

TEACHING STRATEGIES FOR SPEECH & LANGUAGE IMPAIRMENTS

LEARNING SUPPORT ACTIVITIES • TEACHER RESOURCE

Students with speech and language impairments benefit from instruction that is clear, visual, structured, and interactive. Effective teaching strategies help students build communication skills, increase confidence, and actively participate in ASL learning while maintaining high expectations and the same learning objectives.

Use Clear & Visual Instruction

- Pair spoken or signed instruction with visuals, pictures, and demonstrations.
- Model target signs multiple times.
- Keep directions clear, concise, and sequential.
- Check for understanding frequently.

Allow Processing Time

- Give students extra time to understand questions and formulate responses.
- Pause before repeating or rephrasing directions.
- Avoid rushing communication.
- Encourage thoughtful participation.

Encourage Multiple Forms of Communication

- Accept signed, spoken, written, picture-supported, or AAC responses when appropriate.
- Focus on communication rather than perfection.
- Celebrate successful attempts to communicate.
- Create a supportive classroom atmosphere.

Teach Through Repetition & Practice

- Reinforce vocabulary through repeated exposure.
- Incorporate partner practice and small-group activities.
- Use games and interactive review.
- Connect new concepts to previously learned skills.

Provide Positive Feedback

- Acknowledge effort and progress.
- Give specific, constructive feedback.
- Build confidence through successful experiences.
- Encourage self-confidence and persistence.

ASL Classroom Considerations

- Maximize visual access throughout instruction.
- Encourage authentic ASL communication.
- Reduce communication barriers whenever possible.
- Maintain high expectations while providing appropriate supports.

★ Key Takeaway

Students with speech and language impairments thrive when teachers provide clear instruction, visual supports, adequate processing time, and multiple ways to communicate. These strategies promote meaningful participation while maintaining the same high learning expectations for every student.