The Speedy Speech™ Model

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How is your current program going?

• What is your current speech therapy program like?
• Do you have enough time in your current schedule to adequately meet the needs of all your students?
• Do you feel like your kids are making quick gains?
• How quickly do you typically dismiss students with common articulation errors from therapy?
• Do you work with teachers so they can provide therapeutic support in the classroom?

What is Speedy Speech™?

• All inclusive speech therapy program for the remediation of articulation errors
• Research based and data driven
• Can also be used for language interventions
• Delivers targeted drill practice designed to remediate target skills quickly and efficiently
• Offers an alternative to the standard model of therapy
• Speedy Speech™ lessons take 5-10 minutes

Why Shift From 30 Minutes to 10 Minutes?

• Data shows intensive therapy is more productive
• Students must have more trials to make progress
• This model is designed to increase trials from 15, 20 + to 100+ per session
• Individual attention to the child
• More frequent practice sessions (3-5 times a week)
• Less time out of the classroom
• FASTER RESULTS
• What does the research say?
  > More frequent sessions equals less time in therapy.

Presentation Topics/Goals

• Introduce the Speedy Speech™ Program
• Discussion about the Research
• Speedy Speech™ as an RTI Program
• Speedy Speech™ Program Components
• Implementing Intervention Strategies
• Sample Videos of Speedy Speech™ Intervention
  • Articulation
    – Vocabulary
    – WH Questions
    – Grammatical Structures
• Practice a Speedy Speech™ Session
• Questions and Answers

Presenter Disclosure Information

Relevant Financial Relationship
Presentation: RTI and the Speedy Speech™ Model
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Owners of Global Speech Solutions
Co-Authors of the Speedy Speech™ Therapy Program

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Research Highlights

• significant decrease in regression and more “time-on-task” (E. Ram, McCann, Vander Tol, and White 2010)
• less time spent in therapy (Sexton, 2006)
• increase in timely progress (Kuhn, 2006)
• improved recall and retention (Willingham, 2002)
• better performance; overall more progress and spent significantly less time out of the classroom (Clark, 2012)
• greater improvement: more efficient gains in articulation of targeted speech sounds upon implementation of brief, intensive drill sessions (Smith, 2011)

Kuhn 2006

13 students participated in program for 1 year
– 2 students met their goal in 8 weeks
– 7 students met their goal in 16 weeks
– 4 students did not meet their goal

Those that failed to meet their goal after 16 weeks rarely returned homework signed

2 students who met their goal in 8 weeks had their homework signed most often

Sexton 2006

Action research in a Michigan District found reduced time for articulation therapy:

Drill Bursts - 7 Hours / Year
VS
Traditional - 63 Hours / Year
FOR SAME BENEFIT

Students were discharged after:
9.6 months of Individual Articulation Drill Burst
VS
19 months of traditional therapy

McCann, VanderTol, & Witte 2006

71 students received small group, 30 minute session
• 44 of the 71 completed articulation therapy in 1 school year or less (61%)
• Spent an average of 32 hours in therapy during the school year

38 students participated in accelerated drill based therapy (3, 10-minute sessions per week)
• 26 students completed articulation therapy in 1 school year or less (68%)
• Total hours of time spent in therapy was cut in half - 16 hours

All the Research is Positive

Currently, there is no research that refutes the efficacy of this model.

Repetition

Repetition - when something shows up again and again.

Common mistake is thinking repetition is not big deal.
SLP’s + Repetition = Therapy

- One major point is the great number of repetitions required by this method
- Providing learners with as many trials and opportunities of the same/correct target practice
- Research says students will learn faster/more efficiently
- The immediate feedback is reassuring and encouraging, and is a key point that creates self-motivation!

Repetition and Automaticity

- For successful performance of skilled precision motor activity there is need for a great many repetitions in order to obtain automaticity and flexibility.
- After the 100+ repetitions, the student begins to develop an oropharyngeal sensory-motor sequencing memory (Calvin, 1994) coupled with an auditory memory of the respective acoustical results of speech.

How many times do others practice to make perfect?

Consider how many times a professional athlete or musician practices even his/her basic movements.

Expert performance requires deliberate and consistent practice.

Save time Through Persistence

Remember: Repeat it if you want to retrieve it!

Who Needs the Persistence?

Persistence is required on the part of the therapist or teacher. Students need more speaking opportunities.

Strategy - More STT

- Typical Teacher Talking Time (TTT) varies between 70 and 90 percent of the lesson time
- Children given the opportunity for more Student Talking Time (STT) improve faster.
- Extensive chorus repetition practice will resolve that paradox by dramatically increasing STT and marginally decreasing TTT.
Backdoor Therapy

• If it is an articulation lesson, substantial vocabulary and grammar will gradually sneak in for FREE!

• A language lesson will have sheer statistical mass effect as items will be memorized as 'chunks' or mental representations of whole phrases as useful for future performance.

Choral Speaking as a Strategy

Choral Speaking lets students hear themselves both individually and/or in chorus a great many times.

This repeated exposures builds auditory and motor memory images of the intended target sound or skill.

These audio-motor mental representations eventually help guide a student’s pronunciation and/or language.

This is a crucial point for the method presented here! It’s magically simple, the student is guided under the auditory pressure from the chorus to correct pronunciation and linguistic learning.

Choral Speaking for RTI

When Choral Speaking is used for RTI the SLP or Teacher:

• Allows for at least 50 to 100 student repetitions of a phrase (for RTI language cases) at a given session to generate a kind of ‘feel’ for the phonological, syntactical, semantic, and pragmatic aspects of the phrase (i.e. to really ‘learn’ it.)

• Presents multiple repetitions

• Gives direct examples of how student should respond

Research Makes Speedy Speech™ Ideal for RTI

Research Makes Speedy Speech™ is a great tool to help SLPs:

• Analyze student growth with data
• Validate the effectiveness of therapy
• Assist in determining deficit areas faster
• Help set individual goals
• Show daily progress
• Track progress over time

Review of RTI

• Response to Intervention (RTI) is the first line of defense to help struggling and at-risk students.

• Definition
  A process that provides services to struggling learners at increasing levels of intensity.
  The purpose is to provide direct and indirect intervention services designed to prevent placement in special education.

RTI for SLPs

The RTI model - also called multi-tiered system of support - is a great tool to help SLPs:

• Analyze student growth with data
• Validate the effectiveness of therapy
• Assist in determining deficit areas faster
• Help set individual goals
• Show daily progress
• Track progress over time
**More Opportunities for SLPs**

Teachers and school personnel can ‘see’ what SLPs do:
- Within the Common Core State Standards of language
- Show them SLPs “bring it”
  - Phonology, language and literacy, syntax, morphology

RTI provides greater visibility for SLP’s:
- Chance to educate others about communication disorders and what SLPs do
- How communication “links up” with literacy

**SLPs Succeed in Short Term Rx**

- Work with students to see if they respond to instruction
- Determine if special education services are necessary
- SLPs can succeed using short-term, intense treatment for some artic errors and other communication issues via Response to Intervention programs. (Dixon)

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**The 3 Tier RTI Model**

**Tier 1**

- Core Differentiated Instruction for All Students
  - All students
  - Preventive
  - Proactive

**Tier 2**

- Targeted Group or Individual Interventions:
  - Some students are at risk
  - High efficiency
  - Rapid response

**Tier 3**

- Intensive Individual Intervention

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**SLP’s & Tier 1**

*Indirect Services*
- Student observations
- Helping the teacher make connections
- Parent and/or teacher consultations
- Staff development

*Direct Services*
- Development and administration of a universal speech and language screening
- Co-teaching
- Other specific classroom activities that support oral language development
**SLP’s & Tier 2**

*Indirect Services*
- selecting research-based interventions
- student observations
- progress monitoring

*Direct Services*
- Targeted interventions
- group or individual
- same ability

**Tier 3**

*Tier 3 – Intensive Individual Interventions:*
- Individual students
- Assessment-based
- High intensity
- Of longer duration

**SLPs & Tier 3**

*Direct Services*
- *intense* targeted interventions (individual)

*Indirect Services*
- selecting research-based interventions
- student observations
- progress monitoring
- helping the team make decisions regarding a referral for a special education evaluation

**There are Challenges**

- Large caseloads
- Adjusting the workloads
- RTI different from state-to-state
- Building-to-building
- Screening systems within a building
- Permission
- Time frame between RTI and Sp Ed
- Education outside IDEA
- Administrators
- Can be difficult and time consuming to find evidence based strategies that work within the context of RTI

**Speedy Speech™ Program as an RTI Intervention**

Do you participate in your school's RTI team and/or program?
Advantages of a 10-Minute Program

- easy data collection
- reduction in paperwork
- SLPs are more visible
- reduced complaints about missed sessions
- integrated homework
- parents and teacher involvement

It is all about... Selecting the Right Intervention

- match to the individual student's deficits
- scientifically based
- feasible
- step-by-step

A look inside the Speedy Speech™ program

Speedy Speech™ Therapy

- is a hierarchal program designed to correct articulation and language errors
- Due to the repetition it facilitates learning of
  - Vocabulary
  - Expanding utterances
  - Grammar/syntax
  - Wh Questions
  - Auditory sequencing/processing
  - Listening/attending skills

Speedy Speech™ Design

- progress monitoring by the SLP and student
- step-by-step, systematic
  - structured in design
  - yet flexible in use
- highly motivating for students
- especially ESL learners
- all ages

Speedy Speech™ Content and Guide

- Program Guide has Step-by-Step Directions
- Sectioned Into:
  - Auditory Bombardment / Focused Auditory Stimulation
  - Auditory Discrimination Pair Sets
  - Sound Bridge
  - Drill Words, Phrases, and Sentences
  - Conversational Prompts
  - Record Forms
  - Homework Calendars
  - Parent and Teacher Letters
Auditory Bombardment

- List of words
- Organized in initial, medial, final, blends
- Grouped in one and two syllable
- Purpose of Drill:
  - *Auditory Bombardment (or Focused Auditory Stimulation)* is an essential building block for both articulation and language development.
  - The more a student *hears* and *focuses* on the correct production of the target sound or words
  - the easier it will become for him to discriminate, self-correct, and ultimately achieve accurate productions.

### Sound Bridge

- Speedy Speech™ has books for the /S/, /R/, /L/ and /G/ for articulation cases
- Targeted sound shaping and development
- CV, VC, CVC, VCV

/s/ → /a/

### Drill Pages

- colored drill pages are organized based on sound similarities in order to integrate *phonemic consistency*
- drills are divided into *separate sections* (initial, final, and medial sound positions)
- organized by one syllable and two syllable words
- phrases and sentences promote *co-articulation* practice.

### Auditory Discrimination

- Research shows the more a student *hears* and *focuses* on the target stimulus, the easier it will be to master.

- Grouped
- Minimal Pair Sets
- Two sound
- Mixed pairs

### 360 Words, Phrases, Sentences

Stimulus/drink section is organized into near minimal triplet sets, and includes phrases and sentences for each word.

### Data Tracking Form for Articulation

Making data collection simple and efficient
- collect data on the *first 10 productions*
- At least 90% accuracy over 3 consecutive sessions should be achieved before moving to the next level.
Tracking Progress

- Document during each session
- Therapy log form automatically guides the daily therapy plan
- Documenting the first 10 productions at the beginning of the session
  - Provides the most accurate representation of the child’s articulation carryover ability
  - All of your data is calculated for writing progress reports/progress monitoring

Reproducible Program Sheets

- Caseload Summary
- Therapy Log
- RTI Progress Monitoring
- Teacher Program Introduction
- Teacher Tips
- Therapy Schedule
- Parent Introduction
- Homework Introduction
- Parent Notification of Target Sound Change
- Parent Practice Tips
- Parent Homework Calendar Directions

What Does The Articulation Model Look Like?

<table>
<thead>
<tr>
<th>Time (minutes)</th>
<th>Session Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Review Homework</td>
</tr>
<tr>
<td>≤1</td>
<td>Auditory Bombardment &amp; Discrimination Drills</td>
</tr>
<tr>
<td>&lt;1</td>
<td>Sound Shaping Review</td>
</tr>
<tr>
<td>3</td>
<td>Word Drills (i.e. Initial Position / One Syllable)</td>
</tr>
<tr>
<td>&lt;1</td>
<td>Homework Distributions</td>
</tr>
<tr>
<td>1</td>
<td>Motivational Charts and/or Record Keeping</td>
</tr>
</tbody>
</table>

Steps to Making the Transition

- Writing or revising the IEP to reflect this service delivery model
  - This includes educating parents on the benefits of the service delivery model (discussion, parent letter)
  - Don’t forget to educate your team (discussion, teacher letter)
- Creating your schedule
- Organizing your caseload

Writing the Model on the IEP

<table>
<thead>
<tr>
<th>Ratio</th>
<th>Frequency</th>
<th>Period</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:1</td>
<td>3, 4, 5</td>
<td>Weekly</td>
<td>5 or 10 Minutes</td>
</tr>
</tbody>
</table>

Writing / Revising an IEP

9 Sessions / X Times per Month / 5 Minutes

- Narrative: Based on student need, student will receive 45 minutes of direct speech therapy services per month. Length and number of weekly sessions may vary according to stimulability, progress, and development.
- Notes: The service delivery model of shorter, more frequent therapy sessions was explained to parents. Student will not come to therapy room for services.
Writing / Revising an IEP

For newly identified and enrolled student

1. Given auditory stimulation, student will demonstrate increased auditory discrimination skills by correctly discriminating between an incorrect and correct production of the target with 90% accuracy on 3 consecutive observations.

2. Given visual stimulation, student will demonstrate increased articulation skills by producing the target sound in CV combinations with 90% accuracy on 3 consecutive observations.

3. Given visual stimulation, student will demonstrate increased articulation skills by producing the target sound at the initial sound of single, one-syllable words, with 90% accuracy on 3 consecutive observations.

4. Given visual stimulation, student will demonstrate increased articulation skills by producing the target sound at the initial sound of single, two-syllable words, with 90% accuracy on 3 consecutive observations.

Etc...

- Write a step in the rubric for each stage of the Speedy Speech™ hierarchy
- Select your student’s entry level and set the goal for whichever stage you think he/she will be able to achieve in the time frame you have.

Scheduling

- The Speedy Speech™ authors recommend a gradual change to your program
- Start with the oldest kids on your caseload and moving younger ones in as each older one is dismissed
- If you work in a K-4 school, start with your fourth graders and move an eligible third grader in to each slot that a fourth grader leaves open
- 2-3 year transition

- Create a block in your daily schedule that is for Speedy Speech™ kids
- Schedule students by grade level and classroom, not by sound
  - This way you can pull all the students from each classroom during the same time block, or from classrooms that adjoin each other
  - The routine will become familiar for the kids; when one returns to class the next student comes out into the hall

- In a 30 minute block you can see 5 students, individually, for 5 to 6 minutes.
- What can my student REALLY get out of 5 minutes?
- Consider this...In 5 minutes a student can:
  - Name 117 Pictures
  - Repeat 157 words
  - Repeat 125 phrases
  - Create 35 sentences
Get Creative with Scheduling!

- If you are only in one building 2 days a week, pull the student 2 times for 5 minutes on the days you are there.
- Start to pull students at the very beginning of the day before instruction begins.
- If you aren’t able to see a student that particular day/time, tack on an additional minute to the other sessions.
- Only see a student in 30 minute sessions? Do a Speedy Speech™ lesson for the first 5-10 minutes of the session and then work on other skills for the remainder of the time.

Organizing Your Caseload

- Binder by grade level or classroom
- One binder for each grade/class or one binder for all students regardless of target sound
- Each student tab has several copies of the data collection page
- Create a notebook for each student with a copy of the parent letter and the homework calendar for the month.
- Cart? Stool? Desk? Chair?

So by now you have...

- Revised/Completed your IEP
  - Speedy Speech™ minutes
  - Speedy Speech™ Goals
  - narrative
  - notes that include use of “intensive articulation therapy” or “burst therapy approach”
- Written your goals to reflect the Speedy Speech™ service delivery model AND educated parents/caregivers
- Created Your Schedule
- Organized your materials
Let’s Do This!

Where do I start with each student?

- Each child may have a different therapeutic entry point.
- Use your therapeutic expertise to decide what’s best.
- It’s ok to go backwards if you started too far ahead.
- Do an assessment if you are not sure what level the student is on.

Your First Session

Remember: You will begin at the level where your student is 90% accurate.

1.) Auditory Bombardment (30 sec)
- Begin each session by simply instructing your student to LISTEN as you say a set of words containing the target sound.
- Spend about 30 seconds on this segment of your Speedy Speech™ session.
- Instruct your student to pay close attention to how you move your mouth and produce each sound.

2.) Auditory Discrimination (30 sec)
- Minimal Pair Sets
- Incorporate short Minimal Pair segment into your session
  - Thumbs up/thumbs down
  - First word/last word
  - What sound did you hear?
- Cover your mouth so student cannot ‘see’ the production
- Assesses if the student can hear the difference between the correct and incorrect production.

3.) Sound Shaping Review (30 sec)
- Here is where your "therapy mechanics" are the same as prior to initiating SS

4.) Drills (3 minutes)
- Work at whatever level your student is performing on

5.) Brief reminder/explanation of Homework (30 sec)

6.) Motivational Charts (if necessary) and Record Keeping (1 minute)
Sound Shapping Review (30 Secs)
Here is where your therapy begins to take on your style and clinical skills:

- Use of strategies you have used in the past in order to teach “HOW” to make the sound
  - VERBAL EXPLANATION OF HOW TO MAKE THE SOUND
  - VISUAL FEEDBACK - MIRROR
  - TACTILE/ORAL SENSORY AWARENESS
  - IPAD APP FOR PLACEMENT OF THE ARTICULATORS

Sound Shapping - Continued
Each sound manual lists ways to elicit target sound

- EXAMPLES from /r/ manual
  - Moving tongue front to back
  - Moving from /l/ to /r/
  - Moving from /g/ to /r/
  - Move from /n/ to /r/ and back
  - Forced Production

Do you have another idea to help with the /r/ sound?

Practice Drills

- During this time you will conduct therapy as you normally would
  - verbal correction
  - praise
  - cueing as needed

- Don’t be afraid to move back in the process if the student is not achieving success with the current stage.

- Although a 90% accuracy level is recommended for moving forward, this is flexible and should reflect subjective decision making as well as clinical judgment.

That was great!
Now for the next session...

- The only difference between your initial session and successive sessions will be that at the beginning of each subsequent session you will review your child’s homework with them.

  AND / OR

- Your session objective may change, depending on the child’s progress.
  - i.e. If the child has mastered initial position of words in phrases at 90% on the 3rd session, move to next level at the next session

Your Therapy Routine After the Initial Session

- Repetition and drill work are the key to success!

- Utilize rapid successive trials (3) to determine co-articulation with the target sound.

- The early therapy stages take the largest amount of time in the total therapy process

- Later goals at the sentence and carryover levels will take less time when the initial stages are completely intact and have been thoroughly achieved.

Homework

- Practice at home and in the classroom is an integral and necessary component of the Speedy Speech™ program
  - Establish a regular homework review and distribution routine
  - Use the speech notebook for ongoing communication with parents
  - Notebook should come back and forth between home and school daily
Sample Homework Calendar

Motivation

- Most students are automatically motivated by the program
- Use movement/kinesthetic feedback (clap, tap, sway, to each sound production) for kids who have difficulty sitting still
- Judge the motivational needs of your students, and incorporate charts and stickers only when necessary.
- The goal is to eliminate as much non-productive interaction as possible

Teacher Collaboration

- The Speedy Speech™ model allows you to be seen in the building
- Teachers see you and hear you working with students
- Your close proximity and frequent classroom visits make you a familiar face in their classrooms
- The model creates a natural environment for collaboration/consultation

Sample Lessons

Sample Goal: To improve the production of the /s/ phoneme in all levels of speech production.

Articulation

Intervention Features
- drill based approach with mass production of the target sound; over 60 productions per student/session
- 3-5 times weekly; systematic and data driven
- auditory bombardment and auditory discrimination
- words are organized based on their phonemic characteristics into near minimal triplets (i.e. sap, sat, sad)
- colorful picture prompts add a visual/nonlinguistic representation of the target sound
Vocabulary

Sample Goal: To improve the use and understanding of grade level vocabulary.

Intervention Features
- drill based approach; focusing on 10 words at a time
- 3-5 times weekly; systematic and data driven
- vocabulary is explicitly taught by explaining, restating, showing, discussing, and reflecting
- multiple exposures to target vocabulary words
- colorful picture prompts add a visual/nonlinguistic representation of the vocabulary

Following Directions

Sample Goal: To improve the ability to follow multi-step directions containing linguistic concepts.

Intervention Features
- drill based approach with mass exposures that target ONE linguistic concept at a time (i.e. before/after, first/last, etc.)
- 3-5 times weekly; systematic and data driven
- linguistic concept is explicitly taught by explaining, restating, showing, and discussing
- active whole body listening skills for following directions

Expanding MLU

Sample Goal: To increase the mean length of utterances.

Intervention Features
- drill based approach; focusing on description 10 picture prompts at a time
- 3-5 times weekly; systematic and data driven
- the concept of MLU is explicitly taught
- student is taught how to include details that describe attributes, functions and other characteristics in each spoken sentence (i.e. color, shape, use, etc.)
Grammatical Structures

Sample Goal: To improve the use and understanding of interrogatives.

Intervention Features
• drill based approach; focusing on one type of grammatical structure at a time
• 3-5 times weekly; systematic and data driven
• the correct form and use of the grammatical structure is explicitly taught
• mastery is achieved through direct instruction, modeling, discussions, and repetition

WH Questions

Sample Goal: To improve the use and understanding of “wh” questions (i.e. what, who, where, when, and why).

Intervention Features
• drill based approach; focusing on one type of “wh” question at a time and in the following developmental order: what, who, where, when, and why
• 3-5 times weekly; systematic and data driven
• how to ask and answer “wh” questions is explicitly taught
• mastery is achieved through direct instruction, modeling, discussions, and repetition

Therapy Your Style

• SLP’s using the Speedy Speech™ model always use their discretion and own therapy style.
• The format of the program is the same but flexible for your therapy.*
• You continue to use your preferred assessment tools for pre and post intervention testing.
• Lastly, select instructional materials based on your own professional judgment.

Let’s Practice!
RTI Websites

- Progress Monitoring
  - National Center on Student Progress Monitoring: www.studentprogress.org
  - AIM Seed: www.aimsweb.org
- Evidence-Based Reading Interventions
  - Florida Center for Reading Research: www.fcrf.org
  - Oregon Reading First Center: www.reading.oregon.edu
  - Texas Center for Reading and Language Arts: www.reading.org/trl
  - Consortium on Reading Excellence (CORE): www.corelearn.com
  - http://www.corespelled.com/guidelines/files/Picks-of-the-RTI.pdp
  - Florida Problem Solving/Response to Intervention Project
    http://florida.edu/rti/resource-presentations%202008/curricular%20change%20SAPS.pdf
  - *Response to Intervention Fluid Flow Chart
    http://遗产ยวสวน.com/homeDistrict%20information/Microsoft%20Word%20-%20RITI
    Instructional%20Resource%202011-FINAL.pdf
  - *Copy of Form-Communication Checklist/Communication Skills – Teacher Tool

References and Resources

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Resources and References

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  - Response to Intervention (RTI): ASHA Website: http://www.asha.org/slp/schools/prof-
    consult/RTI.
  - New Roles in Response to Intervention: Creating Success for Schools and Children: ASHA
  - How to Fit Response to Intervention into a Heavy Workload, ASHA Leader. 8/30/11
    http://www.asha.org/uploadedFiles/Publications/leader/2001/110830/how-to-Fit-Response-to-Intervention-into-a-
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