

# Tutoring Guide for Speech or Language Impairment

## Characterized by:

- Difficulty saying certain words
  - » “Wabbit” instead of “rabbit”
  - » “Pasketti” instead of “spaghetti”
- Difficulty with the internal plurals
  - » “I have three test this week,” instead of “I have three tests this week.”
- Stuttering, impaired articulation, or speaking quickly

## Recognize that:

- Speech or language impairment may result from a hearing or visual disability.
- Problems may occur when students do not understand the meaning of words.

## Useful strategies:

- Storyboard
  - » Use index cards to create a storyboard of the student’s paper. This allows the writer to gain a visual understanding of the organization of his paper without having to speak very much.
- Maintain eye contact
  - » Give the student the respect and encouragement that she deserves even if it takes her longer to express an idea. This will help the writer establish a greater confidence.
- Model effective communication
  - » During the session, speak clearly. Speak at a normal pace and communicate your thoughts effectively.
  - » If a student feels uncomfortable reading his paper aloud, a tutor should offer to read it for him.