Strategy: Slide in Beside/Using Books

I spent the morning in one of my classrooms helping a little boy with severe speech needs get through his day and practice some of his sounds. I had worked with this child last year doing some individual practice as he had difficulty staying focused and was having such a hard time with his speech. Last year at times he would avoid talking and even avoided me because he knew I wanted him to try to practice his sounds.

This morning though I was there beside him in the comfort of his classroom (Strategy: slide in beside) helping him and talking to him about whatever activity he needed to do. I also wanted to find every opportunity I could for some “focused practice” (Strategy: focused practice) and model this strategy for the assistant so she could see how articulation practice could happen throughout the day. Our focus that day was on /s-blends/ so we did a few puzzles at centres and talked about finding the pieces with parts of “sky” and pieces with “stars”, the ones with “small” people and parts of the train “station”. We made “stacks” of blocks and told each other to “stop” just before it would crash and to “start” over once it did! We read several “stories” (Strategy: Using books) and I pointed out the words with /s-blends/ and we’d practice them.

After a few minutes he imitated all my versions correctly and near the end of the morning he was already starting to be more independent with his efforts and even started to point them out to me when he did them correctly. Just before morning recess, centres were over. At that point I said to him that I was going to go and help another one of his friends in the class. “TAY TAY” he said and I turned around with a puzzled look and said “Tay?” He quickly replied “STAY! STAY! PLEEEESE STAY???” Where else could I go?

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