

Regular Classroom Speech-Language Modifications

Student: _____ Teacher: _____
Start date of modifications: _____

Articulation:

- Allow longer oral response time.
- Model good speech production in the classroom.
- Provide preferential seating beside a peer with good speech production.
- Reinforce accurate production of speech sounds.
- Reduce the amount of background noise in the classroom.
- Provide preferential seating near the teacher or at the front of the class.
- Modify assignments requiring student to make oral classroom presentations.
- Discuss speech concerns with speech-language pathologist

Language Skills:

- Shorten and/or modify oral directions. Ask student to repeat or rephrase the directions to ensure understanding.
- Allow longer oral response time.
- Provide visuals to enhance explanation of new material, especially with abstract concepts.
- Give written directions or visual cues for verbal directions.
- Obtain student's attention before giving a direction.
- Assist student in giving correct responses by accepting his/her answers and expanding, or giving the student an opportunity to explain his/her response.
- Simplify question forms by asking basic questions, one at a time.
- Modify assignments requiring student to make oral classroom presentations.
- Provide individualized instruction to improve student's ability to complete activities requiring listening.
- Provide varied opportunities for language development through participation in regular classroom activities.
- Discuss language concerns with speech-language pathologist.

Voice Quality:

- Encourage appropriate use of voice in the classroom.
- Help student reduce the instances of yelling or throat clearing.
- Modify assignments requiring student to make oral classroom presentations.
- Reduce the amount of background noise in the classroom.
- Discuss voice concerns with speech-language pathologist.

Fluency (stuttering):

- Reinforce instances of "easy speech" in the classroom.
- Allow longer oral response time.
- Modify assignments requiring student to make oral classroom presentations.
- Reduce amount of pressure to communicate in the classroom.
- Avoid telling student to "slow down" when participating in group discussions.
- Discuss fluency concerns with speech-language pathologist.