

Strategy Matrix for Students with Communication Disorders Organization of Needs with Useful Interventions

Disability: Stutter

Student Strengths: Michael is a 9th grade student who is determined, hardworking, has an interest in space and science, and is strong in writing.

Common Disability Characteristic that Interfere with Learning	Evidence-based Strategies to Increase Students School Success
Academic (reading, writing, math, science, social studies)	
<ul style="list-style-type: none"> Has difficulty with oral reading fluency. 	<ul style="list-style-type: none"> Drama based pedagogy- Teacher has students act out what they read aloud. Michael can take on a role in the story. It gives him a chance to break down the reading process into an activity where he can strengthen key skills such as Phonetic awareness, fluency, and comprehension of what is being read.
	<ul style="list-style-type: none"> Journaling- Michael can use his strength in writing to journal, then the teacher can introduce keeping a digital or taped journal to him. Michael may start with reading his journal aloud softly in a recorder then playing it back to himself. By making the topics for journaling meaningful and interesting, he will be more engaged in what he has to say. Michael can go back and edit his written journal or re-record the journal. Finally, Michael may even just record himself reading the book the class is reading, then play it back to himself.
<ul style="list-style-type: none"> Struggles with fluency in pronunciation and use of vocabulary words. 	<ul style="list-style-type: none"> Mnemonics- Teacher can use Mnemonics to help Michael remember the pronunciation and meaning of a vocabulary word. The mnemonic memory device can be visual, musical, or written and would help him in retaining information learned into long term memory. Practice of pronunciation with Mnemonics can help Michael use connections to remember critical information.
	<ul style="list-style-type: none"> PALS- By having Michael work with someone who is encouraging, he can then practice pronunciation, meaning and use of vocabulary words with a peer. He can develop trust in working with a peer and having the opportunity to strengthen his social skills through cooperative learning.
	<ul style="list-style-type: none"> Constant time delay- Michael can build fluency in vocabulary words through response to prompts. The teacher can use this strategy to have near errorless learning with Michael and provide immediate feedback to correct errors. This strategy will keep him engaged in learning vocabulary and give student plenty of practice in pronunciation and meaning of vocabulary words. After use, Michael will have the fluency and confidence to work collaboratively in group settings or to participate in discussions.
Social / School Skills	
<ul style="list-style-type: none"> Reluctance to contribute to discussions. 	<ul style="list-style-type: none"> Post it notes- This strategy will utilize Michael's strength in writing, by having opportunities to write down ideas on post it notes. The teacher can use these throughout lesson to have more engagement and interaction of Michael with the lesson. The benefit is that Michael does not have to worry about stuttering and can focus on the idea that he has to contribute.
	<ul style="list-style-type: none"> Response cards- would enable Michael to respond to questions posed in discussion through a pre-printed card. There is less pressure to respond alone since all students respond at the same time. The teacher has the ability to easily detect responses and can provide immediate corrective feedback if needed to Michael.
<ul style="list-style-type: none"> Reluctance to contribute to group work and will often choose to work alone. 	<ul style="list-style-type: none"> Cooperative learning roles- When Michael has a role to do for group work, he can put his best foot forward to contribute to group work with the assigned role. Teacher could have Michael choose his role so he feels more comfortable in his role when first starting out. Then the teacher can instruct students to switch up their role and try something new to build and strengthen new skills. This would allow Michael an opportunity to try and build skills in a new role.
	<ul style="list-style-type: none"> Academic games- Michael may feel less pressure working in a group if playing a game. A game can increase Michael's motivation, and interaction with peers. It can also help strengthen his ability to work in a group setting to accomplish a task or goal.
Behavior / Organization	
<ul style="list-style-type: none"> Difficulty organizing ideas orally (when speaking). 	<ul style="list-style-type: none"> Foldables- Michael can represent ideas of deeper understanding and organization through a foldable instead of through speech. Michael can have a sense of pride and ownership in his work that helps build his confidence and investment into the lesson. Learning through building will invite more experimentation and exploration and help Michael with memory of material through something that is personally significant to him. Foldables can also help Michael identify similarities and differences and summarize content in a non-speech representation.
	<ul style="list-style-type: none"> Choice Board for instructional choice- use this to provide Michael choice for his learning. Teacher can arrange the tasks so Michael may pick 2 out of 3 that he is more comfortable with. The last item teacher may require, could come from an area involving speech, but Michael has the choice in picking the representation of that speech. It may include pre-recording a video presentation or presenting on an idea that he is passionate about (for example a topic on space). By doing this, Michael can have the opportunity to build and practice his speaking skills. Pre-recording can give Michael a chance to draft his response and have multiple opportunities to get out his speech, instead of being put on the spot in class with more pressure and focus on the possibly stuttering.
<ul style="list-style-type: none"> Difficulty with managing feelings of embarrassment when stutter is present. 	<ul style="list-style-type: none"> Movement in learning- using movement can help Michael focus less on his stuttering and more on the ideas or topics being learned. If group movement is incorporated, then Michael can feel less pressure of a stutter being noticed by peers and being made fun of.
	<ul style="list-style-type: none"> Positive self-talk- to help Michael change the way the student views stuttering. Working on growth mindset can help have a positive effect on their positive self-talk and view of themselves and focus on their successes as they grow. Incorporating moments in lessons to focus on strengths can help student with confidence in the unique ways they succeed and learn to better manage feelings of helplessness or fear of stuttering.