

# Supporting Students After Speech Therapy

School-based Rehabilitation Services (SBRS) provides speech therapy for students with moderate to severe speech sound disorders. Students with mild speech errors are supported by school with Tier 1 strategies. These strategies are included on the Resources for Educators page.

## Why Was My Student Discharged from SBRS?

Discharged students are  
**now appropriate for Tier 1**  
supports in the classroom.

Students may be discharged from SBRS if they:

- Progress to a mild speech sound delay, and/or
- Have strategies in place to produce their target sounds and continued support is needed to help them use their sounds throughout the day (e.g. carryover)

## What is a Mild Speech Delay?

Students with mild speech errors:

- Can be understood in conversation, even with their speech sound errors.
- Can correct their speech sound errors with support (e.g. imitate a correct model).
- Can sometimes use their sounds correctly (sound is emerging).
- Can be supported with Tier 1 strategies.

## How Can I Help?

### Review Student's SBRS-SLP Discharge Report

- Located in the OSR
- Identify their goals and practice recommendations from their Speech-Language Pathologist

### Support Continued Development of Individual Speech Sounds

- For more information about individual speech sounds (e.g. /f/, /l/, /s/ blends)
- Refer to specific sound hand-outs listed on the main Resources for Educators page

### Utilize General Strategies to Support Speech

- Refer to table of strategies on this hand-out

# Strategies for Supporting Speech During the School Day

	What is it?	How to do it?	Example S=Student, A=Adult
<b>Modelling</b>	<p>Provide an example of the target speech sound without any explanations, expectations, or demands from students.</p> <p>Target Sound = the sound that a student is working on.</p>	<ul style="list-style-type: none"> <li>Emphasize the target sound in words without overexaggerating or distorting the sound</li> <li>Bring attention to your face (e.g. cue the student to watch your face, point to your mouth)</li> <li>Identify the sound you are modelling (e.g. "Kitten. That starts with the /k/ sound!")</li> <li>Repeat, repeat, repeat!</li> </ul>	<p><b>Modelling for /k/</b></p> <p>A: It's cold outside today! Let's get our coats on. Coats starts with the /k/ sound! A: After class you can go climb outside. A: Yes, you can have more cars! Oh wow, this car can drive so fast!</p>
<b>Recasting</b>	<p>Repeat the speech error back to the student, correctly. If a sound error is heard, then recast the word with correct speech production.</p> <p>The recast is provided without any explanations, expectations, or demands from students.</p>	<ul style="list-style-type: none"> <li>Emphasize the target sound in words without overexaggerating or distorting the sound</li> <li>Bring attention to your face (e.g. cue the student to watch your face, point to your mouth)</li> <li>Model the word again using the correct sound, not the sound error</li> <li>Repeat often!</li> </ul>	<p><b>Recasting for /f/</b></p> <p>S: Look at my past car. A: Oh, is your car fast? It looks fast. Let's see if we can make the car go fast again. Fast starts with the /f/ sound, fast!</p>
<b>Encourage Correction</b>	<p>Ask the student to correct their speech error, but only for sounds that you know they can produce.</p> <p>This strategy allows students to become aware of their errors so they can try words again.</p>	<ul style="list-style-type: none"> <li>Bring the error to the student's attention</li> <li>Provide a correct model of the target sound or word</li> <li>Encourage the student to try the word again</li> </ul>	<p><b>Encourage Correction of /l/</b></p> <p>S: It's a wion. A: Oh, lion! Lion starts with /l/, try again with the /l/ sound. Lion.</p>
<b>Monitor Use of Clear Speech</b>	<p>Speech clarity is reduced when a student speaks too quickly, too quietly, and/or does not look at their communication partner.</p> <p>Please provide support if any of these behaviours are observed.</p>	<ul style="list-style-type: none"> <li>Model a slower speaking rate</li> <li>Model pausing between your ideas when speaking</li> <li>Ask your student to be "slow, big, and loud" when speaking</li> <li>Prompt your student to look in their listener's direction when speaking</li> </ul>	