Making the Most of the First Weeks of School - Building a Solid Foundation

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Challenges = Change
MN Rule 3525.0210 Subpart 27

**Direct services.** "Direct services" means special education services provided by a teacher or a related service professional when the services are related to instruction, including cooperative teaching.
Get into those classroom!
What unique knowledge do SLPs bring to the table?
1. Receptive to Expressive Development
2. Auditory to Visual Development
3. Kick it up & Bring it down a notch
4. Understanding automaticity and breaking apart the simultaneousness of a task
Considerations for service delivery:
We learn.

10% of what ______________________________

20% of what ______________________________

30% of what ______________________________

50% of what ______________________________

70% of what ______________________________

80% of what ______________________________

90% of what ______________________________
…we both see and hear
…we teach to someone else
…we see
…is discussed with others
…we read
…we experience personally
…we hear
Studies show that children who engage in play (competition + fun) have

____________________________________________________________________________

____________________________________________________________________________.

____________________________________________________________________________.
Why Change?
Why go into classrooms?

- Improve student services
- Build relationships
- Increase teaming
- Observe needs in regular education
- Discover best service time(s)
Research-based strategies to boost vocabulary, team-building and social skills:
Word Knowledge

Source: Larry Lewin, BER Seminar 2010, Building Academic Vocabulary

- have seen or heard
- can say
- can tell what it means
- can spell
- can use in a sentence
- don’t know at all
Stoplight Vocabulary

Idea from: Getting into Words: Vocabulary Instruction that Strengthens Comprehension. Shira Lubliner, Ed.D., with Linda Smetana, Ed.D. Brookes Publishing

• fill in the circle
• write word
• write “green light” sentence
Example or Non-Example

Source: Larry Lewin, BER Seminar 2010, Building Academic Vocabulary

**word**: iridescent  **definition**: having changing rainbow-like color

1. _______ Maggie’s prom dress sparkled in the lights on the dance floor.

2. _______ Looking from the road across the city at night, Lucas saw the lights shimmering.

3. _______ Max made his peanut butter and jelly sandwich on a garlic bagel.

4. _______ The little night light in the bathroom has burned out, so now it is too dark in there.

5. _______ The jewels in the treasure chest spilled onto the floor as the pirates watched with delight.
I Have...Who Has?
[uses listening and reading to reinforce the semantic cueing system and word meanings]
Bringing Words Alive

1. Select vocabulary words that have been introduced and need to be reviewed. You need enough words so that you have one word for each student in the group.

2. On 3 x 5” cards, write a vocabulary word on one side and the definition of a different word on the other side.

3. Pass out one card to each student and have all students read both sides silently before the game begins.

4. Ask one student to read his/her word saying “I have (reads the vocabulary word).”

5. S/he then turns the card over and asks, “Who has (reads the definition)?”

6. The student who has the word that matches the definition says “I have (reads the vocabulary word)” then, s/he turns the card over and asks “Who has (reads the definition)?”

http://loopwriter.com/LoopGroupInformation.php
If I were... 

If I were a _____________________
I would ______________________
and I would ______________________
and I would ______________________
but I would not ___________________
because that would be _____________.
Cinquain
[idea from Dr. Judy Montgomery]

Line 1-one word (noun)

Line 2-two words (adjective)

Line 3-three words (verbs)

Line 4-four words (sentence)

Line 5-one word (synonym to the title)
Word Wheel Activity

said
Paint Chip Sample

- intensity of words -
  big
  large
  giant
  huge
  gigantic
  enormous
Classroom-based strategies designed to increase listening, participation and comprehension:
Signal Between Teacher and Student

“V for Vocabulary”
[Linda Pruden, SLP, St. Paul Public Schools]

made with pointer and middle fingers, used when a student hears a word that they don’t know (meta-cognitive) [this can be adapted as “W” for what?, made with pointer, middle and ring fingers.]
Signal Between Teacher and Student

“Mini-clap”

[idea from Linda Pruden, SLP, St. Paul Public Schools]

made by tips of fingers clapping into the palm of the other hand (virtually silent)
used during small or large group sharing/answering when a student hears another student saying something that they agree with or were going to say
**Choices**

a common strategy used by SLPs

Teacher decides on a question(s) to ask a student who struggles with comprehension, expressive language, etc. and provides two choices as answers after calling on the student. “John, is the character's name Sherri or Ruby?”
Sentence Starters

Teacher provides the beginning words of an answer. “John where is she going?” [teacher] “She is going...to...the...”
Sentence Stretchers

Teacher provides words in the middle or end of an answer to help a student to answer the question completely.
[teacher] “John where is she going?”
[student] “She is going...[teacher] to
Ticket out of “I don’t know-ville”

A small slip of paper at the beginning and end of class: write down one thing you learned/remember from the last class and at the end of class write down one thing you learned/remember from this class.
• **Hear That Sound**

Teacher chooses a sound and students need to keep track of how many times they hear the sound during a specified reading/talking. Students can use white boards to make check marks, put chips in a bowl, etc.
How Many Words Can You Make
[idea from Debbie Hisam, SLP, W. Virginia]

Start with a word and build other words from the last letter or letters to earn points (the last sound of my word is the first sound of your word).

Example: teacher - race - sun - nice
Challenges = Choice
Current, Best Strategies to Help Speech-Language Pathologists Support Student Literacy Skills

Practical Intervention Strategies for Speech-Language Students in Inclusive Settings

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