

Kittatinny Region

K - 12 Speech and Language Curriculum

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Speech and Literacy

Introduction

The Kittatinny Region Speech and Language Curriculum is a comprehensive document covering grades K-12. The curriculum was written and recently revised by the Speech and Language Specialists from the five districts comprising the Kittatinny Region with assistance from the curriculum consultant. These professionals responsible for reviewing/revising this curriculum are:

Mary Lynch	Fredon Township School
Maura McNeeley	KRHS
Carol Freeborn	McKeown School
Agnes Douma	Sandyston-Walpack Consolidated School
Rachel Gentile	Stillwater Township School
Rich Poplaski	Curriculum Consultant

This curriculum guide was developed using the English Language Arts section of the most recent version of the NJCCSS and the American Speech and Hearing Association (ASHA) guidelines for communication disorders.

The curriculum includes several sections:

- A. A brief narrative component with statements regarding philosophy, goals, staff development and evaluation
- B. A section covering selection criteria
- C. Communication disorders
 - 1) Speech disorder
 - 2) Language disorder
 - 3) Hearing disorder
 - 4) Central auditory processing disorder
 - 5) Communication variations
- D. A final section listing materials and resources

It should be noted that this curriculum is a guide, and Speech and Language specialists should use it in just that way. The needs of the individual student as well as the dictates of the Individual Education Plan (I.E.P.) as required by law will ultimately determine what is taught.

Section I

Narratives

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Philosophy

The Kittatinny Region Speech and Language Curriculum is based on the belief that every child should have the opportunity to reach his/her potential in communication skills. The ability to communicate effectively is one of the most basic of human skills, and speech and language development should play a dominant role in the education of every child.

Whether for physical, emotional or medical reasons, a segment of every student population needs a specialized program in order to reach full communicative ability. For this reason schools must offer a program of speech and language therapy with professionally trained and certified staff.

This curriculum addresses those disciplines related to speech and language development with specific goals and outcomes for each. Each of these areas needs to be addressed using a variety of approaches and a variety of materials based on the individual needs of the child, the required Individual Educational Plan (I.E.P) and the professional judgment of the speech and language specialist.

This curriculum is based upon generally accepted standard beliefs, practices and techniques. It is not intended to be a prescription, a list of limitations, or a set of requirements. The curriculum is written as a general guide for speech and language specialists and other school professionals to use when planning and implementing an individual, child-driven program.

Since this curriculum is intended to provide a program for each child that is geared to allow the child to achieve his/her greatest potential, the speech and language specialist must have flexibility (within the conditions of the I.E.P.) to utilize and try new techniques or procedures that may assist the child in skill development.

Teachers in all areas of education have recognized the importance of integrating instruction with “real-world” experiences. Real-world experiences that relate to the child and the child’s educational requirements represent good pedagogy and help ensure that the curriculum is directed by each student’s needs.

The Kittatinny Region Speech and Language Curriculum should be periodically reviewed and revised to ensure that it is professionally current and continues to achieve its intent – to enable students to attain their greatest communicative potential.

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Goals

The Kittatinny Region Speech and Language Curriculum has been developed to serve those students with medical, physical, or emotional conditions that may require a specialized program in order to achieve their full potential in communication skills. The purpose of this curriculum is to assist students in meeting the goals of the K-12 English Language Arts Standards, with a focus on the reading, writing, speaking, listening, and language components. Consequently, the following goals will be targeted in an appropriate manner for each student by the Speech specialist in accordance with the New Jersey Common Core State Standards (NJCCSS) and as mandated by the student's Individual Education Plan (IEP):

- To assist students in overcoming the adverse effects of receptive and expressive language disorders on their educational performance and social-adaptive behaviors.
- To help students meet the increasing linguistic demands of the academic curriculum throughout their school years.
- To help each student attain optimal competence in using the rules for form, function, and use of language.
- To enhance pupil performance in the acquisition, development, application, and maintenance of language, fluency, voice, articulation, and phonology skills.
- To promote the development of communicative abilities that facilitates the achievement of satisfactory interactions and relationships with others.

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Evaluation

In terms of curriculum, evaluation refers to both the students and the curriculum.

The assessment of student progress is prescribed in terms of the I.E.P., and reporting to parents is directed by regulation. However, each student is extensively evaluated on an on-going basis. For the student receiving speech and language therapy, evaluation is a continual process. Through the observation of the clinician, the student's performance is assessed and logged at each session. The student is also observed in settings other than the therapy room. Proficiency, with skill development, is defined as 80% mastery on 4 out of 5 occasions.

In order to report progress and to gather more information, in addition to the annual review, conferences with parents are scheduled regularly. Written reports of student progress are also provided, following the requirements of each student's IEP. Informal conferences are held as desired by the parent or the teacher.

Information about student progress is gained through conferences held with the student's teacher and special teachers. Suggestions are made to the teachers to help enhance the student's development.

In order to ensure that the curriculum is serving the student, it must be evaluated on a regular basis. Methods of evaluating the program are listed below:

- 1) Regularly scheduled meetings of the Speech and Language specialists from each district to review the curriculum and to recommend changes, if needed.
- 2) Assessment of the following indicators of program success:
 - a) student willingness to participate in the program
 - b) parent support of the program
 - c) student exit (from the program) frequency
 - d) feedback from regular classroom teachers
 - e) results on standardized tests
- 3) Discussions with the staff at the next higher level of instruction (e.g.– elementary speech and language specialists speak to secondary speech and language specialists regarding progress of students as they move from the elementary to secondary levels).

The overall effectiveness of the Speech and Language Curriculum cannot be judged based on a single indicator, but one must take into consideration a number of indicators. The evaluative criteria are not necessarily limited to the suggestions above.

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Staff Development

The field of Speech and Language Development is subject to considerable study and research, and as a result, it's changing constantly. Speech and Language Specialists are required to pursue the hours mandated by the New Jersey Department of Education for Continuing Education. The S/L Specialist should engage in a program of staff development through:

- 1) attendance at workshops
- 2) participation in conferences and conventions
- 3) enrollment in American Speech and Hearing Association courses available via telecommunications
- 4) regularly scheduled district-wide meetings to share ideas, resources, and techniques as well as program evaluation

Over the next three to five years, efforts should be made to ensure that staff development is both encouraged and promoted, preferably in terms of the suggestions listed above.

Selection of Students

Following the rules and regulations that govern educating the handicapped, students are selected for inclusion into the speech and language program in several ways:

- 1) through screenings initiated and conducted in accordance with Board Policy and/or individual school practice
- 2) recommendation by a teacher
- 3) recommendation by a child study team member
- 4) as a result of a parent request
- 5) at the secondary level, through student self-referral

Selection of students requires a variety of indicators. Listed below are a number of testing instruments that may be used. All standardized tests must have a publication date less than ten years prior to date of administration.

Testing Materials

Directory of Speech-Language Pathology Assessment Instruments

This resource is published by the American Speech-Language-Hearing Association to support practitioners in their efforts to keep their knowledge and skills current in a broad range of administrative and clinical areas.

- [Introduction](#)
- [Contact Information for Publishers/Sources](#)
- [Publishers - Submit your tests](#)

Additional Resources

- [Achieving Communication Independence \(ACI\)](#)
- [Assessing Asian Language Performance, Second Edition](#)
- [Assessment and Intervention Resource for Hispanic Children](#)
- [Assessment and Treatment Manual for School-Age Language Disorders, A Resource Manual](#)
- [Assistive Technology Assessment: Developing a Written Productivity Profile](#)
- [Galileo Preschool and Galileo K-12](#)
- [Pre-Feeding Skills, Second Edition](#)
- [Sourcebook for Assessing & Maintaining Communication](#)
- [Sourcebook for Children With Attention Deficit Disorder, Second Edition. A Management Guide for Early Childhood Professionals and Parents](#)
- [Speech and Language Assessment for the Bilingual Handicapped-Second Edition](#)
- [Work Sampling System](#)

A. Articulation/Phonology Assessment: Children

- Arizona Articulation Proficiency Scale, Third Revision (Arizona-3)
- Assessment Link Between Phonology and Articulation – Revised (ALPHA-R)
- Assessment of Phonological Processes-Revised
- Assessment of Sound Awareness and Production (ASAP)
- Bankson-Berenthal Test of Phonology (BBTOP)
- Bilingual Communication Assessment Resource
- Children’s Speech Intelligibility Measure (CSIM)
- Classroom Screening Test for Speech Disorders
- Clinical Assessment of Articulation and Phonology (CAAP)
- Comprehensive Test of Phonological Processing (CTOPP-2)
- Contextual Probes of Articulation Competence - Spanish (CPAC-S)
- Contrast Pairs for Phonological Training (CPPT)
- Denver Articulation Screening Exam (DASE)
- Developmental Articulation and Phonology Profile (DAPP)
- Diagnostic Evaluation of Articulation and Phonology (DEAP)
- Dynamic Indicators of Basic Early Literacy Skills-Sixth Edition (DIBELS)
- Fisher-Logemann Test of Articulation Competence (FLTOAC)
- Frenchay Dysarthria Assessment - Second Edition (FDA-2)
- Goldman-Fristoe Test of Articulation-Second Edition (G-FTA-2)
- Hodson Assessment of Phonological Patterns-Third Edition (HAPP-3)
- Hodson Computerized Analysis of Phonological Patterns (HCAPP)
- Kaufman Speech Praxis Test for Children (KSPT)
- Khan-Lewis Phonological Analysis-Second Edition (KLPA-2)
- LinguiSystems Articulation Test (LAT)
- Marshalla Oral Sensorimotor Test (MOST)
- Nuffield Centre Dyspraxia Programme, 3rd Edition (NDP3)
- Phonological Awareness and Literacy Screening (PALS)
- Phonological Awareness and Reading Profile-Intermediate
- Phonological Evaluation & Transcription of Audio-Visual Language (PETAL)
- Phonological Screening Assessment (PSA)
- Photo Articulation Test, Third Edition (PAT-3)
- Pre-Literacy Skills Screening
- Pre-Reading Inventory of Phonological Awareness (PIPA)
- Preschool Motor Speech Evaluation and Intervention
- Quick Assessment for Apraxia of Speech
- Quick Assessment for Dysarthria
- Riley Articulation and Language Test-Revised
- Rules Phonological Evaluation (RPE)
- Screening Test for Developmental Apraxia of Speech-Second Edition (STDAS-2)
- Secord Contextual Articulation Test (S-CAT)
- Slosson Articulation, Language Test With Phonology (SALT-P)
- Slosson Phonics and Structural Analysis Test (SP-SAT)
- Smit-Hand Articulation and Phonology Evaluation (SHAPE)
- Spanish Articulation Measures, Revised Edition (SAM)
- Speech-Ease Screening Inventory (K-1)

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- Structured Photographic Articulation Test II Featuring Dudsberry (SPAT-D II)
- Test of Articulation in Context (TAC)
- Test of Minimal Articulation Competence (T-MAC)
- Test of Phonological Awareness in Spanish (TPAS)
- Test of Phonological Awareness Skills (TOPAS)
- Test of Phonological Awareness-Second Edition: PLUS (TOPA-2+)
- The Apraxia Profile
- Verbal Dyspraxia Profile
- Verbal Motor Production Assessment for Children (VMPAC)
- Weiss Comprehensive Articulation Test (WCAT)

B. Autism Spectrum Disorders Assessment

- Asperger Syndrome Diagnostic Scales (ASDS)
- Autism Diagnostic Interview-Revised (ADI-R)
- Autism Diagnostic Observation Schedule (ADOS)
- Autism Screening Instrument for Educational Planning - Third Edition (ASIEP-3)
- Childhood Autism Rating Scale (CARS2)
- Communication and Symbolic Behavior Scales Developmental Profiles (CSBS DP)
- Differential Assessment of Autism and Other Developmental Disorders (DAADD)
- Gilliam Asperger's Disorder Scale (GADS)
- Gilliam Autism Rating Scale - Second Edition (GARS-2)
- Krug Asperger's Disorder Index (KADI)
- Language Use Inventory (LUI)
- Pervasive Developmental Disorders Screening Test-II (PDDST-II)
- Psychoeducational Profile Revised
- Social Communication Questionnaire (SCQ)
- Social Emotional Evaluation (SEE)
- Social Responsiveness Scale (SRS)
- Source for PDD Assessment and Intervention
- Vineland Adaptive Behavior Scales, Second Edition (Vineland II)

C. Cognitive Communication Assessment

- Functional Assessment of Verbal Reasoning and Executive Strategies (FAVRES)
- Brief Test of Head Injury (BTHI)
- Burns Brief Inventory of Communication and Cognition (Burns Inventory)
- California Verbal Learning Test, Second Edition (CVLT-II)
- Cambridge Prospective Memory Test (CAMPROMPT)
- Cognitive (Intelligence) Test: nonverbal (C(1):nv)
- Cognitive Abilities Scale-Second Edition (CAS-2)
- Cognitive Abilities Test, Form 6 (CogAT)
- Cognitive Assessment of Young Children (CAYC)
- Cognitive Linguistic Quick Test (CLQT)
- Communication Outcome Measures of Functional Independence: The COMFI Scale
- Functional Linguistic Communication Inventory (FLCI)
- Kaufman Short Neuropsychological Assessment Procedure (K-SNAP)

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- Measure of Cognitive-Linguistic Abilities (MCLA)
- Montreal Cognitive Assessment (MoCA)
- Ross Information Processing Assessment, Second Edition (RIPA-2)
- Ross Information Processing Assessment-Primary (RIPA-P)
- Scales of Cognitive Ability for Traumatic Brain Injury (SCATBI)
- Test of Cognitive Skills, Second Edition (TCS/2)
- Test of Problem Solving 3-Elementary Test (TOPS 3: Elementary)
- The Butt Non-Verbal Reasoning Test (BNVR)
- The Montreal Cognitive Assessment (MoCA): A Brief Screening Tool for Mild Cognitive Impairment

D. Developmental Scales

- Ages and Stages Questionnaires (ASQ): A Parent-Completed, Child-Monitoring System, Second Edition
- Bayley Scales of Infant and Toddler Development-Third Edition (Bayley-III)
- Bilingual Health and Developmental History Questionnaire
- Bilingual Language Proficiency Questionnaire
- Birth to Three Assessment and Intervention System, Second Edition (BTAIS-2)
- Bracken Basic Concept Scale: Expressive (BBCS: E)
- Bracken Basic Concept Scale-Third Edition: Receptive (BBCS-3:R)
- BRIGANCE Inventory of Early Development-II (IED-II)
- Cognitive Assessment of Young Children (CAYC)
- Cognitive, Linguistic, and Social-Communicative Scales, Second Edition (CLASS-2)
- Communication and Symbolic Behavior Scales (CSBS), Normed Edition
- Communication Solutions for Older Students
- Developmental Assessment of Young Children - Second Edition (DAYC-2)
- Developmental Observation Checklist System (DOCS)
- Developmental Profile 3 (DP-3)
- FirstSTEP: Screening Test for Evaluating Preschoolers
- Individual Growth and Development Indicators-Early Literacy (IGDIs-EL)
- Mullen Scales of Early Learning: AGS Edition
- Peabody Developmental Motor Scales-Second Edition (PDMS-2)
- Prescreening Developmental Questionnaire (PDQ II)
- PrimerPASO
- Rossetti Infant-Toddler Language Scale
- Scales of Independent Behavior-Revised (SIB-R)
- Speech and Language Evaluation Scale
- Speed DIAL: Developmental Indicators for the Assessment of Learning

E. Evaluation Tools for Culturally and Linguistically Diverse Populations

- Functional Assessment of Verbal Reasoning and Executive Strategies (FAVRES)
- Ann Arbor Learning Inventory-Revised (AALI-R)
- Assessing Asian Language Performance, Second Edition
- Assessment and Intervention Resource for Hispanic Children
- Auditory Perception Test for the Hearing Impaired (APT/HI)
- Bateria III Woodcock-Munoz: Pruebas de habilidades cognitivas and Bateria III Woodcock-Munoz: Pruebas de aprovechamiento
- Battelle Development Inventory, 2nd Edition (BDI-2)
- Bilingual Classroom Communication Profile
- Bilingual Health and Developmental History Questionnaire
- Bilingual Language Proficiency Questionnaire
- Bilingual Verbal Ability Tests (BVAT)
- Bilingual Vocabulary Assessment Measure
- Boehm Test of Basic Concepts, Third Edition (Boehm-3)
- Bracken School Readiness Assessment (BSRA)
- BRIGANCE Comprehensive Inventory of Basic Skills-Revised (CIBS-R)
- BRIGANCE Screens Overview
- Callier-Azusa Scales
- Carolina Picture Vocabulary Test for Deaf and Hearing-Impaired Students (CPVT)
- Clinical Evaluation of Language Fundamentals - Fourth Edition, Spanish (CELF-4 Spanish)
- Cognitive Linguistic Quick Test (CLQT)
- Contextual Probes of Articulation Competence - Spanish (CPAC-S)
- Denver Developmental Screening Test II (Denver II)
- Developing Skills Checklist (DSC)
- Developmental Assessment for Individuals With Severe Disabilities-Second Edition (DASH-2)
- Developmental Indicators for the Assessment of Learning-Third Edition (DIAL-3)
- Developmental Programming for Infants and Young Children
- Diagnostic Achievement Battery-Third Edition (DAB-3)
- Diagnostic Achievement Test for Adolescents, Second Edition (DATA-2)
- Diagnostic Evaluation of Language Variance (DELV)-Norm Referenced
- Diagnostic Evaluation of Language Variance (DELV)-Screening Test
- Dos Amigos Verbal Language Scales-Revised
- Dynamic Assessment and Intervention
- Early Screening Profiles (ESP)
- Early Speech Perception Test (ESP)
- English-Espanol Reading Inventory
- Evaluating Communicative Competence
- Expressive One-Word Picture Vocabulary Test: Spanish-Bilingual Edition (EOWPVT-SBE)
- FirstSTEP: Screening Test for Evaluating Preschoolers
- Functional Communication Profile-Revised (FCP-R)
- Kindergarten Readiness Test (KRT)
- Language Assessment Scales – Oral (LAS-O) Spanish Edition
- Language Assessment Scales-Reading and Writing (LAS R/W)
- Language Proficiency Test (LPT)

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- Lista de Desarrollo (La Lista)
- MacArthur Inventarios del Desarrollo de Habilidades Comunicativas (CDI-Spanish Edition)
- MacArthur Inventarios del Desarrollo de Habilidades Comunicativas (Inventarios) (CDI-Spanish Edition)
- Oral Communication Battery (OCB)
- Pervasive Developmental Disorders Screening Test-II (PDDST-II)
- Pre-Feeding Skills, Second Edition
- Pre-LAS 2000
- Preschool Language Scale, Fifth Edition (PLS-5), Spanish Edition
- Prescreening Developmental Questionnaire (PDQ II)
- PrimerPASO
- Receptive One-Word Picture Vocabulary Test: Spanish-Bilingual Edition (ROWPVT-SBE)
- Rhode Island Test of Language Structure (RITLS)
- Screening Kit of Language Development (SKOLD)
- Screening Test of Adolescent Language-Revised (STAL-R)
- Sequenced Inventory of Communication Development-Revised (SICD-R)
- Social Communication Questionnaire (SCQ)
- Social Emotional Evaluation (SEE)
- Sourcebook for Speech and Language Assessment
- Spadafore ADHD Rating Scale
- Spanish Language Assessment Procedures, Third Edition (SLAP)
- Spanish Structured Photographic Expressive Language Test-II (Spanish SPELT-II)
- Spanish Structured Photographic Expressive Language Test-Preschool (Spanish SPELT-P)
- Spanish Test for Assessing Morphologic Production (STAMP)
- Speech and Language Assessment for the Bilingual Handicapped-Second Edition
- Speech Perception Instructional Curriculum and Evaluation (SPICE)
- Speed DIAL: Developmental Indicators for the Assessment of Learning
- Teacher Assessment of Grammatical Structures (TAGS)
- Test de Vocabulario en Imagenes Peabody (TVIP)
- Test of Auditory Reasoning and Processing Skills (TARPS)
- Test of Early Language Development-Third Edition: Spanish
- Test of Phonological Awareness in Spanish (TPAS)
- Transdisciplinary Play-Based Assessment and Intervention-Revised
- Wiig Assessment of Basic Concepts-Spanish (WABC-S)
- Woodcock-Munoz Language Survey-Revised

F. Fluency Assessment

- Assessment of Stuttering Behaviors
- Bilingual Communication Assessment Resource
- Crowe's Protocol
- Overall Assessment of the Speaker's Experience of Stuttering (OASES)
- Stocker Probe for Fluency and Language, 3rd Edition
- Stuttering Prediction Instrument for Young Children (SPI)
- Stuttering Severity Instrument, Fourth Edition (SSI-4)
- Test of Childhood Stuttering (TOCS)
- Wright & Ayre Stuttering Self-Rating Profile (WASSP)

G. Related Tests

- Adapted Sequenced Inventory of Communication Development (A-SICD) for adolescents and Adults with Severe Handicaps
- Assessment for Persons Profoundly or Severely Impaired (APPSI)
- Assessment of Classroom Communication and Study Skills (ACSS)
- ATI Assessment
- Attention Deficit/Hyperactivity Disorder Test (ADHDT)
- Auditory Discrimination and Lip Reading Skills Inventory (ADLR)
- Augmentative Communication Assessment Profile (ACAP)
- BOT-2: Bruininks–Oseretsky Test of Motor Proficiency, Second Edition
- Bracken School Readiness Assessment (BSRA)
- Comprehensive Test of Nonverbal Intelligence - Second Edition (CTONI-2)
- CTB Assessment Accommodations Guide
- Detroit Test of Learning Aptitude-Primary, Third Edition (DTLA-P:3)
- Detroit Tests of Learning Aptitude, Fourth Edition (DTLA-4)
- Developmental Indicators for the Assessment of Learning-Third Edition (DIAL-3)
- Galileo Preschool and Galileo K-12
- Individual Growth and Development Indicators-Early Literacy (IGDIs-EL)
- Interaction Checklist for Augmentative Communication (INCH)
- Kaufman Brief Intelligence Test, Second Edition (KBIT-2)
- Learning Disabilities Diagnostic Inventory (LDDI)
- Lifespace Access Profile
- Listening Inventory
- Miller Assessment for Preschoolers (MAP)
- Pre-Feeding Skills, Second Edition
- Quality of Communication Life Scale (ASHA QCL)
- Screening for Central Auditory Processing Difficulties
- Screening Test for Educational Prerequisite Skills (STEPS)
- Social Emotional Observational Record
- Social Skills Rating System (SSRS)
- Test of Memory and Learning (TOMAL)
- Test of Nonverbal Intelligence–Fourth Edition (TONI-4)
- The Bloomer Blocks: A structured Clinical Interview
- The Manual of AAC Assessment
- Vineland Social-Emotional Early Childhood Scales (SEEC)
- Work Sampling System

H. Spoken Language Assessment: Children

- Adolescent Language Screening Test (ALST)
- Assessment of Language-Related Functional Activities (ALFA)
- Assessment of Literacy and Language (ALL)
- Assessment, Evaluation, and Programming System for Infants and Children, Second Edition (AEPS-2)
- Auditory Continuous Performance Test (ACPT)
- Auditory Discrimination and Lip Reading Skills Inventory (ADLR)

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- Auditory Perception Test for the Hearing Impaired (APT/HI)
- Auditory Processing Abilities Test (APAT)
- Auditory Skills Assessment (ASA)
- Auditory-Visual Single-Word Picture Vocabulary Test: Adolescent
- Bankson Language Test-2 (BLT-2)
- Bateria III Woodcock-Munoz: Pruebas de habilidades cognitivas and Bateria III Woodcock-Munoz: Pruebas de aprovechamiento
- Bedside Evaluation Screening Test-Second Edition (BEST-2)
- Bilingual Classroom Communication Profile
- Bilingual Communication Assessment Resource
- Bilingual Verbal Ability Tests (BVAT)
- Bilingual Vocabulary Assessment Measure
- Boehm 3–Preschool
- Boehm Test of Basic Concepts, Third Edition (Boehm–3)
- Carolina Picture Vocabulary Test for Deaf and Hearing-Impaired Students (CPVT)
- Children's Auditory Verbal Learning Test-Revised (CALVT-2)
- Children's Communication Checklist-2 (CCC-2)
- Clinical Evaluation of Language Fundamentals - Fourth Edition, Spanish (CELF-4 Spanish)
- Clinical Evaluation of Language Fundamentals-Fourth Edition (CELF-4)
- Clinical Evaluation of Language Fundamentals–Fourth Edition Screening Test (CELF-4 Screening Test)
- Clinical Evaluation of Language Fundamentals–Preschool, Second Edition (CELF-Preschool 2)
- Comprehensive Assessment of Spoken Language (CASL)
- Comprehensive Receptive and Expressive Vocabulary Test-Second Edition (CREVT-2)
- Computerized Profiling 9.6.0 (CP9.6.0)
- Diagnostic Evaluation of Language Variance (DELV)–Norm Referenced
- Diagnostic Evaluation of Language Variance (DELV)–Screening Test
- Dos Amigos Verbal Language Scales-Revised
- Dynamic Assessment and Intervention
- Early Language Milestone Scale-Second Edition (ELM Scale-2)
- Early Speech Perception Test (ESP)
- Evaluating Acquired Skills in Communication - Third Edition (EASIC-3)
- Evaluating Communicative Competence
- Examining for Aphasia: Assessment of Aphasia and Related Impairments - Fourth Edition (EFA-4)
- Expressive Language Test 2 (ELT 2)
- Expressive One-Word Picture Vocabulary Test: Spanish-Bilingual Edition (EOWPVT-SBE)
- Expressive One-Word Picture Vocabulary Test-4 (EOWPVT-4)
- Expressive Vocabulary Test-Second Edition (EVT-2)
- Fruharty Preschool Speech and Language Screening Test-Second Edition (FPSLST-2)
- Fullerton Language Test for Adolescents, Second Edition (FLTA-2)
- Functional Assessment of Communication Skills for Adults (ASHA FACS)
- Get Ready to Read!
- Goldman-Fristoe-Woodcock Test of Auditory Discrimination (G-F-W TAD)
- Illinois Test of Psycholinguistic Abilities, Third Edition (ITPA-3)
- Joliet 3-minute Speech and Language Screen – Preschool
- Joliet 3-minute Speech and Language Screen – Revised
- Kaufman Survey of Early Academic and Language Skills (K-SEALS)

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- Kindergarten Language Screening Test, Second Edition (KLST-2)
- Language Assessment Scales-Oral (LAS-O)
- Language Processing Test 3: Elementary (LPT 3: Elementary)
- Language Proficiency Test (LPT)
- Language Use Inventory (LUI)
- Lindamood Auditory Conceptualization Test-Third Edition (LAC-3)
- MacArthur Communicative Development Inventories (CDI)
- MacArthur Inventarios del Desarrollo de Habilidades Comunicativas (CDI – Spanish Edition)
- Montgomery Assessment of Vocabulary Acquisition (MAVA)
- Multilingual Aphasia Examination, Spanish Version (MAE-S)
- Multilingual Aphasia Examination, Third Edition (MAE)
- Nonspeech Test for Receptive/Expressive Language
- Oral and Written Language Scales (OWLS: Listening Comprehension [LC] Scale & Oral Expression [OE] Scale)
- Peabody Picture Vocabulary Test-Fourth Edition (PPVT-4)
- Pediatric Language Acquisition Screening Tool for Early Referral-Revised (PLASTER)
- PLSI: Pragmatic Language Skills Inventory
- Pragmatic Communication Skills Protocol
- Pre-LAS 2000
- Preschool Language Assessment Instrument, Second Edition (PLAI-2)
- Preschool Language Scale, Fifth Edition (PLS-5)
- Preschool Language Scale, Fifth Edition (PLS-5), Spanish Edition
- Quick Assessment for Aphasia
- Rapid Automatized Naming and Rapid Alternating Stimulus Tests (RAN/RAS)
- Receptive One-Word Picture Vocabulary Test: Spanish-Bilingual Edition (ROWPVT-SBE)
- Receptive One-Word Picture Vocabulary Test-4 (ROWPVT-4)
- Receptive-Expressive Emergent Language Test, Third Edition (REEL-3)
- Renfrew Bus Story - North American Edition (RBS-NA)
- Renfrew Language Scales
- Reynell Development Language Scales (RDLS)
- Rhode Island Test of Language Structure (RITLS)
- Rice/Wexler Test of Early Grammar Impairment
- SCAN-3 for Adolescents & Adults: Tests for Auditory Processing Disorders (SCAN-3:A)
- SCAN-3 for Children: Tests for Auditory Processing Disorders (SCAN-3:C)
- SCAN-A: A Screening Test for Auditory Processing Disorders in Adolescents and Adults
- Screening Kit of Language Development (SKOLD)
- Screening Test of Adolescent Language (STAL)
- Selective Auditory Attention Test (SAAT)
- Slosson Auditory Perceptual Skill Screener (SAPSS)
- Social Emotional Evaluation (SEE)
- Social Language Development Test Adolescent
- Social Language Development Test Adolescent (SLDT A)
- Social Language Development Test Elementary
- Spanish Language Assessment Procedures, Third Edition (SLAP)
- Spanish Structured Photographic Expressive Language Test-II (Spanish SPELT-II)
- Spanish Structured Photographic Expressive Language Test-Preschool (Spanish SPELT-P)
- Spanish Test for Assessing Morphologic Production (STAMP)
- Speech Evaluation of the Patient with a Tracheostomy Tube

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- Speech Perception Instructional Curriculum and Evaluation (SPICE)
- Spelling Performance Evaluation for Language and Literacy (SPELL-2)
- Structured Photographic Expressive Language Test-3 (SPELT-3)
- Structured Photographic Expressive Language Test-Preschool 2 (SPELT-P 2)
- Swanson Cognitive Processing Test (SCPT)
- Teacher Assessment of Grammatical Structures (TAGS)
- Test de Vocabulario en Imagenes Peabody (TVIP)
- Test for Auditory Comprehension of Language-Third Edition (TACL-3)
- Test for Examining Expressive Morphology (TEEM)
- Test of Adolescent Adult Word Finding (TAWF)
- Test of Adolescent and Adult Language-Third Edition (TOAL-3)
- Test of Auditory Analysis Skills
- Test of Auditory Processing Skills-3 (TAPS-3)
- Test of Auditory Reasoning and Processing Skills (TARPS)
- Test of Early Language Development, Third Edition (TELD-3)
- Test of Early Language Development-Third Edition: Spanish
- Test of Language Competence-Expanded Edition (TLC-Expanded)
- Test of Language Development-Intermediate, Fourth Edition (TOLD-I:4)
- Test of Language Development-Primary, Fourth Edition (TOLD-P:4)
- Test of Morpheme Usage
- Test of Narrative Language (TNL)
- Test of Pragmatic Language-2 (TOPL-2)
- Test of Problem Solving-2 Adolescent (TOPS-2)
- Test of Semantic Skills-Intermediate (TOSS-I)
- Test of Word Finding in Discourse (TWFD)
- Test of Word Finding, Second Edition (TWF-2)
- Test of Word Knowledge (TOWK)
- Testing & Remediating Auditory Processing (TRAP)
- The Communication Screen
- The Expression Connection
- The Expressive Language Test
- The HELP Test
- The Listening Test
- The Phonological Awareness Profile
- The Phonological Awareness Test
- The Primary Language Screen (TPLS)
- The Strong Narrative Assessment Procedure (SNAP)
- The Wilson Syntax Screening Test
- The Word Test 2: Adolescent
- The WORD Test-2: Adolescent
- The WORD Test-2: Elementary
- Token Test for Children-Second Edition (TTFC-2)
- Utah Test of Language Development-Fourth Edition (UTLD-4)
- Wepman's Auditory Discrimination Test, Second Edition
- Wh-Question Comprehension Test
- Wiig Assessment of Basic Concepts (WABC)
- Wiig Assessment of Basic Concepts-Spanish (WABC-S)
- Wiig Criterion Referenced Inventory of Language (Wiig CRIL)

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- Woodcock Language Proficiency Battery-Revised (WLPB-R)
- Woodcock-Munoz Language Survey-Revised
- Word Finding Referral Checklist (WFRC)

I. Swallowing and Oral-Motor Assessment

- Dworkin-Culatta Oral Mechanism Exam and Treatment System (D-COME-T)
- Oral Speech Mechanism Screening Examination- Third Edition (OSMSE-3)
- Test of Oral Structures and Functions (TOSF)

J. Voice Assessment: Children

- Boone Voice Program for Children-Second Edition
- The Voice Index
- Voice Assessment Protocol for Children and Adults (VAP)
- Voice Impact Profile (VIP)

K. Written Language Assessment

- Analytical Reading Inventory, 7th Edition (ARI-7)
- Assessment of Literacy and Language (ALL)
- Basic Early Assessment of Reading (BEAR)
- Burns/Roe Informal Reading Inventory: Preprimer to Twelfth Grade, Sixth Edition
- Concepts of Print and Writing
- CTB Writing Assessments System
- Decoding Skills Test (DST)
- Diagnostic Assessments of Reading With Trial Teaching Strategies (DARTTS)
- Diagnostic Screening Test: Language, Second Edition (DSTL-2)
- Diagnostic Screening Test: Reading-Third Edition (DSTR-3)
- Diagnostic Screening Test: Spelling-Third Edition (DSTS-3)
- Dynamic Indicators of Basic Early Literacy Skills - Sixth Edition (DIBELS)
- Dyslexia Screening Instrument
- Early Reading Assessment (ERA)
- Early Reading Diagnostic Assessment-Second Edition (ERDA Second Edition)
- Emerging Literacy and Language Assessment (ELLA)
- English-Espanol Reading Inventory
- Fox in a Box: An Adventure in Literacy
- Gates-MacGinitie Reading Tests (GMRT) Fourth Edition
- Get Ready to Read!
- Gray Diagnostic Reading Tests-Second Edition (GDRT-2)
- Gray Oral Reading Tests-Fourth Edition (GORT-4)
- Gray Silent Reading Tests (GSRT)
- Language Assessment Scales-Reading and Writing (LAS R/W)
- NewGAP
- Oral and Written Language Scales (OWLS: Written Expression [WE] Scale

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- Phonics Based Reading Test (PRT)
- Phonological Awareness and Literacy Screening (PALS)
- Reading and Language Inventory, 5th Edition
- Reading Comprehension Battery for Aphasia (RCBA-2)
- Reading Inventory for the Classroom, 5th Edition
- Slosson Oral Reading Test-Revision 3 (SORT-R3)
- Slosson Test of Reading Readiness (STRR)
- Spadafore Diagnostic Reading Test (SDRT)
- Spelling Performance Evaluation for Language and Literacy (SPELL-2)
- Standardized Reading Inventory, Second Edition (SRI-2)
- Test of Early Reading Ability-Deaf or Hard of Hearing (TERA-D/HH)
- Test of Early Reading Ability-Third Edition (TERA-3)
- Test of Early Written Language, Second Edition (TEWL-2)
- Test of Oral Reading and Comprehension Skills (TORCS)
- Test of Preschool Early Literacy (TOPEL)
- Test of Reading Comprehension-Third Edition (TORC-3)
- Test of Silent Contextual Reading Fluency (TOSCRF)
- Test of Silent Reading Efficiency and Comprehension (TOSREC)
- Test of Silent Reading Skills (TSRS)
- Test of Silent Word Reading Fluency (TOSWRF)
- Test of Word Reading Efficiency (TOWRE)
- Test of Written English (TWE)
- Test of Written Expression (TOWE)
- Test of Written Language-Third Edition (TOWL-3)
- Test of Written Spelling-Fourth Edition (TWS-4)
- The Critical Reading Inventory: Assessing Students' Reading and Thinking
- Vulpe Assessment Battery-Revised (VAB-R)
- Woodcock Reading Mastery Tests-Revised Normative Update (WRMT-R/NU)
- Word Identification and Spelling Test (WIST)
- Writing Process Test (WPT)
- Written Language Assessment (WLA)

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Section II

State of New Jersey Eligibility Criteria

TECHNICAL ASSISTANCE DOCUMENT

Speech-Language Services

GUIDELINES: Eligibility Criteria Caseload Continuum

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[rev. 5/15/14]

Attached is a set of criteria to serve as guidelines for the speech-language specialist in determining the pupil eligibility for speech and language services. Criteria are included for the areas of articulation, voice, language, and fluency.

The project to develop these criteria reflects a state as well as national concern with caseload selection for services. It is hoped that the use of these criteria will facilitate consistency in the provision of speech and language services both within a district and throughout the state. These criteria are not intended to be used in place of ones that are specifically developed to meet the unique needs of a special population.

This document is a result of the efforts of many professionals. Initially, criteria were developed by a task force composed of speech-language specialists and directors of special education from a number of districts. The criteria then were sent to public school speech-language specialists throughout the state for their comments, criticisms, and suggestions. The responses were analyzed and incorporated into this final set.

Specific tests and procedures have not been included but will be determined by the particular needs of the district.

In addition, a caseload size range has been included. This range suggests factors that are to be considered when dealing with determining caseload size and should be utilized in conjunction with the eligibility criteria.

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I. CRITERIA FOR STUTTERING

A pupil will be considered to have a stuttering disorder if:

1. The pupil demonstrates at least a mild rating, or its equivalent, on a formal fluency rating scale, or
2. In a representative speech sample, the pupil exhibits moments of stuttering on five percent or more of the words spoken, and
3. The speech-language specialist and two others (e.g. pupil, parent, school personnel) observe that the pupil's speech is significantly different from that of peers. At the secondary level, observation of these differences by the speech-language specialist and the pupil is sufficient.

.....
Either 1 or 2 must be present.

3 must always be present.

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II. CRITERIA FOR VOICE

A pupil will be considered as having a voice disorder if:

1. The pupil exhibits abnormal voice quality, pitch, resonance, loudness, or duration
AND
2. The condition is evident on two separate occasions, two weeks apart, at different times of day
AND
3. There are no medical contraindications to therapy*
AND
4. The speech-language specialist and two others (e.g. pupil, parent, school personnel) observe that the pupil's voice is significantly different from that of peers. At the secondary level, observation of differences by the speech-language specialist and the pupil is sufficient.

.....
All 4 criteria must be present.

* An ENT/physician may determine this or a decision may be made to refer the pupil for a special examination.

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III. CRITERIA FOR ARTICULATION

A pupil will be considered as having an articulation disorder if:

1. A. The pupil exhibits one or more errors of sound production beyond the age at which 90% of the population has achieved mastery (according to developmental norms)
OR
1. B. Performance on a standardized articulation test falls at least 1.5 standard deviations below the mean
AND
2. The pupil misarticulates sounds consistently in a representative speech sample
AND
3. The pupil is under age eight and is not stimuable on the error(s) sounds*
AND
4. The articulation errors cannot be attributed to dialectal or cultural differences or the influence of a foreign language
AND
5. The speech-language specialist and two others (e.g. pupil, parent, school personnel) observe that the pupil's speech is significantly different from that of peers. At the secondary level, observation by the speech-language specialist and the pupil is sufficient.

.....

Either 1. A or 1. B must be present.
2, 3, 4, and 5 must always be present.

If over age eight, stimulability does not have to be considered in the enrollment decision.

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IV. CRITERIA FOR LANGUAGE

A pupil will be considered as having a language disorder if:

1. The pupil uses morphological, syntactic, semantic or pragmatic patterns that fall below or are different from what would be expected given chronological age, developmental or cognitive level, and are evidenced during a representative oral language sample of at least five minutes or a minimum of 50 utterances.

AND

2. Performance falls below 1.5 standard deviations, or below the 10th percentile, on at least two standardized measures related to the problems identified in the language sample. (When standardized instruments are appropriate)

AND

3. The language patterns cannot be attributed to dialectal or cultural differences or the influence of a foreign language

AND

4. The speech-language specialist and two others (e.g. pupil, parent, school personnel) observe that the pupil's language is significantly different from that of peers. At the secondary level, observation of differences by the speech-language specialist and the pupil is sufficient.

.....

1, 3, and 4 must always be present.

2 must be present when appropriate.

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V. CASELOAD SIZE CONTINUUM

When these criteria have been used to determine pupil eligibility for speech and language services, the following caseload guidelines are recommended.

These guidelines have been developed with the expectation that the size of caseloads will vary from school district to school district as well as within districts, and no one number represents the size of an ideal caseload. The recommended continuum suggests the factors that should be considered in developing appropriate caseloads. It would be expected that the more severely involved team classified pupils will require more intensive services than those with milder speech or language disorders. Thus, the size of a caseload with the majority of pupils classified “Eligible for Speech Language Services (ESLS)” will be in the upper range while a caseload with primarily team classified pupils with severe problems will be in the lower range.

In addition, it is assumed that an important aspect of the speech-language specialist’s role is that of evaluation, program planning, and consultation regarding pupils with speech and language disorders and that time must be available to complete these tasks.

RECOMMENDED CASELOAD CONTINUUM

Ranges and Characteristics

Up to 25 Up to 60

Most pupils have:

- 1) Classification of Communication
Handicapped or other classifications by
full child study team
- 2) Other handicapping condition(s) in
addition to the speech and language
disorder
- 3) Performance on standardized
measure(s) of speech and language falls
at least 1.5 SDs* below the mean

Most pupils have:

- 1) Classification of Eligible for Speech
Language Services (ESLS)
- 2) Speech and language disorder only with
no other educationally handicapping
condition
- 3) Performance on standardized
measure(s) falls at least 1.5 SDs* below
the mean

Caseloads will vary along this continuum depending on the nature and severity of the speech and language disorders and the other handicapping conditions. Caseloads with a greater proportion of severely impaired pupils will be at the lower end of the continuum than those with pupils who have milder impairments.

* Standard Deviations

Section III

Curriculum Guides

About this Document

These guidelines are an official statement of the American Speech-Language-Hearing Association (ASHA). They provide guidance on definitions of communication disorders and variations, but are not official standards of the Association. They were developed by the AD Hoc Committee on Service Delivery in the schools by: Frances K. Block, chair; Amie Amiot, ex officio; Cheryl Deconde Johnson; Gina E. Nimmo; Peggy G. Von Almen; Deborah W. White; and Sara Hodge Zeno. Diane L. Eger, 1991-1993 vice president for professional practices, served as monitoring vice president. The 1992 guidelines supersede the paper titled “Communication Disorders and Variations,” *Asha*, November 1982, pages 949-950.

Section III-A

**THE
LANGUAGE
CURRICULUM**

Introduction – Language

A **language disorder** is impaired comprehension and/or use of spoken, written, and/or other symbol systems. The disorder may involve (1) the form of language (phonology, morphology, syntax), (2) the content of language (semantics), and/or (3) the function of language in communication (pragmatics) in any combination.

1. Form of Language
 - a. **Phonology** is the sound system of a language and the rules that govern the sound combinations.
 - b. **Morphology** is the system that governs the structure of words and the construction of word forms.
 - c. **Syntax** is the system governing the order and combination of words to form sentences, and the relationships among the elements within a sentence.
2. Content of Language
 - a. **Semantics** is the system that governs the meanings of words and sentences.
3. Function of Language
 - a. **Pragmatics** is the system that combines the above language components in functional and socially appropriate communication.

The following suggestions for clinicians are recommended for successful language treatment programs:

1. Create settings and situations in which language can be spontaneous, meaningful, and natural.
2. Reformulate, model, imitate, expand, and reinforce the client's utterances continuously.
3. Organize situations in which formally learned language structures can be practiced in spontaneous ways.
4. Plan intervention programs so that early activities place few semantic, cognitive, and pragmatic demands on the student, then gradually increase the complexity of activities as target rules, forms, and content are learned.
5. Use experience-based and on-going activities and approaches.
6. Utilize easily manipulated toy figures, toy objects, and puppets with young children to act out tasks or situations that elicit desired language.
7. Emphasize the left-to-right structure of sentences, stories, or events when using a series of pictures, printed words, or other graphic symbols as visual cues.
8. Use contrived words and stress patterns to highlight the important words in phrases and sentences.
9. Use representative pictures or manipulatives to present two versions of a sentence, asking the student to judge which one is correct. (e.g. Her plays/She plays).

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10. Use short, simple structures when presenting a new rule or form, adding linguistic complexity as the client internalizes the concept.
11. Provide multiple opportunities for the student to use newly learned rules, forms, and content in a variety of situations and environments.
12. Enlist and guide the participation of parents, teachers, and others in this process.
13. Gradually transfer the responsibility for self-monitoring to the client.
14. Allow the student frequent opportunities to lead, make decisions and judgments, and take the role of “teacher”.
15. Use structured role-plays and mock conversations as intermediate steps between the learning and generalizing of new rules and forms.

Expressive Language Goals

A. The Student Will Improve Verbal Pragmatic Language Skills

1. Give personal information on request
2. Communicate immediate needs
3. Give appropriate responses to specific questions
4. Use interrogative forms
5. Communicate in a group activity
6. Use effective communication skills in personal, school and daily life activities
7. Talk about people and events not immediately present
8. Recall personal information and events
9. Retrieve verbal information that requires a delay in recall that is longer than the immediate past
10. Recall words in his/her vocabulary during spontaneous conversation with others fluent and accurate
11. Demonstrate turn-taking skills in conversation
12. Add information in conversation
13. Demonstrate knowledge of remote events
14. Use greetings and closings
15. Maintain eye contact to the satisfaction of others
16. Use verbal and/or gestural behavior appropriately
17. Assign meaning by correctly interpreting messages from facial expressions and gestures of others
18. Increase awareness of self facial expressions and gestures by sending more accurate non-verbal messages
19. Use greetings or salutations
20. Engage others
21. Express feelings
22. Provide feedback
23. Use language to describe attributes and/or function
24. Provide directions
25. Sequencing events - temporal or actions
26. Clarify information
27. Request verbally: actions clarification, attention, objects or information
28. Improve his / her ability to understand another person's point of view
29. Improve his / her ability to explain his / her own point of view and back it up
30. Understand what to do and what to say in an emergency
31. Distinguish between relevant and irrelevant information
32. Improve spoken organization
33. Use language to compare and contrast
34. Improve understanding of the needs of others
35. Comment on a subject or action
36. Provide reasons or rationales
37. Not talking at the same time as the speaker
38. Become a more effective speaker by maintaining eye contact with listeners
39. Become a more effective speaker by speaking with appropriate rate and volume
40. Develop an awareness of how to modify his s her tone of voice and choice of words so as to get a positive listener reaction
41. Not starting a conversation with someone else while the speaker is talking

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42. Talk about experiences
43. Respond to interrogatives; who, what, where, when, why, how
44. Enter conversations appropriately
45. Initiate a topic
46. Maintain a topic
47. Report information
48. Request information/help
49. Provide support information for topic, opinion, etc
50. Appropriately provide body language with verbal message

B. The student will improve social communication skills

1. will understand and respond appropriately to non-verbal communication
2. will understand double messages (e.g., verbal vs. non-verbal cues)
3. will focus on relevant aspects of a presentation
4. will decrease inappropriate verbal behavior
5. will handle frustration in an appropriate manner
6. will ask for assistance
7. will request repetition or clarification of information appropriately
8. will initiate conversation with peers/teachers
9. will initiate topics of conversation appropriate for the situation
10. will pay attention in a conversation to the person speaking
11. will make relevant remarks in a conversation with others
12. will maintain one topic without introducing irrelevant or tangential information
13. will participate and respond appropriately in small group discussions
14. will participate and respond appropriately in class discussions
15. will respond to comments by expressing agreement
16. will understand and express statements of fact and/or opinion
17. will recognize and use inductive and deductive reasoning (eg, evaluating and arguing)
18. will label, understand, and verbalize emotions (his and others)
19. will understand self-image
20. will understand concept of empathy/sympathy
21. will express small talk for the purpose of interaction
22. will participate in class discussions using vocabulary appropriate for peer group
23. will pause at selected intervals in speech allowing time for others to comment
24. will lead group activity
25. will understand and tell jokes and riddles
26. will understand and interject humor at appropriate times
27. will use appropriately assertive language
28. will recognize propaganda devices
29. will respond to positive and negative remarks, constructive criticism, and teasing in an appropriate manner
30. will understand and take responsibility for actions
31. will respond to sarcasm, put downs, and slang in a socially appropriate manner
32. will learn to use the telephone appropriately
33. will learn to use interview skills

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C. Identify Noun Classes

1. Student will improve in comprehension and use of syntactic structures (appropriate to age level), in spoken/written language
2. Identify through selection and express through verbalization nouns and noun plurals
3. Identify through selection and express through verbalization action verbs, being verbs and verb tenses
4. Identify through selection and express through verbalization prepositions
5. Identify through selection and express through verbalization adjectives
6. Identify through selection and express through verbalization adverbs
7. Identify through selection and express through verbalization pronouns
8. Verbally express the possessive marker(s) in phrases and sentences when repeating and during spontaneous speech
9. Identify through selection and express through verbalization conjunctions
10. Identify through selection and express through verbalization negatives
11. Identify through selection and express through verbalization contractions

D. The Student Will Improve Verbal Semantic Language Skills

1. To encode a variety of content categories [recurrence, negation, location, etc.]
2. Improve word retrieval
3. Increase use of synonyms
4. Increase use of antonyms
5. Understand multiple meanings of homonyms
6. Understand multiple meanings of synonyms
7. Understand multiple meanings of antonyms
8. Increase vocabulary as it relates to the core curriculum: (Sci., SS. Lang Arts, Math)
9. Identify quantity
10. Identify quality
11. Identify colors
12. Increase use of words with multiple meanings
13. Understand the differences in language
14. Understand the similarities in language
15. Word choice - introduction to dictionary skills/ increasing the speed of dictionary use
16. Detect and correct verbal absurdities
17. Answer factual and inferential questions relating to sentences and paragraphs presented in verbal or written forms
18. Demonstrate comprehension of idioms/metaphors through verbal explanation and organize the details coherently
19. Demonstrate comprehension of analogies by completing sentences
20. Demonstrate comprehension by detecting and then correcting and explaining absurdities / ambiguities
21. Make inferences based on clues derived from pictures / sentences / paragraphs and stories
22. Draw conclusions based on clues derived from pictures / sentences / paragraphs and stories
23. Provide possible alternatives for avoiding problem situations
24. Predict outcomes by indicating cause / effect relationships through verbal description

E. The Student Will Develop Expressive Language Skills

1. Will imitate single words and pairs of words
2. Will imitate 3-4 word sentences
3. Will use 2 or 3 word combinations such as: a) agent-action mommy go, b) agent object Gimmy cookie)
4. Will develop the concept of being (e.g., I am cold)
5. Will use noun modifiers (e.g., nothing, anybody)
6. Will formulate “wh” questions
7. Will formulate yes/no questions
8. Will formulate interrogative reversals (e.g., does it hurt?)
9. Will use morphological endings (e.g., farms, farmer)
10. Will comprehend and use possessive markers
11. Will comprehend and use prepositions
12. Will comprehend and use present tense
13. Will comprehend and use regular past tense
14. Will comprehend and use irregular past tense
15. Will comprehend and use contractions
16. Will form the past participle by adding a helping verb (e.g., I have walked out)
17. Will comprehend and use future tense
18. Will comprehend and use passive tense (e.g., was eaten by)
19. Will comprehend and use progressive tense (e.g., I am going)
20. Will comprehend and use copula verb (e.g., is, are, am)
21. Will comprehend and use personal and possessive pronouns (e.g., she, I, mine)
22. Will comprehend and use reflexive pronouns (e.g., myself)
23. Will comprehend and use indefinite pronouns (e.g., it, this)
24. Will comprehend and use negative structures (e.g., it's not mine)
25. Will comprehend and use articles
26. Will comprehend and use regular plurals
27. Will comprehend and use irregular plurals
28. Will comprehend and use could, would, and should
29. Will comprehend and use do supportive words (e.g., does, did)
30. Will comprehend and use comparatives and superlatives
31. Will comprehend and use words with prefixes and suffixes
32. Will comprehend and use conjunctions
33. Will form complete sentences
34. Will form complex and expanded phrases in a structured situation
35. Will use complex and compound sentences
36. Will spontaneously form sentences of expanded length and complexity
37. Will use “can” and “may” appropriately in sentences
38. Will make appropriate verbal contributions to class or group discussions
39. Will retell a story or describe an event in sequential order
40. Will describe main ideas from orally presented stories
41. Will organize thoughts, maintain relevancy and enumerate ideas
42. Will identify and replace non-standard language with accepted forms (e.g., empty words (um), fillers)

F. The Student Will Improve Problem Solving Skills

1. Will increase the ability to determine true/false statements
2. Will comprehend inferences in a given situation
3. Will explain inferences in a given situation
4. Will identify the cause of a particular event
5. Will express cause-effect relationships
6. Will predict the outcome from a given series of events
7. Will use language to identify and solve problems
8. Will identify problem(s) according to time, situation and event
9. Will provide appropriate solution(s) to the problem(s)
10. Will state a way in which a problem can be avoided
11. Will comprehend and respond to emergency situations
12. Will understand compromises and use them appropriately in a given situation
13. Will understand persuasions and demonstrate their use in a given situation
14. Will improve the ability to understand other points of view
15. Will make judgments and justify answers

G. The Student Will Improve Functional Writing Skills

1. Write own name
2. Write the alphabet
3. Use capital letters to begin a sentence
4. Capitalize proper nouns
5. Use periods in abbreviations
6. Use apostrophes in contractions
7. Use appropriate punctuation to end sentences appropriately
8. Use quotation marks correctly
9. Use commas correctly
10. Identify complete sentences, phrases and fragments
11. Organize information into paragraphs. Develop proofreading skills
12. Develop outlining skills
13. Develop familiarity with writing cohesive paragraphs

H. The Student Will Improve Written Language Skills

1. Write an invitation
2. Write an outline
3. Generate a short story
4. Write a journal
5. Write a letter
6. Write a poem
7. Write a log
8. Write captions combined with or describing art
9. Write a short article
10. Generate a report
11. Write a summary
12. Create an advertisement - persuasive
13. Write comparisons
14. Write an interview
15. Write a list

Sample Language Activities – Language Disorder:

1. Present noisemakers and musical instruments allowing the student to experiment with making sounds. The student will then name the source of a familiar sound or select a picture of the sound source.
2. Present recorded environmental sounds and animal sounds. The student will identify pictures of the sound source.
3. Present recordings of familiar voices. The student will identify the speakers.
4. Demonstrate loudness and softness of sounds using rhythm instruments, recordings featuring varying volume, and shouting versus whispering. The student will identify the loud or soft sounds.
5. Demonstrate sounds high and low in pitch using a pitch pipe, xylophone, and male versus female voice tapes. The student will tell if the sounds are high or low – Stand up for high sounds and sit down for low sounds.
6. Demonstrate long and short durations of sounds using a pitch pipe or by voicing stop and continuant consonant phonemes. Relate the duration of the sound to drawings such as a long caterpillar and a short ladybug. The student will identify recorded sounds of long and short duration.
7. Demonstrate how an important sound such as a ringing bell or a voice sounds different in different backgrounds. Blow a whistle into a can and in a quiet room. The student will discuss the differences heard.
8. Play tape-recorded directions with and without background or environmental noise. The student will follow tape-recorded directions.
9. Present minimal pair words and same word pairs. Stress differences in the minimal pair words emphasizing visual cues first. The student will discriminate minimally paired monosyllables correctly.
10. Decrease visual cues and present pairs again eliminating visual cues by hiding the mouth. The student will identify whether the pairs are the same or different.
11. Present a series of words with a common vowel. The student will identify or repeat the common vowel in the word series. Present a series of words with a common consonant sound. The student will identify or repeat the common consonant in the word series.
12. Present a series of words with one word that lacks the common sound. The student will identify the word that does not belong in the series.
13. Read short stories loaded with a particular consonant sound. Identify when the target sound is heard by holding up a puppet, flag, or other signal.
14. Explain beginning, middle, or ending position of a sound in words using pictures or symbols such as a three-part train or an animal with a head, midsection and tail. The student will identify the positions of target sounds within words.
15. Demonstrate how objects in three different colors such as beads, blocks, or squares of paper can represent the beginning, middle and end of words. The student will move beads, blocks, or squares of paper in three different colors, one color representing the target sound, as words containing the sound are spoken.
16. Explain how rhymes are made with words that end with the same vowel or vowel and consonant sounds. The student will make families of rhyming words for a given word by providing an ending and letters or sounds to add to the beginning of the word.
17. Present a series of three words, two of which rhyme. The student will identify the word that does not rhyme.

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18. Present phrases with internal rhymes, omitting the last word. The student will supply the final rhyming word.
19. Speak sounds and point out the most common letter symbol for each. Work on one to five associations then increase to include all common vowels and consonants. The student will identify the most common letter associated with target sounds.

Short-term Auditory Memory

Sample Activities:

20. Present various patterns of simple non-language sounds. The student will reproduce the patterns presented.
21. Present recorded or live-voice nursery rhymes and simple sounds. Provide activities to strengthen the child's memory. The student will recall at least three nursery rhymes or songs from memory without cuing.
22. Present a pair of numbers. Cue incorrect attempts by supplying the first number given. The student will repeat the pair of numbers.
23. Increase the length of a number series to present three then four numbers in the series. Begin with easy patterns and proceed to more difficult ones. The student will repeat each series of numbers.
24. Continue to increase the length of the series to 5, 6, or 7 numbers. The student will correctly repeat each series of numbers.
25. Present a two-step command for the student to follow. The student will repeat the command then carry it out performing the steps in proper order.
26. Continue the above activity increasing the number of commands given.
27. Provide practice of the child's full name, address, and telephone number. The student will recall and accurately state his/her own full name, address, and telephone number.
28. Present an entire series of words, then repeat the series omitting the last item(s). Continue until the child can recall the words without the clinician "starting" the series. The student will recall the item(s) omitted until the entire series can be repeated from memory.
29. Present a series of words with no consistent semantic or phonemic pattern. Help the student to recall the series by using cloze, first sound cues, or rhythm patterns in presenting the series, gradually fading the cues. The student will recall a series of 3-5 unrelated words.
30. Present factual sentences of increasing length from 8-16 syllables. Ask one question that requires factual recall of content. If the student has difficulty, require immediate repetition of the sentence following presentation, then follow with the question. The student will respond accurately to questions about the sentence content.
31. Present syntactically simple sentences. Begin with a length easily recalled by the student. The student will repeat the sentence accurately.

Evaluation Criteria: Exit criteria based on each student's individualized educational plan.

Long-term Memory

Sample Activities:

1. Read aloud a paragraph, beginning with short selections of three sentences. Ask questions that require the client to recall significant facts from the paragraph. Increase the length of paragraphs to at least five sentences. If the student has difficulty with recall of facts, insert questions as the selection is read. Work to increase the amount of information within each selection.
2. Read aloud a short story of four to six paragraphs. Begin with stories that are predictable and on topics of interest to the client. Following the story, ask questions. The student should recall significant facts and the order of events from stories read aloud.
3. Tell a story that has three to four significant events, using sequence pictures. The student retells the story, using sequence pictures as cues.
4. Tell a story using a book (word cues) with pictures (picture cues). The student retells the story using word and picture cues.
5. Tape the above story at a later session. The student should retell the story using no cues.
6. Provide a story for the client to illustrate. He/she then draws and retells the major events from the story.
7. Read aloud a story that can be dramatized. Provide props for the student, who acts out the story using the props for cues.
8. With the student, list activities completed in one typical day. Assist memory by illustrating the list of activities or by writing each activity on a sentence strip (sentence strips can be scrambled and rearranged for additional practice). The student should retell a sequence of at least five major activities in order of daily occurrence.
9. Show a television program or video that is 15 minutes long. Assist recall by scanning short segments.
10. Use “before” and “after” questions to strengthen recall of automatic time sequences (e.g. What day comes before Friday?).
11. Provide strategies to facilitate recall of major ideas, such as:
 - a) taking notes under the categories of “Who”, “What”, “Where”, “When”, “Why”, and “How”.
 - b) highlighting a written version of the presentation using markers
 - c) drawing pictures to illustrate key ideas
 - d) noting one-word “reminders” for important ideas
 - e) listening to tape recordings of the presentation, stopping the tape to repeat key ideas aloud
12. Teach strategies to assist with memory, including:
 - a) repetition
 - b) silent rehearsal
 - c) churking
 - d) mnemonic systems – using notes, reminders and other symbols to improve memory, memorizing the first letter of each word in a list
 - e) visualizing/imagery techniques

Word Retrieval

Sample Activities:

1. Present antonym cues, progressing from commonly used simple semantic concepts to those that are more abstract. The student should provide the correct antonyms.
2. Present synonym cues, progressing from commonly used simple semantic concepts to more difficult ones. Explain that the two words have the same, or almost the same meaning. Have the student provide the correct synonyms.
3. Present associated word pair cues and give examples, using words that belong to the same semantic class. The student should supply the missing word.
4. Present tasks for naming items according to the category, using categorization and classification. The student should name several items in each category.
5. Present categories for naming according to tasks or functions. The student should name several items in each category.
6. Present single attribute categories for naming. The student should name several items in each category.
7. Present common verbal analogies, proverbs, metaphors, and similes, omitting a word or phrase. The student should provide the missing word or phrase.
8. Present common serial naming and sequential tasks. The student should tell, in a cohesive, sequential order, the steps necessary to complete the task.
9. Present serial categories to elicit sequential naming. The student should provide the missing words.
10. Present pictures or objects. The student tells what can be done with, or to, the objects shown.
11. Present two related words. The student provides one or two additional associated words.
12. Present common phrases, nursery rhymes, or song titles, using melodic cues as needed. The student responds with the appropriate word(s).
13. Present sentence completion and cloze tasks. The student responds with the appropriate word(s).
14. Present a series of two or three rhyming words. The student provides additional rhyming word(s) to the series.
15. Produce the beginning sound of a word and give a verbal hint. The student provides the word.
16. Conduct guided imagery techniques, instructing the student to close eyes as imagined surroundings or objects are described. The student should describe the imagined surroundings or object.
17. Name actual past events and real places. The student should recall and describe the event or place.
18. Present timed tasks according to category for rapid naming. Use a stopwatch or timer. The student responds correctly within a predetermined time period.
19. Provide a category, such as names of friends, for rapid naming. Record the amount of time required. Repeat the same task at intervals of one week, comparing the time required.

Syntax and Morphology-Plurals

Sample Activities:

1. Explain the function of /s/ as a plural marker for nouns. Model it for the student who should imitate the plural nouns.
2. Present pictures of objects representing two categories: “one” and “more than one”. Demonstrate how to separate the items into these two categories. The student should categorize objects or pictures into singular and plural noun categories.
3. Model singular and plural productions of each pair while pointing to the object. Emphasize that words for “more than one” end with the /s/ sound. The student should imitate the correct production of noun + /s/.
4. Present sentences, omitting a singular or plural noun. Use singular and plural noun pictures as cues. Expand to paragraphs and short stories, gradually withdrawing the picture cues. The student supplies the missing word, first with the picture cues and then without them.
5. Use pictures and objects representing both singular and plural nouns to help the student make up sentences and short stories.
6. Explain the purposes of /z/ and /ez/ as plural markers for nouns. The student should imitate the sounds.
7. Follow the above sequence of activities for teaching plural /s/, except using nouns with plural markers /z/ and /ez/.
8. Introduce irregular nouns, explaining that these are whole word form changes. The student should use irregular noun plural forms.
9. Emphasize the use of rote memory for learning the irregular forms. The student memorizes and uses the irregular plurals.
10. Introduce constant nouns, explaining that these are nouns that remain the same for both singular and plural forms.
11. Continue the above sequence of activities for teaching noun plurals. Emphasize the lack of morphemic differences in the singular and plural forms of these words. The student should produce the word forms.

Syntax and Morphology-Possessives

Sample Activities:

1. Introduce possessive nouns, explaining the semantic purpose of the 's. (e.g. Here is a girl and this is her purse. It is the girl's purse. The purse belongs to the girl.).
2. Use pictures or objects and model phrases such as the boy's..., the girl's... The student repeats the phrases.
3. Introduce proper nouns for the preceding activity.
4. Draw a stick figure representing the student and discuss things that belong to the student. The student draws and identifies the body parts and clothing.
5. Use paper dolls or manikins with clothing and accessories to elicit possessives from the student.
6. Divide up money and objects and discuss "mine" and "yours". The student should repeat the model.
7. Introduce "his" and "hers" and explain that these target words show possession. The student repeats target sentences containing the target pronouns.
8. Use the preceding method to include "ours" and theirs" in the lexicon.
9. Structure a situation, using objects and scenarios to model "mine", "yours", "his", "hers", "ours", and "theirs". The student should imitate and generate sentences containing these possessive pronouns.

Syntax and Morphology – Verb Tenses and Noun-Verb Agreement

Sample Activities:

1. Perform actions and describe what is being done using target verb tense. The child is encouraged to join in with verbal responses.
2. Construct simple, active, declarative “sentences” with noun pictures and representational verb pictures for the student to “read”, reviewing all pictured materials before using sentences.
3. Structure ongoing activities and experience-based strategies to model, elicit, and reinforce use of V + ing. The student completes the activity describing the actions.
4. Tell fill-in-the-blank stories in present tense form, using verb pictures to cue V + ing responses. The student should describe the actions.
5. Use picture sequence cards or cartoon strips to elicit V + ing descriptions of the actions. The student should describe the V + ing actions.
6. Use V + ing strategies; introduce noun-verb agreement in accordance with the client’s level of language development.
7. Discuss with the student the idea that -ed added to a word means the action has “already happened”. The student should imitate the production of V – ed.
8. Explain that -ed is pronounced t in some words and d in others. The child should imitate past tense verbs ending in the t and d sounds.
9. Use activities described for -ing verbs, adapting them for consistency with use of regular past tense verbs.
10. Play taped stories for discussion. Guide the discussion, emphasizing past tense and reinforce use of ed ending. The student retells the story using V + ed.
11. Introduce exceptions to the V + ed rule, explaining that some verbs have to be changed to different words to mean that the action has already happened. The student should imitate irregular verb forms.
12. Introduce constant verbs, explaining that they are exceptions that remain the same for both present and past forms. Emphasize rote memory and drill. Adapt strategies and lessons described previously for consistency with constant verbs. The student should produce constant verb forms.
13. Explain that uninflected verb forms agree with “I”, “you”, “we”, and “they”. Use activities described previously, adapting them for simple present uninflected verb forms.
14. Explain the present possessive functions of “have” and “has”. Provide examples of their use with pronouns. Use pictures, objects, and ongoing activities to reinforce the use of noun-verb agreement. The student should generate examples of noun-verb agreement.
15. Explain the purpose of the past possessive verb “had”, providing examples of its use with pronouns. The student will use the verb “had” in phrases and sentences.

Syntax and Morphology-Articles

Sample Activities:

1. Label nouns preceded by the word “the”. The student imitates the article + noun form.
2. Expand model phrases into simple sentences. The student imitates the sentences.
3. Provide pictures and objects as prompts for use in generating sentences using “the”.
4. Label nouns preceded by the word “a”. The student imitates the article + noun form.
5. Expand model phrases into simple sentences. The student imitates the sentences.
6. Provide pictures and objects as prompts for use in generating sentences using “a”.
7. The student touches a geometric shape to serve as a cue to use “the” or “a” with nouns.

Syntax and Morphology—Pronouns

Sample Activities:

1. Model the use of “I” for the student. The student imitates the use of “I”.
2. Tell short stories designed to elicit “I” responses. The student produces the responses in a structured situation.
3. Structure ongoing activities and experience-based strategies to model, elicit, and reinforce the use of “I”.
4. Use environmental experiences to elicit and reinforce the use of “I”. Provide a “free talk” conversational period to tell something about one’s self. Tape and play for the student, stressing the accuracy of the use of “I”, and help make corrections.
5. Tell stories designed to elicit “we” responses. The student produces the responses in a structured situation.
6. Adapt the preceding activities used to teach the pronoun “I” for use in teaching the use of “we”.
7. Discuss the fact that “he” refers to males and “she” refers to females. Use pictures and label “he” or “she” appropriately.
8. Categorize action pictures of individual males and individual females, separating the pictures into “he” and “she” piles.
9. Provide male and female toy figures for the student to manipulate in response to the clinician’s instructions. The student describes the actions using “he” and “she”.
10. Ask one child to perform an action and a second child to tell what was done.
11. Use action pictures of people and animals to represent “they”. Discuss the activities pictured; the child describes the activity using “they”.
12. Adapt strategies used for teaching “he” and “she” to teach “they”.

Syntax and Morphology – Comparative-Superlative

Sample Activities:

1. Explain the semantic purposes of adjective suffixes [-er] and [-est] by presenting a series of three pictures or objects representing these comparative and superlative forms.
2. Utilize pictures, objects, and cue cards, and saying comparative and superlative adjectives.

Syntax and Morphology – Conjunctions

Sample Activities:

1. Combine nouns or attributes using conjunctions.
2. Present two base sentences orally and demonstrate how they can be combined into one sentence by using conjunctions. Use meaningful examples.
3. Present action pictures and demonstrate how the conjunction can be used to create sentences describing the actions.

Semantic Classes

Sample Activities:

1. Structure activities using pictures, objects, and toy figures to present nouns. The student will use the words presented.
2. Structure activities to present verbs. The student will demonstrate understanding of the action words and will use the target words.
3. Structure activities to present adjectives. The student will demonstrate understanding of the adjectives and will use the target words.
4. Provide classification activities for grouping objects. Provide containers in which the objects may be sorted. The student will separate the items into groups.
5. Provide objects or pictures for matching on the basis of one attribute. Next, select another attribute for regrouping the same objects.
6. Use a collection of animals or animal pictures to be classified as pets, farm animals, or zoo animals.
7. Provide objects or pictures that, with the exception of one, belong in a given category.
8. Name a category that has multiple items. The student lists items that belong to that category.
9. Present two objects, events, actions, or agents. Tell how the two are alike – tell how they are different.
10. Present two attributes of an object. The student then names the object.
11. Provide pictures of antonyms or synonyms. The student matches pictures with their antonyms/synonyms.
12. Present words that have opposite meanings. The student states the antonyms or synonyms of orally presented words.
13. Present sentences containing homonyms and pictures illustrating the homonyms. Identify the picture of the homonym used in each sentence.
14. Present pictures of homonyms and model sentences containing these words.
15. Present a word with a multiple-meaning and one of its definitions. The student gives at least one other meaning for the word presented.
16. Provide several words with multiple-meanings. The student thinks of at least two definitions for each multiple-meaning word presented.
17. Provide several words with multiple-meanings. The student should write at least two definitions of each multiple-meaning word presented.

Semantic Relations

Sample Activities:

1. Compare word relations, beginning with statements that compare two words and are stated positively. Present “True / False” sentences orally or in writing.
2. Increase complexity of the task by expanding statements to include more than two ideas and also negatively-worded statements. The student tells whether each sentence is true or false.
3. Present sentences in question form to elicit yes/no responses.
4. Present questions about word relations (sizes, shapes, colors). The student provides answers to the questions.
5. Provide declarative sentences to be compared with their passive forms. Ask if the two sentences express the “same” or “different” meanings.
6. Present sentences in passive form and ask questions about them that can be answered with yes/no.
7. Present sentences in passive form and ask factual questions about them. The student provides the facts.
8. Present tasks of comparative location, utilizing concepts such as “between”, “under”, “front”, etc. Use objects and toy figures, which can be easily arranged and manipulated to illustrate and reinforce concepts of location.
9. Present tasks of word relations, utilizing concepts such as “before”, “after”, and other conditions of time. Ask questions that can be answered true/false.
10. Present sentence completion tasks. The student provides the missing words.
11. Enhance recall of common sequential series by using drill-based strategies for days of the week, months of the year, seasons, holidays, and times of day.
12. Introduce and explain the concept of verbal analogies. Present sentence completion tasks and have the student supply the answers.

Semantic Inference

Sample Activities:

1. Present absurdities, first pictured, then orally. The student identifies and corrects the absurdities.
2. Present true/false statements orally. The student tells whether each statement is true or false.
3. Present a verbal impossibility. The student gives two ways of correcting the impossible statement.
4. Provide pictured, oral, or written situations illustrating cause-effect relationships. The student associates cause-effect relationships.
5. Present the first part of a story, orally or in writing, and omit the ending. The student provides an appropriate ending.
6. Present a sentence with two or more different intonational patterns. The student identifies the inferred meanings of each.
7. Discuss how the intonational features of pitch, intensity, duration, rate, and juncture influence meaning and infer changes in meaning.
8. Present a written sentence that can be read with two different intonational patterns. The student will read the sentence using two different intonational patterns.

Semantics – Register

Sample Activities:

1. Explain figurative language, illustrating with examples of idioms, metaphors, similes, and proverbs. Emphasize their non-literal symbolic nature and, if necessary, contrast the literal and implied meanings.
2. Present the idiom, metaphor, simile, and proverb. Have the student provide the correct implied meaning.
3. Present opportunities for the student to provide examples of figurative language.

Semantics – Question Forms

Sample Activities:

1. Present “yes/no” questions about objects, pictures, or situations in the environment. Emphasize the meaning of true/false in yes/no responses.
2. Tell or read a short story and ask yes/no questions about the events in the story.
3. Provide the opportunity for the student to generate his/her own yes/no questions for others to answer.
4. Present objects or pictures and ask “what” questions. Use objects, pictures, or environmental stimuli to encourage interest and questioning. The student and the speech and language specialist take turns asking and answering “what” questions.
5. Present objects, pictures, or environmental stimuli to encourage curiosity and questioning. The student and the speech and language specialist take turns asking and answering “who” questions.
6. Read a short story or show a videotape then ask “who” questions about the characters and their actions.
7. Use information regarding family members, friends, teachers, and occupations to stimulate “who” questions and answers.
8. Demonstrate the use of “whose” by asking questions about the ownership of tangible items. The student responds to the questions.
9. Provide the opportunity for the student to generate similar questions based on the clinician’s model. The student generates “whose” questions.
10. Give examples, using environmental objects and familiar nearby locations, and ask “where” questions. The student responds to the questions.
11. Progress from immediately observable stimuli to more remote locations or directions. The student responds to related questions.
12. Use modeling, visual materials, environmental stimuli, and verbal reinforcement to provide the opportunity for generation of “where” questions. The student asks “where” questions.
13. Model answers to “why” questions using “because” at the beginning of the answer. Ask “why” questions. Have the student imitate them and provide appropriate answers.
14. Read a short story or show a videotape with a simple plot, which clearly illustrates a main character’s actions and the reason(s) for those actions. Discuss, using “why” questions.
15. Use recent events and decisions from the student’s life to state reasons or causes for actions taken. The student tells why particular actions were taken and why other actions were not taken.
16. Model grammatical structures involving the use of “what”, “who”, “where”, “why”, and “how” questions from strategies. Practice these grammatical structures.
17. Combine “when” strategies with past and future concepts and the models associated with them. The student responds to and asks “when” questions.
18. Use structured demonstrations, role-plays, representational pictures, real life events, and past and projected events and situations as bases for employing “how” strategies. The student responds to and generates “how” questions.

Pragmatics – Conversation

Sample Activities:

1. Discuss ways of gaining a listener's attention, including polite ways and rude ways. Provide the opportunity to role-play.
2. Discuss the following rules: do not interrupt, listen carefully, stay on topic, take turns, and look at the speaker/listener.
3. Practice social greetings and the situations in which each of them may be used.
4. Present objects for use as conversational topics, encouraging taking turns talking about only the object under discussion. Facilitate topic maintenance by using examples and cues as needed. Have the student provide at least one on-topic comment for each object presented.
5. Present pictures for use as conversational topics, encouraging taking turns commenting about only the picture under discussion. Facilitate topic maintenance by using examples and cues as needed. Have the student describe at least three pictures in an organized manner, first giving the label and then adding details.
6. Present sequencing activities, using pictures that tell a short story when placed in correct sequential order. Take turns arranging pictures in the correct sequence and telling the short story, including adequate detail.
7. Present sequencing activities using cut-up cartoon strips to be arranged in the correct sequence before telling the story represented. The student arranges pictures in correct sequence and tells the short story, including adequate detail.
8. Provide practice taking turns relating morning or evening routines, for example, in an organized sequential manner. Demonstrate this strategy by taking the first turn. The student then describes personal situations in an organized, detailed manner.
9. Show a short film or read a short story to be retold. Remind the student that the topic is to be maintained and that retelling should begin with what or whom the story is about. The student then retells the story in a coherent manner, giving sufficient detail.
10. Provide practice taking turns thinking of conversational topics. Provide structure to permit an appropriate number of comments per topic. If necessary, provide sample topics common to the interests and experiences of the students.
11. Provide rehearsal strategies for planning messages before speaking, such as: think about what you want to say, think about to whom you want to say it, think about how you want to say it, introduce the main subject when beginning a new topic.
12. Provide practice retelling an experience immediately after it occurs, maintaining events in the order in which they occurred. The student retells the experience.
13. Gradually increase the difficulty of the above strategy by choosing more remote experiences. Remind the student that the experiences should be related in appropriate sequence, proceeding from obvious to more subtle aspects.
14. Provide the opportunity for maintaining coherence, order, and sufficient detail while taking turns asking for and giving directions on how to complete familiar tasks. Discuss the importance of considering the listener's status with regard to the amount of background detail needed for each topic.

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15. Show how to consider the listener's status and need for background detail about each subject. Have the student participate in discussions and role-plays, varying amounts of information given on a single topic according to listener status.
16. Practice making introductions, providing several items of personal information such as name, address, telephone number, age, grade, school, teacher, siblings, interests and hobbies, parents' occupations, etc.
17. Provide an opportunity to role-play telephone conversations on chosen topics. Assist in structuring the purpose of the conversation, the openings and closings, and controlling coherence.
18. Participate in a discussion by providing at least one example each of polite and rude ways of changing or closing topics.
19. Participate in a discussion and provide at least two polite ways of closing conversations.

Section III-B

**THE
SPEECH DISORDER
CURRICULUM**

Fluency Disorder

A fluency disorder is an interruption in the flow of speaking characterized by atypical rate, rhythm, and repetitions in sounds, syllables, words, and phrases. This may be accompanied by excessive tension, struggle, and behavior and secondary mannerisms.

Goals and objectives were selected to reflect the basic philosophy that dysfluency problems can be successfully treated. Techniques and strategies were chosen from the major categories of environmental management, fluency building, and stuttering modification. The approach here is not representative of any one theory or prescribed program. Rather, the curriculum goals and objectives are outcomes that can focus the background knowledge and experience and guide the clinical decisions of the speech-language specialist.

Pre-Intervention Strategies – Initiating a fluency treatment program for an individual student involves a series of decisions. The fluency curriculum should be initiated only after completion of the following:

1. A complete diagnostic speech-language evaluation by a speech-language specialist. The evaluation should include measures of frequency and severity of disfluency, description of types of disfluency observed, an inventory of secondary speech characteristics, behavioral observations within several communicative settings, and a case history using parents and teachers as informants.
2. A determination by the speech/language specialist that a fluency problem exists and the type of treatment indicated.
3. Consideration of physical and neurological factors in the student's fluency.
4. Determination by the speech/language specialist, in consultation with the family and teachers, that the fluency problem is not complicated by environmental or psychological factors that would be more appropriately managed by mental health practitioners.

Environmental Considerations – The clinical environment should be designed to enhance relaxed communication and positive speaking experiences.

Generalization – The treatment program should provide strategies for establishing fluency and supporting fluency maintenance in the communicative world. Realistic experiences in a variety of speaking tasks and with listeners other than the clinician should be incorporated as treatment progresses.

Fluency – Disorders

Goals:

A. The student will:

1. decrease anxiety in communicative settings by behavior rehearsal and role playing
2. decrease anxiety in communicative settings by carryover to real life situations
3. be proud of him/herself as a speaker and feel comfortable contributing to classroom discussions
4. eliminate as many factors as possible which appear to be interfering with fluent speech
5. be able to carry over fluent behavior in normal life situations

B. The student will utilize appropriate rate and/or rhythm patterns

1. will discriminate between appropriate and inappropriate rate and/or rhythm patterns
2. will imitate appropriate rate and/or rhythm patterns
3. will use appropriate rate and/or rhythm patterns during reading
4. will use appropriate rate and/or rhythm patterns during structured speech
5. will use appropriate rate and/or rhythm patterns during spontaneous speech

C. The student will increase control and understanding of dysfluent behavior

1. recognize and accept his/her dysfluencies
2. develop an understanding of his/her feared speaking situations and avoidance behaviors
3. identify different kinds of dysfluencies
4. identify and reduce any secondary stuttering behaviors, if present
5. incorporate new fluent behaviors into increasingly complex verbalizations

D. The student will develop controls of breathing and voice to be more fluent

1. the student will develop and use various techniques/approaches for relaxation of muscle groups
2. the student will develop and use various techniques/approaches for easy onset of vowels
3. the student will develop and use various techniques/approaches for yawn-sigh technique
4. the student will develop and use various techniques/approaches for slow phoneme approach
5. the student will develop and use various techniques/approaches for appropriate breathing
6. the student will develop and use various techniques/approaches for laryngeal relaxation
7. the student will develop and use various techniques/approaches for vowel focus
8. the student will develop and use various techniques/approaches for decreased rate of speech
9. the student will develop and use various techniques/approaches for pull-outs and cancellations

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Sample Activities:

1. Obtain a complete description of the student's communicative history and current communication behaviors through interview. Elicit information about the student's daily and weekly activities.
2. Provide a description of environmental conditions associated with fluency, and a description of environmental conditions that are fluency disruptors.
3. Provide information on normal language development and normal nonfluency, and describe a realistic fluency target for the client.
4. Provide information on the differences between normal nonfluencies and stuttering behavior or potential stuttering behavior.
5. Compare information obtained about the student's speech behaviors with accepted standards of normal nonfluency and stuttering behavior.
6. Provide consultation to enhance positive attention to the nonspeech accomplishments of the student.
7. Encourage a stable environment and routine of regular exercise, rest, and relaxation time for the student.
8. Provide information to appropriate parties on how to be a good speech model for the student by using appropriate rate, vocabulary, and language level.
9. Eliminate real and potential speech stressors in the environment, including: impatience or anxiety of listeners, time pressures, listeners providing words, competing conversations, "demand" speech, noise, pressure to "think" or start over, interruptions, anger, verbal and nonverbal criticism, restriction of student's talking time, or other speech behaviors.
10. Discuss the impact of special events on speech fluency. Counsel important parties to expect some temporary increases in disfluency with these variations. Encourage a relaxed response to the temporary variations.

Fluency Building

Sample Activities:

1. Demonstrate voiceless sigh, then softly-voiced sigh. Emphasize easy, relaxed phonation. The student will imitate the demonstration.
2. Model initiating voice from a relaxed posture. Contrast “tense” and “relaxed” muscles, “tense” and “relaxed” speech. The student will imitate voice initiated from a relaxed posture.
3. Model yawn-sigh with slow, easy talk. Discuss the “feel” of easy onset of voice. The student will produce a word or syllable with easy onset of voice.
4. Model continuous voicing, using pictures, diagrams of throat region, or comparisons with other forms of continuous tone, such as low music, soft pitch pipe tone, strums of guitar, or sustained hum. The student will imitate.
5. Model vocal play of three syllables, emphasizing kinesthetic aspects as well as the “sound” of easy onset of voice. The student will produce fluent speech in syllables.
6. Model continuous phonation into syllables, emphasizing “keeping your voices on”. Model production of syllables beginning with /h/ sounds, stressing easy onset of /h/. The student will produce fluent speech in syllables.
7. Model easy production of a pair of related words, (e.g. pop-corn, hot-dog), the student imitates related words.
8. Using picture or word cards, model a series of words with easy onset, (e.g. soap-water-towel). The student repeats words with “easy speech”.
9. Repeat the preceding activity, requesting that one related word be fluently added at the end of each series. Praise fluent production on a continuous and later on an intermittent basis.
10. Model phrases using easy onset. The student repeats the phrases.
11. Practice rhymes and finger plays in unison. Stress easy, well-timed speech. Combine with easy gestures, using familiar finger play. The student repeats rhymes and finger plays in unison, then alone.
12. Offer an array of objects for the student to select, find, and describe, using carrier phrases, such as “I see a ...”. The student produces the phrases fluently.
13. Play a card or lotto game, using carrier phrases each time a card is turned. The student uses the carrier phrases fluently.
14. Select a fairy tale or a familiar story to read. Leave off the end of each sentence read. The student provides the ending portion of each sentence read by the clinician.
15. Provide a “magic” bag or box full of objects for the student to select, describing each using fluent, structured phrases. The student describes objects with fluent phrases.
16. Show conversation or stimulus pictures, requesting that fluent speech be maintained while the student tells three things about each.
17. Set up a role play situation, such as using the telephone. Practice dialogue, alternating roles. The student produces fluent conversational responses.
18. Assign a special hat or picture to serve as an “easy speech” cue. Require that fluent speech be used whenever wearing or seeing the cue.
19. Use stimulation pictures or starter phrases to initiate three minutes of conversation by the student.
20. Construct a hierarchy of “easy” to “hard” situations and listeners with the student. Help the student conduct conversations in each situation.

Fluency Modification

Sample Activities:

1. Model three different ways of talking, as follows: normal fluency, “hard” stuttering, and “easy” stuttering.
2. Use slow choral reading to elicit and record the client’s own normally fluent speech.
3. Ask the student to imitate the speech of a fluent friend, a bouncing ball, extremely slow “ghost talk”, and “alligator talk”.
4. Explain the major types of speech disfluencies: repetitions, prolongations, interjection, hard contacts, jaw tremors, schwa insertions, broken words. The student describes the type of disfluency heard.
5. Use demonstration, mirror work, pictures, and/or videotapes to illustrate the types of disfluency. The student will describe the type of disfluency heard.
6. Use picture cues or objects to represent different types of disfluency.
7. Record samples of the student’s connected speech. Play back a recording to analyze disfluencies, using pictures or objects as prompts.
8. Help the student name and list his/her own disfluencies on a pictorial representation.
9. Help the student develop a system for identifying his/her own types of disfluency. This system will provide a quick means of signaling types of disfluency as they occur.
10. Provide the opportunity to produce words and phrases from a relaxed posture and then to stop talking as soon as tension is sensed, reestablish relaxation, and begin talking again.
11. Present picture cards as word stimuli to be named or explained. Reinforce the use of alternative behaviors and lessening of tension.
12. Present a list of words of gradually increasing consonant load for naming.
13. Model phrases with controlled, slow speech.
14. Conduct conversations with the student. Initiate dialogue using a slow rate, speaking to each other in “ghost talk” or “turtle talk”.
15. Say sentences omitting the final word or words. The student completes the sentences, maintaining the same rate, rhythm, and control modeled by the clinician.
16. Present a lotto or other card game, saying predetermined carrier phrases each time a card is turned. The student says the carrier phrase.
17. Show pictures to stimulate conversation, asking that three things be told about each.
18. Role-play telephoning tasks.
19. Contrive common conversational situations occurring outside treatment sessions to be role played. Discuss how well controls are maintained.
20. Apply different fluency-disrupting pressures during conversational activities. The student maintains controlled speech in conversation despite pressures imposed.
21. Provide a short story or paragraph to be read silently, then summarized in three sentences.
22. Teach client how to take own measures of baseline fluency by using a tape recorder, counting disfluencies per words uttered to be expressed as a percent.
23. Monitor progress for six weeks in which the intervention has taken place through:
 - a) parent consultations
 - b) client self-assessment
 - c) peer reports
 - d) teacher reports

Fluency – Managing Secondary Mannerisms

Sample Activities:

1. Explain behaviors accompanying and associated with speaking, including the following:
 - a) eye contact with listener
 - b) eye movements
 - c) movements of speech mechanism
 - d) breath flow
 - e) facial expressions
 - f) gestures
 - g) body postures and movementsThe student will describe at least 5 overt behaviors that accompany speech.
2. Discuss and demonstrate normal speech, using diagrams, models, or puppets. Help note behaviors accompanying speech. The student will identify and discuss behaviors accompanying his/her own speech.
3. Present videotapes of a variety of speakers, noting differences in behaviors that accompany speech. The student will discuss those behaviors noted.
4. Discuss verbal and nonverbal areas of behavior and the ways in which they may either disrupt or enhance speech, including but not limited to:
 - a) eye contact with listener
 - b) eye movements
 - c) movements of speech mechanism
 - d) breath flow
 - e) facial expressions
 - f) gestures
 - g) body postures and movementsThe student will differentiate examples of non-disrupting versus disrupting behaviors accompanying speech.
5. Model reproductions of sentences, exaggerating behaviors that disrupt speech. The student will imitate and experiment with different behaviors accompanying speech.
6. Demonstrate gross and fine muscle relaxation to be imitated. Show how additional effort and motion are associated with tense movements. The student will imitate tense and relaxed muscle movements.
7. Present videotapes or pictured examples of “easy”, relaxed versus “hard”, tense speaking. The student will note speech and nonspeech behavior accompanying relaxed and tense speaking.
8. Use a mirror or videotaping to pinpoint effective as well as disruptive secondary behaviors. The student will state or list behaviors that disrupt own speech fluency.
9. Help the student list situations in which disruptive behaviors are likely to occur.
10. Discuss the kinesthetic aspects of the secondary behaviors used by the client. Use modeling/imitation to practice appropriate behaviors to accompany speech. Discuss frequently occurring disruptive behaviors and identify alternative behaviors. The student will maintain a conversation for three minutes without secondary behavioral disruptions and gradually increase the length of time conversation is maintained without secondary behavioral disruptions.

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11. Use a sequence of relaxation procedures to normalize a student's speech mechanism and body tension. Guide visualization of images of easy speech situations. The student will practice these speech tasks, visualizing easy speech situations.
12. Discuss easy versus difficult speaking situations to visualize and role play normal speech behaviors. The student will maintain a behavioral style that is non-disruptive, enhancing fluent communication, and demonstrate the ability to self-monitor secondary behaviors.
13. Help construct a hierarchy of situations with which to monitor secondaries. Role-play these situations within the treatment session.
14. Establish with the client a schedule of time periods and/or situations outside the treatment session for daily use of "new" speech behavioral pattern. Gradually increase duration or difficulty of the situations. The student will use these new speech behavioral patterns in daily situations.

Evaluation Criteria: Exit criteria based on the student's individualized educational plan.

Voice

The Voice Curriculum is presented in four sections:

- Disorders of Resonance
- Disorders of Respiration
- Disorders of Phonation
- Disorders of Pitch

A voice disorder is characterized by the abnormal production and/or absence of vocal quality, pitch, loudness, resonance, and/or duration, which is inappropriate for an individual's age and/or gender.

1. Generalized vocal misuses
 - a) Functional hypernasality or hyponasality, including residual post-surgical resonance problems
 - b) Inappropriate tongue posture or position for speaking
 - c) Lack of adequate breath support for sustaining speech
 - d) Improper use of breath stream for speaking
 - e) Inappropriate voice pitch
 - f) Inappropriate speaking volume
2. Focalized, abrupt vocal abuses
 - a) Hard glottal attack
 - b) Screaming shouting, yelling
 - c) Excessive coughing or grunting
 - d) Throat clearing
 - e) Animal, motor, or other play noises
 - f) Excessive laughing or crying

With the possible exception of some resonance disorders, any of these vocal habits, if sustained on a long-term basis, may result in vocal pathologies such as vocal cord thickening edema, polyps, or nodules.

The following five basic principles should be applied in all cases of vocal misuse and abuse:

1. Pre-intervention activities

Before initiating the steps outlined in the Voice Curriculum, the clinician should obtain from the examining physician a written diagnostic statement of the current condition of the vocal folds. This description should include the type, size, and location of any lesions and comments and recommendations for the treatment and follow-up. For cases of resonance disorders, a medical examination and report of velopharyngeal adequacy is required.

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The speech-language evaluation should include a complete assessment of communication, a detailed history of the voice problem, and tape-recorded samples of the client's voice. These recordings are valuable for judging improvement in voice quality and for pre- and post-treatment comparisons. The client's hearing should also be evaluated.

The likelihood of achieving the goals of the Voice Curriculum is increased when students demonstrate a commitment to, and an understanding of, the process of modifying vocal behaviors. For young children, parents should also show their commitment.

2. Environmental Considerations

Creating and maintaining an environment conducive to a relaxed, calm communication style are also necessary for successful treatment, particularly for tense clients who manifest laryngeal hyperfunctioning associated with respiration and phonation disorders. The clinician's use of a quiet, soothing voice and somewhat slowed speaking rate will enhance the student's ability to respond to suggestions about mental and physical relaxation and releasing tension.

A program of modified vocal rest may dramatically demonstrate to the habitual vocal abuser the effects of improved vocal hygiene. Minimal talking and no whispering for a few days are key components in such a program for those students who are having unusual difficulty controlling behaviors.

3. Awareness Training

These curriculum strategies are designed to increase the student's level of awareness of voice quality differences, the ways in which these differences are produced and sustained, how such behaviors differ from those necessary for desirable voice production, and the consequences of continued vocal misuse and abuse of the vocal folds.

4. Voice Modification Techniques

Voice modification techniques include curriculum strategies related to exercise and practice materials designed for learning and establishing desired voice production and those for reducing or eliminating undesirable vocal behaviors. The success of awareness training and voice modification techniques is enhanced by the use of video/audio tape recordings.

5. Generalization

Guidelines for the client's self-monitoring and gradual guidelines for the client's self-monitoring and gradual habituation of improved voice quality are part of each subsection of the voice curriculum. Targeting individual situations outside the treatment environment is helpful for transferring newly learned phonation skills until these skills are fully established in all settings.

Voice Disorders

Goals:

- A. The student will improve vocal quality
 - 1. Parent will obtain medical clearance to begin therapy from physician
 - 2. The student will demonstrate knowledge of basic structure and function of the vocal mechanism
 - 3. The student will demonstrate knowledge of vocabulary that deals with vocal hygiene
 - 4. The student will demonstrate knowledge of situations of vocal abuse
 - 5. The student will describe and discuss vocal abuse heard in others
 - 6. The student will describe and discuss own voice
 - 7. The student will describe and discuss situations where vocal abuse may occur
 - 8. The student will describe and discuss situations where own vocal abuse occurs
 - 9. The student will describe and discuss examples of vocal abuse and examples of good voice use
 - 10. The student will demonstrate or produce vocal habits to replace those that produce vocal abuse
 - 11. The student will demonstrate or produce exercises for relaxation
 - 12. The student will demonstrate or produce optimal breathing while speaking
 - 13. The student will demonstrate or produce vowel sounds with appropriate voice
 - 14. The student will demonstrate or produce words with appropriate voice
 - 15. The student will demonstrate or produce short phrases with appropriate voice
 - 16. The student will demonstrate or produce appropriate voice when reading
 - 17. The student will demonstrate or produce appropriate voice while progressing from easy situations to those that encourage vocal abuse
 - 18. The student will be proud of him/herself as a speaker and feel comfortable contributing to classroom discussions
 - 19. The student will demonstrate or produce or promote easy voice onset
 - 20. The student will demonstrate the elimination of harsh glottal attacks
 - 21. The student will demonstrate the development of oral and pharyngeal resonance
 - 22. The student will demonstrate the monitoring of pitch breaks during speech
 - 23. The student will demonstrate improvement of intonational contours
 - 24. The student will improve self-monitoring and self-correction
 - 25. The student will decrease speech rate
 - 26. The student will increase vocal intensity
 - 27. The student will improve vocal resonance
 - 28. The student will improve use of appropriate stridency

- B. The student will improve vocal intensity
 - 1. Improve postural stability and control
 - 2. Improve respiration and phonation
 - 3. Improve duration with phonation
 - 4. Promote optimal pitch levels
 - 5. speak in volume levels in various speaking situations
 - 6. use vocal rest inc daily situations

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- C. The student will improve vocal resonance
 - 1. discriminate between oral and nasal resonance
 - 2. promote optimal air flow
 - 3. combine oral air flow with voicing
 - 4. identify and demonstrate abdominal breathing and breathing patterns
 - 5. identify and demonstrate diaphragmatic breathing and breathing patterns
 - 6. develop abdominal breathing in prone, sitting, and standing positions
 - 7. develop diaphragmatic breathing in prone, sitting, and standing positions
 - 8. develop diaphragmatic breathing for sound prolongations and production of syllables, words, sentences, and conversations
 - 9. develop abdominal breathing for sound prolongations and productions of syllables, words, and sentences
 - 10. maintain oral resonance during structured speaking situations
 - 11. improve self-monitoring and self-correction

- D. The student will develop a reduction of body and laryngeal tension
 - 1. develop deep muscle relaxation
 - 2. become systematically desensitized
 - 3. use gross motor exercises (toe touching, stretching)
 - 4. use head rolls
 - 5. use yawn and sighs
 - 6. use chewing exercises
 - 7. use open mouth approach

- E. the student will decrease nasality
 - 1. will discriminate between non-nasal and nasalized productions while speaking, as modeled by the therapist
 - 2. will imitate target sounds, demonstrating normal resonance
 - 3. will imitate sentences of varying length with normal resonance
 - 4. will demonstrate normal resonance during structured speech
 - 5. will demonstrate normal resonance during spontaneous speech

- F. The student will decrease denasality
 - 1. will discriminate between correct and denasalized speech as modeled by the therapist
 - 2. will imitate target sounds, demonstrating normal resonance
 - 3. will imitate sentences of varying length with normal resonance
 - 4. will demonstrate normal resonance during structured speech
 - 5. will demonstrate normal resonance during spontaneous speech

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Sample Voice Activities:

1. Demonstrate hyper nasal resonance and contrast it with balanced oral/nasal resonance, using voice models and tape recordings. The student will discriminate between balanced oral/nasal resonance and hypernasality.
2. Use tape recordings and voice models to describe and identify samples at each of 3 levels of nasality.
3. Demonstrate contrasts in voice quality on prolonged vowels with nostrils occluded versus nostrils open, and tape record these contrasts. The student will describe these contrasts in voice quality.
4. Contrast tape recordings of client's voice with that of a peer who has balanced resonance. The student gives an adequate description of the difference between her/his own voice and that of the model peer.
5. Hold a small, cool mirror under the student's nose while he/she phonates prolonged vowel and consonant sounds. Explain that fogging of the mirror indicates nasal production. Utilize this strategy, expanding vocalization to non-nasal syllables and words. The student will recognize visual indications of nasality.
6. Demonstrate high, anterior tongue posture, explaining how this may contribute to hypernasality. Show low, posterior tongue posture. Emphasize the "feel" of the different tongue positions. The student will imitate and tell the effects of 2 contrasting tongue postures.
7. Demonstrate increased nasal resonance on /ah/ sound using anterior tongue position contrasted with increased oral resonance on /ah/ with posterior tongue position. The student will imitate, producing a difference in resonance using the two tongue positions.
8. Model a louder versus softer voice, explaining that increased volume may reduce nasality. Tape record the trials. Emphasize the "feel" as well as the sound associated with increased volume. If necessary, use masking noise to facilitate greater volume and record the effects. The student will practice, producing a difference in resonance between the habitual volume and the "new" volume.
9. Model a larger oral opening for speech, explaining that a more widely opened mouth may reduce perceived nasality. Provide a mirror, and tape record trials. The student will produce a voice with increased oral resonance while using isometric pressure of opposing hands or arms.
10. Provide practice of prolonged oral vowels in isolation, beginning with open-mouth /ah/ and gradually introducing practice of other, less-open vowels. Emphasize the "feel" as well as the sound. The student will achieve balanced resonance on vowels.
11. Provide practice of non-nasal words beginning with /h/. The student will achieve balanced resonance on production of non-nasal /h/ words.
12. Provide practice on using "old" voice, phonating alternating prolonged productions of nasalized vowel with "new" oral vowel productions. Expand strategy for use with different vowels. The student will produce a contrasting nasal /ah/ and oral /ah/.
13. Present alternating nasal/non-nasal syllables to be imitated by student. Emphasize "feel" as well as sound.
14. Use mirror or videotaping to make the student aware of any facial grimacing accompanying speech. The student will recognize and describe his/her own facial grimaces as they occur.
15. Assign a hand cue to "signal" occurrences of grimacing during conversational activities. Fade the use of the cue as the student begins to self-monitor this behavior. The student will maintain a conversation for a five-minute period with no occurrence of facial grimacing.

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16. Utilize articulation treatment strategies to improve articulation of speech sounds and to eliminate nasal emission. Give special attention to the production of fricatives, affricates, and plosives. The student will maintain clear articulation of speech sounds, devoid of excess nasal emission, during a five minute conversation.
17. Provide an auditory feedback tube for instant auditory feedback on nasal emission and nasal resonance in speech.
18. Monitor student during vocal practice of first vowels, then syllables, words, phrases, and sentences until the new pattern of resonance is well established within the treatment sessions. The student will maintain balanced resonance in vowels, syllables, words, phrases, and sentences.
19. Establish a schedule of time periods or situations for daily use of the new resonance pattern. Gradually increase time and number of speaking seriation until the balanced pattern is well-established. The student will report successful use of new resonance patterns, using a daily log or speech notebook.
20. Monitor use of balanced resonance patterns outside the treatment sessions. The student will maintain use of balanced resonance patterns as reported by a parent or teacher.

Evaluation Criteria: Exit criteria based on the student's individualized educational plan.

Voice – Hyponasal Resonance

Sample Activities:

1. Demonstrate hyponasal resonance and balanced resonance, using tape recordings and voice samples. The student will explain the difference between hyponasal and balanced resonance in terms of acoustic features.
2. Emphasize the continuant feature as well as nasal resonance in the production of /m/, /n/, / /. Use the comparison of “having a cold” to demonstrate hyponasal resonance. Contrast oral and nasal productions of /m/, /n/, / / sounds.
3. Contrast tape recordings of student’s speech with that of peers who exhibit balanced oral/nasal resonance. Emphasize peers’ productions of nasal consonant sounds. The student will give an adequate description of the difference between his/her own articulation of nasal consonants and that of a model peer.
4. Instruct student to hum sounds, both oral and nasal, emphasizing the “feel” of the vibrations of nasal resonance.
5. Demonstrate how to place a finger lightly on the bridge of the nose to feel vibrations while phonating nasal and then non-nasal sounds. The student will produce a contrast in response between oral and nasal sounds.
6. Hold a small, cool mirror under the student’s nostrils as nasal consonants are hummed. Explain how fogging of the mirror indicates nasality. The student will demonstrate appropriate use of the mirror as a visual feedback device.
7. Provide practice of the humming of loud prolonged nasal consonant sounds followed by vowels. Emphasize the “feel” as well as the sound. The student will achieve appropriate oral/nasal resonance balance on prolonged CV syllables.
8. Provide practice with nasal/non-nasal minimal word pairs, comparing both sound and feel of the word pairs. Emphasize making a difference in resonance between the two words in each pair. The student will produce nasal/non-nasal minimal word pairs with appropriate resonance on production of nasal consonants.
9. Provide practice of “old” voice, alternately phonating productions of nasal consonants /m/, /n/, / / produced orally (non-nasally). The student will produce contrasting nasal and oral CV and VC syllables.
10. Provide practice of oral words and nasal words using lists of “nasal” and “non-nasal” words. The student produces oral and nasal words with appropriate resonance balance.
11. Model a variety of speaking rates to be attempted by the client. Determine if either slower or faster rates of speaking improve production of nasal consonants. Use choral speaking at desired rate(s) of speaking to establish the best rate. The student learns to produce balanced oral/nasal resonance and accurate articulation when speaking at his/her best rate.
12. Monitor student practice or resonance/articulation patterns. Present practice material at increasing levels of difficulty from syllables, words, and phrases to sentences until a new resonance pattern is well-established within treatment sessions. The student produces appropriate resonance patterns at syllable, word, phrase, and sentence levels, and demonstrates the ability to monitor and self-correct resonance patterns.

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13. Establish with the student a schedule of time periods and/or situations outside treatment sessions for daily use of the “new” resonance pattern(s). Gradually increase duration and number of situations until the new pattern is established. The student reports successful use of the new resonance pattern(s), using a daily log or speech notebook, and maintains the new resonance pattern(s) as reported by a parent or teacher.

Evaluation Criteria: Exit criteria based on the student’s individualized educational plan.

Voice – Clavicular Breathing

Sample Activities:

1. Demonstrate and explain diaphragmatic-abdominal breathing. Use diagrams and mirror to show expansion of abdominal region associated with this breathing pattern. The student will then describe diaphragmatic-abdominal breathing.
2. Demonstrate and explain clavicular breathing. Use diagrams and mirror to show shoulder raising and lowering associated with this breathing pattern. The student will describe breathing pattern. The student will describe breathing and then contrast the two breathing patterns.
3. Demonstrate and describe the laryngeal and upper body tension and hyperuse of neck muscles associated with clavicular breathing. The student will describe this tension.
4. Demonstrate and describe the forced, strained voice quality associated with clavicular breathing. Use tape recordings of forced voices as well as samples of the client's voice. The student will describe or imitate differences in phonation resulting from efficient versus inefficient respiratory patterns.
5. Demonstrate and explain "easy" appropriate voice sustained by an efficient diaphragmatic-abdominal breath stream. Use tape recordings of desirable voices. The student will describe an easy voice.
6. Point out differences in the two voice qualities, using tape recordings and model voices. The student will identify and discriminate between desirable and undesirable voices.
7. Present recorded samples of the student's own forced, strained voice and contrast with recordings of "easy" voices sustained by an efficient breath stream. Use increased volume in playing back tape to highlight differences. The student will contrast the two voice qualities.
8. Contrast client's live voice with that of an "easy" speaking peer, including, if possible, the peer in the session. The student will contrast the two voice qualities.
9. Ask student to lie flat on back on a hard surface and place hands on abdomen while inhaling. The student will experience the "feel" of expanded abdominal area.
10. Instruct the client to remain supine and inhale and exhale slowly. Emphasize the kinesthetic aspects of "easy" breathing and the absence of shoulder movement. The student will experience the feel of easy breathing.
11. Ask student to inhale and exhale while standing with back of body flat against a wall and hand placed on abdomen. The student will experience the feel of easy breathing.
12. Instruct student to inhale and exhale slowly, keeping body relaxed. Emphasize kinesthetic aspects and absence of shoulder movement, using terminology such as "easy", "big" breath. The student will experience the feel of easy breathing.
13. Demonstrate relaxation techniques to alleviate excess shoulder and neck tension associated with clavicular breathing. Guide the practice of such techniques. The student will follow a sequential series of body relaxations proceeding from the extremities.
14. Demonstrate the initiation of phonation from a relaxed posture. Demonstrate use of relaxation techniques with voicing, using a soft, whispered, breathy tone on exhalation. Emphasize diaphragmatic-abdominal breathing with no shoulder lifting. The student will initiate relaxed phonation.

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15. Demonstrate alternating short periods of clavicular breathing with short periods of diaphragmatic-abdominal breathing. Emphasize “old” and “new” breathing patterns and the contrasts between the two. The student will perform differences in clavicular versus diaphragmatic breathing.
16. Use a pinwheel or tissue to extend and monitor client’s diaphragmatic-abdominal exhalations, gradually increasing the length of time the pinwheel or tissue is kept in motion on a single exhalation. Avoid residual air tension. The student will increase length of time pinwheel or tissue is kept in motion until sustained for up to six seconds.
17. Demonstrate and monitor practice of quick inhalation and prolonged exhalation, using an exaggerated sigh for “easy” speaking breath. The student should sustain exhalation for up to six seconds.
18. Provide practice sustaining an open vowel sound on exhalation, emphasizing “easy” voice and the avoiding of excess tension. The student will achieve a measurable increase in the length of “easy” voice phonation time until sustained for up to eight seconds.
19. Provide practice sustaining an open vowel sound on exhalation, emphasizing “easy” voice and the avoiding of excess tension. The student will achieve a measurable increase in the length of “easy” voice phonation time until sustained for up to eight seconds.
20. Provide practice “talking easy”, counting from one to four on exhalation. Extend the counting by one number with each exhalation until a count of eight is reached. Avoid residual air tension. The student will demonstrate differences in phonation on prolonged exhalations.
21. Provide practice contrasting breathing patterns by alternating counting to four on diaphragmatic-abdominal breath with counting to four on clavicular breath. Emphasize “new” versus “old” patterns. The student will demonstrate differences in phonation on prolonged exhalations using old and new patterns.
22. Extend practice of a “new” breathing pattern by progressing from vowels to syllables, words, phrases, and sentences. The student will maintain the “new” breathing pattern while speaking syllables, words, phrases, and sentences, and self-monitor breathing during practice of speech material at each level.
23. Establish with client a schedule of time periods and/or situations outside treatment setting for daily use of new breathing pattern. Gradually increase the duration, number, and difficulty of situations until the new pattern is established. The student will maintain new breathing pattern in situations outside the treatment setting as indicated by daily log or speech notebook and demonstrate maintenance of new pattern as reported by a parent, sibling, peer, or teacher.

Evaluation Criteria: Exit criteria based on the student’s individualized educational plan.

Voice – Pitch

Sample Activities:

1. Find the student's optimal pitch, using pitch pipe, computer voice monitor, or piano. Tape record session, including client's pitch attempts and samples of habitual pitch. If necessary apply light pressure with finger on client's laryngeal area to elicit change in pitch.
2. Discuss and demonstrate the differences between the habitual pitch and the optimal pitch, using tape recordings made as part of the above strategy. Compare both the sound and the "feel" of the two pitches using a visual printout on a computer voice monitor. Emphasize the relative effortlessness of voicing at optimal pitch compared to voicing at inappropriate habitual pitch. The student will describe the differences between the two pitches, including visual, kinesthetic and acoustic aspects.
3. Utilize relaxation exercises to facilitate student's obtaining optimal pitch, if necessary. The student will produce an optimal pitch.
4. Combine phonation with relaxation exercises. Emphasize relative effortlessness of phonation in producing the new pitch as well as the improved sound of the voice. The student will phonate combining phonation with relaxation exercises.
5. Provide practice phonating a sustained /ah/ in optimal pitch, using demonstrations.
6. Use yawn/sigh, cough to elicit optimal pitch.
7. Use computer voice monitors as biofeedback tools to practice and sustain appropriate pitch.
8. Chewing and humming techniques should be implemented, if appropriate.

Voice – Hard Glottal Attack

Sample Activities:

1. Explain abrupt, hard initiation of phonation using demonstrations, pictures, and tape recorded examples. Contrast this with desired, non-forceful initiation of phonation. The student will describe two ways of initiating voice.
2. To describe air build-up and explosive, violent release of this air for initiations of phonation in hard glottal attacks. The student will describe the difference(s) between the two voice qualities.
3. To explain harsh/hoarse voice quality resulting from the abusive action of hard glottal attack. Contrast with “easy” clear voice associated with non-forceful initiation of phonation. Illustrate production, utilizing tape recordings and drawings. The student will describe and demonstrate the acoustic difference(s) between the two voice qualities.
4. Use visual aids such as pictures, diagrams, and illustrative drawings to discuss normal-appearing vocal folds and vocal fold pathologies that may result from hard glottal attack. Explain that voice modification may eliminate or significantly reduce vocal fold pathology and facilitate desirable clear voice quality. The student will state the consequences to the vocal folds of using hard glottal attack.
5. Contrast tape recordings of student’s voice with that of someone whose initiation of phonation is non-forceful and whose voice quality is clear. The student will describe the acoustic difference(s) between the two voices.
6. Demonstrate hard glottal attack voicing and “easy” initiations of voicing by placing the student’s hand on the clinician’s throat, then on own throat to feel the abrupt movement of the larynx during hard glottal attack. The student will describe the kinesthetic aspects of both types of vocal initiations.
7. Discuss feelings of tension and “pushing” in laryngeal area associated with hard glottal attack.
8. Model and monitor practice of relaxation exercises to alleviate excess tension associated with hard glottal attack. Use both general body and specific laryngeal area tension-reducing exercises. The student will practice relaxation exercises.
9. Model and monitor practice of relaxation exercises combined with phonation in order to alleviate excess laryngeal area tension associated with hard glottal attack. A soft, whispery tone on one exhalation may be combined with a head rolling exercise. Emphasize easy onset of voicing and absence of excess muscle tension. The student will initiate relaxed phonation.
10. Demonstrate and guide practice of hard glottal attack initiation of /ah/ and easy sighed initiation of /ah/. Emphasize both the sound and “feel” of each. The student will practice hard glottal attack and easy sighed initiations of /ah/.
11. Guide practice of initiating phonations, alternating hard glottal attack initiations with easy voice initiations, using “breathy” words. The student will compare and contrast the two types of initiating phonation.
12. Present /vowel/h/ word or nonsense word pairs for practice of easy voicing initiations. Remind student to “talk easy” or “talk lightly”. The student will produce the word pairs with easy onset of phonation.

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13. Monitor efforts to eliminate hard glottal attack voicing, gradually progressing from using the above strategies to practicing words, phrases, and sentences until easy initiation of voicing is well established in the treatment setting. The student will demonstrate easy initiations of voice at successive levels.
14. Establish with the student a schedule of time periods and/or situations outside the treatment setting for daily use of easy initiation of phonation. Gradually increase length of time periods until a new pattern of easy voicing is well established. The student will report successful use of new pattern as indicated by daily log book and maintain easy voice initiation as reported by a parent or teacher.
15. Use voice monitor, if available, to demonstrate and sustain easy onset of voice.

Voice – Abuse

Sample Activities:

1. Gather complete information about the student's types and frequency of vocal abuses and situations in which the abrupt, violent abuses occur, using observations of the student and interviews with student, parent, and teacher.
2. Rank vocal abuses according to situations (such as sports events, recess, lunch, etc.) and frequency of use in order of least to most frequent. Gather separate data for each type of abuse if more than one exists. The student will provide accurate information.
3. Prepare a speech notebook for the student to keep progress sheets, illustrative drawings, reminders, homework assignments, daily abuse tally charts, and any other relevant material. The student will take responsibility for the notebook.
4. Discuss and demonstrate the harsh/hoarse voice quality of abused voices and clear "easy" voice quality, using tape recordings and clinician models. The student will describe the acoustic qualities of the two types of voices.
5. Discuss normal appearance of vocal cords contrasted with vocal pathologies that may be associated with abrupt, violent vocal abuses, using pictures, diagrams, and illustrative drawings. The student will state the consequences to the vocal cords of sudden violent vocal abuses.
6. Discuss types of habitual vocal abuses, including: screaming, shouting, speaking loudly, clearing throat, coughing, grunting, animal noises, car noises, excessive laughing or crying. The student will participate in the discussion.
7. Assist in identifying vocally abusive habits practiced by the student, using discussion of daily activities and behaviors. The student will then identify his/her own sudden and violent abuses and the situations in which they occur.
8. Discuss the kinesthetic differences in abusive versus non-abusive use of the voice. The student will describe the "feel" of abusive versus non-abusive use of the voice.
9. Assist in analyzing situations and arranging identified abuses in hierarchal order from "least likely" to "most likely" situations and times in which they occur on a daily/weekly basis. The student will list and rank abuses in order from least likely to most likely situation and times.
10. Prepare pages and assist in updating and maintaining the speech notebook throughout the treatment program. The student will maintain a notebook, bringing it with record of completed assignments and exercises to all sessions.
11. Instruct the student in the use of nonvocal behaviors (such as whistling or clapping hands to get another's attention) as substitutes for some vocal abuses. Provide or help create illustrative drawings and reminder pages for the notebook. The student will state his/her own abusive vocal behaviors and suggest possible nonvocal behaviors to be used instead.
12. Assign the student to count vocal abuses during one short time period daily. Choose a least-likely situation from the hierarchy of identified situations in which vocal abuses occur to begin this tracking process. Gradually increase number of daily counting periods one at a time as abusive vocal behaviors are brought under control in each situation. Continue until all of the most likely situations are being monitored by the client. The student will provide the clinician with number counts for each target situation in the time periods monitored and keep daily abuse tally charts in the speech notebook.

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13. Continue counting/charting strategy until vocal abuses are under control, then assign monitoring for a period of weeks until abuses are eliminated or reduced to an insignificant level. The student will gradually reduce the instances of vocal abuses as measured by the daily/weekly tally charts.
14. Conduct periodic rechecks after the voice treatment program is completed, gradually increasing the interval between rechecks. The student will report successful elimination or reduction of vocal abuses as indicated by daily log or speech notebook and as reported by a parent, sibling, peer, or teacher.

Evaluation Criteria: Exit criteria based on the student's individualized educational plan.

Voice – Volume

Sample Activities:

1. Help the student identify voices that are “too loud” and “too soft”, using demonstrations, tape recordings, and illustrative pictures. The student will correctly identify loud and soft voice samples.
2. Help the student identify, through listening training and/or visual feedback the three levels of intensity, using demonstrations, Visi-Pitch monitor, tape recordings, and illustrative drawings. A tape recorder with a VU meter and voice monitor may be used during initial training for immediate visual feedback of loudness levels. The student will correctly identify samples of three levels of voice intensity.
3. Demonstrate “yell talking” and “whisper talking” with student’s hand placed on the clinician’s throat to feel differences of tension in the laryngeal area. The student will learn to differentiate tactile, acoustic, and kinesthetic aspects of too loud, appropriately loud, and whisper voices.
4. Provide practice of “yell talking” and “whisper talking” with hand placed on throat to feel differences of tension in own laryngeal area during these two intensity levels. The student will learn to feel the differences in tension.
5. Demonstrate a sustained /ah/ initiated at a whispered volume and ending at a very loud volume. Emphasize the feel of increasing laryngeal tension as well as increasing loudness of sound. The student will imitate the sustained /ah/, demonstrating changes in intensity on /ah/.
6. Guide practice in alternating prolonged phonations of /ah/ using the optimal “new” pitch with prolonged phonation of /ah/ in habitual “old” pitch. The student will compare and contrast old and new pitches.
7. Demonstrate and guide practice in gliding from habitual pitch to optimal pitch on sustained phonations of /ah/. Expand this exercise to other vowel sounds, then to consonants /m/ and /n/. Use tape recorder to facilitate self-monitoring by the student. The student will glide from old pitch to new pitch.
8. Guide practice of two, then three-syllable words and progress to phrases. Gradually add appropriate inflection. The student will practice words and phrases.
9. Monitor and guide efforts to stabilize the new pitch, gradually progressing from practice on vowels to nasal consonants, words, phrases, and sentences until optimal pitch is well established in the treatment setting. The student will self-monitor use of the new pitch at successive levels of difficulty.
10. Establish with the student a schedule of time periods and/or situations for daily use of the new pitch pattern. Gradually incorporate more time and speaking situations until the pitch is well-established. The student will report successful use of new pitch as indicated by a daily log or speech notebook and maintain use of optimal pitch in situations outside the treatment setting as reported by a parent or teacher.

Evaluation Criteria: Exit criteria based on the student’s individualized educational plan.

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For a voice that is too loud:

1. Provide practice exercises for decreasing speaking rate, explaining that loud talking is sometimes associated with fast talking. Use a tape recorder. If necessary, use a pacing device such as a metronome or choral speaking. Also explain hard glottal attack, relating it to habitual loud talking. The student will demonstrate use of appropriate rate of speaking.
2. Discuss normal appearing vocal cords, contrasted with vocal pathologies that may be associated with too loud talking. Use pictures, diagrams, and illustrative drawings. The student will state the consequences to the vocal cords of speech that is too loud.
3. Demonstrate tension-reducing speaking exercises in a relaxed, easy manner. Use a tape recorder and emphasize relaxed, easy speech, instructing the student to “talk easy”. The student will practice tension-reducing speaking exercises in a relaxed, easy manner.
4. Demonstrate syllables initiated with prolonged /h/ using desirable, easy volume. The student will practice and demonstrate use of appropriate vocal intensity in producing syllables initiated with prolonged /h/.
5. Demonstrate and provide practice in volume contrast, alternating phonations of loud voice with soft voice. The student will practice volume contrasts.
6. Establish with the student a schedule of time periods and/or situations outside of treatment sessions for daily use of “new” vocal volume. Gradually increase the time and number of situations until the pattern is well established outside the treatment setting. The student will report successful use of the new volume as indicated by a daily log or speech notebook, and as reported by a parent or teacher.

For a voice that is too soft:

1. Provide practice in “talking hard” using the word “ha” in a forced manner. Emphasize the feel of increased laryngeal tension. The student will indicate that he/she feels the increased laryngeal tension.
2. Demonstrate and provide practice of relaxed/tensed laryngeal postures, alternating between the two. Use guided visual imagery, and illustrative drawings. The student will practice and contrast relaxed/tensed phonations.
3. Utilize abrupt glottal closure techniques, such as coughing, throat clearing, or gargling, to demonstrate increased laryngeal tension. Add phonation of “ha” to cough or throat clearing. The student will attempt to feel increased laryngeal tension.
4. Provide practice in using a hard glottal attack for sudden onset of louder phonation using tape recorder with VU meter. The student will practice hard glottal attack.
5. Provide practice of faster speaking rate using metronome, timer, or choral speaking. Increase awareness that soft talking is sometimes associated with slow talking. The student will practice a faster rate of speaking.
6. Provide practice in initiating speech with voiced plosives /b/, /d/, /g/, beginning with consonant-vowel words and proceeding to phrases. Monitor use of desirable volume. Tape record using VU meter. The student will practice initiating speech with voiced plosives.
7. Demonstrate phonation contrasts, alternating soft voice with loud voice. The student will learn to produce phonation contrasts.

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8. Stand a distance away from the student, asking him/her to speak loudly enough for the clinician to hear. Gradually increase the distance between self and student so that it becomes necessary for the student to speak at increased levels of intensity in order to be heard. Conduct this exercise both inside and outside the building. The student will speak at increasingly louder levels in order to be heard.
9. Enlist the cooperation of others in the school to arrange situations, which require the student to speak at adequate levels of intensity. Some examples are: leading the Pledge of Allegiance, lead Show and Tell in the classroom, deliver a message to the secretary, etc. The student will practice speaking at adequate levels of intensity.
10. Establish with the student a schedule of time periods and/or situations outside of therapy sessions for daily use of “new” vocal volume. Gradually increase time and number of situations until a pattern is well established outside of therapy. The student will report successful use of new volume as indicated by daily log or speech notebook and as reported by a parent or a teacher.

Evaluation Criteria: Exit criteria based on the student’s individualized educational plan.

Articulation

An articulation disorder is the atypical production of speech sounds, characterized by substitutions, omissions, additions, or distortions that may interfere with intelligibility.

Goals:

A. Improve speech production of the following sounds:

1. identify articulators and other speech helpers
2. discriminate target sound/error in self and others
3. production of target sound in isolation by phonetic placement, visual, tactile, and/or kinesthetic cues
4. production of targeted sounds in syllables in the initial, medial, or final position
5. production of targeted sounds in syllables in the initial position
6. production of targeted sounds in syllables in the medial position
7. production of targeted sounds in syllables in the final position
8. production of target sound in words in the initial, medial, or final position
9. production of target sound in words in the initial position
10. production of target sound in words in the medial position
11. production of target sound in words in the final position
12. production of target sound in phrases in the initial, medial, or final position
13. production of target sound in phrases in the initial position
14. production of target sound in phrases in the medial position
15. production of target sound in phrases in the final position
16. production of target sound in sentences in the initial, medial, or final position
17. production of target sound in sentences in the initial position
18. production of target sound in sentences in the medial position
19. production of target sound in sentences in the final position
20. production of targeted sounds in oral reading
21. production of targeted sound in structured/unstructured conversational speech within the speech room
22. production of targeted sound in structured/unstructured conversational speech outside the speech room

B. The student will increase awareness and intelligibility of own speech

1. use target sounds in a variety of speaking situations
2. demonstrate self-monitoring and self-corrections skills at an increasing rate
3. increase articulatory precision on connected speech through correct articulation in utterances gradually increasing length and phonemes complexity (i.e. single words, phrases, sentences, etc.)
4. increase speed and ease of production
5. improve overall speech intelligibility

C. The Student Will Improve Oral Motor Skills

1. demonstrate increased oral motor strength
2. will develop appropriate positioning for the front of the tongue
3. will develop appropriate positioning for the midpoint of the tongue
4. will develop appropriate positioning for the back of the tongue
5. improve oral motor skills by increasing lip protrusion
6. improve oral motor skills by increasing lip retraction
7. demonstrate increased range of motor of oral-peripheral musculature
8. demonstrate improved postural control (head, neck, trunk)
9. demonstrate functional oro-motor feeding skills using cup or straw

D. The Student Will Increase Intelligibility by Reducing the Use of Phonological Processes

1. will reduce or eliminate weak syllable deletion (e.g. nana/banana; jamas/pajamas)
2. will reduce or eliminate syllable reduplication (e.g. wawa/water; baba/bottle)
3. will reduce or eliminate final consonant deletion (e.g. bow/boat; say/same)
4. will reduce or eliminate metathesis (e.g. pusghetti/spaghetti; aks/ask; hospital/hospital)
5. will reduce or eliminate cluster reduction (e.g. lamb/slam; Sam/slam)
6. will reduce or eliminate fronting (e.g. tap/cap; thumb/some)
7. will reduce or eliminate backing (e.g. cap/tap; some/thumb)
8. will reduce or eliminate stopping (e.g. ton/sun; pun/fun)
9. will reduce or eliminate gliding of liquids (e.g. one/run; wamp/lamp)
10. will reduce or eliminate labialization (e.g. fik/sick; maf/math)
11. will reduce or eliminate prevocalic voicing (e.g. van/fan; zoo/Sue)
12. will reduce or eliminate postvocalic devoicing (e.g. bat/bad; duck/Doug)
13. will reduce or eliminate production of phonemes in a variety of phonetic contexts of increasing complexity

E. Recognize Phonemes in Isolation

1. identify initial, medial, and final consonants in syllables/words
2. identify consonant blends or digraphs
3. identify short and long vowels
4. be able to segment sentences into words
5. be able to segment words into syllables
6. be able to segment words into phonemes
7. identify rhyming words
8. improve auditory sequencing of sounds
9. discriminate between word pairs which differ in initial, medial, final sounds, or vowel sounds

Sample Activities:

1. Present the target sound in a group of target sounds. The student will identify the target sound.
2. Present the target sound in prevocalic, postvocalic, and intervocalic positions in words. The student will identify the position of the target sound.
3. Present correct and incorrect productions of the target sound in isolation, then in words. The student will identify correct and incorrect productions of the target sound.

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4. Using a variety of articulation intervention materials and techniques, elicit and reinforce correct productions of the target sound as follows:
 - a) in isolation
 - b) in initial positions of words
 - c) in final positions of words
 - d) in medial positions of words
 - e) in words with consonant blends
 - f) in phrases
 - g) in sentences
 - h) while reading

The student will correctly produce the target sound at each level.

5. Using a variety of articulation intervention materials and techniques, elicit correct productions of the target sound in conversation within the treatment session. The student will produce the target sound during five minutes of conversation with the clinician.
6. In conversation outside the treatment session the student will produce the target sound during five minutes of conversation with teachers, classmates, and parents.

Evaluation Criteria: Exit criteria based on the student's individualized educational plan.

Section III-C

**THE
HEARING DISORDER
CURRICULUM**

Hearing Disorder

A Hearing Disorder is the result of impaired auditory sensitivity of the physiological auditory system. A hearing disorder may limit the development, comprehension, production, and/or maintenance of speech and/or language. Hearing disorders are classified according to difficulties in detection, recognition, discrimination, comprehension, and perception of auditory information. Individuals with hearing impairment may be described as deaf or hard of hearing.

1. **Deaf** is defined as a hearing disorder that limits an individual's aural/oral communication performance to the extent that the primary sensory input for communication may be other than the auditory channel.
2. **Hard of hearing** is defined as a hearing disorder, whether fluctuating or permanent, which adversely affects an individual's ability to communicate. The hard-of-hearing individual relies on the auditory channel as the primary sensory input for communication.

Central Auditory Processing Disorders are deficits in the information processing of audible signals not attributed to impaired peripheral hearing sensitivity or intellectual impairment. This information processing involves perceptual, cognitive, and linguistic functions that, with appropriate interaction, result in effective receptive communication of auditorily presented stimuli. Specifically, CAPD refers to limitations in the ongoing transmission, analysis, organization, transformation, elaboration, storage, retrieval, and use of information contained in audible signals. CAPD may involve the listener's active and passive (e.g. conscious and unconscious, mediated and unmediated, controlled and automatic) ability to do the following:

- Attend, discriminate, and identify acoustic signals
- Transform and continuously transmit information through both the peripheral and central nervous systems
- Filter, sort, and combine information at appropriate perceptual and conceptual levels
- Store and retrieve information efficiently; restore, organize, and use retrieved information
- Segment and decode acoustic stimuli using phonological, semantic, syntactic, and pragmatic knowledge
- Attach meaning to a stream of acoustic signals through use of linguistic and nonlinguistic contexts

Goals:

A. Aural Rehabilitation

1. will use hearing aids daily
2. will ask for assistance when unable to hear directions
3. will be provided with visual cues whenever necessary and/or possible
4. will be provided with preferential seating
5. will use auditory trainer with teachers and peers in academic subjects
6. will request assistance with troubleshooting mechanical difficulties
7. will keep ear mold clean / wax free

B. The Student will Develop Maximum Use of Residual Hearing and Develop Compensatory Skills

1. will localize to sound source
2. will discriminate speech sounds
3. will develop speech reading skills
4. will increase visual perception of the spoken message (i.e. gestural cues, body language)
5. will understand speech under conditions of low redundancy
6. will adjust to distortion of acoustic patterns due to reverberation in classroom
7. will make phonemic predictions based on limited cues
8. will develop closure of auditory signals and visible speech signals
9. will articulate his/her hearing needs to the classroom teacher

C. The Student Will Improve Auditory Comprehension Skills

1. Attend to visual and auditory stimuli
2. Repeat meaningful sentences
3. Recognize environmental sounds
4. Follow commands with cueing
5. Follow commands without cueing
6. Respond to or answer questions from pictures or passages
7. Respond to or answer questions from oral stimuli
8. Screen out background noises and competing sounds
9. Increase memory for sequential information numbers, alphabets, days, months, holidays, seasons
10. Follow 2 step directions
11. Follow 3 step directions
12. Follow multi-step directions with increasing complexity

D. The Student will increase auditory comprehension skills

1. will comprehend and respond to yes/no questions
2. will comprehend and respond to familiar phrases/actions (eg, push in your chair)
3. will comprehend and respond to close-ended question
4. will comprehend and respond to open ended questions
5. will comprehend and respond to wh questions
6. will recall facts from orally presented material
7. will comprehend sentences of expanded length and complexity
8. will determine the main idea of the spoken paragraph
9. will draw conclusions from the spoken paragraph
10. will infer information from the spoken paragraph
11. will determine the cause and effect relationships from the spoken paragraph
12. will identify dual meanings of words using humorous material

E. The Student will improve Reference Skills as Related to Reading

1. Alphabetize by the first letter/first two letters
2. Use guide words to locate words in a dictionary
3. Use a dictionary to identify an appropriate meaning of a words
4. Use the table of contents of a book
5. Use the index of a book
6. Use the glossary of a book
7. Use the alphabet guides on the spine of an encyclopedia
8. Use the media center to obtain information from a variety of sources
9. Understand graphs, charts and diagrams to report data
10. Understand symbols, drawings and illustrations to represent information

F. The Student will improve Reading Comprehensions Skills

1. Improve sight word vocabulary
2. Word matching
3. Improve comprehension of written directions
4. Improve comprehension of sentences increasing in complexity
5. Improve comprehension of short paragraphs
6. Improve comprehension of short stories
7. Understand figurative language
8. Understand different purposes in reading (informing, persuading, instructing, entertaining)
9. Read literally, inferentially, critically
10. Expand vocabulary using word analysis and context cues
11. Identify elements of a story (Characters, setting, sequence of events)
12. Analyze main idea, details, comparison and contrast
13. Understand fact from fiction
14. Recognize differences among humor, irony and metaphor
15. Predict Outcomes

G. The Student will improve Vocabulary Skills

1. Label nouns
2. Identify opposites
3. Understand verbal analogies
4. Respond to auditory imagery activities
5. Understand riddles
6. Respond to sentence completion tasks
7. Identify synonyms
8. Identify quality
9. Identify quantity
10. Identify color
11. Identify adverbs
12. Identify verbs
13. Identify homonyms
14. Recognize/name 3 items belonging to a given category
15. Recognize/name a category when presented with 3 items belonging to it
16. Recognize/name word associations when presented with 3 or 4 words or pictures
17. will identify vocabulary words that are unfamiliar
18. will determine the meaning of a word from context

H. The Student will improve Basic Language Concepts

1. Improve knowledge of basic concepts: school readiness (i.e. same/different)
2. Improve knowledge of basic concepts: quantity (ie more/less)
3. Improve knowledge of basic concepts: space (ie center, right/left)
4. Improve knowledge of basic concepts: time/sequence (ie beginning, next, before/after)
5. Improve knowledge of basic concepts: quality (ie hard/soft)
6. Improve knowledge of basic concepts: seasons
7. Improve knowledge of basic concepts: holidays
8. Improve knowledge of basic concepts: months
9. Improve knowledge of basic concepts: days of the week
10. Improve knowledge of basic concepts: number concepts (one, two, one more)
11. Improve knowledge of basic concepts: colors
12. Improve knowledge of basic concepts: comparative (big, bigger, biggest)
13. Improve knowledge of basic concepts: familial relationships (father's, brother, sister, uncle)
14. Improve knowledge of basic concepts: categorization (animals, foods, clothing, etc)
15. Improve knowledge of basic concepts: coins/money values
16. Improve knowledge of basic concepts: directions
17. Improve knowledge of basic concepts: physical needs
18. Describe objects in spoken / written form using attributes of size, color, texture, weight, functions and comparisons

Section III-D

**THE
COMMUNICATION VARIATIONS
CURRICULUM**

Communication Variations

Communication Difference/Dialect is a variation of a symbol system used by a group of individuals that reflects and is determined by shared regional, social, or cultural/ethnic factors. A regional, social, or cultural/ethnic variation of a symbol system should not be considered a disorder of speech or language.

Augmentative/Alternative Communication systems attempt to compensate and facilitate, temporarily or permanently, for the impairment and disability patterns of individuals with severe expressive and/or language comprehension disorders. Augmentative/alternative communication may be required for individuals demonstrating impairments in gestural, spoken, and/or written modalities.

Goals:

A. Effective Use of Assisted Devices

1. will use appropriate augmentative/alternative system
2. will use PEC system
3. will use Object board
4. will use picture board
5. will use word board
6. will use sentence board
7. will use keyboard
8. will use synthesized voice
9. will use live voice recordings
10. will use manual Signs
11. will use American Sign Language - ASL
12. will use microphone to enhance vocal intensity
13. will make use of different systems appropriate to situational content
14. will use systems with teachers, peers to initiate communication to express a variety of communicative functions
15. will demonstrate improved articulation skills through use of communications systems
16. will demonstrate improved verbal syntax through effective use of communications systems
17. will demonstrate improved written syntax through effective use of communication systems

Section IV

Suggested Materials and Resources

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SUGGESTED MATERIALS AND RESOURCES FOR SPEECH/LANGUAGE THERAPY

1. Clinician prepared activities
2. Commercially prepared materials and games
3. ipad
4. Assistive technology
5. Voice recording device
6. Mirror
7. Classroom curriculum materials
8. Speech/language related websites
 - a) The Sounds of American English:
www.uiowa.edu/~acadtech/phonetics/english/frameset.html
 - b) Speaking of speech
www.speakingofspeech.com
 - c) On line dictionary
www.dictionary.com
 - d) The idiom connection
www.idiomconnection.com
 - e) Sign language
www.aslpro.com
 - f) Language and literacy
www.enchantedlearning.com
www.readingA-Z.com
9. Speech/Language Therapy Resources
 - a) Super Duper Publications
www.superduperinc.com
 - b) Mayer-Johnson
www.mayer-johnson.com
 - c) The Speech Bin / Abilitations
www.abilitations.com
 - d) Linguisystems Inc,
www.linguisystems.com
 - e) Psychological Corporation
www.Psychcorp.pearsonassessments.com

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- f) Remedia Publications: Special Education & Inclusion Materials
www.rempub.com

- g) Teaching Resources
www2.scholastic.com

Appendix A

New Jersey Core Curriculum Content Standards for Speech

After connecting to the Internet, hold down the CTRL key while left-clicking the link below, then choose the grade level you would like to view (you might also have to click on “English Language...” at the bottom of your computer screen):

<http://www.corestandards.org/ELA-Literacy/SL/5>