

Updated Speech Eligibility-Preschool

We are shifting perspectives from "perfect speech" to "functional speech" per WI Department of Instruction guidelines.

SPEECH SOUND NORMS



STIMULABILITY

Stimulability: Correctly imitating a sound when given auditory and visual cues.

Sounds that are at least 30% stimulable will grow with home practice or reminders from general education teachers. (Miccio 2002)

INTELLIGIBILITY

Intelligibility: the level in which someone's speech is understood

Moderate Impact

- Age 3: < 64% intelligible
- Age 4: < 74% intelligible
- Age 5 and up: < 80% intelligible

Intelligibility ratings as indicated by school staff and caregivers should indicate an impact across environments

EDUCATIONAL IMPACT

Academic:

- Running records, language samples, districtwide assessments
- Child struggles to participate in conversations and share what they know with others
- Child struggles to participate in play with peers when language is involved in the play
- Delayed phonological awareness skills

Social/Emotional:

- Observations, interviews (including with the student), questionnaires
- Child shows frustration and withdraws from social situations
- Child struggles to resolve conflicts with peers due to poor speech intelligibility
- Child withdraws from large and small group conversations

Vocational

- Difficulty asking for help or making specific wants and needs known
- Teachers and/or peers are confused when child responds to them

NEXT STEPS

See General Speech Facilitation Techniques on the back. If you still have concerns, contact your school's instructional coach or speech-language pathologist (SLP).

General Speech Facilitation Techniques

Talk with parents/guardians about your concerns and share strategies that seem to help.

While most children learn to produce all sounds of a language on their own, some children do not. We can't always predict which children will learn speech sounds on their own and which ones will need a little help. It is important for adults to learn how to foster speech sound development while remembering to respond to 'what the child says' before responding to 'how the child says it'.

Observe whether or not the child is using the particular sound correctly in some words and/or different word positions. Inconsistency is a good sign the speech sound will develop without intervention.

With younger children, bring whatever you are talking about/playing with closer to your mouth to increase the child's attention to your mouth and how the mouth moves to produce speech.

Functional practice guides children to the real reason to change their speech pattern – to get across their spoken message in an understandable way.

If the child's response contains a known sound error, it's important to use Speech Facilitation techniques to promote speech sound development in the classroom and at home.

Speech Facilitation Techniques:

Modeling-repeat what the child said with an appropriate model. (e.g., If the child says 'nake' for snake, you could say, "Oh, you want the snake"). This way you are not focusing on the error or calling negative attention to the child but providing an appropriate model.

Feedback-tell the child what you heard. I heard "mile" when you were trying to say, smile. Smile starts with the snake sound, Ssssmile.

Cueing-when a child says a word incorrectly use a verbal and/or visual cue to help the child say the word correctly.

- **Visual cue**-point to your mouth and emphasize the /s/ as you draw your finger away from your mouth and say, "Ssssmile."
- **Verbal cue**-"Get your /s/ going and say, Ssssmile"

Correction-when a child says a word incorrectly, and you know the child can say the word, you can ask them to correct their error by saying, "Say it again with your good /s/, Ssssmile."

Communication Breakdown-adult seems confused with what the child is communicating. If the child says, "The boy has a big mile." Adult responds, "The boy has a big mile? Did you mean to say, Ssssmile?"