

37 Does not complete statements or express complete thoughts when speaking

1. Make certain the student's hearing has recently been checked.
2. Allow the student to speak without being interrupted or hurried.
3. Reduce the emphasis on competition. Competitive activities may cause the student to hurry and fail to speak in complete sentences.
4. Have the student keep a list of times and/or situations in which he/she is nervous, anxious, etc., and has more trouble than usual with speech. Help the student identify ways to feel more successful in those situations.
5. Make a list of the attributes which are likely to help a person become a good speaker (e.g., takes his/her time, thinks of what to say before starting, etc.).
6. List the qualities a good speaker possesses (e.g., rate, diction, volume, vocabulary, etc.) and have the student evaluate himself/herself on each characteristic. Set a goal for improvement in only one or two areas at a time.
7. Have the student identify a good speaker and give the reasons why that person is a good speaker.
8. Have a peer who speaks in complete sentences act as a model for the student. Assign the students to work together, perform assignments together, etc.
9. When the student has difficulty during a conversation, remind him/her that this occasionally happens to everyone.
10. Increase the student's awareness of the problem by tape recording the student while he/she is speaking with another student who uses complete sentences. Play back the tape for the student to identify incomplete sentences and nondescript terminology. Have the student make appropriate modifications.
11. Demonstrate acceptable and unacceptable speech (incomplete thoughts and nondescript terminology such as "thing," "stuff," etc.) and have the student critique each example while making suggestions for improvement.
12. Make sure the student understands the concept of a "complete" sentence by pointing out the "subject/verb/object" components through the use of objects, pictures, and/or written sentences (depending on the student's abilities).
13. Make certain the student understands that a complete sentence has to express a complete thought about a subject and what that subject is or does, and that the use of specific vs. nondescript vocabulary is important to clarify the message.
14. Teach the concept of verb and noun phrases as soon as possible so the student has a means of checking to see if a sentence is complete.
15. Use a private signal (e.g., touching earlobe, raising index finger, etc.) to remind the student to speak in complete sentences and use specific terminology.
16. Routinely tape record the student's speech and point out incomplete statements and nondescript terminology. With each successive taping, reinforce the student as his/her use of complete sentences and specific vocabulary improves.
17. Give the student a series of complete and incomplete sentences, both written and oral, and ask him/her to identify which are correct and incorrect and make appropriate modifications.
18. Have the student correct a series of phrases by making each a complete sentence.
19. Have the student give process statements to sequence an activity (e.g., how to make a peanut butter and jelly sandwich). Have the student focus on making each statement a complete thought with specific vs. nondescriptive vocabulary.

20. Have the student complete worksheets in which he/she must replace nondescriptive or inaccurate vocabulary with specific and appropriate terminology (e.g., "The thing tastes good." could be changed to "The cake (meal, soda, etc.) tastes good." or "He used the digger to make the hole." could be changed to "He used the shovel (backhoe, spade, etc.) to make the hole.").

21. Give the student a subject and have him/her make up as many complete sentences about it as possible, emphasizing the use of specific vocabulary.

22. Make groups of cards containing subjects, verbs, adjectives, etc. Have the student combine the cards in various ways to construct complete sentences.

23. Give the student several short sentences and have him/her combine them in order to produce one longer sentence (e.g., "The dog is big." "The dog is brown." "The dog is mine." becomes "The big, brown dog is mine.").

24. Give the student a list of transition words (e.g., *therefore*, *although*, *because*, etc.) and have him/her make up sentences using each word.

25. Give the student a group of related words (e.g., *baseball*, *fans*, *glove*, *strikeout*, etc.) and have him/her write a paragraph including each word.

26. Provide the student with sentence starters (e.g., Go _____. Run _____. Today I _____. Anyone can _____. etc.) and have him/her make up complete sentences.

27. Provide the student with a topic (e.g., rules to follow when riding your bike) and have him/her make up complete sentences about it.

28. Give the student a factual statement (e.g., Some animals are dangerous.) and have him/her provide several complete sentences relating to that topic.

29. Give the student scrambled words and have him/her put them in the correct order to form a complete sentence.

30. Choose a topic for a paragraph or story and alternate making up sentences with the student in order to provide a model of the components of a complete sentence.

31. Ask the parents to encourage the student's use of complete sentences and thoughts at home by praising him/her when these are used.

32. Have a number of students build a sentence together (e.g., The first one starts with a word such as "I." The next student adds the second word such as "like." This process continues as long as possible to create one long, complete sentence. Do not accept nondescriptive terminology.).

33. Ask questions which stimulate language. Avoid those which can be answered by yes/no or a nod of the head (e.g., "What did you do at recess?" instead of "Did you play on the slide?" or "Tell me about your vacation." instead of "Did you stay home over the holidays?").

34. Make a list of the student's most common incomplete statements and uses of nondescriptive terminology. Spend time with the student practicing how to make these statements or thoughts complete and how to make appropriate replacements for nondescriptive vocabulary.

35. Have the student role-play various situations in which good speech is important (e.g., during a job interview).

36. When speaking privately with the student, restate his/her incomplete sentences and/or nondescriptive vocabulary with a rising inflection to indicate the need for more information (e.g., "You saw the stuff in the sky?" or "Your brown dog ...?") to see if the student recognizes the problem and spontaneously makes appropriate corrections.

37. Have the student describe himself/herself and/or classmates in complete sentences with emphasis on specific vocabulary to differentiate one student from another.

38. Call on the student when he/she is most likely to be able to respond successfully.

39. Videotape the student and classmates performing various actions. Play back the tape with the sound turned off and have the student narrate observations in complete sentences with descriptive vocabulary. (This activity could be modified by using a prerecorded videotape.)

40. Using a book without words, have the student tell the story using descriptive vocabulary and complete sentences. Tape record the story and play it back for the student to listen for complete/incomplete sentences and specific/nondescriptive terminology and make appropriate corrections.

41. After a field trip or special event, have the student retell the activities which occurred with an emphasis on using descriptive vocabulary and complete sentences.

42. After reading a short story, have the student recall the main characters, sequence the events, and retell the outcome of the story.

43. Give the student a series of words or pictures and have him/her name as many items as possible within that category (e.g., objects, persons, places, things that are hot, etc.).

44. Give the student specific categories and have him/her name as many items as possible within that category (e.g., things that are cold, objects, persons, places, etc.).

45. Describe objects, persons, places, etc., and have the student name the items described.

46. Help the student employ memory aids in order to recall words (e.g., a name might be linked to another word; for example, "Mr. Green is a very colorful person.").

47. Give the student a series of words describing objects, persons, places, etc., and have him/her identify the opposite of each word.

48. Give the student a series of words (e.g., objects, persons, places, etc.) and have the student list all the words he/she can think of with similar meanings (synonyms).

49. Give the student "fill-in-the-blank" sentences to complete with appropriate words (e.g., objects, persons, places, etc.).

50. Encourage the student to use an appropriate synonym when experiencing difficulty retrieving the "exact" word he/she wants to say.

51. Have the student complete associations (e.g., knife, fork, and ____; men, women, and ____; etc.).

52. Encourage the student to use gestures when necessary to clarify his/her message. Gestures may also facilitate recall of vocabulary the student is having difficulty retrieving.

53. Have the student compete against himself/herself by timing how fast he/she can name a series of pictured objects. Each time, the student tries to increase the speed.

54. Have the student make notes, lists, etc., of vocabulary that may be needed to be recalled and carry these reminders with him/her for reference.

55. When the student is required to recall information, remind him/her of the situation in which the material was originally presented (e.g., "Remember yesterday when we talked about . . ." "Remember when we were outside and I told you about the . . ." etc.).

56. Show the student an object or a picture of an object for a few seconds. Ask the student to recall specific attributes of the object (e.g., color, size, shape, etc.).

57. Teach the student to recognize key words and phrases related to information in order to increase his/her recall.

58. Label objects, persons, places, etc., in the environment in order to help the student be able to recall names.

59. Make certain the student receives information from a variety of sources (e.g., textbooks, presentations, discussions, etc.) in order to enhance memory/recall.

60. Ask the student leading questions to facilitate the process of speaking in complete sentences and using specific vocabulary.

61. Provide the student with the first sound of a word he/she is having difficulty retrieving in order to facilitate recall.

62. Encourage verbal output. Increase the student's opportunities to communicate verbally in order to provide him/her with necessary practice.

63. Focus on completeness of the student's thought and not the grammatical accuracy of the statement. Reinforce complete thoughts that include specific vocabulary.

64. When the student uses incomplete sentences or nondescriptive terminology, provide the student with models of expansion and specific vocabulary using his/her statements as a foundation.

65. When the student is required to recall information, provide visual and/or auditory cues to help him/her remember the information (e.g., provide key words, expose part of a picture, etc.).

66. Provide frequent interactions and encouragement to support the student's confidence (e.g., make statements such as "You're doing great." "Keep up the good work." "I really am proud of you." etc.).

67. Reinforce the students in the classroom who use complete sentences or thoughts when speaking.

68. Reinforce the student for using complete sentences or thoughts when speaking: (a) give the student a tangible reward (e.g., classroom privileges, line leading, passing out materials, five minutes free time, etc.) or (b) give the student an intangible reward (e.g., praise, handshake, smile, etc.).

69. Provide the student with an appropriate model to imitate speaking in complete sentences or thoughts (e.g., speak clearly, slowly, concisely, and in complete sentences, statements, and thoughts).

70. Speak to the student to explain that he/she is using incomplete sentences or thoughts when speaking, and explain the importance of speaking in complete sentences and choosing specific words to express ideas.