

General Language General Speech Cueing System (GLGSP)

(A verbal cueing system for feedback regarding communication. Skatvold, 1976)
Note: Speech is how we articulate words. **Language** is the words we use (vocabulary, grammar, social conventions.)

If a child is using great language, we let them know, **“Good Language!”**

If a child is using some language (i.e., only one word) and we know that the child is ready for more or better, we can model **“Better Language is”** (i.e., two or more words) or **“More language is”** and then encourage the child to imitate our model within that communicative context.

If a child is not responding to our communication, we can model the language for the child by saying **“Your Language is ”** (and we tell the child the words that the child should be using), and encourage the child to imitate the model.

If the child just needs a reminder to use their language or to use better language, we can tell them, **Please use better language** or **Use your language.**

If a child is using great speech, we let them know, **“Good Speech!”**

If a child is using poor speech and we want to model better speech for the child, we can say **“Better speech is”** (and we model the better speech), and encourage the child to imitate the model.

If the child uses poor speech but we know that the child can do better, we can say **“Please use better speech.”**

Clear Style Speech

Reducing your speaking rate is recommended to enhance speech perception (understanding.) Clear style speech (also known as altered auditory input) has individual phonemes (sounds) that are more completely formed. Vowels are longer in duration. Stop consonants (p, b, t, d, k, g) are released more often. Continuant consonants (f, v, s, z, sh) are longer. These "acoustic enhancements" allow for more accurate identification of each individual phoneme, leading to improved word and sentence identification. Clear speech is significantly slower than conversational speech. The decreased speech rate is reflected in longer and more frequent pauses between words. Mr. Rogers of the PBS program *Mr. Rogers' Neighborhood* was an excellent model for this style of speech.

An animated library of the sounds of English with step-by-step description, video-audio of the sound in context and a diagram of articulatory anatomy
<http://soundsofspeech.uiowa.edu/resources/english/english.html>

Ask your Speech Language Pathologist for additional suggestions to address the unique needs of your child.

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Updated 2018



SPEECH & LANGUAGE PATHOLOGY

SPEECH AND LANGUAGE TECHNIQUES FOR PARENTS, TEACHERS AND OTHER CAREGIVERS



MODELING: Models are provided. A child is asked to imitate utterances or actions. When the imitations are appropriate the child is reinforced. Acceptable responses vary according to the child's level.

Child is sitting at table and wants juice

Adult: May I have juice, please?

Child: Have juice, please?

Adult gives child juice.

EXPANSION: A natural response to a child's utterance. The responses are syntactically expanded versions of the child's utterance. (also known as recasting)

Child: Her going home.

Adult: She is going home.

EXPATIATION: A type of expansion. Instead of adding the missing words for grammatical purposes, vocabulary and meaning (semantics) are added. It supplies richer language stimulation so that the child has the opportunity to establish a linguistic connection with current experience.

Child: doggie bark

Adult: The doggie's barking at the kitten. He won't bite. He's not mad.

SELF-TALK: Adult talks about what he/she is doing or going to do while participating in the activity or preparing to do the activity.

Adult: I am going to write (or I am writing) today's month, date and year on the blackboard.

PARALLEL TALK: The adult talks selectively about actions, objects, events, attributes or relations of activities while the child participates.

Adult: John is pouring the milk into the bowl. He is stirring the pudding very slowly.

CLOZE: A technique to help a child recall a specific word or idea.

Adult: It's round, you bounce it, it's a ____

Child: ball.

It can also be used while reading a familiar story or a story with repetitive or predictable text

Adult: one fish, two fish, red fish, blue ____.

Child: fish.

QUESTIONING TECHNIQUES: The adult provides the child with the information necessary to understand a concept, activity, etc., then the child is immediately asked a specific question about the content of material presented, the activity the child is going to participate in, the items needed for an assignment, etc.

Adult: We are going to the library on Tuesday at 1:00 in the afternoon.

Adult: Where are we going on Tuesday?

Adult: When are we going to the library?

QUESTION-ANSWER-QUESTION:

The adult asks a child a question provides the answer and asks the question again.

Adult: What color is it? Red. (pause) What color is it?

Child: Red.

PRECISE DIRECTIONS: The adult presents a child with a one, two or three part direction utilizing visual cues in addition to words that signal order, sequence, etc.

Adult: Today we are going to do math. First, we are going to review our homework. Second, we will learn how to make fractions. Last, we will do a workbook page together.

SEQUENCING OF EVENTS: An adult explains and/or demonstrates an activity by utilizing words that signal order.

Adult: the first thing that happened in the story was that John had a birthday party. The second thing that happened was that all of the children gave him his presents. And at the end, John thanked everyone.

CHECKING OF COMPREHENSION OF DIRECTIONS:

A child is asked to verbally repeat directions, paraphrase directions or explain directions after the activity is completed.

PHONOLOGICAL

REINFORCEMENT: An adult emphasizes a particular sound or corrects a child's word approximation in a natural, non-threatening manner.

Adult: How many catsssss do you have?

Child: Three cat.

Adult: Right, you have three catsssss.

Child: Three cats.

USE OF ADDITIONAL VISUAL, AUDITORY, TACTILE CUES:

An adult utilizes gestures, sign language, or written language on a board, overhead, etc. to explain or reinforce a concept, lesson, etc.

An adult utilizes an auditory trainer to increase auditory input or awareness.

An adult uses specific tactile cues to signal inclusion of a phoneme.

Adult uses touch to gain child's attention.

STRATEGY DEVELOPMENT: Adults provide students with strategies to facilitate word retrieval, direction-followings, thought formulation, etc. For example, to facilitate word retrieval, the adult may strengthen semantic classification and/or categorization skills, increase the use of associative grouping, and/or use imagery.

A child may have questions and/or information written in a notebook, index cards, planner, etc. for easy access.

Visual or graphic organizers may be used to understand a concept or to structure written work.

READING ALOUD: Reading aloud is a wonderful way to spend time with your child and to enhance language and literacy.