Carmen Schipper   1
Instructor: Polly Manske
SPE 637B: Social Emotional Support & Mental Health
2 June 2021

Five Effective Instructional Strategies:

Students with Speech or Language Impairment in the Classroom

What are instructional strategies?
Instructional strategies refer to the learning techniques a teacher uses to help students learn or gain a better understanding of the course material (Persaud, 2020).

1. Use Visuals: Students with SLI may have difficulty relating words to objects simply though hearing the word alone. Teach using props or pictures to match words to visuals. Teaching language by pairing them with pictures or real-world representations helps the student progress toward an abstract understanding of language.

2. Give Simple Directions: Many students with SLI have difficulty following complex spoken directions. Break spoken directions down into small, manageable segments. It also helps to pair spoken instructions with simple written directions.

3. Teach Phonology and Morphology: Students with SLI usually have difficulty with differentiating the sounds and forms of language. It is important to teach phonemic awareness to help students sound out vowels and consonants, and to teach word construction and syllable structure. Breaking down the components of the sounds and construction of language, using rhyming and repetition, can help students with SLI to learn how to form both spoken and written words.

4. Model Speech: Students with SLI may have difficulty regulating the tone, volume and speed of their speech. Instructors working with SLI students should slow their speech down and modulate their volume to model cadence and tone. As the student becomes more proficient in spoken language, the teacher can increase the speed of their talking, but maintain a moderate cadence and volume.

5. Use Role Play to Model Conversations: Students with SLI often have difficulty understanding how to carry on a conversation. Teachers can help students with conversational language acquisition by using role playing exercises as part of the lesson. Conversational role playing helps students practice the question and answer and turn-taking that happens during spoken interactions.

References

Gargiulo, R. M., & Bouck, E. C. (2018). *Special education in contemporary society: an introduction to exceptionality.* SAGE Publications, Inc.

Persaud, C. (2020, September 14). Instructional strategies: The ultimate guide. Top Hat. https://tophat.com/blog/instructional-strategies/.

SESS. (2005). *Information on specific speech and language disorder*. sess.ie. https://www.sess.ie/sites/default/files/Categories/ASD/16Specific_Speech_and_Language_Disorder.pdf.