

Student Name _____ DOB _____ Teacher _____

Primary Language _____ Today's Date _____

Describing Speech Misarticulations

Teacher Questionnaire

1. Does this student misarticulate sounds when talking? **Yes** **No**

2. In general, how intelligible is the student to you?

Unintelligible **Fairly Intelligible** **Highly Intelligible** **Completely Intelligible**

3. Is the student's academic performance satisfactory?

Yes, the student meets grade level standards.

No, the student does not meet grade level standards.

4. If no, in which of the following areas is the student performing below grade level?

Speaking

Reading

Writing

Spelling

Math

5. Does the misarticulation(s) have a *significant* adverse affect on any of the areas that are below grade level? **No** **Yes**

6. If yes, identify each area of impact and tell how the misarticulation affects academic performance.

Area _____ Impact _____

Area _____ Impact _____

Area _____ Impact _____

7. What accommodations for the misarticulation(s) have you made to support the student in each affected academic area?

8. What have you done to correct the misarticulation(s)?

9. Do classmates react negatively to the misarticulations? **No** **Yes**

10. If yes, describe the negative reactions and their impact on the student.

11. What have you done to stop the negative reactions?

12. In your judgment, does this student have an articulation problem that adversely affects educational progress in a significant way? **Yes** **No**

**San Diego Unified School District
Related & Specialized Services**

Permission to Enroll in the Speech Improvement Class

San Diego Unified School District offers a Speech Improvement Class for students with mild speech differences that affect the way they pronounce a sound. As you know from your discussion with the school's speech-language pathologist, your child has been invited to enroll in the class.

About the Class

The class is offered to general education students who have speech differences that do not significantly affect communication, self-esteem, and educational achievement. The class is scheduled so that it does not interfere with literacy instruction. Classes are typically offered twice a week for 30 minutes in a small group setting. While the SLP is responsible for planning and implementing the curriculum, a trained adult may guide some lessons. Placement and practice methods are individualized for each student, as appropriate.

Students are expected to complete daily practice assignments at home. The speech-language pathologist works with the classroom teacher and parents to reinforce and transfer skills and to provide periodic progress updates. Classes generally last for 17–20 hours.

If you have any questions, please contact the speech-language pathologist at your school.

Detach and return this permission slip to your child's classroom teacher. The school's speech-language pathologist will call you to talk about class times and parent training opportunities.

Student's Name _____ Teacher _____

- I am not interested in the class at this time.
- I would like to enroll my child in the Speech Improvement Class. I understand that this is a general education opportunity.

Parent signature _____ Date _____



San Diego Unified School District

Related & Specialized Services
4350 Mt. Everest Blvd.
San Diego, CA 92117

San Diego Unified School District Autorización de Inscripción en la Clase de Mejoramiento de Dicción

San Diego Unified School District ofrece una Clase de Mejoramiento de Dicción para alumnos con ligeras dificultades que perjudican su manera de pronunciar un sonido. De acuerdo a lo que el patólogo de dicción – lenguaje le informó, su hijo/hija se beneficiaría de esta clase.

Información sobre la clase:

Esta clase se ofrece a los estudiantes de educación general que presentan dificultades en su dicción las cuales no afectan gravemente su comunicación, autoestima o aprovechamiento educativo. Las clases están programadas para que no interfieran con la instrucción de lectoescritura y se realizan en pequeños grupos dos veces por semana con una duración de 30 minutos. El patólogo es responsable de planear e implementar el currículo, aunque un adult capacitado podría conducir algunas lecciones. Los métodos pedagógicos y asignaciones son individualizados de acuerdo a cada alumno.

Se espera que los alumnos hagan sus tareas diarias en casa. El patólogo de dicción-lenguaje trabaja con el maestro regular y con los padres para reforzar y transferirles las destrezas y ponerlos al corriente del progreso del alumno. La sesión de clases es normalmente de 17 a 20 horas.

Si tiene preguntas, por favor comuníquese con el patólogo de dicción-lenguaje en su escuela.

Recorte y devuelva este permiso al maestro de su hijo/a. El patólogo de dicción-lenguaje de la escuela lo llamará para informarle de la hora de las clases y oportunidades de capacitación para padres.

Nombre del Alumno/a _____ Maestro/a _____

- Por ahora no estoy interesado en que mi hijo/a participe en la clase.
- Me gustaría inscribir a mi hijo/a en la Clase de Mejoramiento de Dicción. Entiendo que esto es una oportunidad de educación general.

Firma del padre/madre _____ Fecha _____



Checklist for Speech Improvement Student Files

Enrollment

1. Asked teacher to fill out *Describing Speech Misarticulations* _____
2. Received signed *Permission to Enroll* form from family _____
3. Received signed *Homework Contract* from family _____
4. Administered *Speech Improvement Sound Inventory* _____
5. Placed *Speech Improvement Participation* form in child's cumulative file _____

During Class

6. Documented attendance on back of *Sound Inventory* _____
7. Documented homework completion on back of *Sound Inventory* _____

Class Completion

8. Readministered *Speech Improvement Sound Inventory* _____
9. Placed *Speech Improvement Completion* form in child's cumulative file _____
10. Put forms together in a working file to provide documentation _____

Student's Name _____ Entry/Completion Date _____
 (circle one)
 ID # _____ Grade _____ School _____ Teacher _____

Speech Improvement Sound Inventory for /s/

Record the percentage correct for each section in the Score box below and circle Adequate or Inadequate for each item in the Oral Peripheral Screening box.

Singletons Mark the box with a 1 or 0.

- | Initial | | Final | |
|------------------------------------|--------------------------------------|-----------------------------------|------------------------------------|
| 1. soccer <input type="checkbox"/> | 3. sink <input type="checkbox"/> | 5. bus <input type="checkbox"/> | 7. tennis <input type="checkbox"/> |
| 2. seven <input type="checkbox"/> | 4. sandwich <input type="checkbox"/> | 6. house <input type="checkbox"/> | 8. mouse <input type="checkbox"/> |

Clusters

- | str | skr | spr |
|--|---|------------------------------------|
| 1. strawberry <input type="checkbox"/> | 3. screwdriver <input type="checkbox"/> | 5. spring <input type="checkbox"/> |
| 2. street <input type="checkbox"/> | 4. screw <input type="checkbox"/> | 6. spray <input type="checkbox"/> |

Stimulability

Assess the stimulability of /s/ in isolation or in syllables (1 for stimuable, 0 for nonstimuable).

1. /s/ in isolation 2. /sæ/ 3. /ɛs/

Sentences Mark the number of sounds correctly produced (2, 1, or 0).

1. The circus is coming to Dallas.
2. Sam made a ham sandwich.
3. We have recess every day at school.
4. Chris feeds the geese s by the pond.
5. He put ice on his knee after playing soccer.

Score	Oral Peripheral Screening
Singletons: _____/8	1. lifts tongue tip Adequate/Inadequate
Clusters: _____/6	2. retracts lips Adequate/Inadequate
Stimulability: _____/3	3. purses lips Adequate/Inadequate
Sentences: _____/10	4. bulges back of tongue Adequate/Inadequate
Check if applicable:	5. uses jaw and tongue independently Adequate/Inadequate
Lateralized production _____	6. has tongue thrust Present /Absent
(Treat this atypical pattern as soon as possible)	7. structure of hard palate Normal/High, Narrow
Frontal production _____	
(Treat after age 7)	



San Diego Unified School District

WIGGIN CENTER
4350 MT. EVEREST BLVD., B-3 ♦ SAN DIEGO, CA 92117

Date: _____

To Whom It May Concern:

_____ is participating in a Speech Improvement Class, a general education offering, at _____ in San Diego Unified School District. This offering is a short-term, intensive (approximately 17 – 20 hours total) service for students who have difficulties with single sounds (and/or cognates).

Regular attendance and homework completion are required to participate in this class so the students can generalize their target sounds to all contexts, including the classroom and home. _____ is working on producing the /___/ sound in words, sentences and conversation.

If you have any questions about this student, please contact me at _____ or via e-mail at _____.

Sincerely,

Speech-Language Pathologist



San Diego Unified School District

WIGGIN CENTER
4350 MT. EVEREST BLVD., B-3 • SAN DIEGO, CA 92117

Date: _____

To Whom It May Concern:

_____ participated in a Speech Improvement Class, a general education offering, at _____ in San Diego Unified School District. This offering is a short-term, intensive (approximately 17 – 20 hours total) service for students who have difficulties with single sounds (and/or cognates).

_____ completed _____ hours in the Speech Improvement Class. He/she ___ completed/___ did not complete the course, which targeted his/her production of the /___/ sound in words, sentences and conversation. Regular attendance and homework completion are required to participate in this class so the students can generalize their target sounds to all contexts, including the classroom and home.

If you have any questions about this student, please contact me at _____ or via e-mail at _____.

Sincerely,

Speech-Language Pathologist

Student Commitments

I will arrive on time to speech class and be ready to learn.

I will learn and practice my new speech and language skills.

I will follow speech class rules and try to cooperate with everyone.

I will respect the rights and property of others.

I will make comments that encourage others to learn and cooperate.

I will spend time at home completing my speech homework every day.

I will bring my homework to speech class when asked.

Student's Signature _____

Parent's Signature _____

Compromisos de los Alumnos

Llegaré temprano a la clase de habla (dicción) y listo para aprender.

Aprenderé y practicaré un idioma nuevo y técnicas del lenguaje.

Obedeceré las reglas de la clase de habla y trataré de cooperar con todos.

Respetaré los derechos y propiedad de otros.

Haré comentarios que estimulen a otros a aprender y cooperar.

Dedicaré más tiempo en casa haciendo mi tarea de la clase de habla.

Traeré mi tarea a la clase de habla cuando me lo pidan.

Firma del Alumno/a _____

Firma del Padre/Madre _____

Sonority Sequencing Principle For Clusters (Gierut, 1999)

Least to most sonorous (Steriade, 1990)

- 7 – voiceless stops
- 6 – voiced stops
- 5 – voiceless fricatives
- 4 – voiced fricatives
- 3 – nasals
- 2 – liquids
- 1 – glides

adjunct clusters – /sp-/, /st-/, /sk-/

Marked → Unmarked

Most
complex



Least
complex

sonority difference = 2
voiceless fricative + nasal
/sm-/
/sn-/

sonority difference = 3
voiceless fricative + liquid
/fl-/
/fr-/
/θr-/
/sl-/
/ʃr-/

sonority difference = 4
voiced stops + liquid or voiceless fricative + glide
/bl-/
/br-/
/dr-/
/gl-/
/gr-/
/sw-/
/fw-/, /ʃw-/, /θw-/ (not English clusters, but may function as clusters)

sonority difference = 5
voiceless stop + liquid or voiced stop + glide
/pl-/
/pr-/
/tr-/
/kl-/
/kr-/
/bw-/, /dw-/, /gw-/ ((not English clusters, but may function as clusters)

sonority difference = 6
voiceless stop + glide
/tw-/
/kw-/
/pw-/ (not English clusters, but may function as clusters)

Speech Assessment and Intervention

Best Practices Guidelines for Articulation Impairments

Fact	Practice
Differences are frequently developmental. (Smit, 1993a, 1993b)	Check the developmental age chart before recommending assessment.
Lateral /s/ and /z/ are not developmental. (Smit, 1993a, 1993b)	Intervene at any time.
The speech normalization boundary is 8 years, 5 months. (Shriberg et al, 1994)	Begin instruction no later than 7.5 years.
The typical time to change a speech difference is 15-20 hours. (Jacoby et al, 2002)	Consider offering initial services of 20 hours, allowing 3 hours for absences.
The typical frequency rate is two times a week for 30 minutes. (ASHA, 2004)	Offer block sessions of two times a week for 30 minutes for 20 weeks, or 20 hours a year. Do not include pick-up or record-keeping time in the 30-minute total.
Treating nonstimulable, later-developing sounds for children with phonological disorders yields more change throughout the child's sound system. (Gierut, 2007)	Treat students who are nonstimulable for target sounds and monitor students (ages 7 and younger) who are stimulable for target sounds.
Correct placement is essential to progress. Bauman-Waengler (2004); Secord (2007)	Be skilled in a range of elicitation methods.
Mass practice is essential to progress. (Skelton, 2004)	Each student should produce a minimum of 150 correct productions a session. Schedule no more than four students per group. Trained adults (SLPs, SLPAs, parents, teachers) can guide the additional practice time.
Home practice leads to significantly faster progress and generalization. (ASHA, 2004)	Each student should practice a minimum of 5 minutes, five days a week.
Cognitive monitoring of production is essential to progress. (Ertmer & Ertmer, 1998)	Build cognitive monitoring from the first session. Ask all students in group to monitor their own and each other's productions. All students should be engaged in every moment of instruction.
Conversational recasts facilitates progress and meaningful productions of sounds. (Camarata, 1993)	The SLP, teacher and family should provide recasts (not corrections) to child as a model in a variety of contexts.
High-frequency treatment words lead to greater generalization than low-frequency words. (Morrisette & Gierut, 2002)	Teach the target sounds in real words. (Resource – <i>High Frequency Word List</i>)
There is no research evidence that oral motor exercises improve speech production. (Lof, 2006)	Differentiate between general oral motor exercises and placement methods that promote positioning of the articulators for specific sound production.
There is research evidence that single sound errors often impact students socially and emotionally. (Crowe-Hall, 1994)	Provide high-quality services that address these issues they relate to speech production.
There is no research evidence that articulation disorders impact academic achievement. (Schuele, 2004)	Provide careful documentation showing the effects on educational progress.

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