These norms are used in determining the condition of speech impairment in the Independent School District.

According to Merino (1992), these sounds were correctly produced by 90 percent of the children at the designated ages in the sample. They are: /d/, /m/, /n/, /r/, and /s/.

The Spanish language only has five final consonant sounds in words. Not all consonants are produced in the final position of words in the Spanish language.

Spanish Articulation Development
These norms are used in determining the condition of speech impairment in Allen Independent School District.

The following sources were consulted for development of these norms: Pooler, Sanders, Egan, Budvik, Templin, and Wellman.

From every child in the primary grades, not develop at the same time and in the same way, so we cannot expect correct speech, consonants correctly. Vowels are correctly produced by age three. All children do this chart shows at what age 90% of boys and girls can articulate the English.

ENGLISH ARTICULATION DEVELOPMENT
Teacher Implemented Intervention Strategies for Articulation

• Modeling with slow, clear speech

• Direct instruction of phonetic placement cues (showing the child where to put his tongue, lips, jaw, etc.) or shaping cues (showing him how to move from a sound he can say to the target sound)

• Specific direct feedback (I see your tongue is up. Your lips are rounded.)

• Repeated practice (Daily for a short period of time.)

• Visual feedback (mirror)

• Tactile Prompts (arm slide, touching neck, etc.)

• Facilitating Contexts (Choose words that don't have contrasting sounds. For example, if the child says "t" for "c", don't give him the word "cat" to practice.)

• Record and play back to let student hear themselves. (Use classroom iPads or computers.)
# Student Data Sheet

Name: ___________ Start Date: _______

Goal: _________________________________________

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Quick Guide to Language Development

Language is made up of socially shared rules that include the following:
- What words mean (e.g., "star" can refer to a bright object in the night sky or a celebrity)
- How to make new words (e.g., friend, friendly, unfriendly)
- How to put words together (e.g., "Peg walked to the new store" not "Peg walk store new")
- What word combinations are best in what situations

**Morphology**
Morphology is the way we change words to change their meaning. For example, you add -s to "dog" to make "dogs".

**Syntax**
Syntax is grammar. It is the way we put words together. Sentence structure is important not only for speaking but for understanding language.

**Phonology**
Phonology is the knowledge of sounds. This includes the ability to distinguish phonemes while listening (phonological awareness), speaking with phonology patterns, and the phonics of spelling.

**Semantics**
Semantics is the meaning of words. Vocabulary includes understanding and using different words in both verbal and written form.

**Pragmatic Language**
Pragmatics are the social language skills we use in our daily interactions. This includes what we say, how we say it, and our body language. It also includes our ability to judge what is expected in different situations.

Higher order language skills include inferencing; comprehension monitoring; interpretation of complex language, such as jokes and puns; and use of text structure knowledge. Metalinguistic awareness is a requisite for the development of higher order language skills. Metalinguistics is the ability to think about and reflect upon language.

A language disorder is an impairment in comprehension and/or use of a spoken, written, and/or other communication symbol system (e.g., American Sign Language). The disorder may involve the form of language (phonology, morphology, syntax), the content of language (semantics), and/or the function of language in communication (pragmatics) in any combination (ASHA, 1993). Language disorders may persist across the lifespan, and symptoms may change over time (Bashir, 1989).

Teacher Implemented Intervention Strategies for Language

**Expressive Language (Content/ Meaning)**

- Use gestural/visual cues for ordering 1st, 2nd, etc.
- Provide extra classroom focus using vocabulary activities like word wall, word of the day, naming items into categories, etc.
- Sort new vocabulary by feature, category, function, comparison, and association
- Have the student develop a vocabulary log that contains:
  - Word
  - Student friendly explanation
  - A sentence to illustrate the word’s meaning
  - An illustration
  - Part of speech

- Teach the student to “tell everything the listener needs to know” (I wasn’t there. I need for you to tell me______, or You know ______, but he doesn’t. Tell him______)
- Find and highlight the main idea
- Model and encourage use of simple notes (words/pictures) or visual methods (graphic organizers) appropriate for grade-level to support organization of ideas for story retelling, retelling past events and summarizing content
- Model (“think aloud”) and encourage visualizing (“make a picture in your mind”) to aid in organizing ideas, word-finding, and use of descriptive language
- Use visual organizers/story maps
- Emphasize use of sequential words
- Model and encourage use of “think time” to aid organization and/or word-finding by requiring all students to wait 3 secs. before responding to questions or making comments.
- Have student retell sequence or generate sequence with outline before writing it
- Give the student the specific vocabulary he/she needs to use in explanation or retell
- Provide different types of cues to help student recall:
  - Phonemic: give the child the first consonant sound of the word
  - Semantic: give phrases “You measure things with a ________”
  - Provide attributes: “It’s yellow. It has a lot of windows and seats. It is a type of transportation. It is a _________”
  - Provide the opposite: “Not rough but ________”
  - Phonemic combined with semantic cue: “It lives in the ocean, it has eight legs called tentacles. It is an “oh”......”

**Syntax & Morphology**

- Expand student’s response by repeating his/her sentence and adding any missing grammatical elements. Student repeats or writes. (S: “The dog barked the cat.” A: “Oh, the dog barked at the cat.”) Repeat the sentence back emphasizing the correction to make it more salient to the student.
- Take what the child says and expand upon it. Avoid saying: “Now you say it.”
- Find a way for the student to communicate when it seems difficult for him/her (multiple choice options, cue cards)
- Provide a question word to help a student begin formulation of a targeted question form (i.e., begin your question with “Who?”)
- Give the student visual cues taped to his/her desk to remind him/her of grammar rules
- Give the student flash cards with various parts of speech and have the student practice making complete sentences.
- Read a book with target grammatical form to student. After repeated readings: __ 1. Read again, pausing for student to read and produce target form and/or answer a question that elicits the target form. __ 2. Ask student to retell using target form.
- Follow student’s response with wh-question to elicit additional information then model new, longer sentence for student to repeat or write. (S: “The boy took my pencil.” A: “Which boy took your pencil?” S: “red shirt.” A: “The boy in the red shirt took your pencil.”)
Teacher Implemented Intervention Strategies for Language

**Vocabulary**
- Pre-teach key vocabulary and concepts
- Teach vocabulary in context
- Use gestures/objects/photos/pictures to emphasize or teach meaning
- Use the word paired with student movements
- Use synonyms, antonyms, or categories to reinforce understanding
- Utilize word webs, student drawings, and word maps
- Allow multiple opportunities to practice and reinforce target vocabulary
- Use peer instruction/cooperative groups

**Comprehension Difficulties**
- Use a slower rate of speech
- Model and encourage use of "think time" to aid comprehension by teaching all students to wait 3 secs. before responding to questions or making comments
- Present information in smaller steps
- Tell the student what to listen for, before presenting information verbally
- Paraphrase auditory information
- Model ("think-aloud") and encourage visualizing ("make a picture in your mind", "a brain video") to aid comprehension, vocabulary, and critical thinking
- Teach vocabulary in context, including activities involving categorization, associations, similarities, and differences
- Have the student repeat what he/she is listening for
- Teach student to ask for clarification or repetition (Tell me the part you know, "I heard/understand _____. but I don't know _____.")
- Use a story map or graphic organizer
- Teach/cue student "whole-body listening" Look at the teacher before directions, questions, or content instruction, (i.e.: eye-gaze or listening with your eyes), hands & feet still, mouth quiet, think about what is being talked about.
- Review, discuss and paraphrase the main idea
- Model and encourage simple note-taking or visual methods of organizing information, appropriate for grade level to aid listening and reading comprehension (i.e.: sticky-note listening (words, pictures), pictography/picture-writing, graphic organizers, Cornell notes (main idea/details columns), highlighting)  ___ Narrative (story structure) ___ Expository (non-fiction structure) ___ Direction-following
- Use a visual support that identifies the type of WH question (who, where, when, etc.)
- Highlight the key information in the text.
- Ask you speak to your students, try to work in "connecting" words such as so, because, then, but, when, instead, while, etc. This gives the student more information. Our students need us to tell them what we are doing, why we are doing it, and who we are doing it with.
- State when the topic is changing.

**Pragmatic Difficulties**
- Model appropriate responses and social interactions
- Role play targeted social situations
- Clearly and explicitly explain basic social skills and explain why they are important
- Teacher greetings
- Teach eye contact
- Teach facial expressions and emotion words in daily events ("Look at ___. He feels/looks _____.")
- Teach polite vocabulary
- Explicitly explain expected and unexpected behavior in different situations during the school day
- Teach initiating conversation/play
- Teach compromising
- Teach cause-effect ("When you ___, others think/feel ______")