  
**Building Communication Skills in a Classroom Setting**  
Illinois Speech Language Hearing Convention, 2009  
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**About Leap Learning Systems**

- Founded in 1988 by Catherine H. Gottfred, Ph.D. to help individuals increase their **speech, language, literacy, and communication** skills
- Our staff is comprised of speech/language pathologists and educators
- We develop and deliver programming for teachers and students that enhance spoken communication and vocabulary in the classroom
- Our programs are proven to accelerate academic and social success while creating self-confidence and fulfillment in children, parents and teachers

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**Words are Tools®**



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graph TD; A((Words are Tools)) --- B((To Imagine)); A --- C((To Think)); A --- D((To Talk)); A --- E((To Read)); A --- F((To Future)); A --- G((To Problem Solve)); A --- H((To Get Along With Others)); A --- I((To Understand));
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**Learning objectives**

1. The rationale for a Language for Scholars (LFS) program involving SLP's, teachers, parents, administration and students
2. Describe 7 Speech Goals as they relate to IEP goals that might include oral pragmatics, narrative and auditory focusing and listening skills
3. Present specific activities that teach Speech Goals
4. Classroom friendly techniques that document use of academic communication

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**Learning Objective 1**

The rationale for a Language for Scholars (LFS) program involving SLP's, teachers, parents, administration and students

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**What is a Language for Scholars program?**

- Well defined speech/language goals appropriate for an entire class
- Structured classroom based introductory and follow-up practice activities
- Emphases on building skills from each student's entry-level abilities
- Speech/language skills that will benefit student grades, class participation, teacher/student dialogue, interviewing skills for high school, college and employment

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### Communication for school and work: This is how we address a sensitive issue

- Developing effective communication skills does not mean abandoning your home culture's speech pattern
- You already use the languages and styles of your cultures
- All people switch speech styles during the day depending on their audience:
  - their minister, principal, parents, peers, teachers, girl/boy friend
- Many call this skill **code switching**; we are adding a tool to the student's toolkits for learning

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### Working with teachers and RTI

- Explicitly involves teachers
- Provides complementary roles for teachers and the SLP
- Provides a natural link between classroom content and IEP goal areas
- Provides tools to demonstrate efficacy
- Provide benefits for IEP'd and non-IEP'd students

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### Meeting IEP Goals in a Classroom

Sample Speech/Language goal areas that can be addressed using an LFS approach:

<b>Formulation:</b>	Student will answer when and how questions; familiar contexts; using time and causation vocabulary
<b>Clarity</b>	Student will use correct [target]; modeled vocabulary; 1 cue; 60% of attempts
<b>Pragmatics</b>	Student will turn take twice in activity; using verbal request ["can I"] with 1 cue
<b>Grammar and syntax</b>	Student will employ S-V-O phrase/ sentence structure; familiar context; model; 50% of attempts; increasing to 60% with 1 cue

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**Research supports this approach**

- Working on speech goals improves active listening (Barr, et al, 1997)
- Listening – modeling – doing results in greatest skills transfer (Joyce and Showers, 2002)
- Academic speaking skills help prepare students for more rigorous college work (Swanson, 1997)
- A culture of oral skills reinforces study skills, vocabulary growth and logical thinking (Clark, 1999)

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**What Leap knows**

**Our experience with more than 3,500 participants; speech goals are most effectively learned when there is/are:**

- Specific speech goals for all (*teachers, students, administration*)
- Consistent awareness and reinforcement (*Boomskakalaka!*)
- Explicit and frequent opportunities to use speech goals
- Modeling by instructors and peers (*adult learning models*) and activity driven (*best instruction models*) practice (Joyce and Showers, 2002)

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**Learning objective 2**

Describe 7 **Speech Goals** as they relate to IEP goals that might include oral pragmatics, narrative and auditory focusing and listening skills

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### The basic program outline

- Determine your group – 7<sup>th</sup> grade through adult
- Instructor/student ratio 1/15-assuming 30 students in a class.
- Develop a working relationship with teacher and administration
- Orientation and coaching sessions for teachers, parents and SLP's prior to the program
- 6 (minimum efficacy) to 12 classroom visits introducing and reinforcing use of Speech Goals
- Pre- and post assessment of students; feedback to teachers
- Speech Goals for all!

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### What are the Language for Scholars Speech Goals?

1. **Articulation** – Articulate - clear up those sounds!
2. **Body Language** – eye contact ... slumping...do you really show what you want to say?
3. **Intonation (voice)**– is your voice flat?
4. **Projection (volume)** – let's hear what you have to say!

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5. **"Rate"/ Thought groups/ Fluency**- too many filler words?...not enough pauses?
6. **Conversation Rules** – stay on topic!...use your logic & thinking skills! use words of your culture (school, church, home, friends)!
7. **Grammar**– use the grammar of your culture (school, church, home, friends)!

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### Rolling out Speech Goals

- Week 1: Pre-test
- Week 2: Articulation
- Week 3: Review
- Week 4: Body Language
- Week 5: Intonation (voice)
- Week 6: Projection (volume) (post test)

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- Week 7: Review
- Week 8: "Rate" / Thought Groups/ Fluency of speech; review
- Week 9 - 10: Conversation Rules
- Week 11: Grammar
- Week 12: Review; post test

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### Program outcomes

The gains for your students:

- **Better listeners:** Teachers report classroom skills increase by 1/3
- **Better communicators:** 90% using Speech Goals on post assessment
- **Better learners:** For high schoolers, graduation rates near 90%
- **Better able to focus on vocabulary and narrative:** Test scores improve

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### Where has a Language for Scholars approach been successful?

- Chicago Public Schools
- Chicago International Charter Schools
- Kennedy King Community College
- Universities
- Neighborhood youth programs
- Not-for-profits

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### Objective 3

#### Specific activities that teach Speech Goals



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**Activity: Across a Crowded Room**

- You will be paired with another participant
- Each of you will be given a card with a sentence printed on it
- Each member of the team will move to opposite sides of the room
- The team has one minute to make each partner understand their sentence
- Here's the kicker – everyone will be talking at once!

**If you are effective, you'll find that you were using speech goals – articulation, projection, tone, body language**

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**Activity:**

**What's your name????**

\$1,000,000

**Speech Goals:**

- Articulation
- Projection (volume)



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**Activity:**

**Count one - ten**

**Speech Goals:**

- Articulation
- Projection (volume)



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**Activity:**

## If I were boss of the world....

**Speech Goals:**

- Articulation
- Body Language
- Intonation (voice)
- Projection (volume)



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**“When I am Boss of the world, I will abolish/ only allow  
\_\_\_(the item)\_\_\_, because \_\_\_\_\_.”**

**Or**  
**“I really like/dislike \_\_\_(the item)\_\_\_ because \_\_\_\_\_.”**

**Choose from these items:**

Turnips	Bossy people	Sunny beaches	Beets
Strawberry ice cream	Beans	Foggy days	Lard
Snakes	Blizzards	Sticky hands	Wendy’s fries
Selfishness	Dentists	Grades in school	global warming

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### The process of communication change

1. Make students aware of Speech Goals and their benefits
2. Practice and contrast
  1. Teachers model their own goals –
    - “Give permission to change”
  2. Make the use of Speech Goals intentional –
    - Reinforce each success

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### Speech Goal I – What is Articulation?

- Move your tongue, lips, and jaw so that each sound in a word is clearly produced.
- Make sure that consonants at the end of words are clear.
- If there are two or more syllables in a word – lets hear them!

Huh???



I'm getting everything you say!



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### Working on Articulation

#### General Approaches

- Begin by emphasizing sound precision at the beginning of words – p,b,t,d,k,g,ch,sh sounds are particularly useful
- Move on to sounds at the end of words
- At the start, overdo your effort – emphasize movement of the tongue, lips, and jaw
- Then reduce your loudness, but make sounds precisely – see how your voice carries

#### Activities:

- "Count to 10"
- "I Pledge Allegiance to the Flag"
- "Across a Crowded Room"
- "Wheel of Fortune"

#### Cues you can use:

- "Move your tongue, lips – at the end"
- "Let's hear the [t] etc. sound!"
- Play on words

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### Objective 4:

Classroom friendly techniques that document use of academic communication

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### Feedback

**Boomshakalaka!!!**

Student Name: \_\_\_\_\_

	Nice try!	Getting better!	You're on fire!
<b>Articulation:</b>			
<b>Body Language:</b>			
<b>Intonation (voice):</b>			
<b>Projection (volume):</b>			
<b>Speech Skills (rate/thought groups, conversation rules, grammar, etc.):</b>			
<b>Comments?</b>			

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### Feedback for SLP's and teachers

Week \_\_\_\_\_

Classroom \_\_\_\_\_

Speech Goal	Gave explicit model	Gave verbal cue	Repetition	Used a preparatory question	Reinforced
<b>Articulation</b>					
<b>Body Language</b>					
<b>Intonation</b>					
<b>Projection</b>					

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### Student assessment

Name		
Speech Goal	Initial evaluation date	Final evaluation date
<b>Articulation</b> a) Overarticulation b) Ending sounds c) Specific words		
<b>Body Language</b>		
<b>Intonation (voice)</b>		
<b>Projection (volume)</b>		

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More Confident Children



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