

Differentiation Strategies/Interventions Articulation

Teachers:

Listed below are strategies to use when you have noted a communication concern in the area of articulation. Remember that during Tier One and Two, students are not pulled out for specific, intense interventions, but instead differentiated instruction is to be provided. Please carefully consider each child and pick strategies that may most impact his/her performance. All of these may be incorporated during phonics/reading/language arts instruction or as a learning center.

Document the strategy tried, the date implemented and the result of the intervention. Results may be documented both anecdotally as well as with data. You may use anecdotal notes, but data is required. Report the number of times an intervention was tried and the accuracy of the response. An example has been provided for your use.

Strategies

1. Obtain a current hearing/vision report.
2. Complete a sound probe (age appropriate) to identify areas of concern/target sounds for differentiated instruction. You may use this to check progress through Tier One.
3. Examine the results of the probe to check developmental readiness (age of acquisition) of the student's sound productions and his/her errors. Some errors will be developmentally acceptable for the student's age.
4. Auditory discrimination:
 - A. Ask the student to listen to two words, and identify if the words sound the same or different.
For example, "King/ting. Do they sound the same?"
 - B. Give the student a picture of a target word. Ask the student to listen to two words and identify which correctly names the picture.
For example, "What is this – king/ting?"
 - C. Assign either a hand or number card (1,2) to a word. Ask the student to identify which is the correct production.
For example, point to the cards or hold up a hand while you say the word pairs, "King/ting. Point to which one sounds right." If needed, you could use a picture cue with this.

5. Auditory training:
 - A. Give the student a picture card. Say the name of the picture and have the student identify if you said it correctly.
For example: "I'm going to say the name of this picture. Did I say it right?
Vary if you say it correctly or not.
 - B. Say a word and have the student copy you.
For example, "I will say a word, and you try to sound like me."

6. Auditory bombardment:

Set up a listening center/station with a tape of words recorded containing the students target sound. Emphasize the target sound in each word. The student needs only to listen to the tape of recorded words. This may be used in conjunction with another strategy.

7. Letter: sound correspondence:
 - A. Use class reading/spelling words to complete word lists for students.
 - B. Give the student a book or worksheet, and ask him/her to identify all target sounds. Review the words, emphasizing the target sound with the student echoing the work.
 - C. When in a small group reading activity, focus on words in the text that contain the students target sound with the student echoing the word.
 - D. Have the student identify through a small action, tally mark, etc when he/she hears the target sound when a peer is reading out loud.

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