



## **OVERVIEW**

The following are various strategies, supports and informational items to support parents and teachers who may have a concern regarding their student's speech and language. We incorporate the RtI (Response to Intervention) process by documenting which of those interventions have been implemented and the corresponding result(s). Parents may request to participate in the RTI process through their educational specialist, teacher of record or the program director. The RtI process for speech and language concerns will include communication with the parent and teacher by the Language, Speech and Hearing Specialist who will assist in the process of identifying general education interventions to be implemented based on the student's needs.

Under California Education Code 56303 and under the "No Child Left Behind" Education Act, all general education supports and services must be exhausted prior to a referral for special education services. It is with the above in mind that the RtI process has been established in Springs Charter School. In addition, in order for a child to be eligible for Special Education Services under Speech and/or Language Impaired, a student has to be determined to have a Speech and/or Language Impairment (below 7th percentile in standardized testing) that is negatively impacting his/her academic progress.

The developmental speech and language charts and websites are available to help determine if a child is exhibiting developmentally appropriate errors and provide strategies and interventions to support the continued development. If necessary, the strategies suggested for the area of concerns should be implemented, and the results of those interventions charted. It is important, when providing interventions, to monitor progress and adapt, change, or add interventions based on the progress or lack thereof. Research recommends a 3 month cycle of targeted interventions. If the student is making progress, then another 3 month cycle would begin if needed. Lack of any progress, even after interventions have been in place, monitored, and modified as needed, would then trigger a referral for a speech and language referral. You may use the [RtI Intervention Log](#), [click here](#), to assist you in identifying the specific needs and documenting the targeted interventions.

If you need additional information regarding strategies or interventions to support your child or answer any additional questions, please contact your Academy's Speech, Language Pathologist (SLP) or email [Glendora.tremper@riverspringscharter.org](mailto:Glendora.tremper@riverspringscharter.org), SLP Lead.

## **COMMUNICATION DEVELOPMENT**

### ***Your Child's Communication Development: Kindergarten Through Fifth Grade***

[Click here](#) to access grade level guidelines to learn about common developmental milestones and school expectations for children at that level.

<http://www.asha.org/public/speech/development/communicationdevelopment.htm>

### ***Developmental Mileage Chart – Ages 4 – 5***

[Click here](#) to access a developmental chart which provides a brief description of what a child should be able to do in the areas of Hearing and Understanding and Talking.

<http://www.asha.org/public/speech/development/45.htm>

### **Speech and Language Developmental Milestones – Ages 1 through 6**

The course of children's language is mapped using a chart of developmental milestones. [Click here](#).

<http://www.idonline.org/article/6313/?theme=print>

**Interventions:** [Click here](#) to access a variety of strategies and interventions to assist with language development.

<http://www.asha.org/public/speech/development/suggestions.htm>

### **Grammar/Syntax**

[Click here](#) for Action Word worksheets. <http://schoolexpress.com/fws/cat.php?id=3158> DOUBLE CHECK THIS

Parts of Speech Power Points - [Click here](#)

<http://www.freeclubweb.com/powerpoints/languagearts/partsofspeech.html> DOUBLE CHECK THIS

More grammar worksheets - [Click here](#). <http://www.superteacherworksheets.com/adverbs.htm>

## **SOCIAL LANGUAGE/PRAGMATICS**

### **What is Social Language/Pragmatics?**

[Click here](#) for a brief description of what is Pragmatics

<http://www.asha.org/public/speech/development/Pragmatics.htm>

**Interventions:** [Click here](#) for some general pragmatic language tips to help develop skills in three major pragmatic areas. <http://www.asha.org/public/speech/development/PragmaticLanguageTips.htm>

[Click here](#) for some fun and games about meeting and dealing with other people.

<http://www.cccoe.net/social/SAdirectory.htm>

## **ARTICULATION/PHONOLOGY/SPEECH**

### **Speech Sound Development Charts**

Following are two speech sound developmental charts for your information. The first, [click here](#), provides a quick relationship between age and sound. [Click here](#) to view the second sound development charts which provides the range for speech acquisition.

### **Oral Motor Exercises**

Oral motor exercises can be helpful to increase awareness of the oral motor mechanism, strengthen tongue, lips and cheeks, and improve speech sound production to maximize intelligibility

**Intervention:** [Click here](#) for a handout of oral motor exercises.

### **Sound Development Placement and Strategies**

**Strategies to support development of sounds:** [Click here](#) for placement strategies for later developing sounds - /r/, /l/, /sh/, /ch/, /dg/, /s/, /z/.

**Tip:** If your child is not able to produce the correct sound even after listening and seeing you produce the correct sound, do not insist s/he repeat the sound, but merely have them listen and look at you correct production.

## FLUENCY

**Interventions:** Tips for talking to your child who stutters, [click here](#).

## HEARING

If your child has a hearing loss, the "[Degree of Hearing Loss Chart](#)" provides an explanation of what the degree loss means and its impact on speech and language without amplification and early intervention versus with amplification and early intervention.