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**What's Included:**

- **Speech Therapy Successes Page:** This resource is a page that you can print out to use in therapy. On this page, you can write the words or include pictures of the words/skills that the student is able to do independently. This becomes the list that the child practices independently during sessions as well as the sheet you photo copy to send home as homework.
- **Speech Therapy Stations Approach:** This page will give you information about how to do group speech therapy with the stations approach. It includes ideas for what to include at each station.
- **“One Activity, Multiple Skills” Approach:** This page will help you understand how to use one activity to work on multiple different skills during a group speech therapy session.
- **The Un-Group Approach:** Group therapy not working? Find out how you can switch your students to independent sessions without taking up more time on your schedule (and while helping the students make faster progress!).

## Speech Therapy Successes Page

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

I have been working hard in speech therapy! Here are the things I can currently do. These are my successes! These are little steps on the way to meeting my speech therapy goals.

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**Speech Therapists:** Write the skills/words that the child can do correctly on this page. Have the child practice these successful productions at the beginning of a session as a warm-up or copy this page and send it home as homework.

**Parents:** Have your child practice these words or skills at home following the directions that the speech therapist has written. This will give your child extra practice with doing the skill correctly so he/she can make faster progress toward his/her goals!

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## Stations Approach to Group Therapy:

### How it Works:

Students are given a sheet of words, pictures, or sentences that contain their target skill but they have mastered. For example, it may be a list of words that contain their sound or pictures of boys and girls completing actions where the student must say “he is \_\_\_-ing” or “she is \_\_\_-ing” to practice grammar. These should be things that the student can do independently and successfully.

The students go around to different stations and practice their sheet while completing the activity at that station. They continue practicing until it is time to switch stations.

One station is the speech therapist’s station where the student will demonstrate mastery of the current skill and attempt to complete the next skill up (the next higher step in that skill hierarchy or a new skill if the student has completely mastered the previous one). The speech therapist will collect data and determine if the student is ready for their independent work page to be upgraded to the next highest skill set (for example: if the student is currently able to say the sound in single words, the speech therapist will practice the sound in phrases with the student and give him a new independent work sheet with phrases when he is ready).

### Ideas for Stations:

- **Speech Therapist Station:** This is where the speech therapist sits. One child will be at this station at all times. The speech therapist will practice the next highest skill with the child (one step more difficult than what he can do independently), collect data, and determine if the student is ready to have the next highest skill for independent work.
- **Fine Motor Station:** Student repeats his words/sentences/skills while stacking small blocks as high as possible or assembling a toy that requires fine motor skills. When the structure is completed, the student disassembles and starts again.
- **Gross Motor Station:** Various gross motor skills (like standing on one foot, jumping up and down, touching one’s toes, etc) are written on popsicle sticks and placed in a cup. The student pulls a stick and practices all of his words/sentences/skills while doing that gross motor skill. Once he completes the list, he picks a new stick and starts over.
- **Yoga Station:** Pictures of children holding certain yoga poses are glued to cards and placed in a small tub. The student pulls one card and holds that yoga pose while saying his words/sentences/skills. When he finishes, he picks a new yoga pose and starts over.
- **Writing:** If the child is able to write, he writes his words/sentences/skills on a dry erase board while saying them out loud. If he is unable to write, various lines and shapes are drawn on paper and placed inside sheet protectors. The child uses a dry-erase marker to trace the lines or shapes while repeating his words/sentences/skills out loud.
- **Sensory Station:** The student is given a medium that allows for sensory exploration, such slime, gak, play dough, or a tub of rice. The student is asked to squish, squeeze, and run his hands through the sensory medium while saying his words/sentences/skills out loud.

## **“One Activity, Multiple Skills” Approach to Group Therapy:**

### **How it Works:**

This approach is good for children who are not yet working independently or for use with books or games. In this approach, everyone does the same activity (book reading or game) and each child waits until it is his turn to answer a question or practice his skill. The speech therapist will ask a different question for each child based on what he’s working on. The therapist will take data on one student per session or take data on all students once per month.

### **How to Use Books with This Approach:**

#### What Books to Choose?

Use the books that they are working on in class. This saves you time trying to find books and will help them generalize more quickly. Ask teachers for the most recent books.

#### How to Work on Speech Skills:

- Give each child a note card that has their target sound on it. Instruct them that when they hear a word that starts with their sound, they should raise their card. Help remind them the first few times until they get better at this.
- After you read each page (or each paragraph if it’s a longer book), have the student practice any of the words that contained their target sound (or just a few words if there were a lot). If the child is working at the sentence level, have him practice the whole sentence.
- If the child is able to write, have him write the words found on the back of his card while you’re working with the language kids.
- If the child is working at the conversational level, have him answer questions about the book using his good sound. If he has an error, help him catch it and fix it in his response.

#### How to Work on Language Skills:

- If you are working on specific grammar skills, use the same system as the speech skills where the child is listening for their grammatical structure and raises a card when it’s heard. After each page, have the child practice the sentences that used that grammatical marker and come up with additional sentences as well.
- If you are working on answering questions, have the child answer questions about what’s going on in the story after each page.
- If the child is working on vocabulary, ask the child to define words in the text or give you synonyms and antonyms for key words.
- If the child is working on following directions, have the student follow directions like “point to the bus after you point to the frog”.

### **Using Games With This Approach:**

- Label the parts of the game and the actions necessary to complete
- Ask questions about the board/game
- Have the child practice his speech words so many times before his turn
- Have the child describe the rules of the game and game play using good grammar
- Talk about how to be a good winner/loser and how to take turns
- Give the child directions to follow for set up, tear down, and game play

## The Un-Group Therapy Approach:

### How it Works:

This approach is good for...

- Working on speech sounds
- Working on discrete language skills, like teaching a grammatical marker
- Kids with behavior or attention problems
- Kids with a lot of other services
- Your sanity

### How to Do It:

Rewrite your students' IEPs so each child has 2-5 sessions per week of 5 minutes each (individual). In your schedule, make room for 4 or 5 sessions per half-hour block. At the child's time, pull him into the hall right outside his classroom (no travel time) and drill for 5 minutes. Collect data on the first 20-30 reps per session. In a research study, children in this program made 37% faster progress despite having fewer minutes.

### Here's how each therapy session will break down:

**Minute 1:** Run through 20 trials of the target sound in the target context. Don't provide any feedback, just see how the child does and take 20 data collection points.

At first, just start with the sound in isolation. If the child is able to get 80% of isolation, move up to syllables. Keep progressing through the stages until you get 80% in conversation. Once you get to the conversational levels, you'll just sit down for the first minute and have the child tell you about a past event and record correct/incorrect productions of the sound.

If you're working on single words and you don't have enough flashcards of a certain position to get to 20 trials, repeat the deck.

**Minutes 2-4:** Provide feedback and help the child either improve accuracy at the current level or work on the next level up. Focus on getting in as many repetitions as possible.

Do something simple like use a clicker and tell the child you'll click once for every word he says correctly. Tell him he's going for a high score and keep record of who is winning. Or, have the student push a gold coin through a slot in a Tupperware container for each word (or 5) that he says correctly.

The goal is to keep it fun so the child stays motivated without having the "fun" part take too much time away from the practicing.

**Minute 5:** Provide homework and send him on his way. Pull out a worksheet that is something that works on the child's target skill but that he can do somewhat independently. You don't want to assign something that will be too hard because then he may practice the sound incorrectly at home.

If you have organized your materials well, you should have a file full of worksheets that you can pull out at a moment's notice. My [All-In-One Articulation Program and Materials Kit](http://www.speechandlanguagekids.com/group-speech-therapy-with-students-with-diverse-needs) has worksheets that you can send home for every sound in every word position along with worksheets for syllables and conversational level as well.