

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



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April 21, 2016



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 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 organizational systems for data collection
3. Schedule students for sessions
4. Implement the therapy program



Seminar Objectives

Participants will learn how to:

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



WRITTEN IN STONE?



**20-30
MINUTES
TWICE A
WEEK**

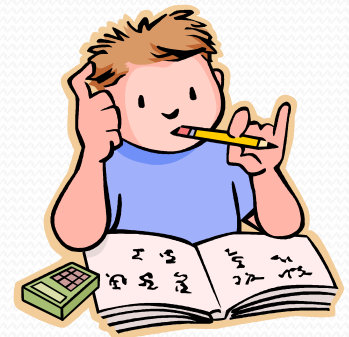
Concerns with Traditional Services

- Ability to collect data productively in a group session
- Amount of time students are actively engaged in therapy
- Amount of instruction that students were missing while attending speech therapy



Research

- Documented students' initial/exit IEP dates for both programs over 6 years
- Selected students ONLY with speech disorders.
- Determined average months in therapy for students receiving group speech therapy and students receiving individual speech drill



Comparative Data

Speech Program	Number of total months in therapy	Minutes per month	Total number minutes in therapy	Total number hours in therapy
Traditional Therapy	15	210	3150	53
5-Minute Kids™ Program	9.5	34	350	6

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.**
 - INDIVIDUALIZE services
- **Provide more service to earlier grades.**
- **Offer intensive service to new students.**

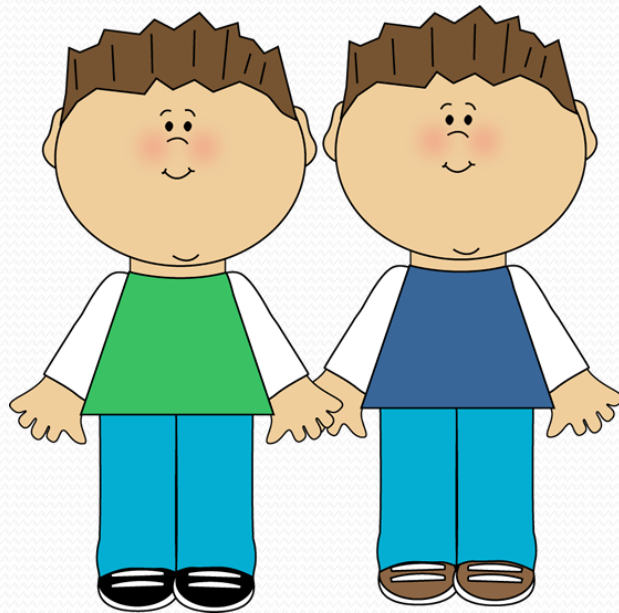


Special Situations

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

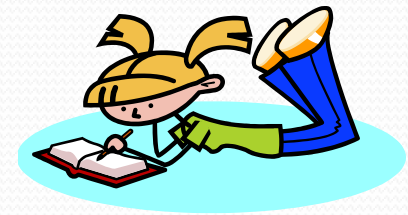


Jeremy and Joshua



Special Situations

- Articulation/Language students
 - Services can be written separately
- 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



Therapy Session

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



Sample Session

- Greet & review
- DRILL - DRILL - DRILL
- Wrap up & homework



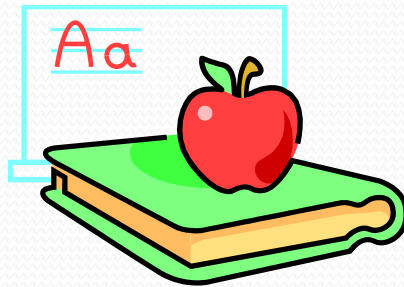
So what can you DO in 5 minutes?

- 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





Medicaid sticker

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: 9-29-11



Data Chart

2011-2012 School Year																	
GOAL	DATA								GOAL	DATA							
	D	%	D	%	D	%	D	%		D	%	D	%	D	%		
GOAL	DATA								GOAL	DATA							
	D	%	D	%	D	%	D	%		D	%	D	%	D	%		
CODE	D: DATE %: ACCURACY																

ATTENDANCE CALENDAR 2005-2010

Service Code
 D-Codes of
 Evaluation
 G-Group
 Individual
 I-INTERCOM
 Individualized
 Plan Development
 TRAPT Meeting
 A-Student Absent
 M-Special Path Absent
 M-Special Path not available
 S-Snow day
 X-Student not available
 1. _____
 2. _____
 3. _____
 Student name: _____
 Grade: _____
 Phone number: _____

August 2009					September 2009					October 2009				
Mon	Tue	Wed	Thur	Fri	Mon	Tue	Wed	Thur	Fri	Mon	Tue	Wed	Thur	Fri
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
31														

November 2009					December 2009					January 2010				
Mon	Tue	Wed	Thur	Fri	Mon	Tue	Wed	Thur	Fri	Mon	Tue	Wed	Thur	Fri
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
31														

February 2010					March 2010					April 2010				
Mon	Tue	Wed	Thur	Fri	Mon	Tue	Wed	Thur	Fri	Mon	Tue	Wed	Thur	Fri
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
31														

May 2010					June 2010					July 2010				
Mon	Tue	Wed	Thur	Fri	Mon	Tue	Wed	Thur	Fri	Mon	Tue	Wed	Thur	Fri
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
31														

Name: _____
 Grade: _____
 School Year _____

	SOUND					DATA				
	D	%	D	%	D	D	%	D	%	D
INITIAL										
MEDIAL										
FINAL										
SENTENCES										
READING										

	SOUND					DATA				
	D	%	D	%	D	D	%	D	%	D
INITIAL										
MEDIAL										
FINAL										
SENTENCES										
READING										

D: DATE
 %: ACCURACY

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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



Other Materials

- Picture cards for each sound copied on colored card stock

SPARC-Revised from LinguSystems is an excellent source

- Reading books from class
- And...



Games!

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

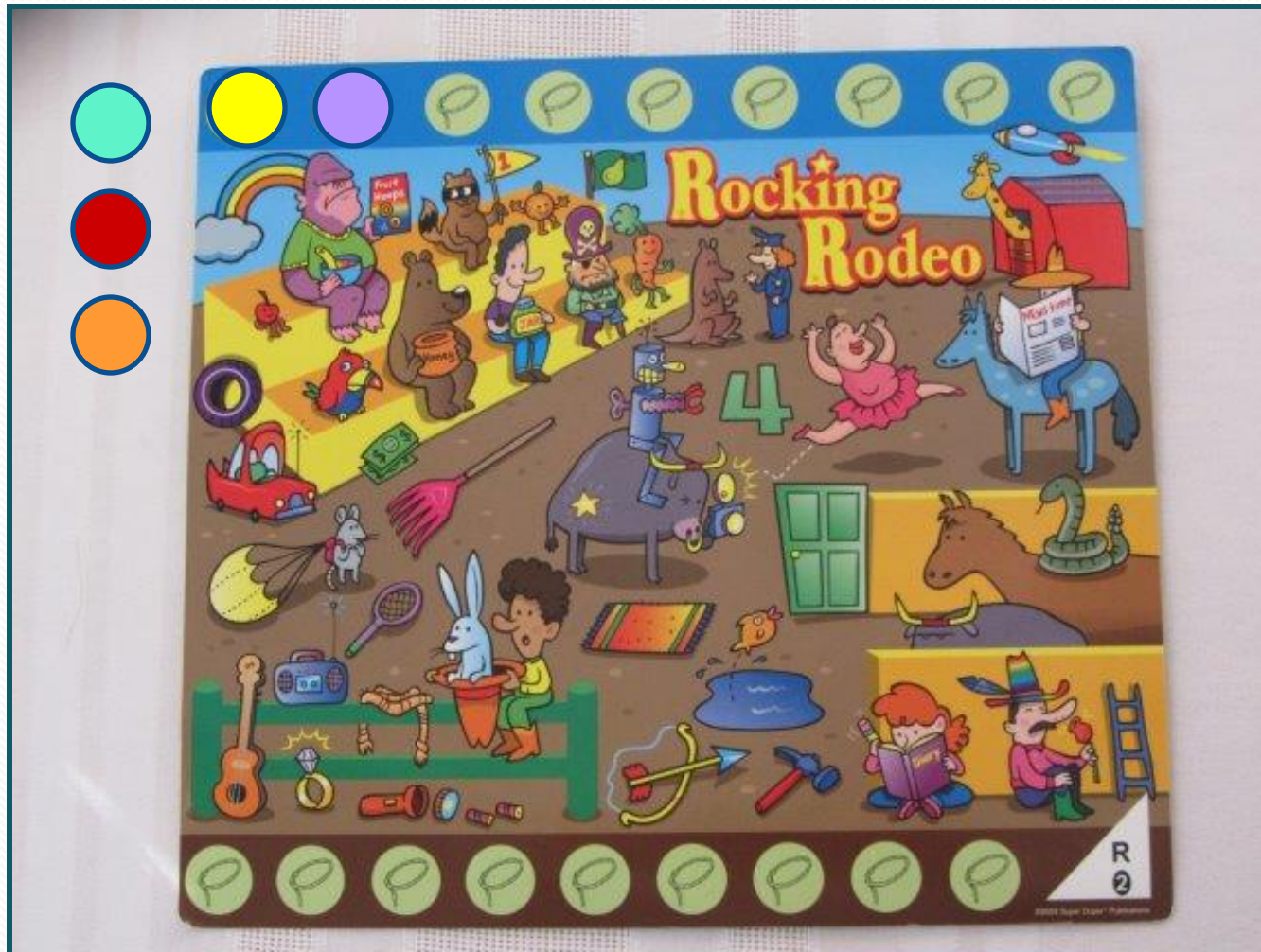


Games with Picture Cards

- 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

Find the Sentence Name _____

Roll the double dice. Determine the shape rolled on the outer die. Choose one shape on this page that corresponds to the shape you rolled and read the sentence inside. Say the sentence the number of times indicated on the inner die. Color in that shape when you finish. Try to color in _____ shapes!

The lemon tasted sour.

She was second in line.



Put a cherry on my sundae.


My favorite subject is math.

Do you like syrup on your waffles?

I bought a saddle for my horse.

I'm sending you an email.

Cathy couldn't find one sandal.



My mom went to the salon.

The sailor was waving to me.

My mom let me have a soda.

In math, we learned how to subtract.

Let me tell you a secret.

The singer had a great voice.

Make me a turkey sandwich.

I like to go to the beach in the summer.

We eat supper at five o'clock.

We were both acting silly.

Double Dice Articulation—S and S Blends
© 2008 Speech Corner • www.SpeechCorner.com

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Initial /s/ Sentences—2 Syllables

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

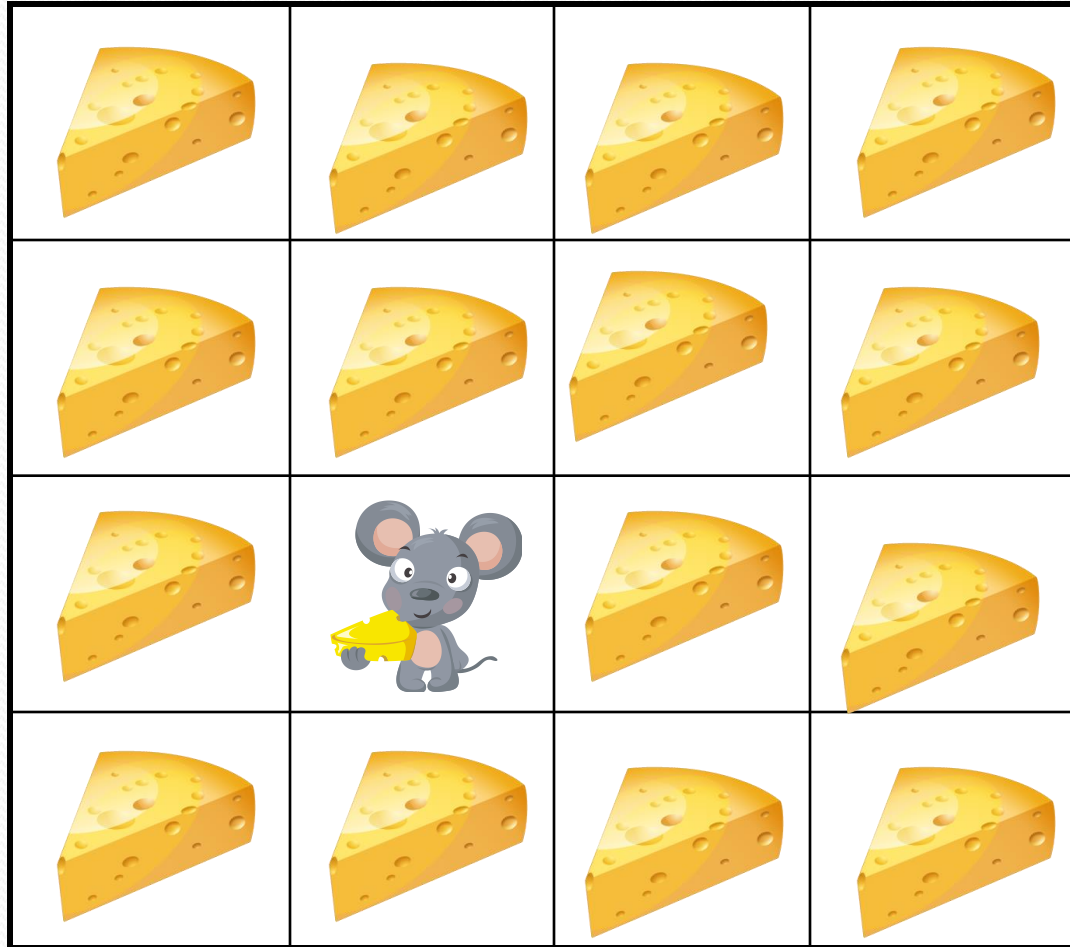


Easy to Create

- 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

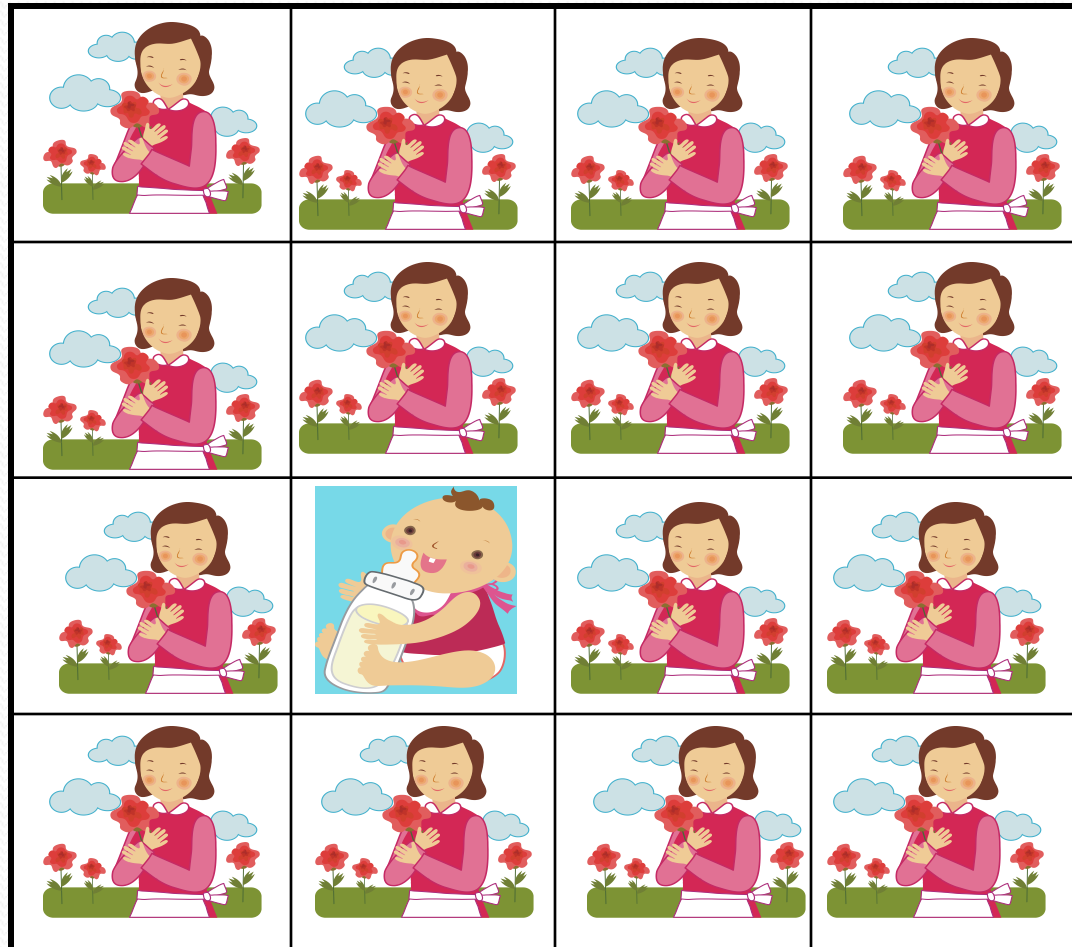


Envelope Games



Individualize for a specific child!

Mom and Baby



Use for less common sounds.

Games in Envelopes

Directions for 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**

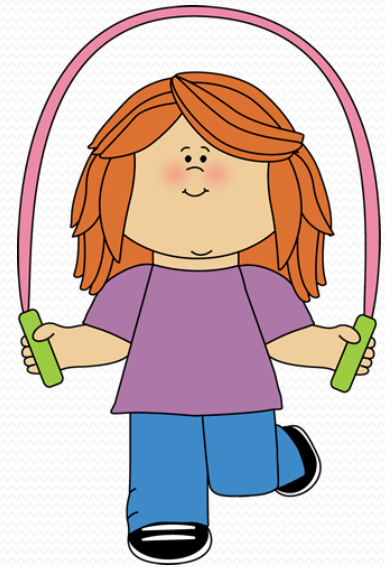
Materials for Language Drills

- Copy pages of pictures on colored card stock
Yesterday's Verbs (Super Duper) and *SPARC-R* (LinguiSystems)
- Cut and store in small plastic bags
- Drill on words
- Play games as described for speech sounds








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



Verb pictures

regular past tense /t/ ending			
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.			
 BRUSH	 CHASE	 SCRATCH	 KICK
 STOP	 SNIFF	 type	 WINK
 WATCH	 wish	 COOK	 JUMP
 drip	 ASK	 RACE	 SCOOP
 lick	 STACK	 fix	 cross

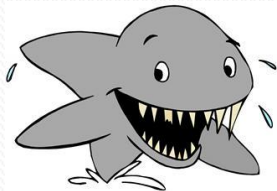
Outcome Cards

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

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



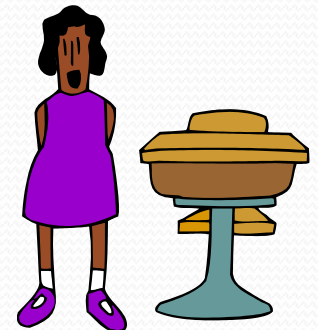
Homework

- 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



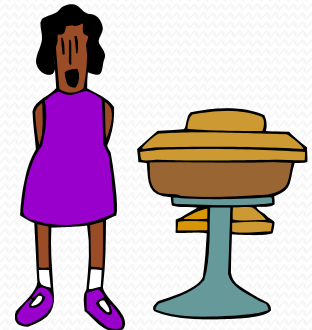
Advantages

- 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



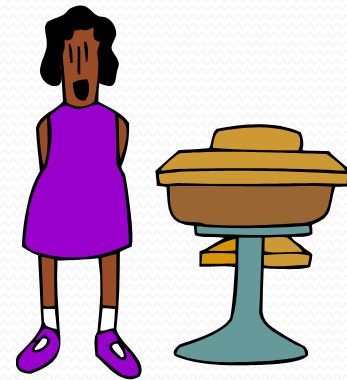
Advantages

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



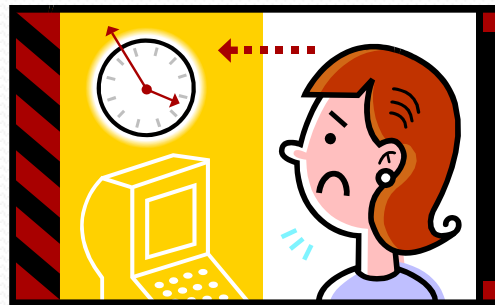
Advantages

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



Concerns

- Each new student adds more time in the day
- Time management
- Teachers/districts/parents may not be receptive

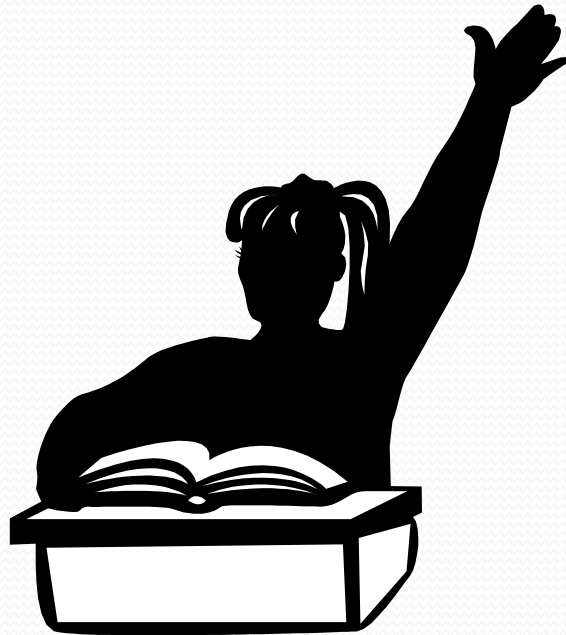


Comments from Teachers

- 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



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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



The End