Stimulus Pictures for Group Therapy, Grades K-2™

Skills			Ages	Grades
■ Articulation	■ Listening	■ Reasoning	■ 5 through 7	■ K through 2
■ Vocabulary	■ Grammar			

Evidence-Based Practice

- "Larger caseloads naturally increase instructional group sizes and minimize opportunities for individualization of therapy" (ASHA, 2002).
- Treatment services today continue to be delivered through the traditional pullout model, mainly with groups vs. individuals (ASHA, 2002).

Stimulus Pictures for Group Therapy, Grades K-2 incorporates these principles and is also based on expert professional practice.

Reference

American Speech-Language-Hearing Association (ASHA). (2002). *A workload analysis approach for establishing speech-language caseload standards in the schools: Technical report* [Technical Report]. Retrieved March 17, 2009 from www.asha.org/policy

Introduction and Directions

Increasing caseloads and workload responsibilities have limited service delivery options for many speech-language pathologists (SLPs) who work in the schools. SLPs primarily provide pullout therapy with groups of students who have diverse speech and language goals. Group treatment has been shown to negatively affect student outcomes and decrease opportunities to individualize treatment.

Use *Stimulus Pictures for Group Therapy, Grades K-2* to reverse this trend. Target a variety of speech and language areas with the same picture. The pictures are arranged in a general progression of increasing difficulty. Present a picture to the group and ask the questions on the back of the card, according to each student's IEP goals. Answers for most questions are provided, however, accept all reasonable answers as correct. Stimuli for each picture include:

Articulation Remediate common error sounds /r, s, l/ at the word, phrase, and sentence levels. If a student needs additional articulation practice, target error sounds using stimuli from other skill areas.

Vocabulary Target strategies for accessing vocabulary in the general curriculum as well as for everyday situations.

- Concepts – Address relational words (size, position, quantity, location, time) that promote vocabulary development and expressive language.
- Attribute – Students will make semantic connections among words by classifying, categorizing, and identifying functions.
- Comparison – Target critical thinking skills and language expression by asking students to compare and contrast.
- Synonym – Help students understand word relationships and improve expression in speaking and writing, as well as improve in listening and reading comprehension.
- Antonym – Students will provide opposite-meaning words.
- Definition – Providing definitions is a critical component of standardized intelligence tests and measures of verbal ability.

Listening Target attention and listening as critical skills for communication and academic success.

Grammar Students will correct grammatical errors, such as noun-verb agreement, pronoun use, verb tense, word order, double negatives, omission of morphological markers/words, etc.

Reasoning Challenge students to predict, make inferences, recognize problems and offer solutions, and explain their answers.