

RtI Strategies For Articulation Concerns

** Resources available from SLP*

Student Name: _____ Perm # _____ Grade _____ School _____

Instructional Goal: _____

ARTICULATION STRATEGIES

SLP: Check the strategies recommended for Response-to-Intervention data.

- ___ **A.** Repeat the mispronounced word correctly in your response to student's response. (*S: I got wed shoes. A: Oh, I like those red shoes*)
- ___ **B.** Show student the letter and letter placement in words while saying sound in reading and spelling.
(*Tip: Clip a transparency over a page to be read and highlight the target sound in words.*)
- ___ **C.** Give student feedback on pronunciation during reading and spelling.
(*"I heard you say _____. This letter/word makes our mouth say _____. Listen and watch how I say _____."*)
- ___ **D.** * Add language to describe the look and feel of sounds during reading, spelling, and word practice.
(*"K is a tongue scraper. Feel how we scrape our tongue against the top of our mouth. Watch my mouth."*)
- ___ **E.** Emphasize sound in sound-letter activities. Student practices saying sound while:
 - a. writing sound/word with teacher /peer
 - b. grouping pictures/words with target sound
 - c. reading or repeating word lists with sound
 - d. contrasting rhyming words (car-tar, cap-tap)
- ___ **F.** *Give the student a consistent visual cue for the sound when reading or repeating spelling words
- ___ **G.** Student listens to teacher read list of words with target sounds. (*"Listen for the ____ sound at the beginning (middle) (end) of the words."*)
- ___ **H.** Student looks in mirror while saying sound.
- ___ **I.** Student listens to self using feedback device (u-shaped PVC pipe, Echo Mic, microphone, tape recorder).
- ___ **J.** Ask student to speak slower. Rather than saying "slow down," say: *"I'm having trouble listening when you talk fast. Would you talk a bit slower?"*

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DATA COLLECTION

Research-/evidence-based strategies: _____ **Implemented by:** _____ General Ed Teacher _____ Specialist

Rec. Time: Large group = daily content-area instruction

Small group = 20-30 mins./3-5 days per week

Duration = 2-3 weeks

DATA COLLECTION KEY: 0 = Incorrect response 1 = Correct response 2 = Correct with cue/prompt/model 3 = Correct with multiple cues/prompts/models

WEEK # 1 _____ _____ Large Group _____ Small Group _____ mins./ _____ x week	WEEK # 2 _____ _____ Large Group _____ Small Group _____ mins./ _____ x week	WEEK # 3 _____ _____ Large Group _____ Small Group _____ mins./ _____ x week	WEEK # 4 _____ _____ Large Group _____ Small Group _____ mins./ _____ x week
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NOTES: