Speedy Speech™

A quick and efficient approach to remediation

Speedy Speech™ is an all inclusive, evidence-based program designed to help children remediate articulation errors quickly and efficiently, through short 5-10 minute one-on-one drill sessions.

With the Speedy Speech™ program your students will experience more target sound attempts, faster remediation, and less time out of the classroom. The Speedy Speech™ program can be easily incorporated into an IEP and is <u>ideal for RTI</u>.

The Speedy Speech™ book is an all-in-one therapy lab that contains everything you need to successfully remediate sound-specific errors. It is available for sounds /s/, /r/, /g/, and /l/, and includes:

- Program Guide with Step-by-Step Directions
- Auditory Bombardment Words
- Auditory Discrimination Pair Sets
- Sound Bridge
- Drill Words, Phrases, and Sentences
- Conversational Prompts
- Record Forms
- Homework Calendars
- Parent and Teacher Letters
- Motivational Charts and Certificates

Much more than an articulation program

The Speedy Speech™ program implements progress monitoring and data-based decision making, which makes it ideal for RTI. In addition to articulation interventions, with minimal therapist/teacher modifications, the Speedy Speech™ program can be converted to assist in the remediation of various language-based delays and deficits, including: *vocabulary*, *listening, auditory attending, and memory*, *expanding utterances*, *grammatical structures*, and *WH questions*.

For your convenience, language RTI ideas are included in the manual, as well as reproducible tracking forms for easy data input and progress monitoring.

www.speedyspeechtherapy.com

Speedy Speech™
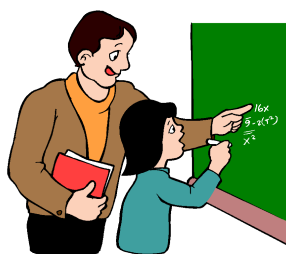
Helping English language learners of all ages

Each book in the Speedy Speech™ program provides 360 pictures, words, phrases and sentences that can help students learn pronunciation, as well as vocabulary and grammar. Organized in sections that target both auditory development and articulation, the Speedy Speech™ program creates a direct path to clear English speaking skills.

When using the Speedy Speech™ intervention model, students learning English as a second language are exposed to hundreds of words, phrases, and sentences that are practiced through choral imitations prompted by speech therapists, teachers or paraprofessionals. In daily 10 minute practice sessions, the student can be guided to achievement in speaking correct English. The program gives ESL students the opportunity for a high level of competence and performance in second language learning by providing increased opportunities to hear and practice correct pronunciation, vocabulary, grammar rules, and sentence structure.

sub	sum	son
• a tasty sub • My mom made me a tasty sub.	• figured out the sum • She figured out the sum.	• with his son • Steve went fishing with his son.

Making data collection simple and efficient

The Speedy Speech™ program incorporates progress monitoring and data-based decision making. It simplifies the data collection process and includes various tracking forms for both speech therapy sessions and RTI interventions. Data collection takes only a few seconds and student information is organized in a meaningful way that helps drive instruction.

For more information or to purchase the Speedy Speech™ program, please call us at (845)680-6574 or visit us online at www.speedyspeechtherapy.com

Speedy Speech™

www.speedyspeechtherapy.com

A sample look inside

Below are a few sample intervention ideas for various target skills. Keep in mind that all practice sessions are based on the idea that students will engage in learning drills for approximately 5-10 minutes per day. Intervention sessions typically follow a lesson progression that is detailed in our books. Students move from one level to the next as they master a target ability. Our easy to use data tracking solutions let therapists and teachers know when a student is ready for the next level. To get a better feel of how our drill sessions work, review the suggestions detailed below and use the sample pages provided to practice a session.

Auditory Bombardment Drill

Auditory bombardment is an essential building block for both articulation and language development. The more a student hears and focuses on the correct production of the target sound, the easier it will become for him or her to discriminate between sounds, self-correct, and ultimately achieve accurate productions. Simply instruct the student to <u>listen</u> as you say a set of target words, paying close attention to how you produce the target sound. Collect data by documenting how many words (or phrases, or sentences) a student <u>heard</u> during a session.

Final One Syllable Articulation Drill - /s/ Sound

Our drill pages are organized based on sound similarities in order to integrate phonemic consistency and co-articulation practice. The drills in our books are divided into separate sections (initial, final, and medial sound positions) and include both one syllable and two syllable words. Phrases and sentences are also listed under each word. Each drill set consists of three words that have been grouped together based on their phonemic and co-articulation characteristics (e.g. base, case, chase). It is recommended that you begin slowly when using the Speedy Speech™ drill sets, taking a few extra seconds to familiarize your student with the target words. For example, a therapist might say each word in a triple word set slowly, or perhaps one at a time, asking the child to repeat after each one. As the student becomes more familiar with the words in a set, the therapist would then begin increasing the speed of a 3-word set, leading the child to produce the three words in rapid consecutive order. The therapist should aim for a natural sounding rate with accurate sound productions in the targeted position. Collect data on the tracking form provided by marking correct or incorrect productions of the target sound for the first 10 attempts made.

WH Question Development Drill

The use and understanding of "wh" questions (who, what, when, where, why) are important skills when considering the development of a child's language abilities. The Speedy Speech™ book can easily be used to teach "wh" questions in a variety of ways. One suggestion is to begin by offering direct instruction on the meaning of each type of "wh" question. Spend time familiarizing the student with what is being asked (i.e. What are we asking in a "who" question? or "where" question? etc.) When the child has a basic understanding, use the pictures in the book to elicit responses to the particular "wh" questions you pose (i.e. "What is in the jar?", "Who is in the car?", etc.). In the initial stages of the intervention, select <u>one</u> type of "wh" question and be consistent. It may take several days or even weeks for a child to fully develop an understanding of a particular type of "wh" question. Therefore, if you are working on "who" only use the pictures that can be used to present "who" questions to the child. As the student begins to master the individual "wh" question types, you can begin incorporating other question types to each practice session in order to develop mixed "wh" question drills. Another alternative is to reverse the questioning by asking the child to look at a picture and ask you a "wh" question. For example, if you are pointing to a picture of a fish, the student might ask you "<u>Where</u> does a fish live? or "<u>What</u> color is the fish?" Every few questions, check for understanding by offering the child an incorrect response to see if he/she catches the error and can identify that the response does not match the type of "wh" question asked.

Speedy Speech™

Sample Data Tracking Forms

Sample Completed Articulation Data Tracking Form

Date	Sound: _R_ ☐ Sound in Isolation ☐ Syllables ☒ Word Level: Ⓘ M F ☐ Phrase Level ☐ Sentence Level ☐ Conversational
10/1/11	**Production Sample ➜** x ✓ ✓ x x ✓ ✓ ✓ ✓ ✓ _7_ /10 = _70_ %
Calendar Completed	**Comments:** _Pg. 37 – 1 Syll. ; Pausing before production – needs visual_
⟨Yes⟩	_Errors: rue, roost, Ruth_
No	_Sent home October Calendar and Practice Tips_

Key: I – Initial, M – Medial, F – Final

Sample Blank Articulation Data Tracking Form

Date	Sound: _____ ☐ Sound in Isolation ☐ Syllables ☐ Word Level: I M F ☐ Phrase Level ☐ Sentence Level ☐ Conversational
	Production Sample ➜ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ _____ / 10 = _____%
Homework Completed	**Comments:**_____
Yes	
No	_____

Key: I - Initial, M - Medial, F - Final

Sample Blank RTI Data Tracking Form

Date	Intervention / Skill Target:
	Skill Sample ➜ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ _____ / 10 = _____%
Page Numbers	**Comments:**_____
	_____

Sample Drill Sets

Drill Set: Final /s/ One Syllable

glass
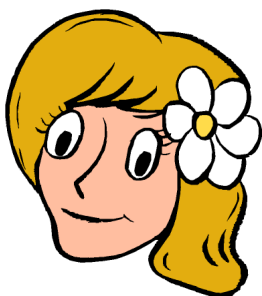- taping the glass
- Nicholas is tapping the glass.

grass
- mowing the grass
- Sue likes mowing the grass.

class
- in class
- Luis read aloud in class.

face
- a pretty face
- Cindy has a pretty face.

lace
- tie his lace
- Sergio learned to tie his lace.
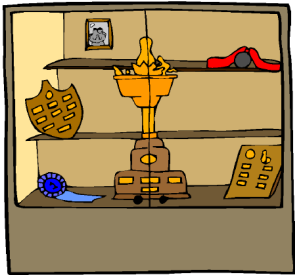
Grace
- Grace tasted
- Grace tasted the soup.

Speedy Speech™

Sample Drill Sets

Drill Set: Final /s/ One Syllable

place	**race**	**vase**
• first place	• finished the race	• in the vase
• Dennis won first place.	• Janice finished the race.	• She put flowers in the vase.

base	**case**	**chase**
• first base	• in the case	• tried to chase
• He threw the ball to first base.	• The trophies are in the case.	• Sarah tried to chase Susan.