Slide 1

Strategies to Support Children with Speech and Language Disorders in the Classroom

September 19th, 2025

AWWA Singapore

Scott Prath, M.A., CCC-SLP

Slide 2

Today!

UNDERSTANDING SPEECH SOUND AND LANGUAGE DEVELOPMENT

IMPROVING COMMUNICATION THROUGH THE USE OF CLASSROOM CURRICULUM

IMPROVING COMMUNICATION THROUGH THE USE OF STORYBOOKS

Slide 3

BILINGUISTICS — Better Speech Therapy

For Parents ∨   For SLPs ∨   For Schools ∨   For EI ∨   About Us ∨

Free SLP Resources ▸
Continuing Education Units ▸
Products
Workshops & Presentations

Speech Therapy Materials
Evaluation Resources
Goal Bank
Speech Therapy Referral Forms
Books For Speech Therapy
Music for Speech Therapy
Speech Therapy Mobile Applications (Apps)
Spanish Translations for IEP/ARD Meetings
Great SLP Graduate Student Resources
Communication Disorder Resources for Parents

GOAL — Goals that Apply to all Children Regardless of Home Language

Home Language Survey Suggestions

Language H...

Parent Questionnaire for Language History

Phonological Patterns of the English Language Learner – Quick Reference Charts

Phonological Process Norms – Spanish and English Comparison

Slide 4

hello!
你好!
வணக்கம்!
helo!
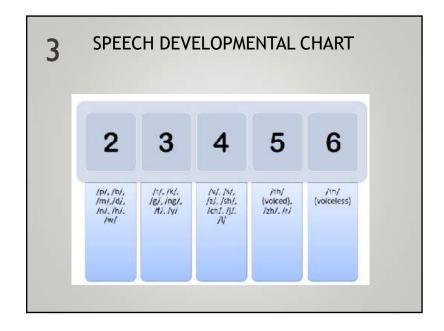
UNDERSTANDING SPEECH SOUND AND LANGUAGE DEVELOPMENT

WHAT IS A COMMUNICATION DISORDER?

- A communication disorder happens when a person has trouble **sending, receiving, processing, or understanding messages**.
- This can affect speaking, understanding others, reading, writing, or using social cues.
- It is more than just being shy or quiet—it affects a person's ability to share ideas and connect with others.

SPEECH DISORDERS VS. LANGUAGE DISORDERS

- **Speech Disorders** = *How* we say sounds and words
- Problems with pronunciation, stuttering, or voice quality.
- **Language Disorders** = *What* we say and *how* we use words
- Problems with vocabulary, grammar, understanding directions, or putting sentences together.

SPEECH – TWO MAIN AREAS

- **Articulation** – making individual speech sounds correctly.
- Example: Saying /r/ correctly in "rabbit."
- **Phonology** – understanding and using the rules for how sounds work in a language.
- Example: A child might use "tat" for "cat" because they don't yet apply the /k/ sound correctly in words.

3   SPEECH DEVELOPMENTAL CHART

2	3	4	5	6
/p/, /b/, /m/, /d/, /n/, /h/, /w/	/t/, /k/, /g/, /ng/, /f/, /y/	/v/, /s/, /z/, /sh/, /ch/, /j/, /l/	/th/ (voiced), /zh/, /r/	/th/ (voiceless)

SLIDE 4: ARTICULATION IN PLAIN LANGUAGE

- Focuses on the "mechanics" of speech: lips, tongue, teeth, jaw, and voice.
- Problems can include:
- Substituting sounds ("wabbit" for "rabbit")
- Leaving out sounds ("nana" for "banana")
- Distorting sounds (a lisp on "s")

PHONOLOGY IN PLAIN LANGUAGE

- About **sound patterns**, not just single sounds.
- Example: A child might leave off all final sounds ("ca_" for "cat," "do_" for "dog").
- Children often "grow out" of some patterns, but if they last too long, they can make speech hard to understand.

LANGUAGE – THE BUILDING BLOCKS

- Language can be divided into easy-to-understand parts:
- **Vocabulary (Words):** Knowing and using enough words.
- **Grammar (Sentence Structure):** Putting words in the right order.
- **Social Language (Pragmatics):** Taking turns, staying on topic, reading body language.
- **Narrative Skills:** Telling a story or explaining an event so it makes sense.

VOCABULARY (WORDS)

- Includes naming objects, using action words, and understanding word meanings.
- Example difficulties:
- Child has trouble naming familiar items.
- Child does not understand "before/after" or "under/over."

LIMITED VOCABULARY

- (And the) and the dog **pull** a bucket, house, dog.
- And a dog **fall in** the window.
- And the kid was **bad** for the dog.
- And the kid **say woooo**.
- And some bees **come**.
- And the dog **smell** the bees.
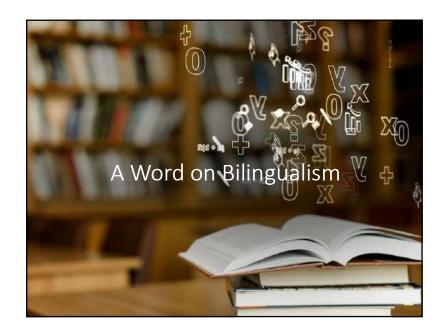- (And the) and the kid **say, "kooook."**
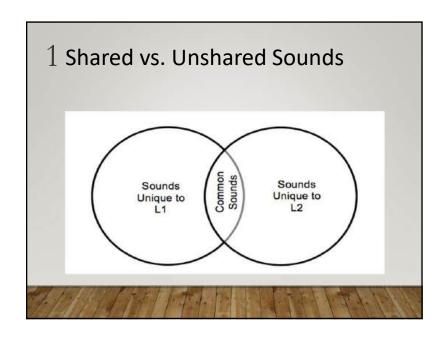- And there was the dog.

GRAMMAR (SENTENCE STRUCTURE)

- Includes plurals, verb tenses, and word order.
- Example difficulties:
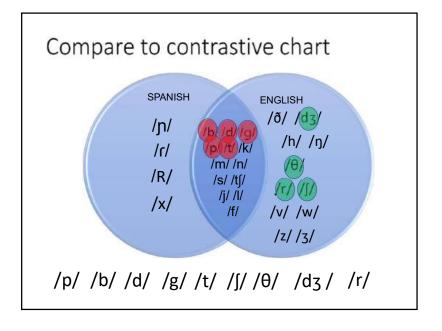- "Him go store yesterday."
- "I runned fast."

GRAMMAR DIFFICULTIES

- The kid **(is) buy** a frog and the dog **see** the frog.
- Now the frog and the boy fell asleep, **was** sleepy.
- And the frog **go** away. [verb error]
- (And the) and the kid and the dog **gray up**.
- And the old **one** wasn't there.
- And the frog is no more **allí,** not there.
- (And the, and the) and the kid [omit **said**], "Where are you, frog?
- **Koook**!
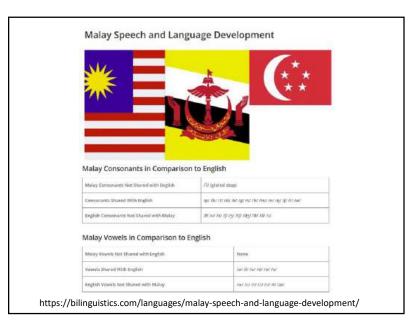
SOCIAL LANGUAGE (PRAGMATICS)

- Using language for different purposes: greeting, requesting, sharing.
- Following the rules of conversation: taking turns, staying on topic.
- Understanding others' tone of voice, facial expressions, and body language.
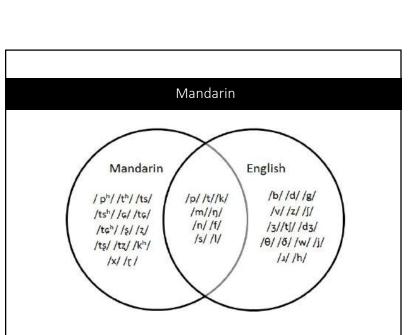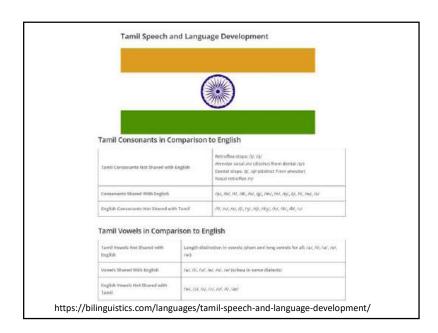
NARRATIVE LANGUAGE

- Telling a story in order—beginning, middle, end.
- Explaining what happened so others can follow along.
- Important for classroom discussions, writing assignments, and friendships.

A Word on Bilingualism

---

1 Shared vs. Unshared Sounds

Sounds Unique to L1 — Common Sounds — Sounds Unique to L2

Compare to contrastive chart

SPANISH — ENGLISH

/ɲ/ /r/ /R/ /x/

/b/ /d/ /g/ /p/ /t/ /k/ /m/ /n/ /s/ /tʃ/ /j/ /l/ /f/

/ð/ /dʒ/ /h/ /ŋ/ /θ/ /r/ /ʃ/ /v/ /w/ /z/ /ʒ/

/p/ /b/ /d/ /g/ /t/ /ʃ/ /θ/ /dʒ / /r/

Slide 1

Malay Speech and Language Development

Malay Consonants in Comparison to English

Malay Consonants Not Shared with English	/ʔ/ (glottal stop)
Consonants Shared With English	/p/ /b/ /t/ /d/ /k/ /g/ /m/ /n/ /ŋ/ /tʃ/ /f/ /l/ /w/
English Consonants Not Shared with Malay	/dʒ/ /v/ /z/ /ʃ/ /ʒ/ /ɲ/ /dʒ/ /θ/ /ð/ /ɹ/

Malay Vowels in Comparison to English

Malay Vowels Not Shared with English	None
Vowels Shared With English	/a/ /i/ /u/ /e/ /o/ /ə/
English Vowels Not Shared with Malay	/æ/ /ɪ/ /ʊ/ /ɛ/ /ɔ/ /ʌ/ /ɑː/

Slide 2

Tamil Speech and Language Development

Tamil Consonants in Comparison to English

Tamil Consonants Not Shared with English	Retroflex stops: /ʈ/, /ɖ/ Alveolar nasal /n/ (distinct from dental /n̪/) Dental stops: /t̪/, /d̪/ (distinct from alveolar) Nasal retroflex /ɳ/
Consonants Shared With English	/p/, /b/, /t/, /d/, /k/, /g/, /m/, /n/, /ŋ/, /j/, /l/, /w/, /s/
English Consonants Not Shared with Tamil	/f/, /v/, /z/, /ʃ/, /ʒ/, /tʃ/, /dʒ/, /θ/, /ð/, /ɹ/

Tamil Vowels in Comparison to English

Tamil Vowels Not Shared with English	Length distinction in vowels (short and long vowels for all: /a/, /i/, /u/, /e/, /o/)
Vowels Shared With English	/a/, /i/, /u/, /e/, /o/, /ə/ (schwa in some dialects)
English Vowels Not Shared with Tamil	/ɪ/, /ʊ/, /ʌ/, /ɔ/, /ɛ/, /ʒ/, /æ/

Slide 3

Mandarin

Mandarin	Shared	English
/pʰ/ /tʰ/ /ts/ /tsʰ/ /ɕ/ /tɕ/ /tɕʰ/ /ʂ/ /z/ /tʂ/ /tz/ /kʰ/ /x/ /ɻ/	/p/ /t/ /k/ /m/ /ŋ/ /n/ /f/ /s/ /l/	/b/ /d/ /g/ /v/ /z/ /ʃ/ /ʒ/ /tʃ/ /dʒ/ /θ/ /ð/ /w/ /j/ /ɹ/ /h/

Slide 4

Case Study – Chinese

- Female, 5-years, 6-months old
- Bilingual Articulation and Phonology Assessment

- Home Language: Mandarin Chinese
- School Language: English
- Parent Concerns: "She has difficulty expressing her ideas."
- Teacher Concerns: "She is hard to understand."

IMPROVING COMMUNICATION THROUGH THE USE OF CLASSROOM CURRICULUM

SUPPORT FOR CURRICULUM-BASED INTERVENTION

Research and Case Studies

Support for curriculum-based intervention

Children generally remember:

- **90%** of what they learn when they teach someone else/use immediately.
- **75%** of what they learn when they practice what they learned.
- **50%** of what they learn when engaged in a group discussion.
- **30%** of what they learn when they see a demonstration.
- **20%** of what they learn from audio-visual.
- **10%** of what they learn when they've learned from reading.
- **5%** of what they learn when they've learned from lecture.
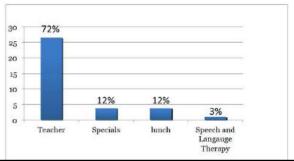
NTL Institute for Applied Behavioral Science
Adapted from Audio-Visual Methods in Teaching, Edgar Dale. Dryden Press in New York. 1953

Support for curriculum-based intervention

Teacher Involvement is Critical

Children spend the majority of their time with teachers in the classroom.

Support for curriculum-based intervention

Teacher Involvement is Critical

· The value that your student places on what you are teaching dramatically increases when the same words are used by their primary communicative partners.

· Frequency and consistency are two important principles that are achieved when parents, teachers, and SLPs focus on the same topic.

Support for curriculum-based intervention

Parent Involvement is Critical

· Parents are the most consistent language models in their children's lives.

· Parents' use of language-based strategies leads to greater receptive vocabulary at 12 years of age (Beckwith & Cohen, 1989).

· Mothers' use of labeling and increased periods of interaction leads to increases in receptive vocabulary and greater expansion of expression in older children (Tomasello & Farrar, 1986).

Support for curriculum-based intervention

Parent Involvement is Critical

· Participation by fathers in early childhood programs is beneficial to the child, father and other family members (Frey, Fewell, & Vadasy, 1989; Krauss, 1993).

· Empowerment leads to self-efficacy, or the belief that parents can make a difference in their child's development (Dempsey & Dunst, 2004).

· When families are involved in the intervention process, language enrichment is ongoing rather than during "therapy" only (Rosetti, 2006).

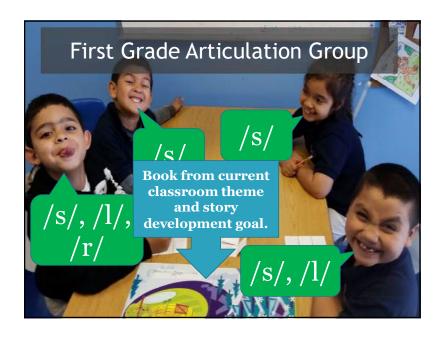## Support for curriculum-based intervention

SLP knowledge is Critical

• By using classroom themes we not only access vocabulary topics, but we also provide a way for each student to practice newly acquired communication skills on a topic that she is familiar with.

• Teacher buy-in and opportunities for them to work on your student's goals are greatly enhanced when you align therapy to the school curriculum.
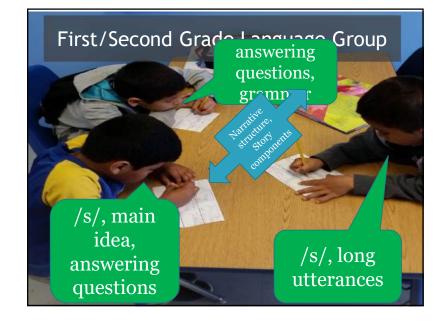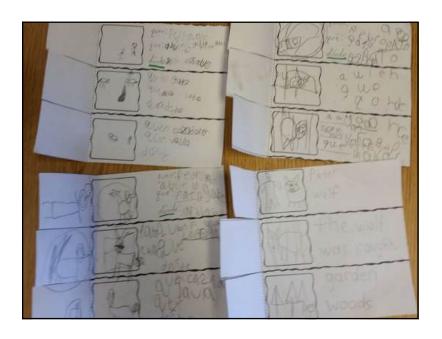
Research Take-Aways

- SLPs only have 3% of the week
- Parents are powerfully motivated to help their children if we can clearly communicate how they should be working with their children.
- Teachers are motivated to collaborate when:
  - They clearly understand what to do
  - They know that *you* are invested in what they are teaching
  - Their efforts improve a child's performance on the measures that they are accountable for.

Curriculum-Based Intervention
Hands-on examples of content from the classroom

First Grade Articulation Group

/s/

/s/

Book from current classroom theme and story development goal.

/s/, /l/, /r/

/s/, /l/

First/Second Grade Language Group

answering questions, grammar

Narrative structure, Story components

/s/, main idea, answering questions

/s/, long utterances

50 Word – Core Vocabulary

1. Mario
2. Angry Birds
3. Minions

4. Maestra
5. Para
6. Con permiso
7. Por favor
8. Mrs.
9. Stop
10. Excuse me

11. Please
12. Computadora
13. Silla
14. Mesa
15. Alfombra
16. Bolsa de libros
17. Computer
18. Chair
19. Table
20. Carpet

21. Book bag
22. Color
23. Red
24. Yellow
25. Orange
26. Green
27. Purple
28. Blue
29. Rojo
30. Anaranjado

31. Amarillo
32. Verde
33. Azul
34. Morado
35. Camisa
36. Pantalones
37. Zapatos
38. Shirt
39. Pants
40. Shoes

41. Mom
42. Dad
43. Ray
44. Sherissa
45. Brother
46. Sister
47. Mama
48. Papa
49. Hermano
50. Hermana

Autism

Academic Goals
- Spell her name
- Copy letters
- 1-to-1 correspondence with letters and numbers
- Working for 5 minutes in one place

Speech & Language Goals
- Following directions
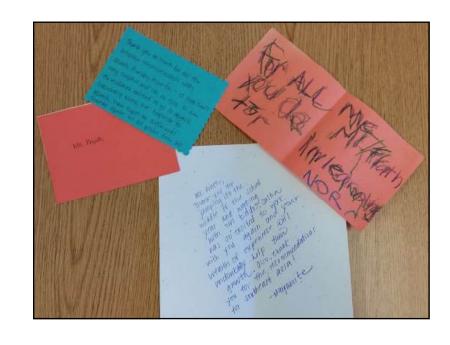- Stopping an activity with one verbal request
- Taking turns
- Making Eye Contact

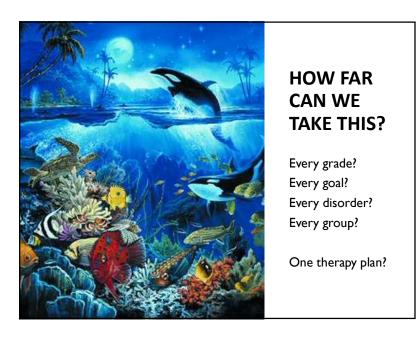
Autism

- Following Directions
- Eye Contact
- While Matching magnetic letters to words
- Increasing work time between breaks
- 30-60 second breaks consist of:
  - Music
  - Playing with String
  - Playing with a ball
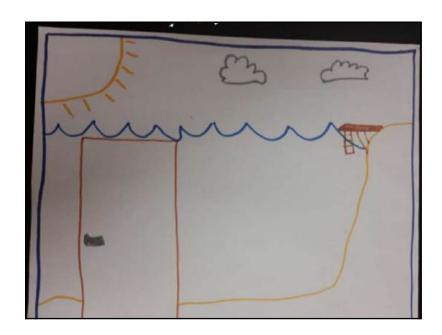 - Playing with a hoolahoop

DATE	# of words spelled	# of sounds imitated	# of breaks
1/14/16	1	0	6
2/3/16	2	0	4
2/12/16	10	1	2
2/16/16	8/12	2	0
2/23/16	13 (1 independent)*	2	2
2/24/16	9	2	0
3/3/16	14	6	2

*vevo

HOW FAR CAN WE TAKE THIS?

Every grade?
Every goal?
Every disorder?
Every group?

One therapy plan?

3rd and 4th grade: Categorization

4th grade: 16 part fictional story creation

4th grade: 16 part fictional story creation

Kindergarten: Who/What/Where/When

Kindergarten: Who/What/Where/When with group fictional story creation
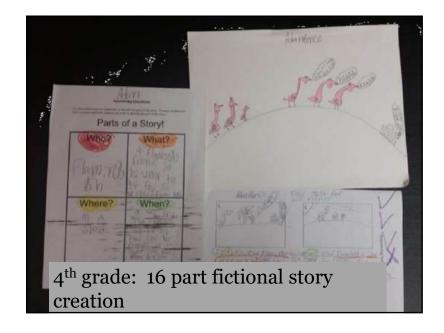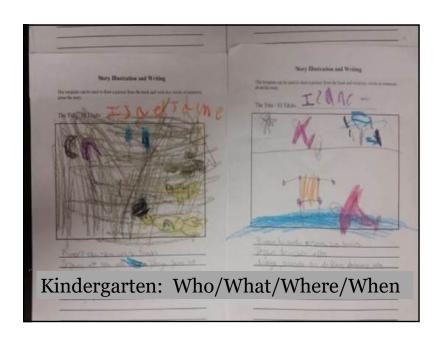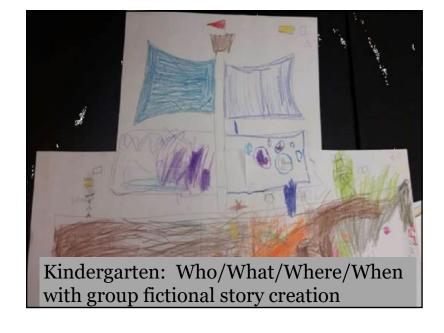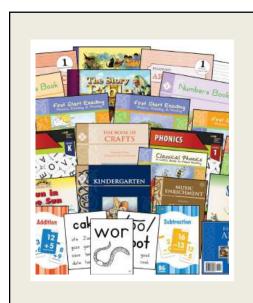
Slide 1
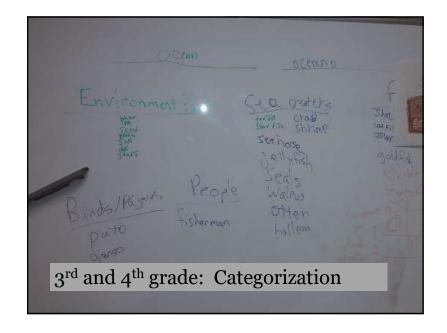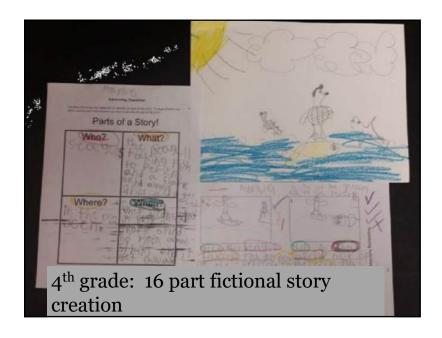
AN EXAMPLE FROM PRE-KINDERGARTEN AND KINDERGARTEN CURRICULUM

Slide 2

PPCD, Pre-K, K Academic Topics

1. Days of the Week
2. My body
3. Thinking / Feeling
4. Family
5. Fall
6. My friends
7. Pets
8. Opposite
9. Color / Shape / Size
10. Things that go together
11. Under construction
12. Things that grow
13. Food and Nutrition
14. Children's Songs
15. Sound and Movement
16. Music
17. Winter
18. Workers
19. Folk Tales
20. Transportation
21. Trips
22. A celebration
23. Spring
24. Weather
25. Animals
26. Zoo Animals
27. Farm animals
28. The ocean
29. Summer

Slide 3

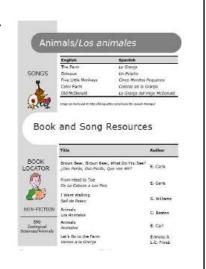# Speech & Language Activities

There are only 12 main activities that make up most young children's day.

Slide 4

Example: 3-5 year-olds and the topic of animals

Animals
Los animales

Book and Song Resources

Surprise Bag

- The purpose of this activity is to introduce the theme and introduce related vocabulary.

Surprise bag:
Animal Picture Cards
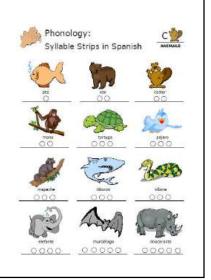
Articulation

- Review and practice targets from thematic articulation words

Articulation Station
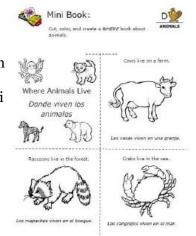
Phonology

- Have children identify the number of syllables in each word, and practice segmenting syllables by clapping or pointing to the circles under each word.

Phonology:
Syllable Strips in Spanish
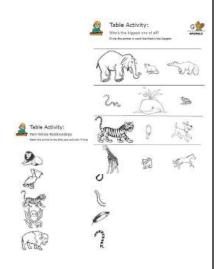
Mini Books

- While sitting at a table in a small group, students can make their own mini book about the theme. Students can work on sequencing the story, following directions to put the book together, and labeling or describing the book.

Mini Book:
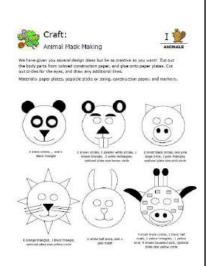
Table Activities
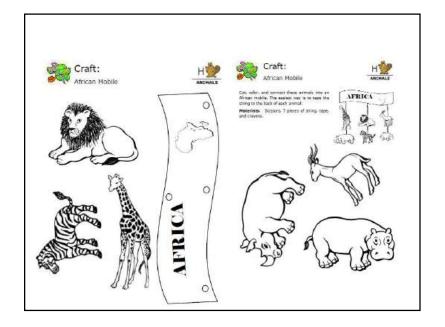
- Students can complete worksheets related to the theme. Teachers often have worksheets ready so collaborate and find out what materials she has.

Crafts

- Crafts are great for students who benefit from hands-on activities. Gather the materials listed at the beginning of each session and make the minimal preparations.
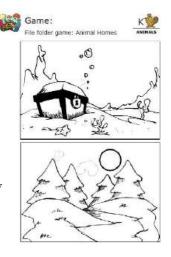
Game

Games are a great way for students to be exposed again to theme-based vocabulary.

We created file folder games for each theme which are printable and highly transportable.

Another great game is to go 'fishing' by tying a magnet to a piece of string tied to a stick, and use it to pick up vocabulary cards that have a paperclip on them.
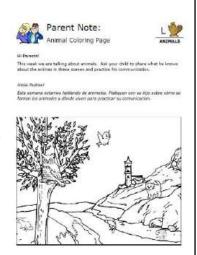
Recipe

- Recipes are great activity for more active students who benefit from hands-on activities.
- Use sequence cards and visuals to help students request materials, describe what they are doing and finally tell how they created the end product.
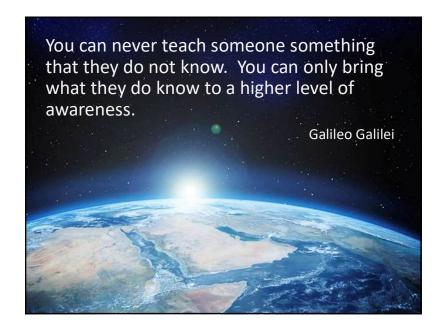
Parent Note

- Communication growth is stimulated by carryover into the classroom, reviewing of vocabulary, and shared participation by a student's teacher and parents.

IMPROVING COMMUNICATION THROUGH
THE USE OF STORYBOOKS

You can never teach someone something that they do not know. You can only bring what they do know to a higher level of awareness.

Galileo Galilei

WE WILL COVER:

1. WHY USE STORYBOOKS?

2. ASSESSING WHAT TO WORK ON, CHOOSING GOALS, AND TAKING DATA

3. STORYBOOK INTERVENTION
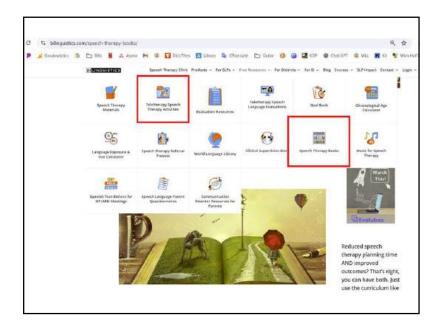
4. SUPPORTING SOCIAL COMMUNICATION AND RAISING SELF-ESTEEM

Communication Concerns:

A. Difficulty in comprehending communication
B. An underdeveloped sound system
C. Reduced expressiveness

The Best Teletherapy Speech Therapy Activities

Video Read-Aloud Teletherapy Speech Therapy Activities

Storybook Video Resources Too!

Reduced speech therapy planning time AND improved outcomes? That's right, you can have both. Just use the curriculum like

USING STORYBOOKS TO TARGET COMMUNICATION NEEDS

EFFECTIVELY USE STORYBOOKS TO REDUCE PLANNING TIME, IMPROVE OUTCOMES, & ALIGN COMMUNICATION NEEDS TO CLASSROOM OBJECTIVES

Applies to Academics

Can use with all ages & culture

Address Multiple Goals

Easy Data Collection

Fun & Interesting

Decrease Prep Time

Repetitive Structure

Relevant Homework for Parents

WHY USE STORYBOOKS?

○ Shared reading activities
  • Increase development in multiple areas (Doyle & Bramwell, 2006; Debaryshe, 1993; Burner, 1978)
  • Promote language development in children with typical development (Teale & Sulzby, 1986; Westby, 1985) and with language impairments (Gillam & Ukrainetz, 2006)
  • Promote a greater desire to read (Mason & Blanton, 1971)
  • Exposes student to printed materials and positive reading models (Teal, 1984)

Prelinguistic Pizazz

• Play
• Gestures/Signs
• Joint Attention
• Vocalizations
• Comprehension

WHY USE STORYBOOKS?

Develop Pre-linguistic Skills
• Play
  – Symbolic play predicts comprehension
• Gestures/Signs
  – Bridge to producing language
• Joint Attention
  – Gaze, pointing, showing, directing attention
• Vocalizations
  – Diversity of sound types predicts expressive vocabulary and speech performance
• Comprehension
  – Predicts grammatical complexity and vocabulary

Watt, Wetherby & Shumway, 2006

WHY USE STORYBOOKS?

• By 3rd grade, children add about 3000 vocabulary words per year.

• An average reading program teaches about 400 words per year.
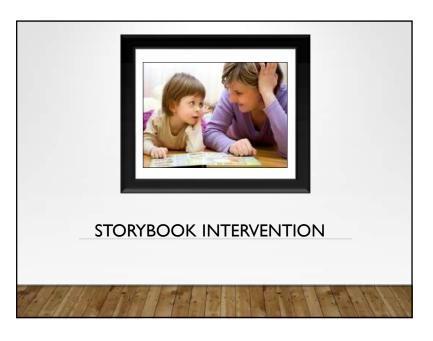
LANGUAGE DISABILITIES AND READING DISABILITIES:

- 40% of preschool children with language impairments develop significant literacy learning difficulties (Aram & Nation, 1980; Rescorla, 2003) even if their delays appear to have been resolved by age 5 (Scarborough, 1990; 2002)

- Approximately 90% of individuals with severe communication impairments experience significant literacy learning difficulties (Koppenhaver & Yoder, 1992).

- Children with oral language impairment are at great risk for reading disabilities (Schuele, 2004)

LANGUAGE DISABILITIES AND READING DISABILITIES:

- Proficient reading requires integrated skills across decoding and comprehension that draw on basic language knowledge (semantics, syntax, and phonology) (Schuele, 2004)

- Emergent literacy weakness apparent prior to formal reading instruction and persist into adolescence and adulthood (schuele, 2004)

- Strengthens other interrelated areas: reading, writing, listening, speaking (Kraayenoord, 2001; Erickson et al, 1997)

Successful readers in first grade have a 20,000 word receptive vocabulary – poor readers have less than 5,000 words.

STORYBOOK INTERVENTION

Slide 1

4 KEYS TO SUCCESSFUL LITERACY-BASED INTERVENTION

1. PLANNING FOR INTERVENTION
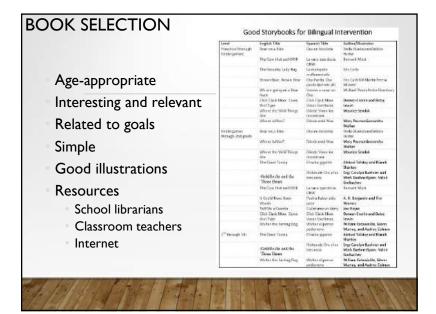
2. PRE-READING ACTIVITIES
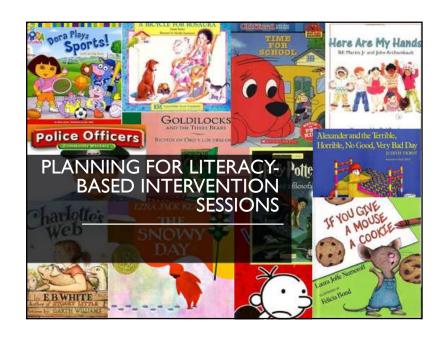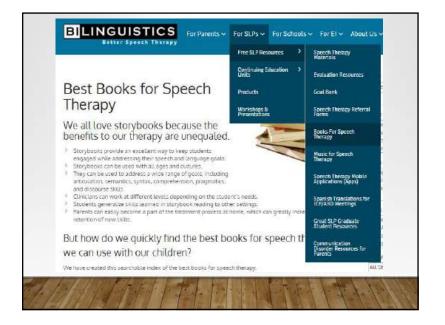
3. BOOK-READING ACTIVITIES
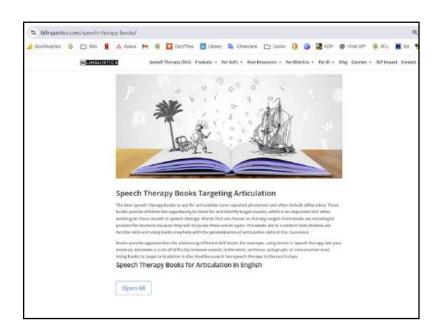
4. SUPPORT SOCIAL COMMUNICATION AND SELF-ESTEEM

Slide 2

PLANNING FOR LITERACY-BASED INTERVENTION SESSIONS

Slide 3

BOOK SELECTION

- Age-appropriate
- Interesting and relevant
- Related to goals
- Simple
- Good illustrations
- Resources
  - School librarians
  - Classroom teachers
  - Internet

Good Storybooks for Bilingual Intervention

Slide 4

BILINGUISTICS — Better Speech Therapy

For Parents ⌄   For SLPs ⌄   For Schools ⌄   For EI ⌄   About Us ⌄

Best Books for Speech Therapy

We all love storybooks because the benefits to our therapy are unequaled.

- Storybooks provide an excellent way to keep students engaged while addressing their speech and language goals.
- Storybooks can be used with all ages and cultures.
- They can be used to address a wide range of goals, including articulation, semantics, syntax, comprehension, pragmatics, and discourse skills.
- Clinicians can work at different levels depending on the student's needs.
- Students generalize skills learned in storybook reading to other settings.
- Parents can easily become a part of the treatment process at home, which can greatly increase retention of new skills.

But how do we quickly find the best books for speech th... we can use with our children?

We have created this searchable index of the best books for speech therapy.

SELECTING COMMUNICATION ACTIVITIES

Great Materials Should:
- provide repetitive structure
- be able to be used with all ages and cultures
- address goals across semantics, syntax, comprehension, pragmatics, and discourse
- decrease preparation time
- be fun and interesting for students
- make homework programs more relevant for parents
- allow for programmatic collection of intervention data
- apply to academic needs

PRE-READING ACTIVITIES – BEFORE YOU OPEN THE BOOK
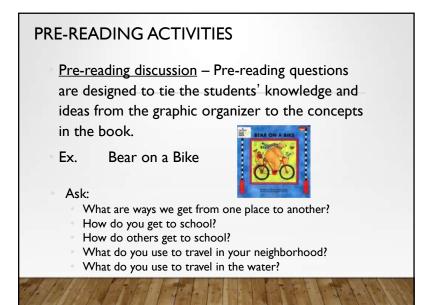
PRE-READING ACTIVITIES
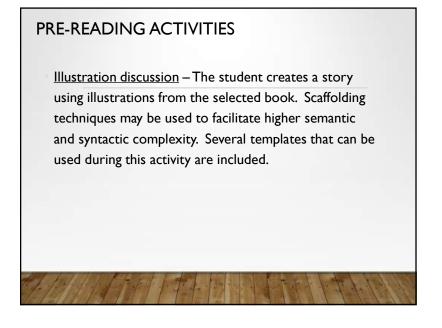
Semantic mapping/graphic organizers – the adult and students develop a list of words and concepts related to the story and then develop a visual representation or map of how the words and concepts are related to one another (Gillam & Ukrainetz, 2006; Hoggan & Strong, 1994).

Graphic organizer - ex.   Bear on a Bike

- Say: "We are going to read about a bear who goes on an adventure. On his adventure, he uses different types of transportation."

GRAPHIC ORGANIZER
EX. BEAR ON A BIKE

PRE-READING ACTIVITIES

- <u>Pre-reading discussion</u> – Pre-reading questions are designed to tie the students' knowledge and ideas from the graphic organizer to the concepts in the book.

- Ex.   Bear on a Bike

- Ask:
  - What are ways we get from one place to another?
  - How do you get to school?
  - How do others get to school?
  - What do you use to travel in your neighborhood?
  - What do you use to travel in the water?

PRE-READING ACTIVITIES

- <u>Illustration discussion</u> – The student creates a story using illustrations from the selected book. Scaffolding techniques may be used to facilitate higher semantic and syntactic complexity. Several templates that can be used during this activity are included.

INTRODUCE NEW VOCABULARY

Name

Category/Group

Size

Color

Texture

Parts

Sound

BOOK-READING ACTIVITIES

SCAFFOLDING TECHNIQUES

Print reference

The educator references a target from the book by pointing or commenting.

Cloze procedures

The educator provides the first part of an utterance and the student completes the thought The educator expands on an utterance provided by the student using the grammar and vocabulary targets.

Comprehension questions

The educator asks the student a question targeting an appropriate level of complexity for the student.

Binary choice

The educator offers the student two choices of responses.

Modeling

The educator models the target structure for the student.

CREATING A ROBUST 16-PART NARRATIVE

LET'S START BY DEFINING _ROBUST_
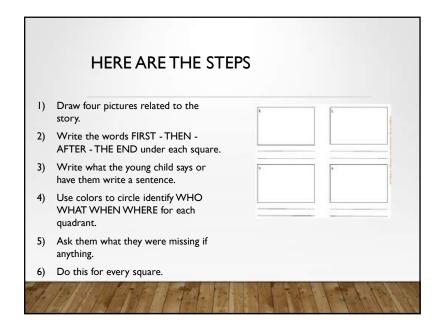
Robust means that a child tells a:

- ✓ 4 part story
- ✓ In the right sequence/order
- ✓ Using cohesive elements (first, then, after, at the end)
- ✓ Answering 4 questions for each part (who, what, where, when)

That's a 16 part correctly ordered story with all needed information! _Boom!!!!_

ACTIVITY

16 Part Story – Follow Along

HERE ARE THE STEPS

1) Draw four pictures related to the story.
2) Write the words FIRST - THEN - AFTER - THE END under each square.
3) Write what the young child says or have them write a sentence.
4) Use colors to circle identify WHO WHAT WHEN WHERE for each quadrant.
5) Ask them what they were missing if anything.
6) Do this for every square.

HERE ARE THE STEPS

1) Draw four pictures related to the story.
2) Write the words FIRST - THEN - AFTER - THE END under each square.
3) Write what the young child says or have them write a sentence.
4) Use colors to circle identify WHO WHAT WHEN WHERE for each quadrant.
5) Ask them what they were missing if anything.
6) Do this for every square.

HERE ARE THE STEPS

1) Draw four pictures related to the story.
2) Write the words FIRST - THEN - AFTER - THE END under each square.
3) Write what the young child says or have them write a sentence.
4) Use colors to circle identify WHO WHAT WHEN WHERE for each quadrant.
5) Ask them what they were missing if anything.
6) Do this for every square.

First   Then

After   At the End

HERE ARE THE STEPS

1) Draw four pictures related to the story.

2) Write the words FIRST - THEN - AFTER - THE END under each square.

3) Write what the young child says or have them write a sentence.

4) Use colors to circle identify WHO WHAT WHEN WHERE for each quadrant.

5) Ask them what they were missing if anything.

6) Do this for every square.

HERE ARE THE STEPS

1) Draw four pictures related to the story.

2) Write the words FIRST - THEN - AFTER - THE END under each square.

3) Write what the young child says or have them write a sentence.

4) Use colors to circle identify WHO WHAT WHEN WHERE for each quadrant.

5) Ask them what they were missing if anything.

6) Do this for every square.

HERE ARE THE STEPS

1) Draw four pictures related to the story.

2) Write the words FIRST - THEN - AFTER - THE END under each square.

3) Write what the young child says or have them write a sentence.

4) Use colors to circle identify WHO WHAT WHEN WHERE for each quadrant.

5) Ask them what they were missing if anything.

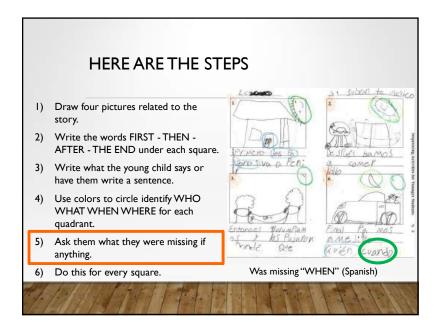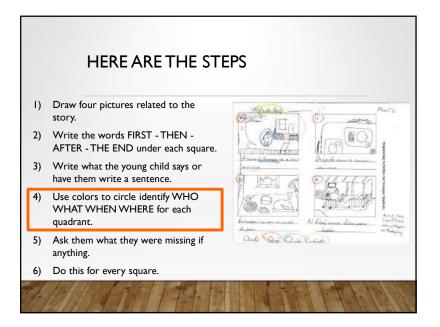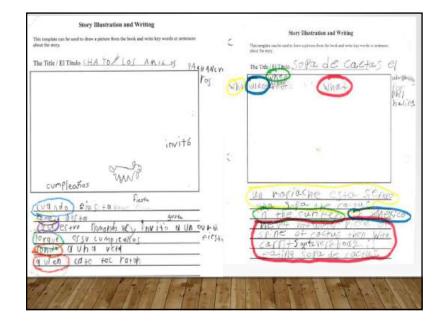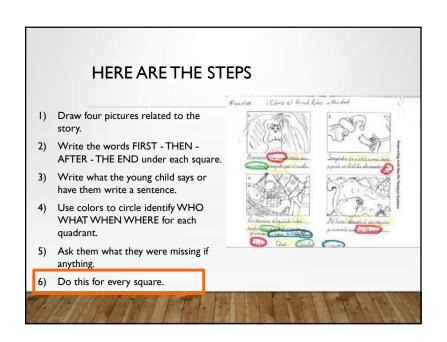6) Do this for every square.

Was missing "WHEN" (Spanish)

HERE ARE THE STEPS

1) Draw four pictures related to the story.
2) Write the words FIRST - THEN - AFTER - THE END under each square.
3) Write what the young child says or have them write a sentence.
4) Use colors to circle identify WHO WHAT WHEN WHERE for each quadrant.
5) Ask them what they were missing if anything.
6) Do this for every square.

HERE ARE THE STEPS

6) Do this for every square.   **AND DO IT ALONG SIDE THEM!**

beginning — WHO WHAT WHERE
WHO WHAT WHERE
WHO WHAT WHERE

Parts of a Story!

Who?	What?
Where?	When?

Answering Questions Cube Printout

Use this die during games or question-asking activities. Students can cut and color the die themselves.

How ?
What ?
When ?
Who
Where
Why

Speech Therapy Materials Page

Name	Category	Attribute	Function
Ex. A ball	is a toy	that is round	that you can throw
	is	that is	that you

Kindergarten: Who/What/Where/When with group fictional story creation

Sample Articulation Chart

Articulation charts similar to this can easily be created for any book to track a student's articulation productions while answering "wh" questions.

Example:

This articulation chart was created for the book *Podria faber sido peor / It could have been Worse*, by A.H. Benjamin.

Word	+ -	K	G	S	D	N	L	T	R	RR	Y	cluster
Raton												
Cayo												
Suelo												

Word	+ -	K	G	S	D	N	L	T	R	RR	Y	cluster

Vera B. Williams — A CHAIR FOR MY MOTHER

	K Words	G Words
Beginning Sound	Car	Going Giving
Middle Sound	Taco Nickel	Beginning
Ending Sound		Going Grandma

Word + -	Initial /r/	Initial /l/	Medial /l/	Final /l/	Initial "ch"	Medial "ch"	Final "ch"
letter		x					
love		x					
red	x						
smile				x			
Legoland		x	x				
Disneyland			x				
much							x
long		y					
yellow			x				
Total							

Category / la categoría

Panel 1 (top left, hand-drawn):

PaulyCar
Jacob
WANT
NEED
W
APPLE
tez

Panel 2 (top right):

¿Dónde pasó el cuento?
¿Quién es el personaje principal?
¿Hay un personaje malo en este cuento?
¿Qué te gusta del cuento?
¿Qué pasó al principio del cuento?
¿Cómo son los personajes? Descríbelos
¿Cómo terminó el cuento?

| 1 | 2 | 3 | 4 |

Panel 3 (bottom left):

d Question Game Boar
aracters in the story. Children lo

2   4   1   3

¿Dónde pasó el cuento?
¿Quién es el personaje principal?
¿Hay un personaje malo en este cuento?
¿Qué te gusta del cuento?
¿Qué pasó al principio del cuento?
¿Cómo son los personajes? Descríbelos
¿Cómo terminó el cuento?

Panel 4 (bottom right):

Title	Main Character	Secondary Characters	Setting
Your Story			

The Title/*El Título* _____

Hay tres mariquitas. Hay dos mariquitas malhumoradas. Hay una mariquita simpatica.

It was many and many a year ago,

In a kingdom by the sea,

That a maiden there lived whom you may know

By the name of Annabel Lee;

And this maiden she lived with no other thought

Than to love and be loved by me.

Annabel Annabel Lee

Title/*Título*: _____
Name/*Nombre*: _____

Characters are the people in a story.
Setting is when and where.
Problem, hey what's wrong?
Solution, let's solve it!

SUPPORTING SOCIAL COMMUNICATION AND RAISING SELF-ESTEEM

TEACH THROUGH GAMES – IT IS FUN AND THERE IS NO FOCUS ON THE SKILL
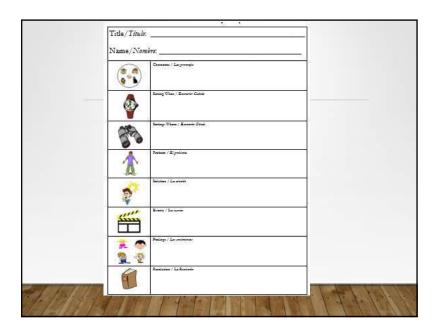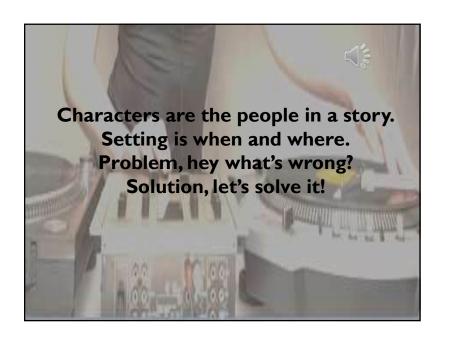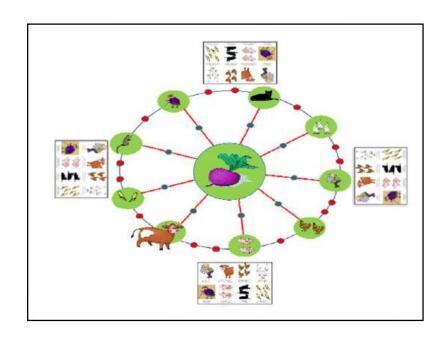
WHERE THE WILD THINGS ARE

START

MAKE UNIVERSAL CORRECTIONS SO STUDENTS AREN'T SINGLED OUT

- This might mean correcting a student who can say the sound our speaks well.
- The student who needs it with 1) here a great example and 2) think: "Everyone gets these corrections.

THINK – PAIR – SHARE

- Groups students into pairs of 2.
- They students will decide who is Student A and who is Student B.
- Tell them that you will ask a question, they will discuss the correct answer. First Student A will answer.
- Ask a second question.
- Let them discuss.
- Allow Student B to answer.

PRE-TEACH A TOPIC AND ASK YOUR STUDENT WITH GOALS IN A GROUP SETTING – CONFIDENCE BUILDING!

- Example: A student is having difficulty answering WHO and WHERE questions.
- Pre-read a story to him
- Work on answering WHO and WHERE.
- Read the story to the group.
- Ask the student the question you know he can answer.

USE TECHNOLOGY TO RAISE ENGAGEMENT AND EXCITEMENT

USE SCHOOL FESTIVITIES, HOLIDAYS, ACTIVITIES TO GIVE EVERYONE AN ACTIVE ROLE

TAKE AWAY POINTS FOR STORYBOOK INTERVENTION

- Language of intervention should mirror the child's environment
- Initial therapy targets should be elements that exist in both language
- Let the child and the classroom guide the topics
- Use the same book across multiple groups to save planning time

LITERACY-BASE TEMPLATES

https://bilinguistics.com/speech-therapy-materials/

Good Storybooks for Bilingual Intervention

Story Grammar Rap Templates

Storybook Therapy Intervention Templates