Laurens County School System
Tier 1 Speech/Language Documented Strategies Form

Student: _____   Grade: _____   Teacher: _____   School:_____

*Tier 1 strategies are to be implemented for at least a 2-3 week period of time.

Strategy	Range of Dates(s) Implemented	Results (Improvements Made, Minimal Improvement, No change)
Model sounds in error for the child to repeat. Make sure he/she watched your mouth.		
Exaggerate the target sound during reading and language activities.		
Drill 5 target words containing target sound provided by SLP.		
Highlight target sounds in words when reading.		
Use spelling words and other lists to help student become aware of sounds.		
Say sounds in error correctly and incorrectly in words within the context of sentences and have the student correct the sentence. Ex. Turn on the wight. Turn on the light. / I tut with scissors. I cut with scissors.		
Be sure to target phonemic awareness activities as part of student's reading instruction.		
Pre-teach concept and background vocabulary.		
Allow more time for the student to respond to questions.		
Rephrase directions to make them shorter and less complex.		
Use pictures and objects to provide cues to aid student in answering questions relevantly.		
Emphasize positional/spatial concepts in daily routines.		
Model correct grammatical forms with emphasis on the target structure. Ex. "Her is running." You model, "Say it like me. She is running."		
For stuttering behaviors, listen to what the student is saying and be patient. Do not tell them to slow down or call attention to the stuttering as this can make it worse. Give the student more time to complete statements.		
Provide a slow speech model for the student during conversations and instruction. Try to decrease interruptions.		
If the student is hoarse, encourage limited speaking. Call on the student when his or her voice is at its best.		
Talk to the class about vocal abuse (screaming, animal noises, speaking loudly, etc). Encourage the student to drink water throughout the day.		