

Literacy Relevant Therapy Do's and Don'ts

Do	Don't	Rationale
<p>Know Sunshine State Standard Benchmarks for each grade level.</p> <p>Know the language pre-requisite skills for the benchmarks</p> <p>Work collaboratively with the teachers.</p>	<p>Assume primary responsibility for teaching large group subject area lessons.</p>	<p>SLP's are not typically trained in areas like literature, math, social studies and science.</p> <p>Schools have teachers certified in specific areas of instruction</p> <p>It is not the best use of your time</p>
<p>Focus direct services on student's with IEPs.</p>	<p>Do general language development</p>	<p>Language development is part of every teacher's job</p> <p>You can help all students by assisting teachers to skill in explicit language instruction.</p>
<p>Plan collaboratively in advance for activities in the classroom to meet individual student's language needs.</p> <p>Model for the teacher so all students' benefit.</p>	<p>Go into a classroom and do whatever the teacher tells you.</p>	<p>This is what Para professionals do.</p> <p>SLP's job is to provide prescriptive services per IEP</p>
<p>Conduct activities that directly relate to the objectives on the IEP and make them relevant to classroom performance.</p>	<p>Do "cookie cutter" language intervention: one size fits all.</p>	<p>To be therapeutic, activities must be planned and implemented prescriptively.</p>
<p>Differentiate group instruction.</p>	<p>Expect the same performance from each student.</p>	<p>Therapy must be individualized not necessarily 1:1</p>
<p>Provide repetition, expansion and contextual use for grade level vocabulary for students with language impairments.</p>	<p>Pre-teach content area vocabulary</p>	<p>Vocabulary development is part of every content area curriculum/CCRP.</p>
<p>Give specific feedback</p>	<p>Provide non specific feedback</p>	<p>Student must know what is correct and incorrect about their language processing and production.</p>
<p>Provide sufficient repetition over time to promote mastery and generalization</p>	<p>Forsake depth and intensity of therapy for perceived classroom relevance</p>	<p>In the stages of learning practice to mastery is a crucial phase Specific attention must be paid to generalization to occur.</p>
<p>Teach a few strategies well, so the student knows how and when to use. The goal is for the independent use of strategies.</p>	<p>More is not better More is just more.</p>	<p>Too many options become so confusing that none are used independently.</p>