5-Minute Kids™: An Individual Drill-Based Program for Students with Speech Sound Disorders

Susan Sexton M.A. CCC/SLP
ISHA Conference
February 8, 2019

Disclosure Statement

The presenter is the author of the 5-Minute Kids™ program and the co-author of 5-Minute Therapy Series and the 5-Minute Games CD. The presenter receives royalties from the sale of these products and is receiving an honorarium for the presentation today.

The presenter does not have any financial or non-financial relationship with Super Duper Inc, LinguiSystems, Speech Corner or other companies and any reference to their products is for therapy use only.

Seminar Objectives

Participants will learn how to:

1. Write an IEP for individual services
2. Develop systems for data collection
3. Schedule students for sessions
4. Implement therapy program
5. Adapt the model for RTI/MTSS services
Seminar Objectives

Participants will learn how to:

6. Create materials for therapy
7. Address services to multiple buildings and speech sound disorder/language students
8. Apply the 5 minute concept for other speech/language goals

Where I Worked

North Branch

WRITTEN IN STONE?

20-30 MINUTES TWICE A WEEK
Concerns with Traditional Services

- Ability to collect data in a group session
- Amount of time students are actively engaged
- Amount of academic instruction that students were missing

Research

- Documented students’ initial/exit IEP dates for both programs over 6 years
- Selected students ONLY with speech disorders.
- Compared average months in therapy for group vs individual sessions

Comparative Data

<table>
<thead>
<tr>
<th>Speech Program</th>
<th>Number of total months in therapy</th>
<th>Minutes per month</th>
<th>Total number minutes in therapy</th>
<th>Total number hours in therapy</th>
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Our rallying cry should be “20 hours of therapy or less” for up to two speech sound errors.

Judy Montgomery

According to NCLB (2001) and IDEA (2004)

- SLPs may provide assistance to students in all three tiers, plus their more conventional role within special education.

J. Montgomery

Short-Term Intervention

- Screen the student, consult with teacher
- Obtain parent permission and commitment
- Follow guidelines of the district tiered/RTI intervention
Children Whose Speech Errors.....

- do not affect intelligibility
- do not affect academic status
- are stimulable with minimal prompts

Tiered Services

- Schedule a child for 5-minute individual sessions based on child’s needs
- Implement program
- Collect data after 6-9 weeks to evaluate child’s progress

Decision Making Following Intervention

- **Student demonstrates significant progress**
  - Discontinue intervention services.
- **Student demonstrates mild progress**
  - Continue intervention for additional time
- **Student demonstrates minimal progress**
  - Special Education referral
### IEP Information

- **X times monthly for 5- to 10-minute sessions**
  - Mild: 5-8 sessions
  - Moderate: 7-12 sessions
  - Severe: 10-16 or more sessions
- **X minutes per month**
- **2-5 times weekly for 5- or 10-minute sessions**
  - Number of sessions depend on needs of student

### Individualized Services

- Vary the number and length of sessions.
- Provide more service to earlier grades.
- Offer intensive service to new students.

### Special Situations

- Multiple buildings
  - Two times per week OR 5-8 times per month
  - Morning and afternoon if possible
Jeremy and Joshua

Special Situations

- Articulation/Language students
  - Services can be written separately
    - X number of 5-10 minute sessions AND x number of 20-30 minute sessions
  - Services can be written for both speech/language goals
    - Write IEP for 30-40 minutes
    - Incorporate all goals into a single session

Scheduling Sessions

- Blocks of time during the day
- Grade levels
- Half-hour slots
- Non-instructional time
Delivering Services

- **Location**
  - Minimize length of travel time whenever possible
  - Work in hallway near classrooms
  - Borrow chairs, use tables if available
  - Find available space: library, cafeteria, empty rooms...
  - Provide services in back of classroom
  - Use therapy room if nearby
  - What if???

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Look at the Possibilities!

Therapy in the Sunshine!

https://docs.google.com/document/d/1Mnp69vlH_T-1K3CTvoWjL2SHD0aE5teWzW356q5e5SW/edit?usp=sharing

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Heidi’s Cart

Chairs included!
Therapy Session

- Review last session (discuss % achieved)
- Select goal for the day
- Drill
- Consider goal for next session
- Assign homework

Look at the Possibilities!
Therapy in the Sunshine!

https://docs.google.com/document/d/1Mnp69v1H_z-
FY3CTYoY1Wc5H06e158T-
y9Gj0u0515t2ediy3upc-sharing

Sample Session

- Greet & review
- DRILL - DRILL - DRILL
- Wrap up & homework
So What Can You DO in 5-Minutes?

- Name 117 pictures
- Repeat 157 words
- Repeat 125 phrases
- Create 35 sentences

Basic Materials

- Folders for student information
- Materials for drill
- Storage system
- Miscellaneous materials

Student Folders

- Pocket folders with clips
  - Color coded by grade
- Student’s name on outside spine
- Spine reinforced with clear tape
- Medicaid sticker when needed
Color-Coding

2018-2019 school year
- Kindergarten: Yellow
- First grade: Red
- Second grade: Blue
- Third grade: Orange
- Fourth grade: Green

2019-2020 school year
- Kindergarten: Green
- First grade: Yellow
- Second grade: Red
- Third grade: Blue
- Fourth grade: Orange

Student Folder: Front Pocket
- Attendance calendar
  - Add vacation/non attendance dates before copying
- Sticker with student information on front pocket

Student’s name
1. To say S in words
2. To say R in words
IEP date: 9-29-18
### Student Folder: Back Pocket
- Log sheet
- Notes for correspondence
- Label to record homework

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#### Data Chart

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Creating Books for Drill

- Copy pages from all published drill books available
- Sort the pages by specific sounds
- Bind pages to create individual books for each sound
- Different colored card stock color for each sound
Other Materials
- Picture cards for each sound copied on colored card stock
  * SPARC-Revised from LinguiSystems is an excellent source
- Reading books from class
- And...

Games!
- Picture based
- Quick to play
- High number of responses

Games with Picture Cards
- Use published card decks or card stock pictures
- Place a small sticker on one card
- Take turns drawing cards from a pile
- Practice target sounds
- The player who draws the sticker card wins
Chipper Chat

Double Dice

Available online @: speechcorner.com

Double Dice Activity
More Games!

- Match 'Em Up
- Lucky Roll
- Zing!

Match 'Em Up

- Make 2 copies of a sheet of picture cards and place them in a pile.
- Players take turns drawing cards and placing them face up in front of them.

- Each player tries to make matches with their own cards.
- OR...if they have a matching card with another player
  - They may "steal" that player's card to make a match.
- The player with the most pairs wins the game.
Lucky Roll

- Make a 5 x 5 grid and write a speech word in each box of the grid
- Roll a die and practice that number of words from the grid

Lucky Roll

- Cover each word produced correctly with a chip.
- If a player rolls a larger number than the number of squares left, they must take the same number of chips OFF the sheet.
- The winner is the first player who covers their sheet with the exact number of chips.

Lucky Roll

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<td>rough</td>
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Oops! Remove 4!

Zing!
- Write sound words on craft sticks
- Write the word “ZING” on 2 per 25 sticks
- Students draw sticks and practice words
- The player who gets ZING wins/loses the game

Melanie from The Speech Place

Envelope Games
- Pictures of words to practice
- One card designated as “outcome card”
- The outcome card determines the winner or loser of the game
Easy to Create

- Create a grid sheet of 16 or more squares
- Select and copy a clip art picture of the target sound
- Select one “outcome” picture to determine the winner/loser of the game

Playing the Game

- Place cards and one outcome card in the envelope
- Players select one card and say a word, phrase or sentence about the picture
- The player who selects the outcome card wins or loses the game

Variations for Envelope Games

The person who draws the outcome card......

- Wins the game
- Loses the game
- Returns all cards to the envelope
- Takes all cards from every player
- Earns a point
Envelope Games
Individualize for a specific child!

Mom and Baby
Use for less common sounds.

Ideas for Seasonal Games

- **AUTUMN**
  - **September**: school, acorns, Pirate day*, buses
  - **October**: pumpkins, leaves, corn, fire prevention
  - **November**: Thanksgiving, family, Election Day, food

  - **Examples**:
    - acorn / chipmunk
    - cider / doughnut
    - pumpkin / candle

*Sept 19

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Ideas for Seasonal Games

**WINTER**

- **December:** colors, lights, sledding, evergreen trees
- **January:** snow, ice skates, cold weather clothing,
- **February:** hearts, US presidents, groundhogs

**Examples:**
- snowstorm / snow day
- heart / roses
- groundhog / shadow

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Ideas for Seasonal Games

**SPRING**

- **March:** weather, kites, St. Patrick’s Day, green
- **April:** spring, jokes, rain, garden, rainbows, Earth Day
- **May:** Mom, birds, flowers, Better Speech/Hearing

**Examples:**
- rain / umbrella
- earth / recycle
- kite / wind

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Ideas for Seasonal Games

**SUMMER**

- **June:** baby animals, Fathers’ Day, bugs, sports
- **July:** fireworks, 4th of July, ocean, beach
- **August:** ice cream, vacation, fish, picnics

**Examples:**
- Suitcase / “vacation”
- Fireworks / “Happy 4th”
- sand pail / shovel

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Games in Envelopes

Summer Fun!

- Make a list of games by sounds
- Have the child select a game from the list
- Send home:
  - Manila envelope
  - Card stock copy of selected game
  - Directions for assembling and playing the game

Storage System

- Portable file box to store student folders
- Magazine holders for sound books
- Plastic shoe boxes to store games and cards
- Small pencil boxes for homework rewards, pens and other supplies
- Cart for storing and transporting all materials
Miscellaneous Materials

- Tally counter
- Timer
- Speech percentage calculator wheel

Beyond Speech Sounds...

- Language
  - Verbs, Pronouns, Plurals

- Fluency
  - Individual sessions/time as needed

- ANY goals requiring drill & practice

Materials for Language Drills

- Copy pages of pictures on colored card stock
  Yesterday’s Verbs (Super Duper) and SPARC-R (LinguSystems)

- Cut and store in small plastic bags

- Drill on words

- Play games as described for speech sounds
Yesterday’s Verbs

Organizing Verb Cards
- Collect irregular verb lists and pictures
  - 4 pages of lists/pictures included in Yesterday’s verbs
- Print and color code each page of verbs
- Drill on picture cards
  - Or make a game by adding a sticker to one card
- Pre/post testing sheets included for every verb list

Activities for Verbs
- Make a grid of action pictures
- Make a page of “outcome cards”
- Games to play:
  - Bingo
  - Envelope games
- Picture cards can be sent home for homework
These game pages can be cut apart and played as Bingo games (see directions and Bingo grids) or other games described in the main section. They can also be used as flashcards and the answers can be recorded and a percentage calculated using the data chart immediately following these pictures.

**Verb Pictures**

- BRUSH
- CHASE
- SCRATCH
- KICK
- STOP
- SNIFF
- type
- WINK
- WATCH
- wish
- COOK
- JUMP
- drip
- ASK
- RACE
- SCOOP
- lick
- STACK
- fix
- cross

**Outcome Cards**

- ZAP!
- YOU LOSE ONE POINT!
- TAKE 2 CARDS
- YOU WIN
- TAKE ALL CARDS
- CHOMP!
- TAKE ALL CARDS
- Birthday

**Homework**

- Various ways to create simple homework
- Published sources
- Drill lists created before the session
- Drill lists created in the session
- Returned and signed homework: reward
Advantages

- Minimal planning!
- Increased number of responses per session
- Able to focus on student’s needs
- Very little time out of class
- Teachers/parents/students receptive

Advantages

- If students are busy---come back later
- Keeping data—able to record more often
- No behavior problems
- You “earn” more time for other tasks when there are absences, field trips etc

Advantages

- Fewer costs involved in materials
- Frequent contact with teachers
- “Buy in” with students—they enjoy seeing their results
Concerns

- Adding a new student requires finding additional time slots in the schedule
- Time management
- Teachers/districts/parents may not be receptive

Comments from Teachers

- I love this program
- The kids do not miss instruction
- I don’t have to re-explain lessons
- The kids don’t seem stressed about leaving class
- The kids are not missing entire lessons

Questions?
Contact Information

speechlady@charter.net
www.5minutekids.com

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References

- Sexton, S. 5-Minute Kids™: An Individual, Drill Based Program for Students with Speech Sound Disorders, 2006
- Sexton, S and Seth, L. 5-Minute Therapy: Materials for the 5-Minute Kids™ Program, 2009