



*Dennis Township  
School District  
Speech  
Curriculum*

Summer 2001



## Philosophy

Students are expected to speak for a variety of purposes and to a variety of audiences. Effective communication skills are essential to educational success. Interpersonal and intrapersonal human communication, both of which are unique and complex abilities, represent the pinnacle of human accomplishment. Interpersonal communication proficiency can be observed directly in a student's ability to benefit from and contribute to the greater of human good through the sharing of information and ideas. Intrapersonal communication skills are indirectly reflected in a person's ability to think, analyze, synthesize and propose solutions to events and dilemmas encountered in everyday life.

The anticipated outcome of the Dennis Township School's Speech/Language Program is that our students will become successful communicators in all aspects of their adult lives.

The role of the Speech/Language Specialist is multi-faceted. Key responsibilities include:

- Direct service provider
- Evaluator
- Consultant
- Child Study Team Member
- Case Manager\*

\*The Case Manager must have an apportioned amount of time for case management responsibilities. [N.J.A.C. 6A:14-3.2 (c) 3]

The Speech Language Specialist will also be available for professional development opportunities for the purpose of educating parents, teachers and professional improvement.

## Goals

- A. To improve articulation skills and oral sound production.
- B. To improve overall intelligibility of speech production.
- C. To improve auditory processing of language.
- D. To improve receptive and expressive language skills.
- E. To improve fluency in a variety of speaking situations.
- F. To improve vocal functioning.
- G. To develop and demonstrate appropriate personal/social/language skills.
- H. To develop and use speech/language skills necessary to post-secondary experiences.

## **Program Description**

The Speech/Language specialist, through an identification meeting with the classroom teacher and the parent(s) will determine if an evaluation is warranted for voice, fluency, articulation. If a language difficulty is suspected, a referral to the Child Study Team is made. An individual assessment plan will be developed by those in attendance, should an evaluation be warranted. A full initial evaluation will include the following components: formal, standardized tests, oral-motor evaluation, stimulibility testing, structured observation, parent checklist, teacher checklist, student interview, hearing/vision screening, review of records, documentation of educational impact, review of interventions, sample of spontaneous speech, determination of intelligibility.

Notification to the parent of the completed evaluation will be sent and an eligibility meeting will be scheduled. A student who is eligible for speech/language therapy will be classified "Eligible for Speech Language Services" and an Individualized Education Program (IEP) will be developed. The plan will state all therapy components as designated by the state of New Jersey. Goals and objectives will be stated in the student's Individualized Education Program and aligned with the Language Arts Core Curriculum Content Standards 3.1, 3.2, 3.3, 3.4.

Therapy sessions will commence upon parental agreement of the IEP and will facilitate the development of functional communication and/or improve the student's communication skills that are impeded by physical, developmental, or other handicapping conditions. Therapy will be provided depending on the nature and severity of the communication disorder. The following components will be considered: group size, frequency, location, duration of services.

Evaluation procedures will be ongoing and will include, but not be limited to: anecdotal records, progress reports, home communication, teacher consultations, student self-evaluation, pre- and post-testing/assessments.

## **Screening Procedures**

Screening procedures are set forth by district policy and are at the sole discretion of the district.

### **Kindergarten**

Students entering Kindergarten are screened by a mutlidisciplinary team in the spring prior to the Kindergarten year. The assessment includes phonological, language, and hearing components. Results are presented to administration and determination for an Identification Meeting is made. Students that fail the screening due to developmentally appropriate errors will be monitored throughout the school year.

### **New Students**

All students new to our school will be screened as part of the enrollment process.

## **New Students Classified Communication Impaired or Eligible for Speech/Language Services**

Classified students moving into the district will be screened for services according to their current IEP. A parent conference will be offered to familiarize the parent(s)/guardian(s) with our program.

Referrals where physiological or pathology is suspect will be immediately encouraged to seek the evaluation/consultation of a specialist, including, but not limited to ENT, Voice, and Audiologist.

### **Entry Criteria**

1. Non-developmental articulation/phonological difficulties which significantly disrupt general intelligibility of speech.
2. Language skill difficulties that are significantly delayed or deviant and lag behind cognitive skills.
3. Fluency difficulties that significantly impede communication, and/or social skills.
4. Voice difficulties where inappropriate pitch, loudness, and/or quality are demonstrated.
5. Communication difficulties impact on and/or significantly interfere with a student's academic and/or social/emotional skills.
6. Overall communication is inadequate, inappropriate, and/or disorganized for functional use.

### **Exit Criteria**

If, in the judgment of the speech/language specialist, a student is eligible for dismissal from the speech/language program, the following process will be followed:

- Consultation with parents, teachers, staff
- Reassessment, formal or informal
- Written update-present level of performance.
- Letter of dismissal filed in student's folder with copy to parent

### **Dismissal is warranted when:**

- the student attains goals and objectives set forth in the IEP.
- the student shows minimal or no progress that can be directly attributed to speech/language services/therapy in two consecutive years.
- the student's language skills are age appropriate and commensurate with current cognitive/intellectual functioning.
- parents, guardians object to therapy.

- the student demonstrates a gross lack of interest and motivation. Consultation with teachers and parents will take place. The students will have the opportunity to improve. Should the student not comply, dismissal will take place.

## **Evaluation**

### **Articulation**

Articulation errors are described in terms of substitutions, distortions, additions, and omissions of individual consonant and vowel sounds and consonant blends with the focus on accuracy and precision of the motor movements necessary for sound production.

At the termination of the articulation program, 90% of the children enrolled will have achieved their articulation goal as evidenced by an articulation evaluation and clinical observation.

### **Language**

Receptive/Expressive Language disorders are the impairment or deviant development of comprehension and/or use of spoken, written, and/or other symbol system. The disorder may involve:

- the form of language (phonologic, morphologic, and syntactic systems)
- the content of language (semantics)
- the function of language (pragmatics and/or metalinguistics)

At the termination of the language program, 90% of the children enrolled for the purpose of improving disordered or delayed language skills, will have achieved their expressive and receptive language goals as determined by language skills scores derived from testing and evaluation utilizing language tests and clinical observations.

### **Auditory Processing**

Auditory processing of language disorders are characterized by difficulty in auditory attention, localization, discrimination/recognition, figure-ground discrimination, auditory/conceptualization, auditory memory span and auditory sequential memory. By the termination of the Auditory Processing Program, 90% of the children enrolled will have achieved their auditory processing goals as determined by skill scores derived from testing and evaluation using standardized tests and clinical observations.

### **Pragmatic Disorders**

Pragmatic language disorders are characterized by the absence and/or inappropriate use of interpersonal and social language skills. By termination of the Pragmatic Program, 90% of the children enrolled will have achieved their social/interpersonal skills as determined by skill scores derived from testing and evaluation using standardized tests and clinical observations.

### **Fluency**

Fluency disorders are characterized by involuntary disruptions in the flow of speech. These may include repetitions, prolongations, motor blocks, hesitations, secondary characteristics. By the termination of the fluency program, 90% of the children enrolled will speak with a normal percentage of non-fluency (5%-10%) in a manner both auditory and visually

acceptable to the child as the speaker and to his listeners. Testing will include the figuring of fluency percentages and clinical observation in a variety of speaking situations.

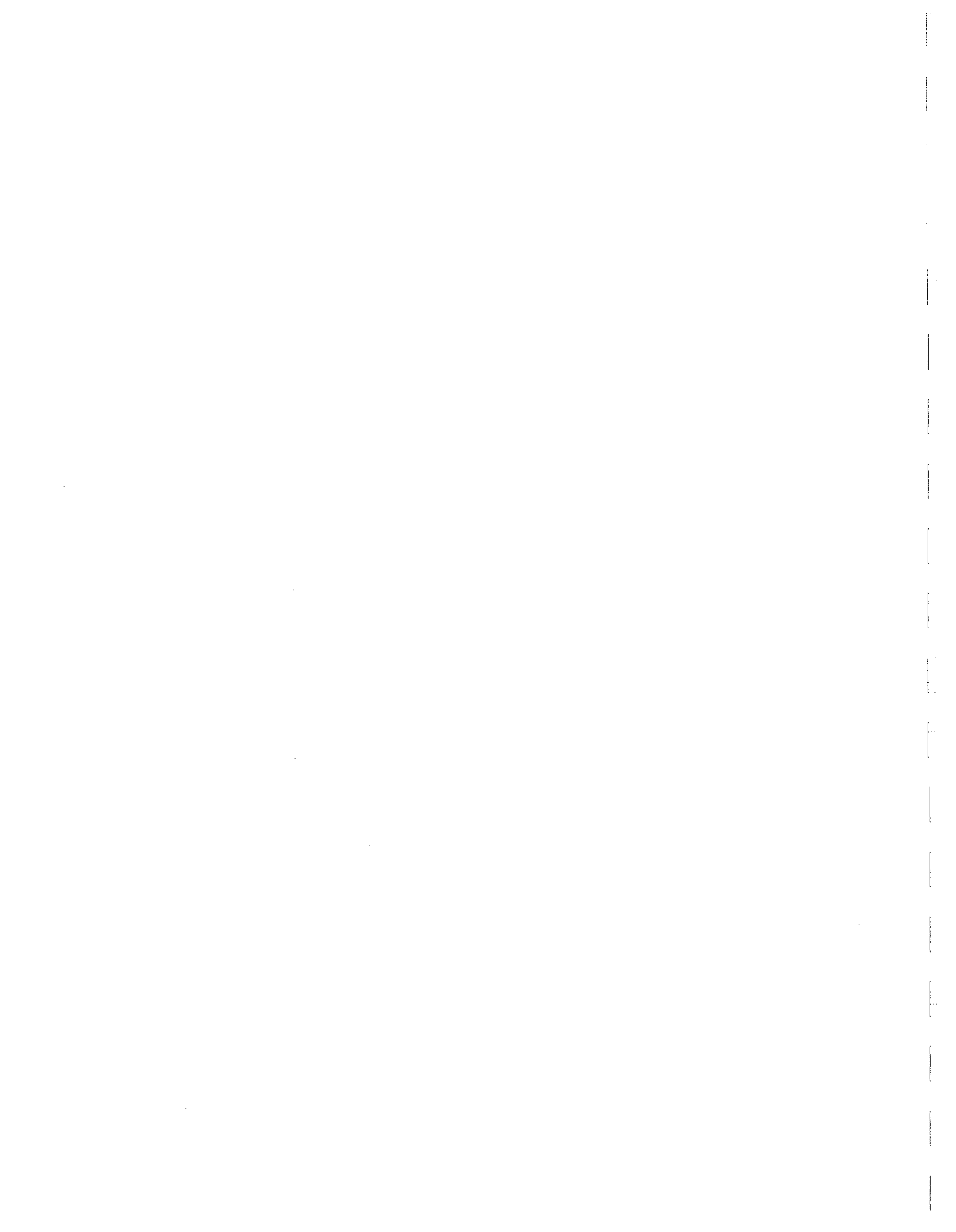
**Voice**

Voice disorders are evidenced by abnormalities in pitch, intensity, or vocal quality resulting from disordered laryngeal, respiratory and/or vocal tract function. They can be functional, organic or psychogenic. By the termination of the voice program, 90% of the children enrolled will speak with a voice quality, loudness and pitch which does not cause physical damage to the vocal mechanism, as evidenced by clinical observation and medical observation.









Articulation  
Phonology  
Intelligibility

<b>SPEECH</b>
<b>Grade Level:</b>
<b>Strand:</b>

**ESSENTIAL UNDERSTANDINGS:**

- The learner will understand how to improve articulation, phonological, and/or intelligibility skills to enhance his/her communication abilities.

**ESSENTIAL QUESTIONS:**

1. Is the student's difficulty phonologically based?
2. Are the student's articulation patterns mild to moderately delayed?
3. Is the student's speech unintelligible to the average listener?
4. Are there anatomical and/or physiological and/or hearing difficulties that impact on intelligibility of speech production?

**STUDENT ACHIEVEMENT STANDARDS:**

- The learner will be able to learn correct placement for proper production of phonemes, refined motor movements.
- The learner will be able to suppress phonological processes; the systematic strategies young children utilize to simplify the production of words too complex in perceptual/motor constraints.
- The learner will be able to learn skills for precise intelligibility; length and complexity of utterances.

**SUGGESTED METHOD OF INSTRUCTION:**

Individualized small group  
Pull-out  
In-class support  
Integrated  
Consultative  
Mutli-sensory Approach  
Visual cueing for speech sounds

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## **TREATMENT AND REMEDIATION:**

- Articulation
  - Auditory discrimination of speech sounds
  - Placement exercises/activities
  - Production exercise/activities
  - Transfer of Skills
- Phonology
  - Phonological awareness
  - Phonological processes
  - Phonological bombardment
  - Phonological exercises and activities
  - Transfer of Skills
- Intelligibility
  - Intelligibility awareness
  - Intelligibility improvement
  - Transfer of skills

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## **INSTRUCTIONAL RESOURCES:**

### **Student Resources:**

Articulation – Weber Articulation Cards, Gameboards, Action  
Articulation Cards, Articulation Plus, Jumbo Articulation Drill Book  
Phonology – EAROBICS, Phonological Bombardments, Gameboards,  
Phonology Decks, Big Book of Phonology  
Intelligibility – Jumbo Articulation Drill Book, Grade Level Readers,  
Blocks, HELP for Apraxia of speech

### **Technology Integrations:**

Earobics Step I and 2

### **Literature/Cross Curricular Connections:**

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## **APPLICABLE ASSESSMENT:**

Anecdotal Records  
Parent clarification/documentation  
Weekly Progress checks  
Pre/Post Testing  
Home Practice

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**RECOMMENDED ACTIVITIES:**

- Consultation with parent/teacher/support staff to encourage transfer of skills.
- Teacher/Parent in-servicing – Visual cueing

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**SUGGESTED TIME RANGE:**

Ongoing throughout the year

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**VOCABULARY:**

speech helpers  
rate of speech  
code word  
substitution  
distortion  
omission  
blends  
volume

name of letter  
sound of letter  
beginning  
end  
middle  
starts

Fluency

<b>SPEECH</b>
<b>Grade Level:</b>
<b>Strand:</b>

**ESSENTIAL UNDERSTANDINGS:**

- The learner will understand that fluency occurs when the pattern of speech flows in a smooth and rhythmic manner.
- The learner will understand that there are two types of fluency disorders: stuttering and cluttering.
- The learner will understand that dysfluent speech can be controlled.

**ESSENTIAL QUESTIONS:**

1. Do you have trouble getting started?
2. Do you have trouble getting words out?
3. Do you have smooth, easy speech or bumpy speech?
4. How can you fix it?

**STUDENT ACHIEVEMENT STANDARDS:**

- The learner will be able to identify stuttering/cluttering behaviors.
- The learner will be able to identify stuttering/cluttering behaviors that apply to self.
- The learner will be able to learn strategies/techniques to modify/control dysfluency.

**SUGGESTED METHOD OF INSTRUCTION:**

Individualized instruction  
Multi-sensory Approach  
Small group instruction  
Pull-out, integrated, in-class support  
Consultative

**TREATMENT AND REMEDIATION:**

- Introduce the parameters of dysfluency and how it impacts on communication and educational performance
- Discuss characteristics of dysfluency and identify those in self
- Develop individualized program to address fluency needs.

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**INSTRUCTIONAL RESOURCES:****Student Resources:**

“Easy Does It for Stuttering”

**Technology Integrations:**

Easy Listener  
Tape recording of student  
Fluency tapes

**Literature/Cross Curricular Connections:**

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**APPLICABLE ASSESSMENT:**

Anecdotal records  
Functional assessment  
Progress reports  
Parent clarification/documentation  
Weekly progress checks  
Pre/post testing

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**RECOMMENDED ACTIVITIES:**

- Ongoing consultation with parents, teachers, support staff to encourage transfer of skills
- Student self-evaluation on weekly basis

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**SUGGESTED TIME RANGE:**

Ongoing throughout the year

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**VOCABULARY:**

stuttering  
cluttering  
disorder  
fluency  
rhythmic  
bumpy speech  
secondary symptoms  
breathing  
tension

slow-easy-speech  
excitement  
stress  
emotions  
peer relationships  
negative listener  
negative social/emotional

Language

**SPEECH**

**Grade Level:**

**Strand:**

**ESSENTIAL UNDERSTANDINGS:**

- The learner will understand how sounds, words, gestures, and other symbols give meaning to enable communication.
- The learner will understand how language is governed by rules.
- The learner will understand how language is a message system used in communication.
- The learner will understand how to improve receptive and/or expressive language skills.

**ESSENTIAL QUESTIONS:**

1. Is the student's language delayed or deviant?
2. What dimensions of the language disorder are demonstrated? Phonology, morphology, syntax, semantics, pragmatics, metalinguistics?
3. Is the language difficulty isolate?
4. Is the language difficulty a characteristic of another disorder, i.e. autism, specific learning disability, mild cognitive impairment, hearing impairment?

**STUDENT ACHIEVEMENT STANDARDS:**

- The learner will be able to develop age appropriate comprehension and/or use of a spoken, written, and/or other symbol system.

**SUGGESTED METHOD OF INSTRUCTION:**

Individual, small group  
Pull-out, integrated, in-class support  
"Lunch Bunch"  
Consultative Mutli-sensory Approach

**CORE ACTIVITIES:**

- Treatment and Remediation
  - develop individualized program to address language needs



- structured exercises and activities
- language modeling
- peer interaction
- written and verbal labeling
- pairing actions with words
- verbal, nonverbal prompts
- syntactic lessons; morphological lessons; semantics lessons
- pragmatics/metalinguistics lessons

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### **INSTRUCTIONAL RESOURCES:**

#### **Student Resources:**

Language-based textbooks and materials – Ready, Set, Grammar, Mastering Auditory Sequencing, Language Processing Remediation, “WH” Decks, Learning Inferences, Monkeying Around With Vocabulary, HELP-Elementary Following Directions, Question the Direction, Multiple Auditory Skills Super PAC

#### **Technology Integrations:**

Co-Writer  
Earobics Step 1 and 2

#### **Literature/Cross Curricular Connections:**

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### **APPLICABLE ASSESSMENT:**

CST Evaluations and Assessments  
Anecdotal records, classwork, home practice  
Ongoing teacher/specialist observations  
Progress reports, report cards

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### **RECOMMENDED ACTIVITIES:**

- Consultation with parents, teachers, support staff to encourage transfer of skills
- Staff/Parent In-servicing: specific disabilities

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### **SUGGESTED TIME RANGE:**

Ongoing throughout the school year

## VOCABULARY:

receptive  
pragmatics  
attention  
negation  
inferences  
all grammatical vocabulary  
social skills  
eye contact  
appropriate - not appropriate  
"Look and Listen"

expressive  
tense  
rhyme  
spelling  
riddles – jokes  
ask – answer  
all "wh" words  
similar/different  
1<sup>st</sup>, last  
preposition words

**Tongue Thrust and Swallowing  
Myofunctional Therapy**

<b>SPEECH</b>
<b>Grade Level:</b>
<b>Strand:</b>

**ESSENTIAL UNDERSTANDINGS:**

- The learner will understand what a tongue thrust problem is.
- The learner will understand how to swallow correctly.

**ESSENTIAL QUESTIONS:**

1. What do I need to do to swallow right?
2. Can I do this?
3. How can I fix it?

**STUDENT ACHIEVEMENT STANDARDS:**

- The learner will be able to identify the anatomy and physiology of swallowing.
- The learner will be able to describe a correct swallow.
- The learner will be able to learn the strategies and techniques of correct swallowing.

**SUGGESTED METHOD OF INSTRUCTION:**

Individual, pull-out service delivery model

**TREATMENT AND REMEDIATION:**

- Introduce a correct swallow
- Introduce tongue exercises
- Introduce lip exercises
- Teach correction lessons
- Complete individualized program from IEP

**INSTRUCTIONAL RESOURCES:**

**Student Resources:**  
*The Tongue Thrust Book* by Marcelle Richardson Bennett

**Technology Integrations:**  
Oral Aerobics

**Literature/Cross Curricular Connections:**

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**APPLICABLE ASSESSMENT:**

Weekly progress chart from TT Programs  
Parent clarification/documentation  
Anecdotal records  
Pre/Post Assessment

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**RECOMMENDED ACTIVITIES:**

- Consultative – Parent and Teachers
- Parent Training
- Student self-assessment

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**SUGGESTED TIME RANGE:**

Ongoing throughout the school year

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**VOCABULARY:**

swallow  
tongue thrust  
jaw muscles

tongue exercises vocabulary  
lip exercises vocabulary  
Magic Spot

Voice

**SPEECH**

**Grade Level:**

**Strand:**

**ESSENTIAL UNDERSTANDINGS:**

- The learner will understand how the voice works.
- The learner will understand vocal hygiene.

**ESSENTIAL QUESTIONS:**

1. How does your voice work?
2. What is a good/bad voice?
3. What helps a good voice/what causes a bad voice?
4. How can we fix it?

**STUDENT ACHIEVEMENT STANDARDS:**

- The learner will be able to identify the anatomy and physiology of the vocal tract.
- The learner will be able to identify and describe different types of voices.
- The learner will be able to learn strategies and techniques to modify his/her voice and produce the most effective and efficient use of voice in all oral presentations.

**SUGGESTED METHOD OF INSTRUCTION:**

Individualized instruction  
Consultative  
Multi-sensory approach

**TREATMENT AND REMEDIATION:**

- Introduce voice and how it works.
- Discuss vocal abuse with students and teach ways to stop it.
- Complete individualized student program.

**INSTRUCTIONAL RESOURCES:**

**Student Resources:**

“How Your Voice Works: A Voice Modification Program,” by Kathleen Conroy

**Technology Integrations:**  
*Easy Listener, microphone/receiver*

**Literature/Cross Curricular Connections:**

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**APPLICABLE ASSESSMENT:**

Anecdotal records  
Parental clarification/documentation  
Weekly progress checks  
Pre/Post testing

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**RECOMMENDED ACTIVITIES:**

- Consultation with parent/teacher/school support staff to encourage transfer of skills
- Student self-evaluation

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**SUGGESTED TIME RANGE:**

Ongoing throughout the school year

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**VOCABULARY:**

voice  
vocal abuse  
relaxation  
pitch  
loudness

breathiness  
volume  
rate  
resonance

# APPENDIX





## Evaluation Instruments

### 1. Articulation

T-MAC  
Templin Darley Tests of Articulation  
The Assessment Companion  
Goldman-Fristoe Test of Articulation  
Spontaneous Speech Sample  
Deep Test for Specific R  
TOPA Quick Screen of Phonology  
PAT  
PAP  
Stimulibility Testing

### 2. Auditory Processing

Pure Tone Air Conduction Screening  
Screening Test for Auditory Processing  
Screening Test for Auditory Processing C  
TAPS  
LACT

### 3. Language

TOLD-P:3  
TOLD-I:3  
Peabody Picture Vocabulary Test  
Language Processing Test  
Language Sample  
OWLS  
KLST-2  
TAPS  
CELF-P  
ROWPUT  
EOWPUT

### 4. Oral Motor

Oral Peripheral Examination  
Oral Motor Assessment  
Screening Test for Development Apraxia of Speech

### 5. Voice

The Assessment Companion

## Voice Assessment Protocol for Children

### 6. Fluency

The Assessment Companion  
Stuttering Severity Instrument  
Clinician Magician