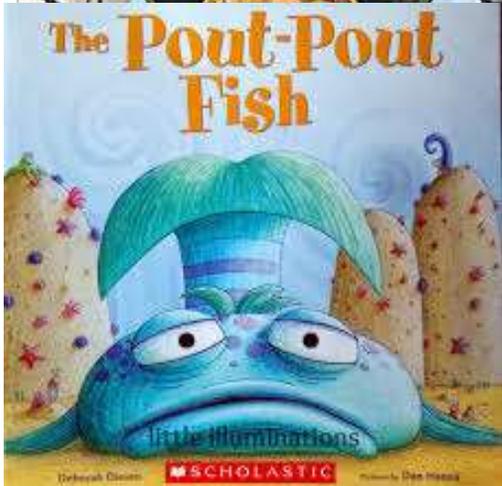
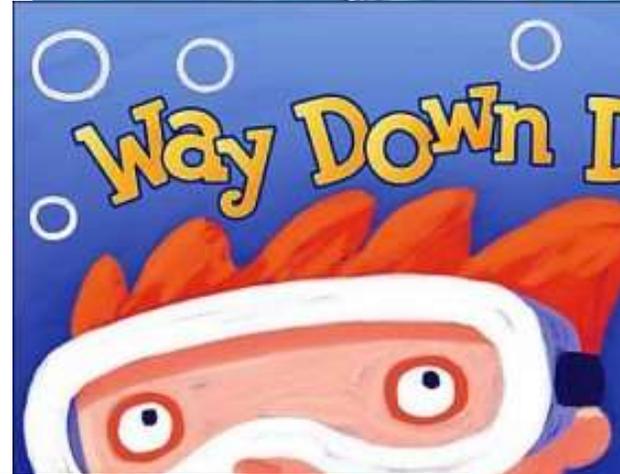
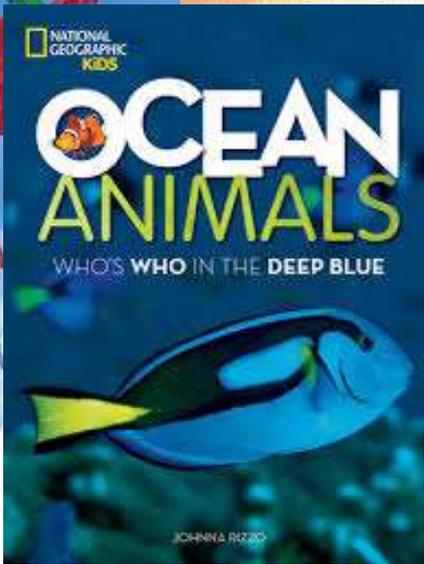
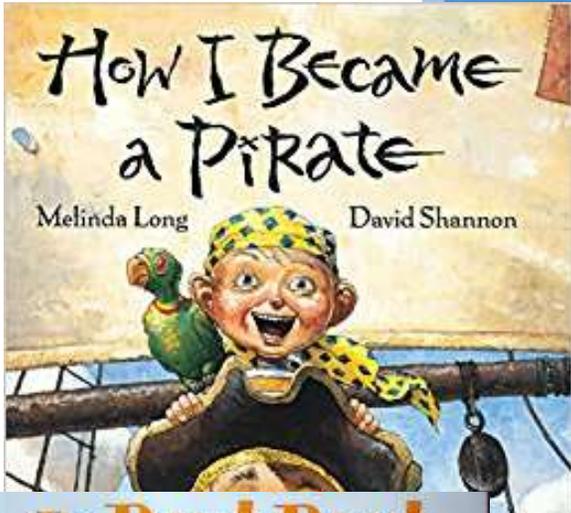
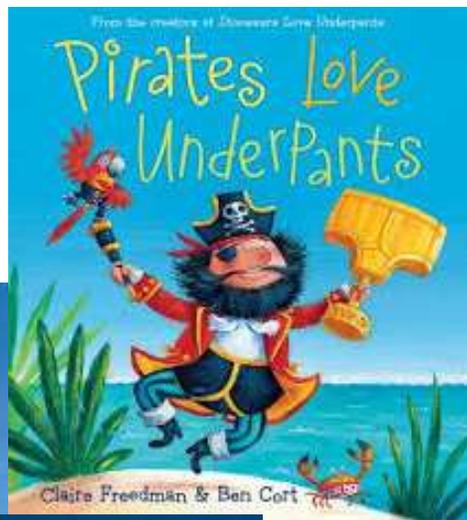
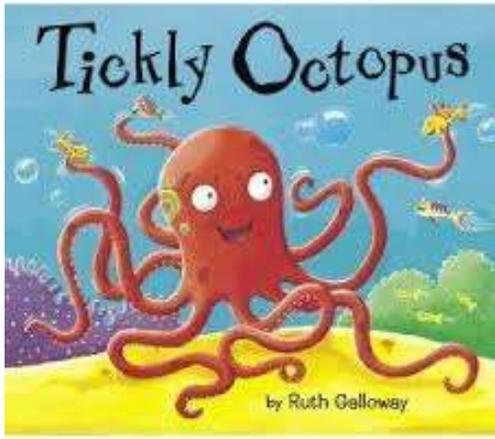
Every disorder?

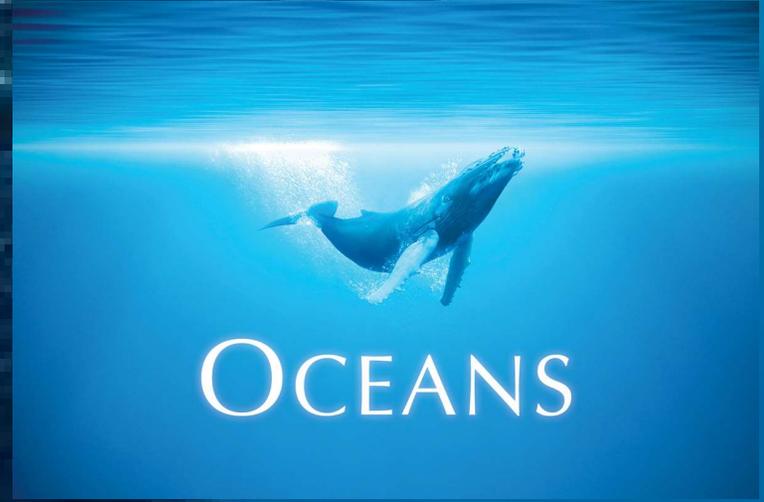
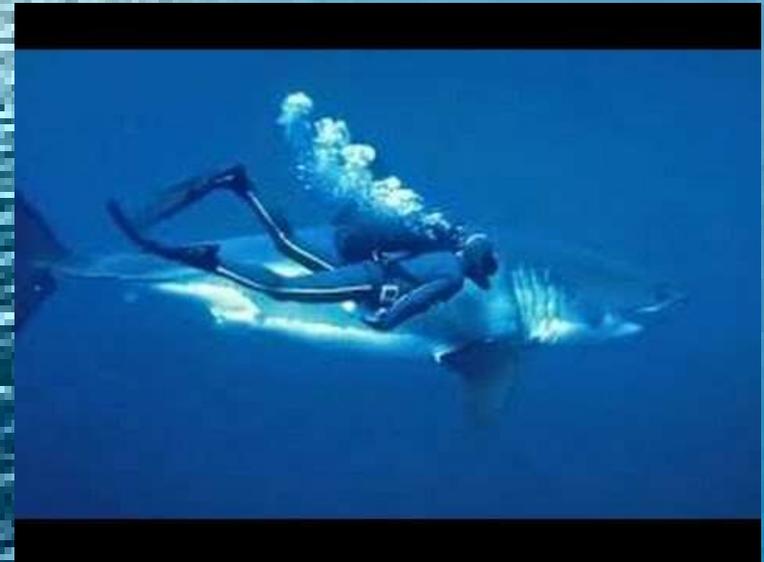
Every group?

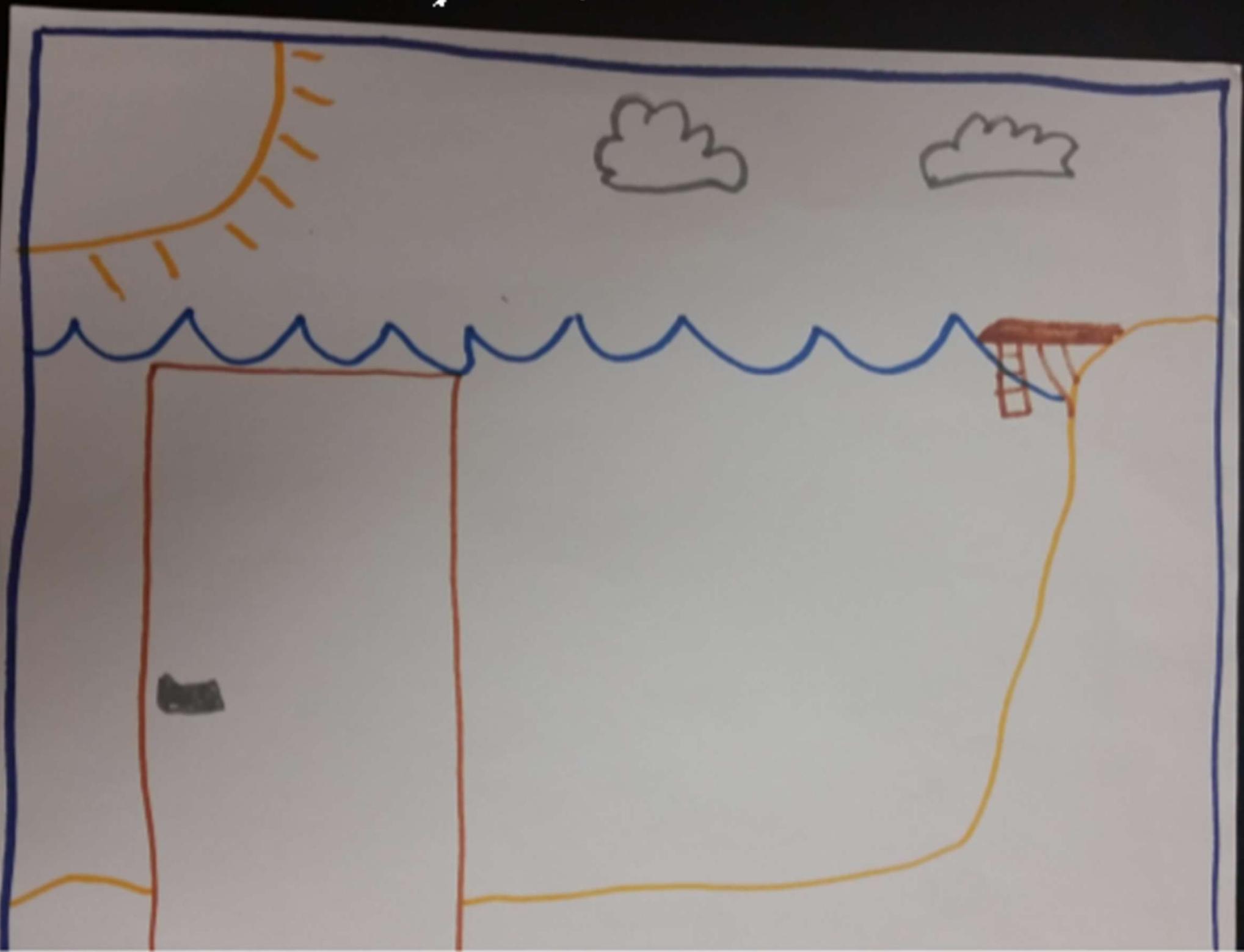
One therapy plan?

Lexipon®
Magnetic Write & Wipe Board
Model 1000
18" x 24" x 1/2" (457 x 609.6 x 12.7 mm)
Weight: 10 lbs (4.5 kg)
Material: Steel
Finish: Powder Coat
Color: Black
Features:
• Magnetic surface
• Wipeable surface
• Easy to clean
• Durable construction
• Mounting holes for wall or easel
• Includes 2 sets of 1/2" x 1/2" x 1/2" magnets
• Includes 2 sets of 1/2" x 1/2" x 1/2" magnets
• Includes 2 sets of 1/2" x 1/2" x 1/2" magnets









Ocean

Ocean

Environment

Water
Sun
Sand
Beach
Shel
dog
stars

Sea creatures

turtle crab
Star fish shrimp

sea horse
jellyfish

Seals
Walrus

Otter
hollena

People

fisherman

Birds/Pajaros

pato
Ojanso

Sho
cat fish
slow

goldfish
ser verbs

Steps

Components

X 1
5 PREP 2

0	1
11	11

3rd and 4th grade: Categorization

Marvel
Answering Questions

Use these following two organizers to identify the parts of the story. Younger children can draw a picture and older students can write to describe the part of the story.

Parts of a Story!

Who? Seagulls	What? The seagull taking fish and a shark strikes and get away.
Where? in the ocean	When? When the shark strikes and get away.



Marvel

is the sea getting full to the pecking?

1. Bird taking fish on deck	2. Bird taking fish on deck
-----------------------------	-----------------------------

Sequence Activities

✓
✓
✓
X

bird taking fish on deck
the sea getting full to the pecking

4th grade: 16 part fictional story creation

Adan
Answering Questions

Use these following two organizers to identify the parts of the story. Younger children can draw a picture and older students can write to describe the part of the story.

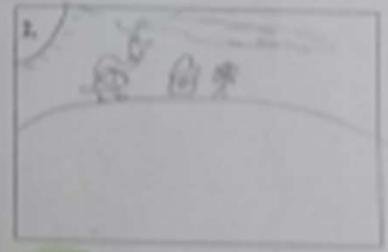
Parts of a Story!

<p>Who?</p> <p>Flam: 700 Ahn</p>	<p>What?</p> <p>a flamingo friends so he went to get food so he split from Ahn</p>
<p>Where?</p> <p>M - a island</p>	<p>When?</p> <p>if not fresh The flamingo went to get food for her friends. It is split from Ahn</p>

Adanonce



Food just for
his friends



EXIT Ahn The Flamingo who went to get some food for his friends. The flamingo split from Ahn.

4th grade: 16 part fictional story creation

Story Illustration and Writing

This template can be used to draw a picture from the book and write key words or sentences about the story.

The Title / El Título

Isabelle



Primero ella está con su familia
Después se va a la playa para ir

Story Illustration and Writing

This template can be used to draw a picture from the book and write key words or sentences about the story.

The Title / El Título

Isaac



Primero, brinca en las piscinas
Después brinca alto
Luego, cuando los delincos brinca con

Kindergarten: Who/What/Where/When



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

Ocean

ocean 0

Environment parts

Water
Sun
Sand
Beach
Shell
dog
stars

Sea creatures

turtle crab
starfish shrimp

seahorse
jellyfish

Seals
Walrus

otter
hollena

Sho
cat fish
slow

goldfish
severus

Steps ①

Component

x 1 ①

wire 2

stain 2

Binds/Pajamas

pato
ganso

People

fisherman





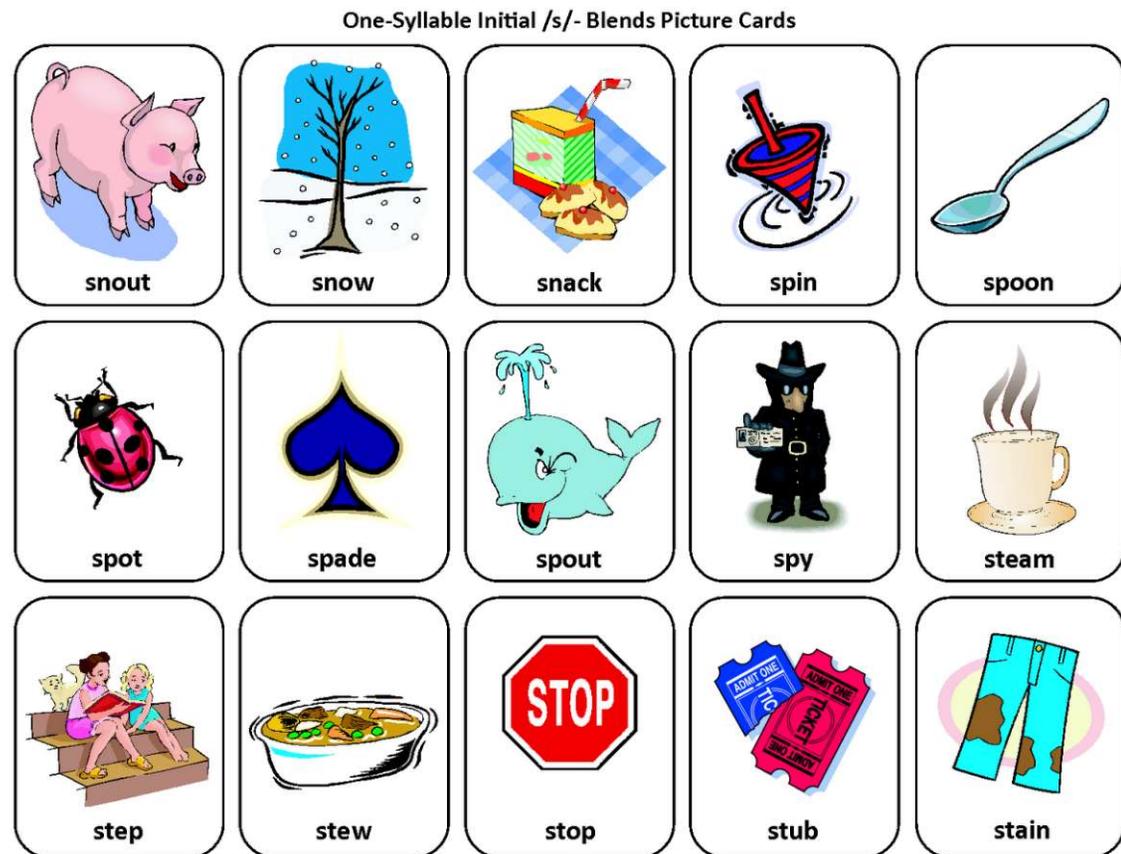
AN EXAMPLE FROM PRE- KINDERGARTEN AND KINDERGARTEN CURRICULUM

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?

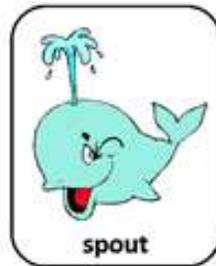
- By disorder



How do we typically organize our materials?

- Why not by theme?

Animals



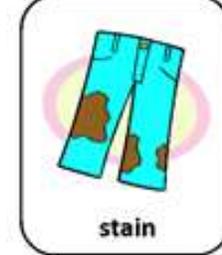
Games



Food



Clothing



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.



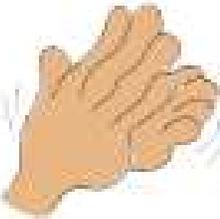
Quick ways to gather theme-based materials

- 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

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
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

 <p>Phonology</p>	 <p>Calendar</p>	 <p>Song</p>
 <p>Surprise Bag</p>	 <p>Literacy</p>	 <p>Articulation</p>
 <p>Phonology</p>	 <p>Mini Books</p>	 <p>Table Activity</p>
 <p>Crafts</p>	 <p>Robot</p>	 <p>Game</p>

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*

SONGS



English	Spanish
The Farm	<i>La Granja</i>
Octopus	<i>Un Pulpito</i>
Five Little Monkeys	<i>Cinco Monitos Pequeños</i>
Color Farm	<i>Colores en la Granja</i>
Old McDonald	<i>La Granja del Viejo McDonald</i>

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

Book and Song Resources

BOOK LOCATOR



NON-FICTION

590
Zoological
Sciences/Animals

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

Surprise Bag



Surprise bag:
Animal Picture Cards



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

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

Articulation

- Review and practice targets from thematic articulation words



Articulation Station



Spanish

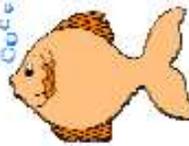
- M **mono**, **murciélag**o , **mapache**, **animal**, **calamar**, **caimán**, **llama**
- P **pulpo**, **perro**, **pato**, **pez**, **pollo**, **pájaro**, **mapache**, **serpiente**
- B **ballena**, **búfalo**, **búho**, **burro**, **abeja**, **caballo**, **cebra**, **cabra**
- K **koala**, **canguro**, **caballo**, **castor**, **camello**, **caracol**, **vaca**, **tucán**
- G **gato**, **ganso**, **gacela**, **gorila**, **tigre**, **tortuga**, **águila**, **murciélag**o
- T **tigre**, **tortuga**, **gato**, **castor**, **coyote**, **lagarto**, **elefante**, **ratón**
- D **delfin**, **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



pez
○



oso
○ ○



castor
○ ○



mono
○ ○



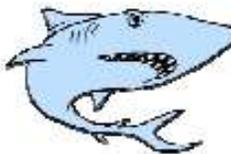
tortuga
○ ○ ○



pajaro
○ ○ ○



mapache
○ ○ ○



tiboron
○ ○ ○



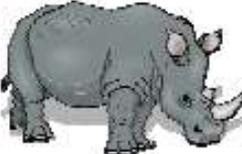
vibora
○ ○ ○



elefante
○ ○ ○ ○



murciélago
○ ○ ○ ○ ○



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.

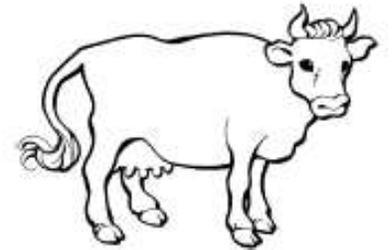


Where Animals Live

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.

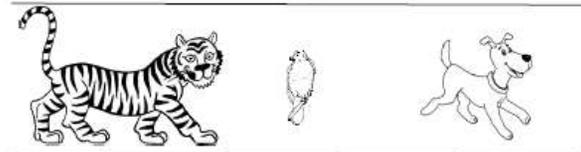
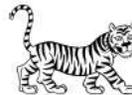


Table Activity:

Part-Whole Relationships

Match the animal to the body part and color if time





Craft: Animal Mask Making



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.

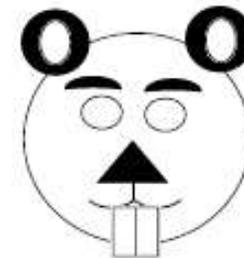
Materials: paper plates, popsicle sticks or string, construction paper, and markers.

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.



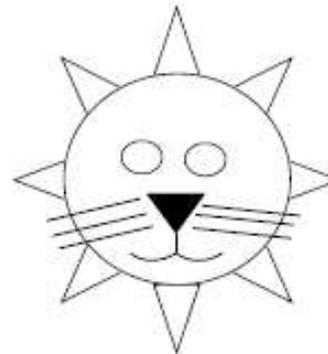
4 black circles, , and 1 black triangle



2 brown circles, 2 smaller white circles, 1 brown triangle, 2 white rectangles, optional plate size brown circle



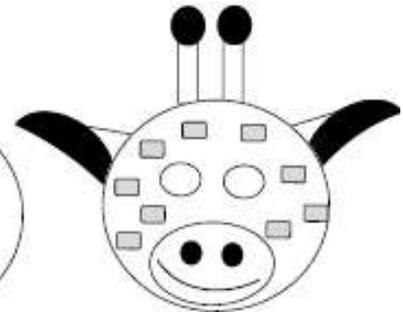
2 small black circles, one pink large circle, 2 pink triangles, optional plate size pink circle



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



ANIMALS

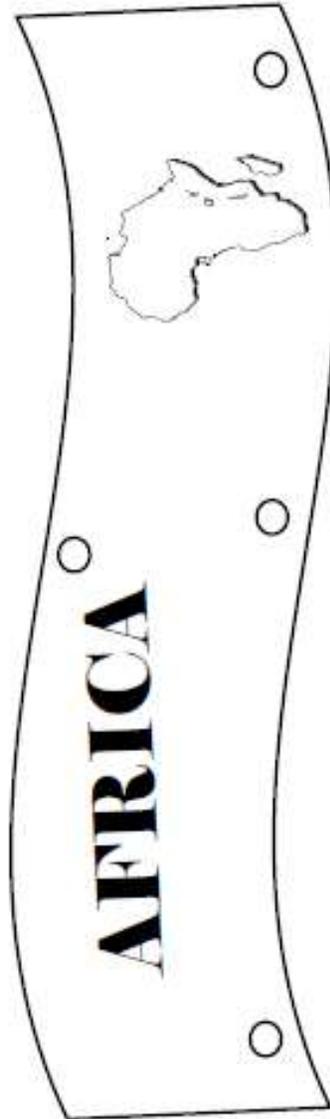
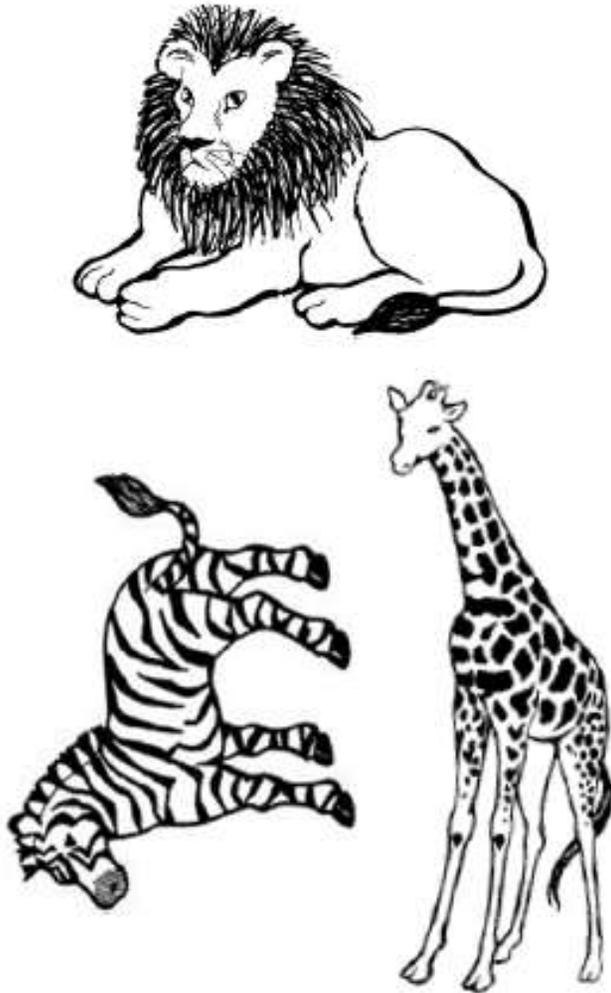


Craft:

African Mobile

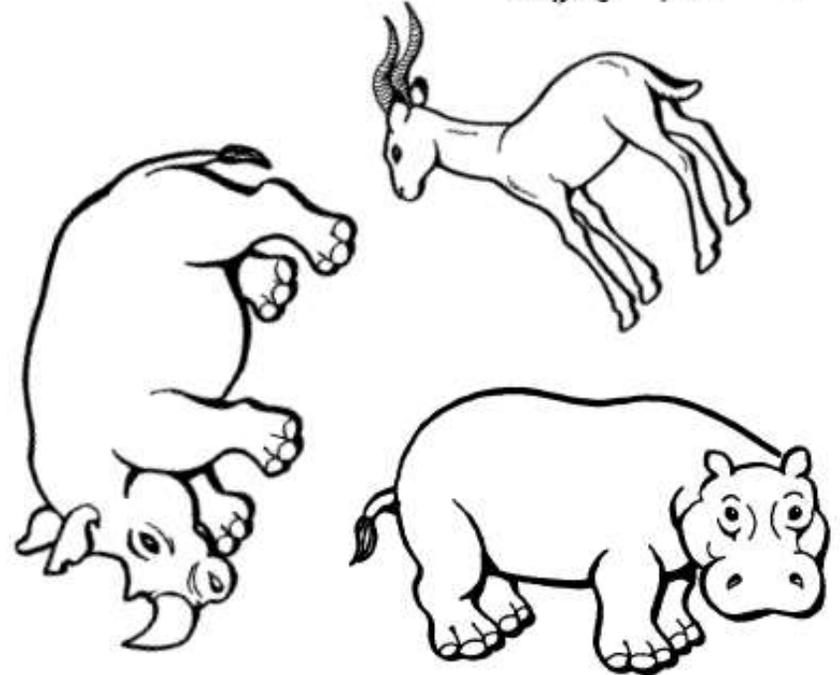


ANIMALS



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

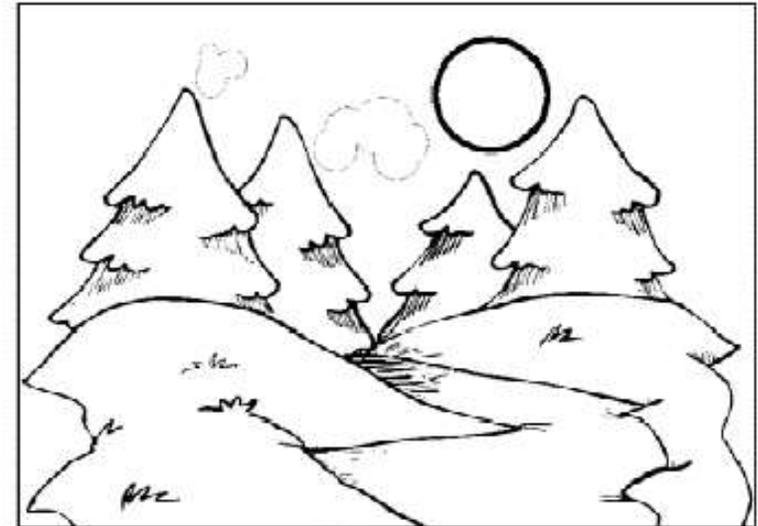
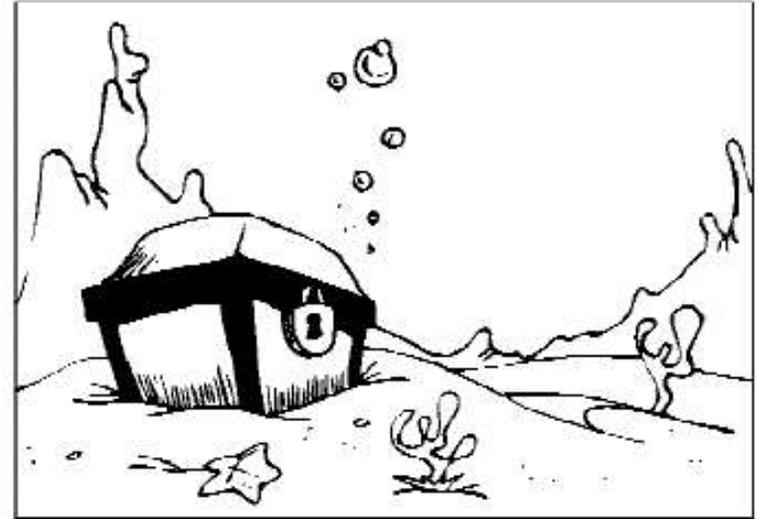


Game

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

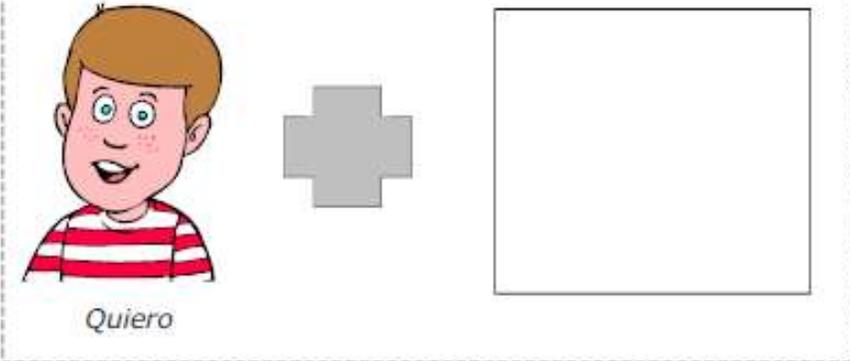


Demonstrate a sponge growing in water or show an expanded sponge to increase your students' interest. Then use the activity to take turns, identify colors, follow directions, and describe outcomes.

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!

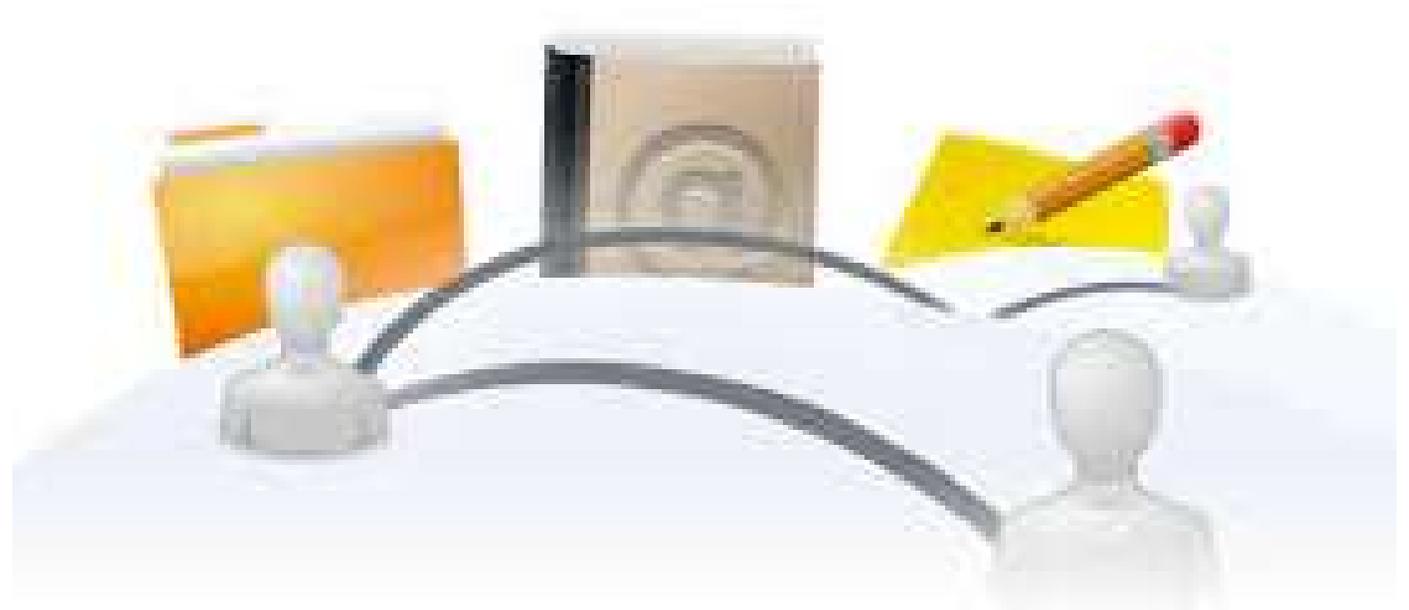
This week we are talking about animals. Ask your child to share what he knows about the animals in these scenes and practice his communication.

¡Hola Padres!

Esta semana estamos hablando de animales. Platiquen con 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:

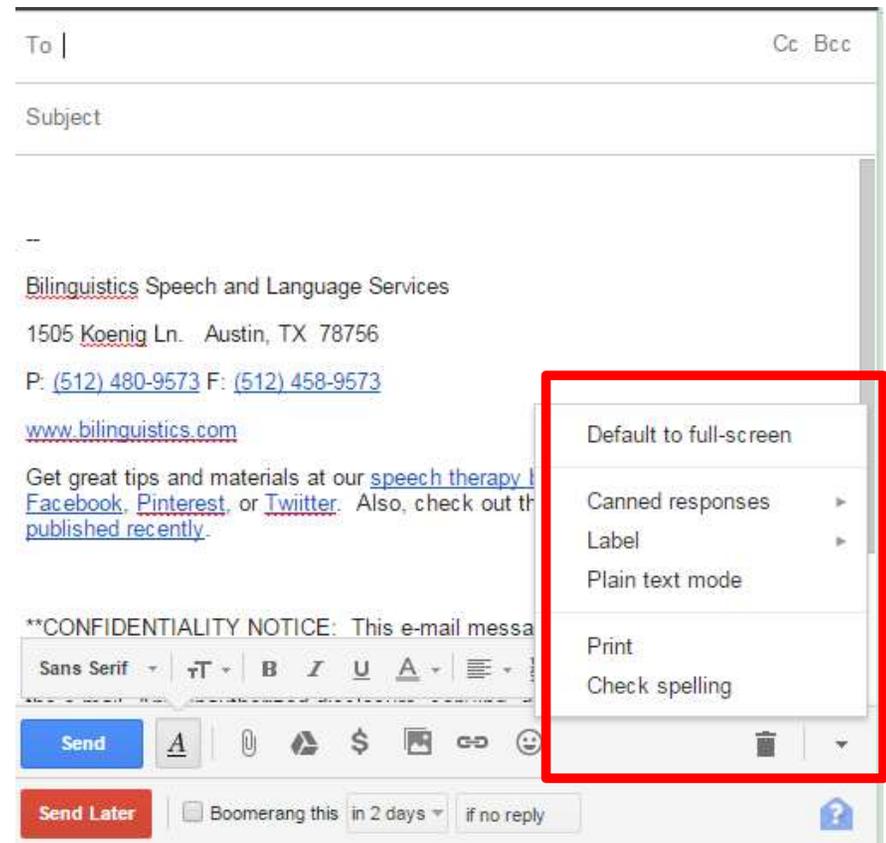
Your lesson plan,

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!

