TC

MINISTRY OF EDUCATION

SPECIAL EDUCATION INSTITUTIONS GENERAL DIRECTORATE

SPECIAL EDUCATION AND REHABILITATION CENTER

LANGUAGE AND SPEAKING POWER

SUPPORT TRAINING PROGRAM

ANKARA, 2008

0

PREPARATION OF LANGUAGE AND SPEAKING SUPPORT TRAINING PROGRAM

SPECIAL EXPERTISE COMMISSION MEMBERS

NAME AND SURNAME	TITLE	AUTHORITY
Professor Dr. Seyhun TOPBAŞ	Faculty Member	Anatolian University
Associate Professor. Pınar EGE	Faculty Member	Ankara university
Dr. Mavis Emel KULAK BOAT	Hearing Speech Sound Disorder Specialist	Hacettepe University
Didem TÜRKYILMAZ	Hearing Speech Sound Disorder Specialist	Hacettepe University
Raziye ERDEM	Mentally Disabled Class Teacher	Special Education Guidance and Counseling Services General Directorate
Dr. Gürcan ÖZHAN	Expert Psychological Counselor	Çankaya Guidance and Research Center ANKARA
Aylin GÜRBÜZ	Hearing Impaired Class Teacher	Anafartalar İşt. Eng. Elementary School ÇANAKKALE
Zeynep ŞENER	Hearing Impaired Class Teacher	Halıcıoğlu İşt. Eng. Elementary School ISTANBUL
Belma KOCA	Hearing Impaired Class Teacher	Kütahya İşt. Eng. Elementary School KÜTAHYA
Hayrullah YURDUSEVER	Hearing Impaired Class Teacher	Nuriye Halit Çebi İşit.Eng. Elementary School ARMY
Iclâl ŞAN	audiologist	Prime Ministry Disability Administration
Ayşe YENİCE ÇUKUR	Child Development Specialist	SHÇEK General Directorate
Dr. Berrin ERTÜRK	audiologist	Special FONEM Special Education and Rehabilitation Central ANKARA

PROGRAM DEVELOPMENT

Mustafa Galip DUZCU	Program Development Specialist	Special Education Guidance and Counseling Services General Directorate
Hasan UTANÇ	Program Development Specialist General Directorate of Private Education Institutions	
Serap YALÇIN GÜLER	Program Development Specialist Board of Education and Discipline	

QUANTIFICATION AND CONSIDERATION

Veysel ÖZTÜRK	Measurement and Evaluation Uz.	Kızılcahamam Guidance and Research Center ANKARA
İman DEMİRCİ	Measurement and Evaluation Uz.	Süha Alemdaroğlu Education Application School and Business Training Center ANKARA
Zafer ÜNAL	Measurement and Evaluation Uz. General Directorate of Educational Technologies	
Şeker ÇELİKER	Measurement and Evaluation Uz. General Directorate of Educational Technologies	

LANGUAGE AND EXPRESSION

View Melek's Full Profile	Turkish Language and Literature Ins.	Board of Education and Discipline

one

Page 4

CONTENTS

2nd

LOGIN

Language and speech of individuals to express themselves, communicate and social life

It is one of the most important tools in sharing. The individual has been around since birth

uses language while trying to understand what is going on and express their wishes and needs. Language is usually

Although it is perceived as the same concept as speaking, speaking, writing and symbols

It is a broader concept that includes expressing. Speech is physical sounds

as a method of verbal communication. In summary, the language is verbal

and without, it has a very wide range of culturally connected speech,

It constitutes a piece that cannot be separated by borders but is related to language.

Language and speech development independent from mental, physical and emotional development

It is not. Difficulty in any of these areas, language and speaking negatively

can affect the direction. Among the reasons that reveal language and speech difficulties,

mental disability, hearing loss, developmental delays, after some surgical interventions

problems, brain damage, structural disorders such as cleft palate / lip, cerebral palsy

diseases affecting the muscles, improper use of sound, etc. many reasons can be counted. Language and

There are different approaches to classifying speech difficulties. Language and

In the Speech Difficulty Support Training Program, individuals experience

Grouping has been done by taking into account the deficiencies. In this direction, Language and Speech

Difficulty Support Training Program is a system consisting of five separate modules

Edited. These modules, Phonology and Phonology, Fluent Speech, Sound

Treatment of Disorders, Developmental Language, Treatment of Acquired Language Disorders

Prepared under the titles.

Language and Speech Difficulty Support Training Program, under the Ministry of National Education

language to be applied in special education and rehabilitation centers operating

and language and language to meet the needs of individuals with speech difficulties in daily communication.

it is aimed to improve speaking skills.

Organization and Ministry of National Education No. 3797 in the preparation of the program.

Some of the Law No. 5793 dated 24.07.2008 with the Article 3 of the Law on Duties

Article 25 of the Law Amending the Decree Laws

constitutes the basis.

3

Page 6

DEFINITION AND FEATURES OF THE DISABLED GROUP

Using the verbal, non-verbal or graphic symbol-sign systems of the individual

personal, social, ability to communicate (receive, send, process, grasp-understand)

are the deficiencies that affect education and business life. Hearing, language and

developmental or acquired speech processes that span from mild to very heavy

It may be affected (appearing later). These deficiencies cause a certain medical cause.

may be based on a specific cause and / or various disability groups

may accompany secondary. Language and speech difficulties outlined in five subgroups

collected modularly:

1. Pronunciation (Articulation) and Phonology (Phonology) Disorders : Speech sounds

and the pronunciation of language voice units differently than expected; and the sound system of the mother tongue and

It is difficult to understand and use the rules that regulate sound combinations. These disorders are;

in the characteristics of speech voice, distortions; using another sound instead of a sound, sound

lowering, adding, bringing back sounds (k, g) forward (t, d), or friction sounds (f, v, s, z,

Ş, j) is determined by error patterns such as sounding (t, d, p, b) as stop sound. This situation

negatively affects the intelligibility of speech.

2. Fluent Speech Disorders : Different speed, rhythm observation than expected in speech,

in the form of sound, syllable, word or phrase repetitions, extensions or blocks

is the interruption of speech flow. These include excessive tension, struggling behavior, and

secondary behavior may accompany.

3. Sound Disorders: Sound production and / or incompatible with the age and gender of the individual

arising in the characteristics of sound quality such as pitch (tone), intensity, resonance, and / or duration

They are disorders.

4. Developmental Language Disorders: The receiver of speech, text and / or other symbol systems

(perceiving-understanding) and / or expressive (using) dimensions of the language form

knowledge (morphology), syntax (syntax), semantic (semantic), performance knowledge / usage

These are disorders involving knowledge (pragmatic) subsystems. These disorders are congenital.

or developmental characteristics that occur in infancy / childhood.

4

5. Acquired Language Disorders: These disorders are mostly

language and speech for any reason during adolescence or adulthood

loss is seen in the form. In this context, speech, text and / or other symbol systems

the form of the language in the dimensions of the receiver (perceived-understood) and / or expressive (use)

knowledge (morphology), syntax (syntax), semantic (semantic), performance knowledge / usage

These are disorders involving knowledge (pragmatic) subsystems.

LEVEL OF THE PROGRAM

The program includes language and speaking skills for any reason, either congenital or subsequent, and

general and developmental of individuals of all ages, whose daily life activities are negatively affected

It has been prepared by considering its features.

GENERAL OBJECTIVES OF THE PROGRAM

With the program, individuals;

1. Pronunciation (articulation) and phonological awareness (phonological) skills
   enhancements,
2. Functional and fluent speech and rhythm in daily communication
   use,
3. Your voice to age in terms of quality, pitch, violence, resonance, and / or duration.
   and use them in accordance with their gender,
4. Improve receptive and expressive language skills,
5. Improve their literacy skills,
6. Using alternative and supportive communication methods in daily communication
   It is expected.

EXPLANATIONS ON THE PROGRAM

1. Achievements in modules, language and speech difficulties in support training program
   It has been determined to ensure the achievement of the general objectives involved.

2. The modules and achievements that make up the program have individuals in the field of language and speech
   It has been prepared by considering the inadequacies. Individual needs
   According to, you can benefit from more than one module at the same time. For example, both in a child

5

pronunciation can be both fluent speech problem. In this case, the individual is from both modules

Can benefit.

3. There is no stage and sequence among the modules. Individual in the choice of modules

needs and features should be taken into account.

4. While determining the gains to be included in the individual's individualized education program

person's language development, cognitive, physical, psycho-social characteristics, age, gender,

its environment, health status, etc. factors should be taken into account.

5. Individuals with language and speech difficulties have an additional deficiency

benefit from other support training programs needed

It must be provided.

6. Learning and realization of the gains in the program modules

Tools and equipment specified in the required modules in the teaching process

It must be provided. Tools and materials to be used in the support education process, age of the individual, language

development, health status, cognitive, psycho-social, physical characteristics, etc. considering

should be selected. While implementing Language and Speech Difficulty Support Training Program

sound and colorful toys for children (plush and plastic animals,

vehicles, babies, legos, dough etc.), picture cards, playing cards, photos, matching

cards, ranking cards coloring and concept books, evaluation forms, test

materials, word / sentence lists, Ministry of National Education Textbooks and

Reading and illustrated story books that comply with the Educational Tools Regulation,

technological tools and equipment, mirror, stopwatch, metronome etc. tools and supplies

available. The age profession with adults, tools suitable for sociocultural characteristics and

materials should be used.

7. Specialist implementing the program should prepare the educational environment in the most appropriate way and

should use educational technologies effectively.

8. Guidance research center to which the individual is connected in accordance with the education plan, if any

cooperation should be made with the school or institution and other relevant institutions.

Individual's education plan, studies, suggestions, if any

institution / school staff (classroom teacher, guidance teacher, special education teacher, branch

6

Page 9

teacher, institutional psychologist, child developer, child educator, doctor, etc.)

Individual's development should be supported by exchanging. The student is registered

educational institution, instructional adaptations and changes (classroom environment, teaching

method, the nature of the teacher's instructions, the time given to complete the activity,

number of activities, giving time to do the activity / work again, group

work, etc.).

9. Prepared by the institution where the individual continues at the end of the support education process

the progress and persistence of individual acquisitions into daily life in the progress report and its annex.

Besides the recommendations, guidance and research center,
to the family / the guardian status of the individual under state protection with the law number 2828

to the institution, if any, to the school's guidance and psychological counseling service.

It should be communicated.

10. The benefits of the individual who received support education in the education process

communicate with its environment to ensure its transition and richness of experience

play, drama, theater, travel, sports, etc. events included in the individual training program

It should be given. Individual and family can support the development of language and speaking skills

Scouting, theater, sports events, playing musical instruments, painting, work and profession

suitable events, etc. social and cultural activities to evaluate time

should be informed and guided.

11. Specialist within the scope of the support training program by the staff implementing the program

support can be obtained. In the language development process of delayed speech and hearing impaired children

from educational audiologists and hearing-impaired teachers; in individuals with neurological problems

physiotherapist support can be obtained. When necessary, psychologist, psychiatrist, counselor,

ENT specialist, pediatrician, plastic surgery specialist, neurologist, orthodontics

Collaboration can also be done with a specialist / dentist.

PROGRAM STRUCTURE

Language and Speech Difficulty Support Training Program
It consists of various modules and acquisitions for modules. Each
achievements expected in individuals, content, explanations and measurement in the module
There are evaluation sections.

7

Page 10

The gains in the modules are based on the knowledge, skills and attitudes to be gained to the individual.
It is formed. Modules can guide the practitioner as well as educational institutions
It brings a standard to be applied, as well as the measurement and evaluation process.
easier.

Modules and Times

The same when individuals have multiple language and speech difficulties
More than one module can be used at the time.

MODULES AND APPLICATION TIME

Name of the Module	Support Training Implementation Time
1.Single and Phonology	48 Class hours (individual)
2. Fluent Speaking	48 Class hours (individual)
3. Treatment of Sound Disorders	12 Class hours (individual)
4. Developmental Language	96 Class hours (72 hours individual and 24 hours group)
5. Treatment of Acquired Language Disorders	96 Class hours (individual)

LEARNING AND TEACHING PROCESS

In order for the program to be carried out in accordance with its purpose, the learning and teaching process it should be used effectively. Therefore, the following points should be considered:

• While planning the learning and teaching process, the individual's level of performance, characteristics and learning styles should be taken into consideration.

• In order to reach the target set at the end of the period used for support education use of time should be planned in the most accurate way.

• Appropriate strategies, methods, tools and materials in the learning and teaching process should be selected.

• The activities in the program are staged from concrete to abstract, from easy to difficult. It should be paid attention to its preparation and application.

• The language used in the studies and the activities implemented are based on the age of the individual and Attention should be paid to suit its features.

8

Page 11

• Effective communication of individuals and communication strategies in daily life suitable environments should be prepared for them to use and activities should be diversified.

A. How Does the Program Source an Individualized Education Plan?

To be prepared by the BEP development unit for the individual with language and speech difficulties. Based on Individualized Education Plans, Language and Speech Difficulty Education Program will be created. The main thing in getting the performance of the individual is that which of the achievements can be done. Achievements that the individual cannot realize will be given will guide the way for education. All data obtained for the individual should be taken into account, in the module Given the gains included in the section "Measurement and Evaluation" The Rough Assessment Form can be used to determine the level of performance.

Long-term goals and related short-term goals to be included in the IEP, The gains that the individual is inadequate will be determined in order of priority. Training to be given evaluation process to measure progress at the end of the event, again program based and will be limited to the objectives contained in the individual's IEP. "Measuring and By using the Performance Registration Table given in the "Evaluation" section, the gains in it will be clearly seen. Individual's development in these performance tables The steps that form the basis of the level have been defined and belong to these steps when necessary. sub-notifications can be created.

Module contents can be used both in performance purchase and evaluation prepared and will be seen in the daily work planning of the practitioner. Education the achievements at the end and the level at which the individual comes to the guidance and research center Individual at the end of the term given in the "Measurement and Evaluation" section Performance Evaluation Form will be used.

What is Individualized Education Program?

Individualized Education Program, the development of the individual with special needs or

discipline areas required by the applied program (self-care, academic skills, social

skills, communication, etc.) from appropriate educational environments to meet their educational needs.

(school, special education school, special class, vocational education center etc.) and support services

(source room, in-class help, language and speech therapy, physical rehabilitation etc.) top

9

Page 12

It is a written document that envisages its utilization at a high level. This document is about family, teacher and

It is planned with the cooperation of specialists and applied with the consent of the individual's family.

What are the Elements of Individualized Education Programs?

1. The student's current educational or performance level

Prepared on the basis of detailed assessment results, what the student can do

and depicting what they can't do. In order to see the progress, the level of performance

description is extremely important. Because these descriptions are clear

and to be understandable, also to identify the individual's specific needs and

provides the array.

2. Factors such as educational performance level, developmental stage and age
long-term goals determined by taking

Long term goal; the individual is asked to perform a support training at the end

They are behaviors. In the long-term goal selection; the individual's previous success, the individual's existing

performance level, individual's preferences, applicability of the selected goals, individual's priority

requirements, time allocated for achievement of goals should be considered.

Long-term goals;
a. It should be related to the student's existing performance level,
b. The long-term goal area should be clearly defined,
c. Long-term goals should be measurable,
d. It should be meaningful,
D. It should cover short term objectives.

3. Short-term goals to achieve long-term goals

Between the student's current level of performance and the long-term goal and more

are the objectives realized in a short time. In short-term goal statements, the individual

defining behavior, determining conditions of behavior (verbal or written requests and

guidelines, materials, level of assistance needed, environmental environment and adaptations)

elements should be included.

10

Page 13

A. How and by whom is BEP Developed?

Evaluate the individual in different areas for the development of IEP, its normal, private and
a team that will make the most of support services and make decisions
Created. In this team, institution manager, special education teacher, classroom teacher, institution
psychologist or guide teacher, language and speech therapist, audiologist according to need,
There are different specialists such as physiotherapists, social workers, medical and healthcare professionals. BEP
The main member of the team is the student's family. According to the situation, the individual himself
Can participate.

B. Teaching Methods and Techniques

In the implementation of the program, demonstration, modeling, drama,
play therapy etc. special therapy in accordance with the method and characteristics of speech and language difficulties
techniques are included. Oral-facial motor skills for speech development
methods of strengthening muscle structures involved in speech production
techniques that will ensure the proper and coordinated operation of the organs that help to talk to,
It should be applied carefully in accordance with the need of the disorder. Each of these techniques
It should be considered whether it is suitable for.

C. Organizing Educational Environments

The training room should be arranged in a quiet way. Mutual communication with the individual
environment that is prepared by considering the physical characteristics of the individual.
should be. While working at the table, the distance between them is necessary for communication.
Attention should be paid to be suitable for the distance. Table and chair dimensions of the individual
It should be sized according to its age.

11th

Page 14

QUANTIFICATION AND CONSIDERATION

Measurement, whether individuals have certain characteristics, if they have
degree is determined by expressing the results with symbols and number symbols.
Assessment is about comparing the measurement results with a criterion about the measured quality.
is the decision-making process. Measurement is a description (identification) process. Evaluation is a
It is a judgment process and is based on comparing the measurement result with a criterion.

To interpret the measurement result according to our purpose; completely, partially, adequately, insufficiently

Reaching some of the provisions is an assessment. For example, in a minute

Determining how many words are read by holding the clock is the measurement process. Individual's age, mental

the ability to read the performance, taking into account the previous education

(based on the average number of words read by your peers in one minute) back, normal or forward

to conclude that it is evaluation.

Measurement and evaluation are two concepts. These two concepts are very closely related to the teaching process.

Is all about. Assessment is the final phase of the teaching process and is an essential

event is.

There are at least three stages of measuring:

• Having a quality to be measured

• Quality can be observed

• Displaying the numbers and symbols suitable for the purpose

There must be measurement and evaluation in all areas of education. Otherwise education

as a result of whether sufficient knowledge and skills can be gained or how much

It is not possible to determine whether the training program implemented has been successful or not.

Measurement and Evaluation in Special Education

Measurement and evaluation for the individual who needs special education; the program

used continuously before, during and after teaching.

The objectives of assessment and evaluation in special education are:

• To determine the areas where the individual is sufficient and inadequate

• Preparing training programs and measuring their impact

12

Page 15

• To evaluate the individual's development at every stage

• Providing feedback on the development of the individual

• Identifying learning difficulties

• To determine the effectiveness of teaching and teaching materials

• Providing data to plan future learning processes

• To determine how prepared the individual is to learn a subject

• To follow the process at the stage of the individual's achievement in the program, and

  audit

• To determine the latest level reached by the individual as a result of teaching

Evaluation of Speech and Language Difficulties

The purpose of assessment in the field of language and speech; individual's verbal communication skills

to identify strengths and weaknesses in communication with the use of related knowledge and skills.

The data collected during the evaluation process should be appropriate to the purpose of the evaluation. individual

Sufficient data should be collected to make relevant decisions, to determine the individual's communication skills

from both standardized tests and other assessment methods

It should be utilized.

1. Review of Individual Records: This process provides information about the individual
   Includes the collection. Reviews of information on developmental milestones,
   medical records, previous reviews, school history previously tested
   applications, effects and information about family characteristics.

2. Standard Tests: When selecting standard tests, the age and characteristics of the individual and the test
   Attention should be paid to ensure that the test is valid and reliable.

3. Interviews: Individual's communication skills, development and learning through interviews
   Information on its features is provided. Family around the individual, classroom teacher, private
   interviews with the education teacher, the person caring for the day care, or other interested persons
   done. Talks; previous practices and effects, individual's learning style,
   communication of the individual at home, school and community, using communication in various situations
   Information about their skills can be obtained.

13

Page 16

4. Checklist: Checklists prepared by experts, around the individual
   It gives an overview of how people perceive the individual. Individual's language skills,
   Checklists can be used for cognitive social development.

5. Observation **:** The process of collecting information on the communication performance of the individual in natural environments
   Covers. Environmental in the observations that affect the individual's performance and communication
   what the variables are and how they come out should be considered. Children
   Game based evaluation can be made while observing the target. Game based
   assessment, the child's structured or unstructured play
   monitored. In this type of assessment, cognitive, social, emotional language and
   speaking skills, level of development, learning style, with different individuals in different situations
   interaction, small and large motor skills, game behavior, family and child interaction
   are taken into account. Age-appropriate methods in adult applications
   It should be used.

6. Product File (Portfolio) Evaluation **:** Product file evaluation of the individual
   It can be used to assess the development and progression of communication skills.
   Language samples to evaluate the student's communication skills, individual in various environments
   summaries of observations, visual or audio recordings of each sample, student's
   It may include self-assessment and some examples of student work. For example;
   the voice of the individual can be recorded. Record the communication with the video camera and other people
   It can be observed.

During the evaluation of language and speech difficulties;

a. Information about the individual's personal information and history of speech and language difficulties

It should be taken.

b. Communication of the individual and his family should be observed in natural and different environments and interview

It should be done.

c. Before starting the program (taking a speech sample, evaluation forms

using language, etc.) language and speech development should be evaluated.

d. About the cognitive, social and spiritual development of the individual (interview forms,

checklists etc.) information should be obtained.

14

Page 17

The measurement and evaluation process in the program; rough assessment, before teaching

evaluation, evaluation of the teaching process, post-evaluation and post-teaching

consists of evaluation stages.

A. Rough Evaluation

While evaluating, preliminary information, observation and interview results etc. all

taking into account the results of the assessment,

gains plus "+", unrealized gains should be marked minus "-". "Explanation"

section, the observations in the evaluation process should be briefly mentioned.

In the evaluation, issues such as the individual's age, developmental characteristics and health status are taken into consideration.

priority needs should be determined with the family / guardian. Rough Evaluation

When registering on the form, which of the achievements are appropriate for your requirement?

Should be specified in the "Remarks" section.

As a result of the rough assessment, IEP should be prepared in cooperation with the family.

Family's evaluation results and language and speech program to be applied

relevant information should be provided.

B. Pre-Teaching Evaluation

Pre-teaching evaluation results can be found in the Performance Registration Table.

pre-teaching evaluation columns should be marked.

In the pre-teaching evaluation, such as the individual's age, developmental characteristics, health status

In line with all data obtained considering the criteria,

adaptation should be done. How are the target gains determined for the individual

The gains should be written in detail in the column.

While marking the achievements in the "Pre-Teaching Evaluation" column

considering the target acquisition written for the individual, the individual is

15

It should be evaluated. "3" if the individual can realize the acquisition, "2" if he / she partially realizes the acquisition,

If it fails, it will be evaluated as "1".

C. Evaluation of the Teaching Process

The results of evaluating the teaching process, Performance Record at the end of each month

It is marked in the "Teaching Process Evaluation" column in the Table.

Teaching the target outcomes determined as a result of pre-teaching evaluation

It will be made.

At the end of each month, target gains will be evaluated with a triple rating scale.
"3" if the individual can realize the acquisition, "2" if he / she partially realizes,

If it fails, it will be evaluated as "1". The result of this assessment

will be reported and stored in the file of the individual.

CHINA. Final Evaluation

The evaluation of the course hours in the teaching process, at the same time, the individual

will be evaluated. Therefore, a separate form has not been prepared.

D. Post-Teaching Evaluation

Post-teaching evaluation results, Post-Teaching Individual Performance

It must be entered in the Evaluation Form.

While filling in the form, in which month the acquisition started, in the column related to that month,

If it occurred within one month, the plus is marked as "+". Earnings after the month in which it was started

If it continues in months (if no gain), it will be marked as "-". the gain

"+" is placed on the month of occurrence.

For the individual at the end of the period recommended by the Special Education Evaluation Board

cannot be achieved or taught from the acquisitions intended to be realized

outcomes **RAM in the Post-Teaching Individual Performance Evaluation Form**

It should be processed in detail in the **Information Department** . If teaching never started

16

If the acquisition could not be achieved even though its reasons were started, at what stage

explanations should be made.

The annex can be used in the decision-making process of individuals' language and speech difficulties.

sample forms are included.

MEASUREMENT AND EVALUATION FORM EXAMPLES

ROUGH ASSESSMENT FORM

Name of the Module :
Individual Name Surname:
TC Identity Number. :
Date of birth :

Module Gains	Yes No	Descriptions*

Evaluation Date
… / … / …

practitioners
Name Surname and Signature

17

PERFORMANCE REGISTRATION TABLE

Name of the Module :   **Month of Ownership:**
Individual Name Surname:
TC Identity Number. :
Date of birth :

EVALUATION OF THE TEACHING PROCESS

achievements	Instruction	cei Front	1 MONTH MONTH YEAR . … / …			2 MONTHS MONTH YEAR . … / …			3 MONTHS MONTH YEAR . … / …			4 MONTHS MONTH YEAR . … / …			5 MONT MONTH Y . … / …
	CRITERIA	evaluation production HE $8curities													
			one	2nd	3	one	2nd	3	one	2nd	3	one	2nd	3	one 2nd

ABBREVIATIONS: The target will be evaluated as "3" if it can achieve the acquisition, "2" if it partially performs, "1" if it can not be achieved at all.

History   operator

... / ... / ...   Name and surname

Signature

18

Page 21

FAMILY INFORMATION FORM

Individual Name Surname:

Date of birth   **:**   **Month / Year to which it belongs**

Modules Received   **:**

one.

2nd.

3.

Achievements (All achievements in the individual's IEP will be stated here) **:**

one.

2nd.

3.

The Level of the **Individual** (What is done in the month, the gains that the individual gains and is inadequate will be specified) **:**

one.

2nd.

3.

Family Suggestions (**Suggestions** to be given to the family about gains in order to support what is done, examples of activities will be included) **:**

History

.... / .... / ...

Guardian   operator

Name and surname   Name and surname

Signature   Signature

19

INDIVIDUAL PERFORMANCE EVALUATION FORM AT THE END OF THE PERIOD

Name of the Module:	**Training Start Date:**
Individual Name Surname:	**Completion Date of Education:**
Date of birth :	**TC Identity Number. :**

MONTHS

GAINS

1 MONTH 2 MONTHS 3 MONTHS 4 MONTHS 5 MONTHS 6 MONTHS 7 MONTHS 8 MONTHS 9 MONTHS 10 MONTHS 11 MONTHS 12 MONTHS

EXPLANATION *:* Earning it within the time suggested by the Special Education Evaluation Board
the intended gains are processed into the form in the form of items. In which month did my earning start?
to the column related to that month; plus if the gain was terminated within a month (if the gain occurred)
As "+"; if it continues in the following months (if the gain has not been achieved) minus "-"
It marked. The plus "+" is placed on the month of the acquisition.

Ram Information

1. Performance Level Before Using Individual Support Education Program:

(It should be stated what the individual can do before training, his characteristics, etc.)

2. Individual Training Support Post-Performance Level: (After individual training

what they can do, features, etc. must be specified.)

3. Suggestions:

History
.... / .... / ...

Guardian	operator	operator
Name and surname	Name and surname	Name and surname
Signature	Signature	Signature

20

PLANNING OF FAMILY EDUCATION AND COOPERATION WITH FAMILY

In order to achieve the targets set in the support education program applications,

active participation of the family in education should be ensured. First of all, between the educator and the family

trust, open and honest communication should be established. Specialist, family's emotions and

should be able to express his thoughts easily, clear and understandable answers to his questions

should be empathetic with the family and be sensitive and respectful to their concerns.

Firstly, the family needs information and support by interviewing the family.
should be determined. Physical, social, emotional development and characteristics of the individual,
difficulties that can be encountered, materials that can be used at home to support language development
(toys, books, photos, albums, etc.), methods to support communication with the individual,
suggestions to support language development in daily life, other services available
(health care), legal rights, etc. issues should be given.

Cooperation with the family while preparing an individualized education program
It is important. While preparing an individualized education plan in the support education process,
its sociocultural structure and daily life should be taken into consideration.
Ensure that the individualized education plan is understandable and feasible for the family
It must be shown. Support training process, time, applications, goals,
adaptations in the program, other services that should be benefited in the following years
Family opinions should be taken on (education practices through inclusion, etc.).

The aim and content of the study carried out after each course hour in the support education process
The family should be informed about. To reach the target within the scope of support education for the family
studies and suggestions to be made at home should be explained. Education of the family with the individual
It should be ensured that they monitor their sessions and necessary environmental arrangements should be made for this.
Studies in the educational environment can be given to families with video recordings. Support to the family
after the completion of the training, the individual transfers his achievements to daily life and
Considerations should be given to ensure continuity.

21

Page 24

AUDIO AND VOICE INFORMATION MODULE

AIM OF THE MODULE

To be able to develop comprehensible speaking skills by producing sounds in the language correctly.

GAINS

1. Acquires the appropriate posture (posture) for speech.

2. It strengthens the muscle structures that take part in speech.

3. It provides the coordination of the muscle structures that take part during the speech.

4. It directs the required air flow correctly during the speech.

5. Speaking organs, sequential sequences in appropriate tone, speed and time
    use it to produce.

6. Distinguishes speech sounds.

7. Distinguishes the target sound unit according to their position in words.

8. Produces target speech sound correctly.

9. Uses the target sound unit correctly in the word.

10. Divides words into syllables and phonemes.

11. Creates words from sound units.

12. Sorts the volumes in accordance with the language rules.

13. Uses the target sound unit correctly in the sentence.

14. Uses the target sound unit in natural speech.

15. Sound acquires informational awareness.

16. Produces words and sentences with correct emphasis and melodies.

17. Speaks clearly in daily life.

DURATION OF THE MODULE

The duration of the pronunciation and phonetics module is 48 lessons. These class hours are individual

It is organized in the form of education.

EXPLANATIONS ON THE IMPLEMENTATION OF THE MODULE

1. Pronunciation and phonetic disorders, as seen alone, due to different reasons

   (cleft lip and palate, hearing impairment, cerebral palsy, and

   neurological disorders, etc.). Different according to the reason of the vocal disorder in the individual

22

Page 25

programs should be implemented. In children with vocal and phonetic disorders

usually according to the expected age level of the stage and sequence of the phonological processes

delay is also observed, limited vocabulary.

2. Unusual, unusual voice as well as delay in phonetic development in some individuals

   With the changes, error patterns are observed. In the error patterns of some individuals,

   degree deviation is observed. These mistakes, individual differences, individual and unusual

   contains inconsistent uses. Individuals who make such mistakes mean the language of the sound units.

   sound units are not in words because they could not grasp the task of changing

   beautiful series. For example, the word "door" is said to be "title", the sound "t" instead of the sound "k".

   but the individual can speak the word "ball" as "kop" and "k" without the sound of "k".

   voice can be said. Such error patterns negatively affect the intelligibility of their speech.

   These individuals are not aware of their mistakes. Sound units in accordance with the rules

   in the education of individuals who have difficulty in staging, the age of individuals, cognitive and physical

   It is important to consider the characteristics (in the Annex regarding the development norms and examples

   useful information is provided.).

3. In addition to the above-mentioned procedures, individuals with childhood apraxia

   voluntary pronunciation is also disrupted. These individuals become aware of their mistakes, but correct them

   they make mistakes whenever they want and act to search the word-saying gesture.

   Inconsistent recurrence errors occur in these. Advanced and very advanced understanding

   (In the Annex, useful information about development norms and examples is given).

4. Errors observed in adults or functional pronunciation that was not noticed early

   problems or accompanying pathologies (neurological damage, etc.).

   After the evaluation, according to the nature and severity of the individual's problem

   implementation should be started after the appropriate program has been determined.

5. Direct the air flow of the individual at the end of the support training process,

speech-assist organs (face, jaw, tongue, teeth, palate, tooth socket, soft palate

etc.) placing it in appropriate positions and using it correctly, letting the sounds sound

accurate production in terms of location, shape and voicing characteristics (appropriate tone, speed and

time), it is aimed to speak fluently in different situations and environments.

23

Page 26

6. While determining different situations and environments that will affect the education process of the individual (home, school,

kindergarten, hospital, institution, talking to different people) age of the individual, developmental

features, interests should be taken into consideration.

7. The training room should be quiet and free from unwanted stimuli

It should be organized. The individual, in a way to provide mutual communication with the child / adult

it should be an environment prepared considering its physical conditions. For example; one

make sure that the distance between them is suitable for communication.

It should be. Table and chair sizes are suitable for the age group of the child.

should be.

8. There should be relevant materials to be used during education and the age of the individual

should be appropriate (toys, picture cards, picture books, various tools, etc.).

Post-assessment analysis, registration to compare after training

necessary technical equipment (tape, cassette, video etc.) must be available. individual

acoustic analysis for use in joint articulation and sound processing

appropriate computer hardware, microphone, headphones, and related computer programs

available.

9. Before the training, related tests to determine the vocal / phonetic level of the individual

suitable for individualized education program (BEP) after implementation

The education method is determined and a teaching plan is made.

10. Support training on vocal and phonetics, in accordance with the individual's need

It should be done as 1-3 hours per week.

11. Support for pronunciation and phonetics, a second support recommended for the individual receiving education

If there is a training program, between the application sessions of the two programs

The individual; not to be adversely affected in terms of physical, mental and cognitive processes

attention should be paid. Individual single session training support in a day

It can be given.

12. During the education support process, cooperation should be done with the family. Accordingly, the family;

informing the individual about pronunciation and phonology, at home and different

24

Page 27

explaining and demonstrating the work that needs to be done in environments, then this

necessary controls must be made in terms of. To the education program of the individual / family

it is important to trust and take enough responsibility. The individual and the family

be willing and determined to implement. Goals in the individual's education plan

It is important to provide family support at the maximum level. For this purpose

it should be ensured that the family follows the training sessions with the individual and necessary for this

environmental arrangements should be made. The age of the individual receiving support education

or if they have more than one disability, they are more effective in the education process of the family.

It should be ensured to participate.

13. To be able to use the gains in education for the family and / or the individual in daily life

    Necessary information must be provided for.

14. Encouraging the individual to participate in social activities and to be in social environments

    verbal communication should be supported. Cooperation with other educators, if any

    should be given to these educators about the causes of phonology and phonetic disorders.

    information should be provided and suggestions on how to provide support for this issue

    It should be made.

15. Specific language accompanying vocal and phonetic disorders when necessary

    other disorders such as impairment, learning disability, voice disorder

    In case the individual should be benefited from other programs.

CONTENT OF THE MODULE

A. DEVELOPING THE MOUTH-FACE REGION MOTOR SKILLS
    STUDIES
    1. Suitable Posture for Speech (Posture)
    2. Muscle Structures in Speech Production
    3. Speech Production and Speaking Organs

B. AUDITORY DETERMINATION AND PERCEPTION
    1. Speech Sounds
    2. Target Audio Units

C. SESET (ARTICULATION) DEVELOPMENT WORKS
    1. Using Target Voice in Word, Phrases and Sentence

25

Page 28

    2. Using Target Voice in Different Environment and Situations

CHINA. SOUND INFORMATION (PHONOLOGY) AND AWARENESS DEVELOPMENT
    1. Audio Units
    2. Voice Unit Vocabulary and Syllable Structure
    3. Separating and Combining Words into Syllables and Voices
    4. Target Audio Unit
    5. Voice-Letter Relationship

6. Accurate Emphasis and Intonation in Speech

MEASUREMENT AND EVALUATION IN THE MODULE

Obtaining preliminary information about the individual while evaluating the Phonology and Phonology Module and

it will be useful to take the necessary measurements.

1. Individual information, history and preliminary information regarding medical reports should be obtained.

2. Observations and interviews should be conducted in different environments according to the needs of the individual.

3. Hearing test should be done to the individual and auditory discrimination skills should be evaluated.

4. According to the motor skills of the mouth-face area for the individual's speech development

    It should be evaluated.

5. In order to be able to make assessment of phonology and phonetics and auditory perception

    standardized norm-based assessment tests should be used. This

    the process should include the following steps:

• Pronunciation analysis (location of vibration-vibration-pronunciation)

• Extraction of phonetic (phonetic) and sound unit (phonemic) inventory

• Phonetic process analysis (description of the nature, form and consistency of errors)

• Evaluation in terms of phonetic awareness and upper-language skills

• Evaluating the sound-letter relationship

• Analysis of holistic (prosodic) features

• Evaluating the intelligibility of speech

• Evaluate excitability (imitation **)**

The following evaluation tools can be used in the evaluations:

• Standardization of phonology in phonetics and auditory perception evaluations

    norm-based assessment tests

26

Page 29

• In the evaluation of cleft-lip palate, developmental or acquired dysarthria, apraxia

    special detailed measuring instruments or rubrics

• Necessary material for recording (tape, cassette, video etc.)

• Various toys, books, etc.

Measurement and evaluation process in the module; rough assessment, before teaching

evaluation, evaluation of the teaching process (course hours), final evaluation and teaching

post (end of period) evaluation stages. About these stages

Explanations for the sample forms prepared are given below.

A. Rough Evaluation

Achievements in the Rough Assessment Form plus "+", not realized

gains should be marked minus "-". In the "Explanation" section, the pronunciation and sound information

Observations in the module evaluation process should be briefly stated.

In the evaluation, the individual's age, developmental characteristics, health status (cleft lip and palate,

priority, taking into account issues such as hearing impairment, developmental / pragmatic apraxia, dysarthria, etc.)

needs should be determined by family / guardian. While registering on the Rough Evaluation Form,

Achievements in accordance with the requirement should be stated in the "Disclosure" section.

As a result of the rough assessment, IEP should be prepared in cooperation with the family.

B.   Pre-Teaching Evaluation

Pre-teaching evaluation results can be found in the Performance Registration Table.

The "Pre-Teaching Evaluation" column should be marked.

Individual who is assumed to have phonology and phonology problem after rough evaluation

A *sample form was* prepared for.

27

Page 30

Evaluation of the individual regarding pronunciation and phonology, conversation, observation

and should be done based on test results. Suitable for the age, interest of the individual for mutual speech

Care should be taken to choose topics.

In the pre-teaching evaluation, such as the individual's age, developmental characteristics, health status

In line with all data obtained considering the criteria,

adaptation should be done. The stages of the target gains determined for the individual, if any

It should be written in detail under the "Achievements" column.

While marking the achievements in the "Pre-Teaching Evaluation" column,

considering the target acquisition written for the individual, the individual is

It should be evaluated. Three "3" if the individual can achieve the acquisition, if partially

two "2" will be evaluated as a "1" if it cannot be achieved.

C Evaluation of Teaching Process

The results of evaluating the teaching process, Performance Record at the end of each month

It is marked in the "Teaching Process Evaluation" column in the Table.

The form will be filled by the practitioner who is training.

Teaching the target outcomes determined as a result of "Pre-Teaching Evaluation"

It will be made.

Evaluation of the individual regarding pronunciation and phonology, conversation and

observation should be done based on test results. The age of the individual for mutual speech,
Care should be taken to choose topics that are relevant to their interests.

At the end of each month, target gains will be evaluated with a triple rating scale.

"3" if the individual can realize the acquisition, "2" if he / she partially realizes the acquisition,

If it fails, it will be evaluated as "1".

Interim evaluation is made at the end of each month. The result of the assessment is reported, the individual

is stored in the file.

28

Page 31

In the pronunciation and phonetic module, the individual "Produces the target / r / speech voice correctly"
An example was prepared considering that he could not achieve his acquisition .

Studies and things to do to the family / individual after each class hour
verbal or written information should be provided about, suggestions should be made. Signature at the end of each month
Evaluation with information and suggestions about what was done to the family / individual that month.
The report will be given. A copy of the report will be stored in the file of the individual.

CHINA. Final Evaluation

The last lesson evaluation made during the teaching process also means that the individual
will be the final evaluation for the module. Therefore, a separate form has not been prepared.

D. Post-Teaching (End of Term) Assessment

Post-semester (end of term) evaluation results, End of Term Individual
It should be entered in the Performance Evaluation Form.

While filling in the form, in which month the acquisition started, in the column related to that month,
If the gain was realized within a month, it will be marked as "+". Earnings from the month in which it was started
If it continues in the following months (if no gain has been achieved), it will be marked as "-".
A "+" is placed on the month of the acquisition.

For the individual at the end of the period recommended by the Special Education Evaluation Board
among the achievements that are aimed to be realized; unrealized or taught
those who cannot be done, **RAM in End of Period Individual Performance Evaluation Form**
It should be processed in detail in the **Information Department** . If teaching never started
If the acquisition could not be achieved even though its reasons were started, at what stage
explanations should be made.

MEASUREMENT AND EVALUATION FORM EXAMPLES

ROUGH ASSESSMENT FORM

Name of the Module   : Pronunciation and Phonology
Individual Name Surname:
TR Identity Number   :
Date of birth   : 20.03.1999

Module Gains	**Yeah No**	**Descriptions***
1 Acquires the appropriate posture (posture) for speech.	+	
2 Build muscle structures during speech It strengthens.	+	
3 Muscle structures involved in speech provides coordination.	+	
4 Correct the required air flow during the conversation It directs.	+	
5 Speaking organs, appropriate tone of sounds, to produce sequential sequences in speed and time Uses.	+	
6 Distinguishes speech sounds.	+	
7 According to their location within the words of the target sound unit distinguish.	+	
8 Produces target speech sound correctly.	-	The sound "r" correctly It does not produce.
9 Uses the target sound unit correctly in a word.	-	The sound "r" is in the middle, probe correctly It does not produce.
10 Divides words into syllables and phonemes.	+	
11 Creates words from sound units.	+	
12 Sorts the volumes in accordance with the language rules.	+	
13 Uses the target sound unit correctly in the sentence.	-	"R" is correct in the sentence It does not produce.
14 Uses the target sound unit in natural speech.	-	In your daily life While talking "voice of r does not produce correctly.

30

15   ....

16   ....

17   ....

Evaluation Date
... / ... / ...
operator
Name and surname

31

Page 34

PERFORMANCE REGISTRATION TABLE

Name of the Module   : Pronunciation and Phonology   **Month of Ownership:**
Individual's Name Surname :
TC Identity Number.   :
Date of birth   : 20.03.1999

EVALUATION OF THE TEACHING PROCESS

achievements	T	Instruction MEASURE	cei Front production HE SS	1 MONTH MONTH YEAR ... / ...	2 MONTHS MONTH YEAR ... / ...	3 MONTHS MONTH YEAR ... / ...	4 MONTHS MONTH YEAR ... / ...	5 MON MONTH ... / ...
			evaluation Securities	1 2 3 1 2 3		one 2 3	1 2 3 1 2	
1.Target speech sound produces right.	3/3	/ r / voice that I said say like		one x				
2.Target / r / voice in word uses right.				one x				
At the beginning of the word, "r" sound He says.		radio						
b. In the middle of the word "r"	3/3							

He says.	Secret	one	x
c.The word "r" at the end of the word He says.	Snow	one	x
3. Target / r / sentence uses it right inside. a. The sound of "r" in phrases He says.	3/3 Radio repair shop	one	x

32

Page 35

b. Simple sentences of the sound "r" tells in it.	Rifat painted.	one	x
c. Complex sentences of the sound "r" tells in it.	April 23 National Sovereignty and School in Children's Day our choir television various anthems in the program told.	one	x

ABBREVIATIONS: The target will be evaluated as "3" if it can achieve the acquisition, "2" if it partially performs, "1" if it can not be achieved at all.

History ... / ... / ...	operator Name and surname Signature

33

Page 36

FAMILY INFORMATION FORM

Individual Name Surname:
Date of birth   :   **Month / Year to which it belongs**
Modules Received   :
one.
2nd.
3.

Achievements (All achievements in the individual's IEP will be stated here) **:**

2nd.
~~one.~~
3.

The Level of the **Individual** (What is done in the month, the gains that the individual gains and is inadequate will be specified) **:**
one.
2nd.
3.

Family Suggestions (Suggestions to be given to the family about gains in order to support what is done, examples of activities will be included) **:**

History

.... / .... / ...

Guardian	operator
Name and surname	Name and surname
Signature	Signature

34

Page 37

INDIVIDUAL PERFORMANCE EVALUATION FORM AT THE END OF THE PERIOD

Name of the Module	: Pronunciation and Phonology	**Training Start Date:**
Individual Name Surname:		**Training Completion Date:**
Date of birth	:	**TC Identity Number.** :

MONTHS

GAINS

Y

1 MONTH 3 MONTHS ... MONTHS ... MONTHS ... MONTHS ... MONTHS ... MONTHS

1. The target produces the speech sound correctly.	+
2. Produces the target / r / sound correctly in the word.	- +
3. The target produces the sound correctly in the sentence.	- +
4. …	
5. …	

EXPLANATION: Earning it within the time suggested by the Special Education Evaluation Board the intended gains are processed into the form in the form of items. In which month my earning started, column on the moon; plus "+" if the gain ended in one month (if the gain was realized) as; if it continues in the following months (if the gain has not been achieved) minus "-" It marked. The plus "+" is placed on the month of the acquisition.

RAM INFORMATION

1. Performance Level Before Using Individual Support Education Program:
(It should be stated what the individual can do before training, his characteristics, etc.)

2. Individual's Support Post-Training Performance Level: (What the individual can do after the training, properties etc. must be specified.)

3. Suggestions:

History
.... / .... / ...

Guardian	operator	operator
Name and surname	Name and surname	Name and surname
Signature	Signature	Signature

35

Page 38

VOICE AND VOICE IN MEASUREMENT AND EVALUATION
USEFUL INFORMATION

DEVELOPMENTAL VOICE UNIT GAIN AND PHONOLOGICAL DEVELOPMENT IN CHILDREN

The following information may be useful for developmental voice unit acquisition in children.

Developmental Sound Unit Acquisition Inventory

The norms below are Turkish Phonology and Phonology Test for Turkish children.
(SST) (Topbaş, S. 2004) and Ankara Articulation Test (AAT), (Ege, P., Acarlar, F., Turan, F. 2004), compiled using articulation tests. These findings, most consonants tested reveals that the acquisition age of the voice remains the same or slips forward slightly Shows.

Age	Sounds
1 year 6 months - 2 years 11 months	b, d, t, k, m, n, y
3 years 0 months -3 years 11 months	p, t, g, k, n, ş, c, ç, l, y, v, f, s, z, j, h, r
4 years 0 months -4 years 11 months	f, v, z, j, h, r, ğ
5 years 0 months -6 years 11 months	r

Voice Computing: Error Patterns

3 years and 6 months: lost phonetic processes	3 years and 6 months: Ongoing phonetic processes
Syllable: Some syllables in the word unsaid	Consonant Fall: In the middle of the word n, m, r, Deleting l, y sounds
Consonant Falling: Sounds at the beginning and end of the word unsaid	Deleting one of the consonant phrases
Voice Transfer: A voice in a word change of location	Fluid Shift: r, l, y sounds replacing all of them and / or deletion and / or removal as a celebrity
Consonant Harmony: Sounds within the word unlike the	Volatile-Non-Volatile: Voiced sounds with no voices, no voices, no voices producing
Prevention: Preproduction of rear sounds Post-palatinization: Tooth socket sounds production of palate Pause: Stop sound of friction sounds	Velarize Views:

like to be produced

Calculating Percentage of Speech Intelligibility

Calculate the percentage of speech intelligibility in a sample of at least 100 words
The formula used is given below. This measurement usually results in a judgment like this;

Percentage of Understandable Words = Total # Understandable Words X 100
Total # Words

36

Page 39

Example, "In Can's speech, the understandability percentage is 63. This is Can's mutual
a recording of a speech sample in speech, a language that does not recognize it, and speech
by listening to his therapist, he means he understands 63 of 100 words
It comes. "

Intelligibility Expectations in Children's Speeches

Age	Speech Intelligibility the average	Speech Intelligibility intervals
3	73%	54% - 80%
4	93%	73% - 100%
5	Unspecified	90% - 100%

Speech Intensity Measurement

Field experts to judge the severity of speech disorder
they often use mild, medium, serious-advanced proportions.

Correct volume unit percentage (DÜY) = Correct consonant frequency X 100

Total consonant
(true consonant frequency + false consonant frequency)

**SPEAKING SENSITIVITY AND SPEECH VIOLENCE IN ADULTS
MEASUREMENT**

In the calculation of speech intelligibility and speech intensity measurements in adults
The above formulas are also applied. Attached violence chart in children (Turkish
taking into account the norms) and average intelligibility and violence in adults
levels were prepared according to internationally accepted criteria.

37

Page 40

SESLETİM-VOICE INFORMATION MOBILE VIOLENCE SCALE

SEVERITY DEGREE		BEHAVIORAL DESCRIPTION	RECOMMENDED THERAPY SESSI…
NO PROBLEM AND / OR MINIMAL LEVEL	INTELLIGIBILITY	> 90% understandable (≥5 years). 80% is understandable (3-4 years). 50–75% is understandable (2–3 years).	No special training
	SPEAKING SOUNDS	Age-appropriate phoneme acquisition	There are minimal p
	VOICE COMMUNICATION	No phonetic errors	while consulting the
	Stimulation (imitation) The CAN)	90% of the sounds spoken incorrectly can be imitated	makes.
LIGHT	INTELLIGIBILITY	80–90% are understandable (≥5 years). 70–80% is understandable (3–4 years). 40–50% are understandable (2–3 years).	Short-term special
	SPEAKING SOUNDS	1–2 voices not suitable for age	must.
	VOICE COMMUNICATION	**One or more errors in the following cases** • Saying / r / phoneme as / l / or / y / and / or replacing each other • In the syllable end / word end consonant-phrases (two consonants when my fund comes side by side) someone is not told (especially not saying / r / or / l /)	
	Stimulation (imitation) The CAN)	60-80% of the sounds spoken incorrectly can be imitated	
MIDDLE	INTELLIGIBILITY	70-80% is understandable (≥5 years). 60–70% is understandable (3–4 years). 30–40% are understandable (2–3 years).	Special training is r
	SPEAKING SOUNDS	3-5 voices not suitable for age and / or poor articulation	
	SOUND COMPUTERIZED OPERATIONS	**In the following situations, two different processes or more being an error** • Consonant with syllable beginning / end word beginning / end phonemes not said • Soft palate phonemes (/ k /, / g /) inside the mouth	

38

Page 41

		bringing the spoken places forward / t, d / removal • Friction phonemes (/ f /, / v /, / s /, / z /, / ş /, / j /, / h /) phoned phonemes (/ b /, / d /, / g /, / k /, / p /, / t /) • Stop-friction / ç, c / stop feature of sounds losing and friction / s, maintaining its properties • Exchange of phonemes with each other • Exchange of phonemes with each other, etc.	
	Stimulation (imitation) The CAN)	50-60% of the sounds spoken incorrectly can be imitated	
FURTHER	INTELLIGIBILITY	**<70% understandable (≥5 years)** **<60% understandable (3-4 age)** **<30% understandable (2–3 years)**	
	SPEAKING SOUNDS	Not to say at least ≥5 sounds appropriate for their age (limited phonetic inventory) and / or poor articulation. Neuromotor difficulties, structural anomalies and / or physiological pathologies can be accompanied.	Special training is r
	SOUND COMPUTERIZED OPERATIONS	**In addition to the above transactions, it is rare and / or unusual errors:** at least three or more errors in different processes • Instead of singing, singing instead of singing Do not put • Front sounds made in the mouth / t, d / back correctly brought out / k, g / • Extraction of non-broad consonants • Using throat sounds	

Systematic sound preference

Stimulation (imitation)   <50% of the voices spoken incorrectly can be imitated.
The CAN)

INTELLIGIBILITY   Speech is incomprehensible at all. Usually neuromotor difficulties,

39

Page 42

VERY ADVANCED   structural anomalies and / or physiological pathologies accompany. Special training is requ
SPEAKING SOUNDS   Very limited vocabulary
SOUND COMPUTERIZED OPERATIONS individual inconsistent transactions
Stimulation (imitation)   <30% of the voices spoken incorrectly can be imitated.
The CAN)

Prepared according to Turkish norms: Topbaş, 2004/5, Ege et al.,. 2004.

40

Page 43

FLUID SPEECH MODULE

AIM OF THE MODULE

Fluent speaking skills in accordance with language development periods and / or age

To develop

GAINS

1. It provides body control to facilitate speech during speech.

2. It provides harmony between speech and respiration during speech.

3. Speaks by adjusting the speed of speech.

4. Speaks by adjusting the rhythm of speech.

5. Speaks without being stuck in the word.

6. Speaks without word interruptions.

7. Willing to speak.

8. Speaks fluently in different environments and situations.

DURATION OF THE MODULE

The duration of the support education to be provided in the fluent speaking module is 48 lessons. This class hours are organized in the form of individual education.

EXPLANATIONS ON THE IMPLEMENTATION OF THE MODULE

1. Fluent speech disorder is the deterioration of verbal expression fluency. fluency in

    resulting sound, syllable, word repetitions, extensions, blocks, improper

    pauses, corrections affect the flow of speech. During a conversation

    There may be in-word hangs as well as inter-word hangs.

    Intra-word stuttering; voice, syllable, monosyllabic word repetitions and extensions,

    pauses, corrections, in the form of blocks, and inter-word hangs,

    instead of using words. Speech rate and

    secondary behaviors that sometimes accompany disorders that occur in the rhythm of the rhythm (face

    and body movements, etc.).

2. Chronological age, cognitive level, stuttering of the person in the planning of education

    the severity, the way the problem is perceived by him or his close circle.

41

Page 44

It must be taken into attention. After the evaluation, the above mentioned

After determining the program suitable for the characteristics of the factors,

It must be passed.

3. Verbal communication techniques; establishing eye contact, listening, talking

    such as starting, continuing, ending, taking the speech sequence, timing

    They are skills. Verbal communication in individuals with fluent speech disorders

    Inability to use techniques may be seen. In the individual's education plan

    The place for the targets and activities on the communication techniques suitable for the needs

    It should be given.

4. The training room should be quiet and free from unwanted stimuli

    It should be organized. Individual's physical contact

    It should be an environment prepared considering the conditions. For example; one

    in the reciprocal sitting at the table, the distance between them is necessary for communication.

    Attention should be paid to the distance. Table and chair dimensions

    should be suitable for the age and physical characteristics of the individual.

5. While identifying different situations and environments that will affect the individual's educational process (home,

    school, kindergarten, hospital, speaking to different people, etc.) age of the individual, developmental

features, interests should be taken into consideration.

6. There should be relevant materials to be used during education, the age of the individual

   should be appropriate (toys, picture cards, picture books, various tools

   etc.). Necessary for registration in the training process for analysis and evaluation

   technical equipment (tape, cassette, video etc.) should be available. Fluent speaking

   different technological tools in accordance with the approach used in

   equipment (computer hardware, microphone, headset, counters, metronome etc.)

   available.

7. Types and severity of the fluent speech disorder of the individual before education

   in line with the "Individualized Education Program" (BEP)

   The appropriate training method is determined and a teaching plan is made. Fluent speaking

42

Page 45

"Fluency Shaping" taking into account the age and characteristics of the individual in education

such as direct and indirect such as "Lidcombe" and "Environment and Behavior Regulation"

methods can be used.

8. Support education given in the study with fluent speech disorders 1-3 lessons per week

   should be done in the form of time. At least one day must be left between the two sessions.

9. The second recommended recommendation for the individual receiving education on fluent speech disorder

   if there is a support training program, the implementation of the two programs

   between sessions, in terms of the individual's physical, mental and cognitive processes

   Care should be taken not to be adversely affected. To the individual in a day at most

   Two sessions of training support should be provided.

10. Cooperation with the family should be done throughout the education support process. In this direction

    family; environment and factors that make up the individual's fluent speech disorder

    information should be given about the elimination of these environments and factors or

    recommendations should be made to reduce the Work at home

    explaining and demonstrating how to do it, then necessary in this respect

    checks are required. Individual / family's trust in education program

    and it is important to take enough responsibility. The individual and the family

    be willing and determined to implement. Family and / or individual education

    Necessary information should be given in order to use the gains in daily life.

    Encouraging the individual to participate in social activities and to be in social environments

    verbal communication should be supported.

11. The age of the individual receiving support education or multiple disabilities

    involving the family in the education process more effectively

    It must be provided. If any, cooperation should be made with other educators about the individual.

    Environment and factors that create fluent speech disorders to educators

    should be given information about and to eliminate fluent speech disorder

    Recommendations should be made on how support can be provided.

12. Accompanying fluent speech disorder, learning disability, voice disorder etc.

in case of other disorders, the individual may also be

It should benefit.

43

CONTENT OF THE MODULE

A. SPEECH AND BODY CONTROL

1. Body Posture

2. Providing Body Control

B. CONTROL OF SPEAKING SOUND AND SPEECH

1. Speech and Respiratory Coordination

2. Speech and Respiratory Compliance During Speech

3. Speech Rate and Rhythm

4. Control of Speech and Emotions

5. Control of Speech Noise and Timbre

C. VERBAL COMMUNICATION PROCESS

1. Verbal Communication Techniques

2. Speech Motivation

CHINA. FLUID SPEECH

1. Behaviors Affecting Speech Fluency

2. Speaking Fluently in Different Environment and Situations

MEASUREMENT AND EVALUATION IN THE MODULE

Preliminary information about the individual while evaluating the Fluent Speech Module and

it will be useful to take the necessary measurements.

1. Individual information, history and preliminary information regarding medical reports should be obtained.

2. Observing the individual in different environments when necessary (home, school, play environment etc.)

It should be done.

3. The individual who applies the program in observation and interview with the individual

nonverbal behavior; anxiety, tension, contraction, breathing patterns,

improper body movements accompanying speech (eyebrow lifting, eye

trimming, tilting your head).

44

4. When necessary, in accordance with the age and social status of the individual,

with other important people (classroom teacher, special educator, therapist, doctor, etc.)

views should be exchanged.

5. Speaking and reading in different environments by the expert who implemented the program

speech recording with at least 100 words or 200 syllables during recording (tape, sound

recorder or camera etc.). This registration support training institution

and by educators in the classroom, and by the family in home and outside

receivable. A sample of speech from these environments is similar for all people.

requires features and content.

6. How the individual communicates in the planning of the training process to be implemented,

how from the problem of social, emotional, educational or professional performance

It should also be taken into consideration that the objectives of the program are also taken into consideration

It should be determined by taking.

Measurement and evaluation process in the module; rough assessment, before teaching

evaluation, evaluation of the teaching process, post-evaluation and post-teaching

(end of period) consists of evaluation stages. About these stages

Explanations for the sample forms prepared are given below.

A. Rough Evaluation

Achievements in the Rough Assessment Form "+", not realized

gains should be marked as "-". Fluent speaking to the "Description" section

Observations in the process of assessing the disorder should be briefly stated.

Issues such as age, developmental characteristics and health status of the individual

taking into account their requirements should be determined by the family / guardian.

As a result of the rough assessment, IEP should be prepared in cooperation with the family.

B. Pre-Teaching Evaluation

45

Page 48

Pre-teaching evaluation results can be found in the Performance Registration Table.

should be marked in the pre-teaching evaluation column.

Fluent speech impairment assumed after rough evaluation

A *sample form* for the individual has been prepared.

Evaluation of the individual towards fluent speech disorder, mutual

It should be based on speech and observation. The age of the individual for mutual speech,

Care should be taken to choose topics that are relevant to their interests.

In the pre-teaching evaluation, the individual's age, developmental characteristics, health status

In the acquisitions in accordance with all the data obtained by taking into consideration the criteria such as

if necessary, adaptation should be made. Target achievements determined for the individual

If any, the stages should be written in detail under the "Achievements" column.

Marking for the acquisitions in the Pre-Teaching Evaluation column

triple rating considering the target acquisition written for the individual

It should be evaluated with the scale. "3", if the individual can realize the acquisition, partially

if it does, it will be evaluated as "2", if not, it will be evaluated as "1".

C. Evaluation of the Teaching Process

The results of evaluating the teaching process, Performance Record at the end of each month

It is marked in the "Teaching Process Evaluation" column in the Table.

The form will be filled by the practitioner who is training.

Target achievements determined as a result of pre-teaching evaluation

will be taught.

Evaluation of the individual towards fluent speech disorder, mutual

It should be based on speech and observation. The age of the individual for mutual speech,

Care should be taken to choose topics that are relevant to their interests.

46

Page 49

Target gains at the end of each month with a triple rating scale

It will be evaluated. "3", if the individual can realize the acquisition, partially

if it does, it will be evaluated as "2", if not, it will be evaluated as "1". Monthly

At the end of the interim evaluation is made. The result of the assessment is reported, the individual

is stored in the file.

In the "Fluent Speaking" module, the individual's "Wordless stuck"

talk. " **An example was** prepared considering that he could not achieve his acquisition .

During the teaching process, speaking and reading of the individual in different environments

non-verbal behaviors should be noted during the evaluation process.

Studies and things to do to the family / individual after each education

verbal or written information should be provided about, suggestions should be made.

Information about what has been done to the family / individual at the end of each month for signature and

An Evaluation Report containing the suggestions will be given. One copy of the report

will be stored in the file.

CHINA. Final Evaluation

The last lesson evaluation made during the teaching process also shows the individual

this module will be the final evaluation. So a separate form

It is prepared.

D. Post-Semester Final Evaluation

Individual development in accordance with the results of the teaching process evaluation every month

At the end of the term, Individual Performance Evaluation Form will be processed.

When filling out the form, in which month the acquisition started, related to that month.

column is marked as "+" if the gain occurred within one month. Earnings

If it continues in the months after the start of the month (if the gain was not realized) "-"

is marked as. A "+" is placed on the month of the acquisition.

47

Page 50

For the individual at the end of the period recommended by the Special Education Evaluation Board

among the achievements that are aimed to be realized; unrealized or taught

can not be done **Individual Performance Individual Performance Evaluation Form**

It should be processed in detail in the **RAM Information Section** . If teaching never started

If the acquisition could not be achieved even though its reasons were started, at what stage

explanations should be made.

48

MEASUREMENT AND EVALUATION FORM EXAMPLES

ROUGH ASSESSMENT FORM

Name of the Module   **:** Fluent Speaking
Individual Name Surname:
TC Identity Number. :
Date of birth   **:** 12.11.1996

Module Gains	Yes No	Descriptions*
Speaking during the conversation to facilitate the way Body size provides control.	+	
With speech during a conversation ensures respiratory compliance.	-	During breathing speaking.
He speaks by adjusting the speed of speech.	-	Because of the blocks speech rate affected.
Talk rhythm by setting He speaks.	-	Respiratory control don't speak because rhythm is broken.
Without stuttering in the word He speaks.	-	In-word hanging the percentage is 8%.
Without word interruptions He speaks.	+	
Willing to speak.	-	
Fluent in different environments and situations speaks in a way.	-	Fluent with people in the family cannot speak as.

Evaluation Date
... ../ ... / ....
operator
Name and surname

49

PERFORMANCE REGISTRATION TABLE

Name of the Module : Fluent Speaking
Individual's Name Surname :
TC Identity Number. :
Date of birth : 12.11.1996

Month of Ownership:

EVALUATION OF THE TEACHING PROCESS

achievements	T MEASURE	Instruction (Mutual talking and observational Evaluated.)	1 MONTH MONTH YEAR ... / ...	2 MONTHS MONTH YEAR ... / ...	3 MONTHS MONTH YEAR ... / ...	4 MONTHS MONTH YEAR ... / ...	5 M MON ... /
		İğretim HEDE Pre-Assessment	1 2 3 1 2 3		one 2 3	1 2 3 1 2	
1konuş Up during breathing with speech ensures compliance.	3/3		one x		x		
a.breathe through this gives out of the mouth. During breathing He speaks.	3/3						
2. The speed of speech speaks by adjusting. a. Respiratory control providing without blocks He speaks.	3/3		one x	x		x	
3.Konuş Up rhythm speaks by adjusting. a. Respiratory control providing speech rhythm settings.	3/3		one x	x		x	

50

Page 53

4. Intra-word stuttering without talking.	2/3		one x	x		x	
5. Willing to speak.	3/3		2nd	x		x	
6. Different media and in a fluent situation speaks in a way. fluent in school, at home and speaks clearly.	3/3		one x	x	x		x

ABBREVIATIONS: The target will be evaluated as "3" if it can achieve the acquisition, "2" if it partially performs, "1" if it can not be achieved at all.

History
... / ... / ...

operator
Name and surname
Signature

51

FAMILY INFORMATION FORM

Individual Name Surname:
Date of birth   :   **Month / Year to which it belongs**
Modules Received   :
one.
2nd.
3.

Achievements (All achievements in the individual's IEP will be stated here) **:**
one.
2nd.
3.

The Level of the **Individual** (What is done in the month, the gains that the individual gains and is inadequate
will be specified) **:**
one.
2nd.
3.

Family Suggestions (**Suggestions** to be given to the family about gains in order to support what is done,
examples of activities will be included) **:**

History
.... / .... / ...

Guardian   operator

Name and surname   Name and surname

Signature   Signature

52

POST-TEACHING (END OF TERM) EVALUATION FORM

Module Name: Fluent Speaking   **Training Start Date:**
Individual Name Surname: **Training Completion Date:**
Date of birth   :   **TC Identity Number.   :**

MONTHS

GAINS

	1 MONTH	2 MONTHS	3 MONTHS	4 MONTHS	5 MONTHS	6 MONTHS	7 MONTHS	8 MONTHS	9 MONTHS	10 MONTHS	11 MONTHS	12 MONTHS

1.Konuş Up   during   speech   -   - - +
body control to make it easier
It provides.
2. Speaks without word hangouts.   -   - - +

EXPLANATION *:* Earning in the period suggested by the Special Education Evaluation Board
the intended gains are processed into the form in the form of items. In which month my earning started,
column on the moon; if the gain was terminated within one month (if the gain was realized) as "+";
If it continues in the following months (if no gain has been achieved), it will be marked as "-". the gain
"+" is placed on the month of occurrence.

RAM INFORMATION

1. Performance Level Before Using Individual Support Education Program:

(It should be stated what the individual can do before training, his characteristics, etc.)

2. Individual's Support Post-Training Performance Level: (What the individual can do after the training,

properties etc. must be specified.)

3. Suggestions:

History
.... / .... / ...
Guardian   operator   operator
Name and surname   Name and surname   Name and surname ,
Signature   Signature   Signature

53

Page 56

STRENGTHENING OF VOICE DISORDERS MODULE

AIM OF THE MODULE

To be able to produce and use the sound in accordance with age and gender

GAINS

1. Understands the importance of sound production and use.

2. Understands the reasons that cause voice impairment.

3. Takes necessary measures to ensure the maintenance and protection of the sound.

4. It takes body position to facilitate sound production during speech.

5. Comprehends the correct form of breathing.

6. Uses the respiratory capacity in accordance with the needs.

7. Controls breathing throughout speech production.

8. Applies sound exercises and techniques in daily life.

9. Understands the effects of emotional processes on speech.

10. It regulates the parameters of the sound while speaking.

11. Voice, age, gender and psychological in different environments and situations in daily life

uses according to the situation.

DURATION OF THE MODULE

The duration of the supplementary education to be given in the study with voice disorders is 12 lessons. This lesson

time is arranged in the form of individual training.

EXPLANATIONS ON THE IMPLEMENTATION OF THE MODULE

1. Voice and speech that communicate with the environment, express themselves in interpersonal relations

to perceive, to interact, to be perceived by the individuals that are communicated

is one of the most important factors that affect the shape and self-perception of the individual.

It is one. Voice disorders can also be seen for different reasons.

can be seen (hearing impairment, cerebral palsy, etc.). Sound in voice disorders

hoarseness, whispering speech, trembling sound, tense sound, breathed voice, speech

sound in two different tones during sound, intermittent and contracted sound, forked sound

sound, sudden changes in loudness and loudness of the sound, jagged sound, in the throat

dryness and burning sensation, problems with the loudness, intensity and tone of the voice

54

Page 57

bushy, violent, thick or very hoarse, thin and very soft).

Sound parameters such as tone, intensity and loudness of the voice during the speech are also included.

appropriate for the severity / nature of the problem of the individual after the evaluation

the program should be determined and implemented. Support training process is the mental,

in accordance with their developmental characteristics by considering their mental and behavioral characteristics

It should be planned.

2. The training room should be quiet and free from unwanted stimuli

It should be organized. Characteristics of the individual in a way to provide mutual communication with the individual

should be an environment prepared by taking into consideration. For example; facing at a table

In sitting, care should be taken that the distance in between is suitable for communication. Table

and chair sizes should be appropriate for the age of the child / individual.

3. While identifying different situations and environments that will affect the individual's educational process (home,

school, kindergarten, hospital, institution, talking to different people) age of the individual,

their developmental characteristics and interests should be taken into consideration.

4. There should be relevant materials to be used during education and the age of the individual

should be appropriate. To make comparisons in assessment after analysis and training

technical equipment required for recording (tape, cassette, video etc.)

It must be found. Technological tool suitable for the approach used in voice disorders and

equipment (computer hardware suitable for acoustic analysis of sound, microphone, headphones etc.)

available.

5. After the individual's voice disorders were evaluated before the education

Appropriate training method in line with the individualized training program (IEP)

education plan is determined by determining.

6. Support education given in the study with voice disorders, maximum 2 lessons per week

It should be done. Individual doing homework assignments (sound and breath

exercises), sound fatigue, sore throat and tension in the throat to prevent two

Support training should be interrupted for at least one day between sessions.

7. Examination by individuals who apply with voice disorder by ENT specialist

55

Page 58

document / report indicating that it has been requested. By the expert who implemented the program

Within the scope of the support training program, cooperation with the ENT specialist should be made,

information should be exchanged for evaluation and practices. Sound

A second supportive training recommended for the individual receiving supportive education related to the disorder

program, between the application sessions of the two programs

The individual; negatively in terms of physical, spiritual and cognitive processes

care should be taken not to be affected. A maximum of two in a row by taking a day off from the individual

session training support will be provided.

8. Cooperation with the family should be done throughout the education support process. Support in the training process

sound such as diet, proper water consumption, sound and breathing exercises, environmental regulations

measures that provide care and protection should be disclosed to the individual and / or family.

What kind of factors to protect the voice by determining the factors affecting the individual's voice disorder

Decisions should be taken with the individual and / or family. These measures

how to apply in everyday life, behavior and habits that harm the sound

the importance of protection, the skills learned in the education process in daily life

The necessity of using should be explained.

9. Between the voice usage of the individual before and after the support education process

noticing the change and the severity, loudness and tone of your voice in daily life.

It should be aimed to speak clearly by adjusting the parameters.

10. It is important for the individual / family to trust education and take adequate responsibility. Individual

and the family should be willing and determined to implement the education plan. Support training

if the individual is younger or has multiple disabilities, the family

it should be ensured that they participate more effectively in the training process. If applicable

collaboration with other educators. These trainers make up the voice disorder

information should be given about the environment and factors and the elimination of the voice disorder

Suggestions should be made on how support can be provided.

56

CONTENT OF THE MODULE

A. DIRECT SOUND PRODUCTION AND SOUND CARE

1. The Importance of Sound Production and Use

2. Causes that Cause Sound Disorder

3. Necessary Measures to Ensure Sound Maintenance and Protection

B. COMPATIBLE RESPIRATORY AND VOICE

1. Breath Control and Support

2. Accurate, Appropriate Breathing and Breathing Techniques

3. Phonology (Funding) Techniques

C. CONTROL OF EMOTIONAL PROCESSES

1. The Relationship of Speech Voice and Emotional Processes (anxiety, anger, fear, etc.)

2. Correct Body Position and Relaxation Techniques for Vocalization

3. Using Your Voice Correctly in Daily Life

MEASUREMENT AND EVALUATION IN THE MODULE

Preliminary information about the individual when evaluating the "Treatment of Sound Disorders" module
it will be beneficial to take and make the necessary measurements.

1. Individual information, history and preliminary information regarding medical reports should be obtained.

2. Collaboration should be done with the ENT specialist.

3. General view of the individual, age, height-weight, posture etc. physical characteristics
    It should be evaluated.

4. An individual's perceptual assessment should be made, in this assessment sound quality,
    the way of breathing and exhaling in speech, the average sounding time, the sound
    hesitations, tone differences in sound, sound differences; breath sound, hoarse voice,
    rustling sound, loudness of sounds, hard attacks in the sound when it starts to speak **,**
    Sound changes that are not suitable for age and physical development should be considered.

5. Observations and interviews should be conducted in different environments according to the needs of the individual.

6. Anxiety, tension, comfort, contraction, etc. of the individual during observation and interview with the individual.
    his emotional state should be observed.

57

7. Individual's throat cleaning, jaw movement, sniffing, noisy breathing, repetitive

    sounds, etc. nonverbal behavior should be evaluated.

8. Will be reached to plan the training process to be implemented at the beginning of the program

    targets are determined. The educational performance of the individual when deciding on these goals,

    whether it affects social, emotional or professional development negatively

    should be in front of you.

Measurement and evaluation process in the module; rough assessment, before teaching
evaluation, evaluation of the teaching process, final evaluation and post-education (semester
end) evaluation stages. Example prepared about these stages
The explanations for the forms are given below.

A. Rough Evaluation

Achievements in the Rough Assessment Form "+", not realized
gains should be marked as "-". And in the explanation section,
Observations in the evaluation process should be briefly stated.

In the evaluation, issues such as the individual's age, developmental characteristics and health status are taken into consideration.
priority needs should be determined with the family / guardian. Rough Evaluation
When registering on the form, which of the benefits are suitable for your needs?
Should be specified in the "Remarks" section. Cooperation with the family after rough evaluation
BEP should be prepared.

B. Pre-Teaching Evaluation

Pre-teaching evaluation results can be found in the Performance Registration Table.
should be marked in the pre-teaching evaluation column.
For the individual who is supposed to have voice speech disorder after rough evaluation
sample form was prepared.

Evaluation of the individual regarding voice disorders, conversation and observation
should be based on. Subjects suitable for the age and interest of the individual for conversation
care should be taken to choose.

58

Page 61

In the pre-teaching evaluation, such as the individual's age, developmental characteristics, health status
In line with all data obtained considering the criteria,
adaptation should be done. The stages of the target gains determined for the individual, if any
The gains should be written in detail under the column.

While marking the achievements in the pre-teaching evaluation column,
with the triple rating scale considering the target acquisition written for the individual
It should be evaluated. "3" if it can achieve the acquisition, "2" if it is partial, never
If it fails, it will be evaluated as "1".

C. Evaluation of the Teaching Process

The results of evaluating the teaching process, Performance Record at the end of each month
It is marked in the "Teaching Process Evaluation" column in the Table.

The form will be filled by the practitioner who is training.

Teaching the target outcomes determined as a result of pre-teaching evaluation
It will be made. Evaluation of the individual regarding voice disorders, conversation and
should be done based on observation. Suitable for the age, interest of the individual for mutual speech
Care should be taken to choose topics.

At the end of each month, target gains will be evaluated with a triple rating scale.
"3" if the individual can realize the acquisition, "2" if he / she realizes partially, no
If it fails, it will be evaluated as "1". Interim evaluation at the end of each month
makes. The result of the evaluation is reported, stored in the file of the individual.

In the "Treatment of Sound Disorders" module, the individual "comprehends the correct form of breathing"
An example was prepared considering that he could not achieve his acquisition.

During the teaching process, the individual's voice in different settings and situations in daily life
and should be aimed to use in accordance with gender, non-verbal in the evaluation process
their behavior should be noted.

59

Page 62

Studies and things to be done to the family / individual after each class hour
verbal or written information should be provided about, suggestions should be made.

Information about what has been done to the family / individual at the end of each month for signature and
an evaluation report including the suggestions will be given. One copy of the report
will be stored in the file.

CHINA. Final Evaluation

The last session assessment made during the teaching process also includes the individual's
will be the final assessment. Therefore, a separate form has not been prepared.

A. Post-Teaching Evaluation

Post-semester (end of term) evaluation results, End of Term Individual
It should be entered in the Performance Evaluation Form.

When filling out the form, in which month the acquisition started, related to that month.

column is marked as "+" if the gain occurred within one month. Acquisition started

If it continues in the months after the month (no gain), it will be marked as "-".

A "+" is placed on the month of the acquisition.

For the individual at the end of the period recommended by the Special Education Evaluation Board

among the achievements that are aimed to be realized; unrealized or taught

those who cannot be done, **RAM in End of Period Individual Performance Evaluation Form**

It should be processed in detail in the **Information Department** . If teaching never started

If the acquisition could not be achieved even though its reasons were started, at what stage

explanations should be made.

60

Page 63

MEASUREMENT AND EVALUATION FORM EXAMPLES

ROUGH ASSESSMENT FORM

Name of the Module   : Sound Disorders Treatment Module
Individual's Name Surname   :
TC. ID Nu.   :
Date of birth   :

Module Gains	Yes No	Descriptions*
1 Understands the importance of sound production and use.	-	(Not available.)
2 Understands the reasons that cause voice disorder.	-	(Not available.)
3 Necessary to maintain and protect your voice takes precautions.	-	(The age of the child because it is small sound with family support care and protection should be provided)
4 Body that facilitates sound production during speech takes position.	+	
5 Understands the correct form of breathing.	-	
6 Respiratory capacity as needed Uses.	-	
7 Controls breathing throughout speech production.	-	
8 Applies sound exercises and techniques in daily life.	-	
9 Emotional processes on speech comprehend the effects.	-	
10 Regulates the parameters of the sound while speaking.	-	
11 Sound in different environments and situations in daily life uses them according to their age and gender.	-	

Evaluation Date
... ../ ... / ....
operator
Name and surname

61

Page 64

PERFORMANCE REGISTRATION TABLE

Name of the Module	**:** Treatment of Sound Disorders
Individual's Name Surname	**:**
TC Identity Number.	**:**
Date of birth	**:**

EVALUATION OF THE TEACHING PROCESS

achievements	Instruction (Talk to each other and observational CRITERIA evaluated.)	to mills conical HE SS Before Production Securities	1 MONTH MONTH YEAR	2 MONTHS MONTH YEAR ... / ...	3 MONTHS MONTH YEAR . ... / ...	4 MONTHS MONTH YEAR . ... / ...	5 MON MONTH . ... / ...
			1 2 3 1 2 3		one 2 3	1 2 3 1 2	
1. Proper respiratory form Understand. a. Correct for speech production in the body position breathes, breathes out.	3/3	one	x		x		
b. Correct for sound reproduction makes respiratory control.	3/3	one	x	x		x	
2. Throughout speech production makes respiratory control.	3/3						

 ABBREVIATIONS: The target will be evaluated as "3" if it can achieve the acquisition, "2" if it partially performs, "1" if it can not be achieved at all.

For the acquisition of the individual "Understands the correct form of breathing", the respiratory control for sound production will be evaluated by the duration of exhalation. Individual's age of ex and may vary depending on their mental characteristics. The average duration of breathing in children is 10-12 seconds.

History	operator
... / ... / ...	Name and surname Signature

62

Page 65

FAMILY INFORMATION FORM

Individual Name Surname:

Date of birth **:**   **Month / Year to which it belongs**

Modules Received **:**

one.

2nd.

3.

Achievements (All achievements in the individual's IEP will be stated here) **:**

one.

2nd.

3.

The Level of the **Individual** (What is done in the month, the gains that the individual gains and is inadequate will be specified) **:**

Family Suggestions (**Suggestions** to be given to the family about gains in order to support what is done, examples of activities will be included) **:**

History

.... / .... / ...

Guardian	operator
Name and surname	Name and surname
Signature	Signature

63

Page 66

POST-TEACHING (END OF TERM) EVALUATION FORM

Module Name: Treatment of Sound Disorders	**Training Start Date:**
Individual Name Surname:	**Training Completion Date:**
Date of birth :	**TC Identity Number. :**

MONTHS

GAINS

1 MONTHS MONTHS MONTHS MONTHS MONTHS MONTHS MONTHS MONTHS MONTHS

1. Facilitating sound reproduction during conversation

takes body position.   - + +

2. Understands the correct form of breathing.   - - +

... ..

... ..

EXPLANATION: Earning it within the time suggested by the Special Education Evaluation Board the intended gains are processed into the form in the form of items. In which month in my earning? If it is started, the column related to that month; if the gain ended in one month (gain If it is realized) As "+"; If it continues in the following months (if the gain did not take place) "-" is marked as. A "+" is placed on the month of the acquisition.

RAM INFORMATION

1. Performance Level Before Using Individual Support Education Program:

(It should be stated what the individual can do before training, his characteristics, etc.)

2. Individual Training Support Post-Performance Level: (After individual training

what they can do, features, etc. must be specified.)

3. Suggestions:

<table>
<tr><td></td><td>History</td><td></td></tr>
<tr><td></td><td>.... / .... / ...</td><td></td></tr>
<tr><td>Guardian</td><td>operator</td><td>operator</td></tr>
<tr><td>Name and surname</td><td>Name and surname</td><td>Name Surname, Signature</td></tr>
<tr><td>Signature</td><td>Signature</td><td></td></tr>
</table>

64

Page 67

DEVELOPMENTAL LANGUAGE MODULE

AIM OF THE MODULE

Ability to develop receptive and expressive language skills.

GAINS

1. Directs his attention to sound.

2. Distinguishes various sounds.

3. Provides appropriate reactions that show that it maintains common interest during communication.

4. It takes turns when communicating.

5. Complies with simple guidelines.

6. Recognizes the objects.

7. Use appropriate gestures and facial expressions during communication.

8. Enriches vocabulary.

9. Uses the attachments on the spot.

10. Reacts according to complex instructions.

11. Establish simple sentences in accordance with the rules.

12. Establishes complex sentences in accordance with the rules.

13. Uses the elements of the sentence on the spot.

14. It gives answers to the questions asked.

15. Ask questions.

16. Starts, continues and completes mutual talks.

17. Notifies the requests, wishes, likes and complaints to the relevant people.

18. Willingness to talk to each other.

19. Tell the story and the event in order of occurrence.

20. Estimates about the half-finished story.

21. Speaks according to different situations in daily life.

DURATION OF THE MODULE

The duration of the developmental language module is 96 lessons **.** These sessions are 72 lessons of individual, 24

class hours are organized in the form of group education.

65

Page 68

EXPLANATIONS ON THE IMPLEMENTATION OF THE MODULE

1. Developmental language disorders with delayed speech or specific language disorders

   it can be seen alone, but it is also observed for different reasons (common

   developmental disorders, mental disability, hearing impairment, various syndromes, etc.). Therefore

   Different programs should be implemented depending on the type of disability and other accompanying disorders.

   After the preliminary evaluation, appropriate program according to the problem of the individual

   Once determined, it should be implemented.

2. When determining the gains in the development of receptive and expressive language skills, the individual

   cognitive level, psychological features, social environment, people in the vicinity

   interactions, language and age characteristics should be taken into account.

3. The individual responds appropriately, showing that he maintains common interest during communication.

   By looking at the topic or situation spoken during the conversation, the question

   asking, gestures and gestures etc. indicates with.

4. suffixes in the words and suffixes (time suffixes, plural suffixes, negativity suffixes,

   name suffixes, personal suffixes, possessive suffixes etc.)

   events picture cards etc. It should be diversified by working with materials. This event

   highlighting of word suffixes during the development of awareness

   weight should be given.

5. The source of various sounds (human, animal, speech sounds, environmental sounds, etc.),

   in the studies to distinguish and produce according to the quality, characteristics of the individual

   "Phonology and Phonology" module should be used in determining the gain.

6. The training room should be quiet and free from unwanted stimuli

   It should be organized. Individual's physical contact

   It should be an environment prepared considering the conditions. For example; at a table

   care should be taken to ensure that the distance in between is suitable for communication.

   Table and chair sizes should be appropriate for the age of the child / individual.

66

Page 69

7. While identifying different situations and environments that will affect the individual's educational process (home, school,

nest, hospital, speaking to different people) individual's age, developmental characteristics, interests

should be in front of you.

8. Discourse skills; starting and ending conversation, speaking

These are the skills such as taking the order and timing. Language in individuals with language impairment

These skills, which are included in the pragmatic component, can be impaired. These skills of the individual

it must be supported in accordance with its requirement.

9. Language is a tool used to achieve social and personal goals. Language, knowledge

such as conveying thoughts to others, building relationships, getting information, expressing desires

used for different purposes. Using language for different purposes in daily life

In individuals who need support, variables such as age and environment should be taken into consideration.

10. Related materials should be appropriate for the age of the individual to be used during education.

(toys, picture cards, picture books, concept cards, photos, various tools

equipment, etc.) To support children's language development, work with real objects and

they should be allowed to use objects actively. materials

When choosing an individual's daily life, interests and developmental characteristics are taken into account

It should be taken. Demonstrating daily life for school-age children

photos from picture books created for daily activities

exploited. Analysis after assessment and comparison after training

technical equipment required for recording (tape, cassette, video etc.)

It must be found.

11. After evaluating the individual's developmental language disorders before education

Appropriate training method in line with the Individualized Education Program (IEP)

education plan is determined by determining.

12. Group training can be done on developmental language disorders. Individuals of the group

they should be able to communicate with each other and at a similar level. Developmental language

A second supportive education recommended for the individual receiving supportive education related to the disorders

program, between the application sessions of the two programs, the individual

67

Page 70

pay attention not to be adversely affected in terms of physical, mental and cognitive processes

It should be.

13. During the education support, cooperation should be made with the family and relatives. The family of the individual and

The important people in your life should participate in the training process. These individuals with the individual

Information should be given on how their attitudes should be.

If the individual benefits from alternative or supportive communication systems,

The family should be informed about how it is used, how it works, portability.

14. The individual and family should be willing and determined to implement the education plan. Support training

    when the individual receiving the age is younger or has more than one disability

    it should be ensured that the family participates more effectively in the education process. With the individual, if any

    Collaboration with other educators should be made, these individuals develop developmental language disorders.

    information about the causes of the disease and an individual with developmental language disorders

    recommendations should be made on how they can support.

CONTENT OF THE MODULE

A. BUYER LANGUAGE

1. Listening and Distracting

2. Gestures and Mimics

3. Simple Guidelines

4. Auditory Perception

5. Speech Sounds

6. Visual Perception

8. Word-Object Studies

9. Word Attachments

10 Story, Event, Text Studies

B. EXPRESSIVE LANGUAGE

1. Queue in Communication

2. Naming Objects

3. Word Attachments

4. Establishing a Sentence

<div align="center">68</div>

Page 71

5. Mutual Speech

6. Asking and Answering Questions

MEASUREMENT AND EVALUATION IN THE MODULE

Preliminary information about the child / individual when evaluating the "Developmental Language" module and
assessment, structured and / or natural settings, the child's / individual's language and
It is important in terms of revealing speech performance. In this process;

1. Individual information, history and preliminary information regarding medical reports should be obtained.

2. Obtaining information about the cognitive, psychosocial, sensory-motor, physical and language development of the individual

    It should be. General appearance, age, height-weight, etc. features should also be taken into consideration.

3. Observations and interviews should be conducted in different environments according to the needs of the individual. Need

    When heard, family-individual interaction and natural communication should be observed. the individual

    interaction and communication should also be directly observed by the evaluator.

4. The language of the individual in the structured environment where there are no tests for language development

    must be taken.

5. Will be reached to plan the training process to be implemented at the beginning of the program

    targets are determined. The educational performance of the individual when deciding on these goals,

whether it affects social, emotional or professional development negatively

should be in front of you.

The following tools can be used during the evaluations:

a. Receiving and expressive language skills scales; standardized, valid-reliable tests;

b. Developmental checklists can be used. (Sample list is attached.)

c. OSU (Average Word Length) of the individual by taking natural speech sample

Calculated. Determination of OSU's suitability for age

D. Necessary material for recording natural speech samples (tape, cassette, video, etc.)

to. Various toys, objects, picture cards, books, etc.

Measurement and evaluation process in the module; rough assessment, before teaching

evaluation, evaluation of the teaching process (session), post-evaluation and post-teaching

(end of period) consists of evaluation stages. Prepared about these stages

Explanations for sample forms are given below.

69

Page 72

A. Rough evaluation

Achievements in the Rough Assessment Form "+" **, not** realized

gains should be marked as "-". In the "Explanation" section, developmental language impairment

Observations in the evaluation process should be briefly stated.

In the evaluation, issues such as the individual's age, developmental characteristics and health status are taken into consideration.

Achievements according to the developmental level should be determined together with the family / guardian. Rude

Which of the acquisitions that are suitable for your needs when registering on the Evaluation Form

it should be stated in the "Remarks" section.

As a result of the rough assessment, IEP should be prepared in cooperation with the family.

B. Assessment of Teaching Priority

Pre-faculty evaluation results can be found in the Performance Registration Table.

The "Pre-Teaching Evaluation" column should be marked.

In the pre-teaching evaluation, such as the individual's age, developmental characteristics, health status

In line with all data obtained considering the criteria,

adaptation should be done. The stages of the target gains determined for the individual, if any

It should be written in detail under the "Achievements" column.

While marking the achievements in the "Pre-Teaching Evaluation" column,

considering the target acquisition written for the individual, the individual is

It should be evaluated. "3" if the individual can realize the acquisition, if partially

"2" will be evaluated as "1" if it is not possible. After rough evaluation

A sample form was prepared for the individual who is considered to have developmental language disorder.

C. Evaluation of the Teaching Process

The results of evaluating the teaching process, Performance Record at the end of each month
It is marked in the "Teaching Process Evaluation" column in the Table. Form training
will be filled by the practitioner.

70

Page 73

Teaching the target outcomes determined as a result of pre-teaching evaluation
It will be made. Evaluation of the individual towards developmental language disorder, language and speech
sampling and pancake etc. should be based on. Individual for language and speech sample
Care should be taken to choose activities and materials suitable for their age and interest.

At the end of each month, target gains will be evaluated with a triple rating scale.
"3" if the individual can realize the acquisition, "2" if he / she partially realizes the acquisition,
If it fails, it will be evaluated as "1". Interim evaluation at the end of each month
makes. The result of the evaluation is reported, stored in the file of the individual.

In the "Developmental Language" module, the individual's acquisition of "Comply with simple guidelines"
An example was prepared considering that it could not be realized .

Studies and things to be done to the family / individual after each class hour
verbal or written information should be provided about, suggestions should be made.

Information about what has been done to the family / individual at the end of each month for signature and
An Evaluation Report containing the suggestions will be given. One copy of the report
will be stored in the file.

CHINA. Final Evaluation

The course hour assessment made in the teaching process, also the individual's this module
will be the final assessment for. Therefore, a separate form has not been prepared.

D. Post-Teaching Evaluation

Post-semester (end of term) evaluation results, End of Term Individual
It should be entered in the Performance Evaluation Form.

While filling in the form, in which month the acquisition started, in the column related to that month,
If the gain was in one month, it will be marked as "+". Earnings after the month in which it was started

71

If it continues in months (if no gain), it will be marked as "-". the gain

"+" is placed on the month of occurrence.

    For the individual at the end of the period recommended by the Special Education Evaluation Board

among the achievements that are aimed to be realized; unrealized or taught

those who cannot be done, **RAM in End of Period Individual Performance Evaluation Form**

It should be processed in detail in the **Information Department** . If teaching never started

If the acquisition could not be achieved even though its reasons were started, at what stage

explanations should be made.

72

Sample Communication Development Checklist

Skills		Evaluation	
		Yes	No
0–3 months **Contact skills**	**Recipient language** It reacts positively to the human voice.		
	He is silent with the sound of music.		
	Distinguishes different speech sounds.		
	It turns in the direction the sound came from.		
	Turns toward the speech.		
Expressive tongue	Crying asks for help.		
	It produces sounds when you enjoy it.		

		Responds to others' speech by voice.
		Makes voices.
4-6 months Contact skills	**Recipient language**	He smiles to those who speak to him.
		Distinguishes angry and friendly voices.
		He looks at his name.
	Expressive tongue	Consonant-vowel syllables babble.
		Experiments with sounds.
		It imitates some speech sounds.
		It can change the volume, pitch and speed of your voice.
		It shows his anger and joy out loud.
7–9 months Contact skills	**Recipient language**	Reacts / takes care of others' speeches.
		Notices holistic / prosodic changes.
		Recognize some words.
		He can react to his own name.
		It can react appropriately to "No".
	Expressive tongue	It produces several consonant-vowel sounds in one breath.
		It imitates the gestures and the tone of the adult.
		Imitates the stressed syllable.
		Uses gestures for social purposes.
		It reacts according to the "No" command.
10--12 months Contact skills	**Recipient language**	It fulfills some orders.
		He knows his own name.
		Looks at the person named or the toy.
		It mimics the adult's waving.
	Expressive tongue	Sound to toys and self-image in the mirror Pulls.
		If voices are in the loop, adults imitates his speech.
		It produces several words.
13–18 months Contact skills	**Recipient language**	Vocabulary can be between 5-20.
		Signed toy, person, and clothing would.
		It refers to the two parts of the body that have been named.
		Answers the question "Where".
		Shows pictures whose name has been said.

73

Page 76

	Expressive tongue	Imitates animal sounds.
		Names at least two objects.
		It uses at least 5 words spontaneously.
		You can use two morphem.
19--24 months Contact skills	**Recipient language**	Refers to body parts.
		Returns objects when requested.
		Understands past and present time.
		Understands the name's in and from.
	Expressive tongue	Vocabulary around 20 at the age of 18 24 It reaches 200 per month. It appeals to itself by name.
		The song mutters or sings.
		Can use past time.
		Name -*in* and *from* can still use.
25--30 months Contact skills	**Recipient language**	He understands pronouns like "I" and "you".
		He understands possessive adjectives like "me" and "yours".
		Knows the names of friends or relatives.
		Can understand different sentence types.
		Makes the distinction between girls and boys.
		"What" understands "who" questions.

	Expressive tongue	When asked, he says his name. Sings a song or rhyme.
		Uses short sentences.
		Uses pronouns.
		- *di* li uses the past tense.
31--36 months Contact skills	**Recipient language**	Daily life, such as drinking, sleeping, eating recognize the pictures.
		It distinguishes between "inside" and "above".
		It distinguishes between "too" and "less".
		It distinguishes between "inside" and "outside".
		Understands simple time concepts such as "yesterday," tomorrow ".
	Expressive tongue	It uses some time suffixes (-iyor, -much, -di).
		Uses plural suffix.
		Uses the negative attachment.
		"What does he do?" / "What do you do?" type answers questions.
		The average word length is about 4 morphem.
		At least 50-150 words in expressive language dictionary has. Continues a short chat.

74

Page 77

3 -4 years old Contact skills	**Recipient language**	It reacts to instructions containing two actions.
		Knows the functions of objects.
		1200-2000 or more in the recipient language glossary there are words. Distinguishes between day and night.
	Expressive tongue	He speaks to himself.
		He uses language to express emotion.
		His subject establishes full sentences with action.
		It tells a story.
		It has a vocabulary of 800-1500 words.
4-5 years Contact skills	**Recipient language**	Indicates colors. Knows the shapes like triangle and square. He understands numbers up to 3 conceptually. Time concepts such as "next month", "noon" moments.
	Expressive tongue	There are 1000-2000 or more words. He asks what the words mean. He asks a lot of questions. Uses complex sentences. He started asking "why" and "how" questions. Their experiences at school, at home, with friends Tell.
5-6 years Contact skills	**Recipient language**	Know the opposite concepts.
		He is interested in writing.
		It fulfills three stages of instruction.
	Expressive tongue	Follows the instructions given to a group. He asks a question to get information.
		Expresses emotions.
		Uses conjunctions.
		Lists the days of the week. He gained basic grammar knowledge.
6-7 years Contact skills	**Recipient language**	Understands the concepts of right and left.
		He starts to use complex definitions more.
		There are about 20000 words in the recipient language dictionary.
	Expressive	Constructs sentences with approximately 6 words.
		He understands most of the time concepts.

It counts up to 100 mechanically.

It tells the events in order.

It tells a story - introduction, development, outcome.

75

Page 78

MEASUREMENT AND EVALUATION FORM EXAMPLES

ROUGH ASSESSMENT FORM

Module Name: Developmental Language
Individual Name Surname:
TC Identity Number. :
Date of birth   :

Module Gains	Yes	No	Descriptions*
1 Directs attention to sound.	+		
2 Distinguishes various sounds.	+		
3 Indicates that it maintains common interest during communication gives appropriate reactions.	+		
4 Takes turns while communicating.	+		
5 Adheres to simple guidelines.		-	
6 Recognizes the objects.		-	
7 Uses appropriate gestures and facial expressions during communication.	+		
8 Enriches vocabulary.		-	
9 Uses word suffixes on the spot.		-	Suitable for time suffixes not using it the way, (-Yes, -was, -was).
10 Responds to complex guidelines.		-	
11 Establish simple sentences in accordance with the rules.		-	
12 Establishes complex sentences in accordance with the rules.		-	
13 Uses the elements of the sentence on the spot.			
14 Answers to the questions asked.			
15 asks questions.			
16 Starts, continues, and conducts conversations. Complete.			
17 Requests, wishes, likes and complaints to the relevant people Reports.			
18 Willing to speak mutually.			

76

Page 79

19 Öykü answers questions about the event.

20 Describes the event in order of occurrence.

21 Estimates about the half-finished story.

22 Speaks according to different situations in daily life.

Evaluation Date
... ../ ... / ....
operator
Name and surname

77

Page 80

PERFORMANCE REGISTRATION TABLE

Module Name: Developmental Language   **Month of Ownership:**
Individual Name Surname:
TC Identity Number. :
Date of birth :

EVALUATION OF THE TEACHING PROCESS

achievements	Instruction (Observation, language example and test results also It must be taken into attention.) CRITERIA	Pre SPECIFIC Up production HE Securities	1 MONTH MONTH YEAR	2 MONTHS MONTH YEAR ... / ...	3 MONTHS MONTH YEAR ... / ...	4 MONTHS MONTH YEAR ... / ...	5 MON MONTH ... / ...

			1 2 3 1 2 3		one	2 3		1 2 3 1 2
1. Complies with simple guidelines.		…come.						
	2/3	Bring…		one			x	
		…give.						
2. Recognizes the objects. . A. Name the said object Shows.	2/3	Telephone Bookshelf Night light		one			x	
b.Name of the object shown He says.	2/3	Telephone Bookshelf Night light		one			x	
4. Word attachments in place Uses.		-du			x		x	x
a. Time suffixes in place Uses.	3/3	-location			x		x	x

ABBREVIATIONS: The target will be evaluated as "3" if it can achieve the acquisition, "2" if it partially performs, "1" if it can not be achieved at all.

<div align="center">

History   operator
... / ... / ...   Name and surname
                                Signature

78

</div>

Page 81

<div align="center">

FAMILY INFORMATION FORM

</div>

Individual Name Surname:
Date of birth   :   **Month / Year to which it belongs**
Modules Received   :
one.
2nd.
3.
Achievements (All the achievements in the individual's IEP will be stated here) **:**
one.
2nd.
3.

The Level That The Individual Has Reached (What is done in the month, the individual gains, is inadequate achievements will be indicated.) **:**

Recommendations to the Family (In order to support what is done, the family will be given about the gains. suggestions, examples of activities will be included.) **:**

<div align="center">

History

.... / .... / ...

Guardian   operator

Name and surname   Name and surname

Signature   Signature

</div>

79

Page 82

<div align="center">

POST-TEACHING (END OF TERM) EVALUATION FORM

</div>

Module Name: Developmental Language   **Training Start Date:**

Individual Name Surname: **Training Completion Date:**

Date of birth   **:**   **TC Identity Number.**   **:**

<div align="center">

MONTHS

</div>

GAINS	1 MONTH 2 MONTHS 3 MONTHS 4 MONTHS 5 MONTHS 6 MONTHS 7 MONTHS 8 MONTHS
1.It complies with simple guidelines.	- - - +
2. Recognizes the objects.	- - - +
3. Uses word attachments on the spot.	

EXPLANATION: Earning in the period suggested by the Special Education Evaluation Board
the intended gains are processed into the form in the form of items. In which month the earning started, with that month
to the relevant column; if the gain was terminated within one month (if the gain was realized) as "+"; next
If it continues in months (if no gain), it will be marked as "-". The acquisition took place
"+" is placed on the month.

<div align="center">

RAM INFORMATION

</div>

1. Performance Level Before Using Individual Support Education Program: (Individual's

what they can do before training, features etc. must be specified.)

2. Individual's Support Post-Training Performance Level: (What the individual can do after the training,

properties etc. must be specified.)

3. Suggestions:

<div align="center">

History
.... / .... / ... ..

</div>

Guardian	operator	operator
Name and surname	Name and surname	Name and surname
Signature	Signature	Signature

80

STRENGTHENING LANGUAGE DISORDERS MODULE

AIM OF THE MODE

To be able to develop communication skills for understanding and expressing.

GAINS

1. Performs the commands given.

2. Recognizes the objects according to their characteristics.

3. Indicates the functions of objects.

4. Distinguish the concepts according to their meanings.

5. Answer simple questions.

6. Answers to complex questions.

7. Groups objects with similar properties.

8. Reacts appropriately to the questions about the target sentence.

9. Reads the target word.

10. Reads the target sentence.

11. Reads the target text.

12. Correctly write the number he listens.

13. Writes the correct sound to the correct voice.

14. Writes the word he is listening to correctly.

15. Writes the sentence correctly.

16. Uses word suffixes on the spot.

17. Make simple sentences.

18. Establishes complex sentences.

19. Speaks clearly in different situations and situations in daily life.

20. Uses alternative and supportive communication methods.

DURATION OF THE MODULE

The duration of the module is 96 hours. Individual training hours
It is organized in format.

81

EXPLANATIONS ON THE IMPLEMENTATION OF THE MODULE

1. Acquired language disorders are observed due to different causes (stroke / stroke,
   head injury, neurodegenerative diseases, tumors, etc.). Instead of the lesion in the brain
   According to the clinical picture varies. In addition, different speech in the individual
   there may be disorders. In addition to aphasia, dysarthria, apraxia, alexia and cognitive in the person
   may also have incompetence. The intervention should include these factors and the intervention

the person's chronological age, cognitive level, and verbal communication skills

It must be taken into attention. After the evaluation, the above-mentioned features

Considering the appropriate program, application should be started. Education

It is very important to have the correct diagnosis in the creation of the plan.

2. To achieve the commands given and answer the questions

activities should be followed from simple to difficult order as exemplified below.

Directed from the individual according to his needs and individual characteristics;

• Simple guidelines ("Show pen.", "Show comb." Etc.)

• Complex instructions ("Raise your left hand." And "Show the door and chimney of the house."

    etc.),

• Functional guidelines ("Show me what you are doing with a comb? Etc.),

• Semantic categories (colors, numbers, plants: "Show red", "Textbook

    show.")

• Specific stimuli in categories ("Show the big book.", "Green apple

    show."),

• Simple phrases ("Show man walking.")

• Complex sentences ("Show the girl walking next to the man.")

• Abstract and open to interpretation questions ("Why do we need a car?", "Swimming

    the child who does not know is drowned in the pool? ") should be expected to react appropriately.

3. The training room should be quiet and free from unwanted stimuli

It should be organized. In a way that enables mutual communication with the individual, the individual

It should be an environment prepared considering the conditions. Handshake at a table

in sitting, the distance between them is in accordance with the distance required for communication.

should be noted. Table and chair sizes are suitable for the age of the individual

should be in dimensions. For individuals who are sensitive to sound, the noise level is minimized.

82

Page 85

should be lowered, the environment should be well illuminated, the speaking distance in interaction personal limits

should be set so as not to violate.

4. While identifying different situations and environments that will affect the individual's educational process (home, school,

hospital, speaking to different people) individual's age, developmental characteristics, interests

should be in front of you.

5. There should be relevant materials to be used during the training (picture cards,

picture books, word-sentence lists, concept cards, various tools, etc.).

After analysis to make analysis and compare after training

technical equipment (tape, cassette, video etc.) must be available for recording.

Technological tools and materials suitable for the approach used in acquired language disorders

(computer hardware, microphone, headphones, counters, etc.) can be used.

6. After evaluating the language disorders of the individual prior to education

Appropriate training method in line with the individualized training program (IEP)

education plan is determined by determining. Individuals with acquired language disorders

"Melodic Intonation, Response"

Different methods such as Demand Model, Audio Stimulation Model can be used.

7. A second recommendation for the individual receiving education on supportive language disorders

   If there is a support training program, the implementation sessions of the two programs

   between the individual's physical, mental and cognitive processes in a negative way

   care should be taken not to be affected.

8. Cooperation with the family and relatives should be done throughout the education support. The family of the individual and

   The important people in your life should participate in the training process. These individuals with the individual

   Information should be given on how their attitudes should be.

   If the individual benefits from alternative or supportive communication systems,

   The family should be informed about how it is used, how it works, portability.

9. The individual and family should be willing and determined to implement the education plan. Support training

   In cases where the individual receiving the disability has more than one disability,

   effective participation should be ensured. Other educators about the individual, if any, and

<div align="center">83</div>

Page 86

cooperation with specialists (doctors, psychologists, etc.), language acquired by these individuals

information should be given about the causes of the disorder and acquired language disorder

suggestions should be given on how they can support the individual.

CONTENT OF THE MODULE

A. AUDITORY PERCEPTION

   1. Compliance with Guidelines

   2.Responding to Questions

   3. Understanding the Word and Phrases

   4.Simple- Understanding Complex Sentences

B. OBJECT WORKS

   1. Object Properties

   2. Object Functions

C. CONCEPTS

STUDIES FOR DEVELOPING THE READING AND WRITING SKILLS

   1. Target Word

   2. Target Sentence

   3. Target Text

   4. Writing Goal, Number, Letter, Word, Sentence

   5. Word Attachments

D. USING ALTERNATIVE AND SUPPORTING COMMUNICATION SYSTEMS

1. Sign and Sign Language Use
2. Picture Cards and Symbol Usage

MEASUREMENT AND EVALUATION IN THE MODULE

Preliminary information about the individual before starting the assessment about the individual

will be useful for evaluation.

84

1. Individual information, history and preliminary information regarding medical reports should be obtained.

2. Observations and interviews should be conducted in different environments according to the needs of the individual.

3. Based on the norm for evaluating acquired language disorders

The following steps should be taken into consideration in the application of evaluation tests.

a. Spontaneous language and speech assessment

b. Evaluating auditory understanding

c.Repairing repetition

d. Assessing naming

d. evaluation of reading

e. Assessing language knowledge

f. Evaluating verbal actions

Assessment of writing

Measurement and evaluation process in the module; rough assessment, before teaching

evaluation, evaluation of the teaching process (course hours), final evaluation and teaching

post (end of period) evaluation stages. About these stages

Explanations for the sample forms prepared are given below.

A. Rough Evaluation

Achievements in the Rough Assessment Form "+", not realized

gains should be marked as "-". In the "Explanation" section, language impairment

Observations in the evaluation process should be briefly stated.

In evaluation, the individual's chronological age, cognitive characteristics, developmental characteristics, verbal

priority needs considering communication skills, health status, etc.

It should be determined with the family / guardian. When registering on the Rough Evaluation Form, the individual

In the "Explanations" section, which of the gains suitable for the needs are

It should be noted. As a result of the rough assessment, I cooperated with the family and IEP

It should be prepared.

85

Page 88

B. Pre-Instructional Assessment

Pre-teaching evaluation results can be found in the Performance Registration Table.
The "Pre-Teaching Evaluation" column should be marked.

Individual who is assumed to have language impairment acquired after rough evaluation
A *sample form was* prepared for.

Evaluation of the individual towards acquired language disorder, mutual communication
should be done based on observation. Subjects suitable for the age and interest of the individual for communication
care should be taken to choose.

Chronological age, cognitive characteristics, development of the individual in pre-teaching evaluation
all data obtained by taking into consideration the criteria such as health status, drug use
If necessary, adaptations should be made in line with the acquisitions.

If there are any target achievements determined for the individual, the "Achievements"
It should be written in detail under the column.

While marking the achievements in the "Pre-Teaching Evaluation" column,
considering the target acquisition written for the individual, the individual is
It should be evaluated. "3" if it can realize the gain, "2" if it partially realizes,
If it fails, it will be evaluated as "1".

C. Evaluation of the Teaching Process

The results of evaluating the teaching process are included in the Performance Registration Chart every month.
The field is marked in the teaching process evaluation column. Practitioner with form training
will be filled by. According to the pre-teaching evaluation result, the individual cannot
the target objectives will be taught.

Evaluation of the individual towards acquired language disorder, mutual communication,
should be done based on observation. Subjects suitable for the age and interest of the individual for communication
care should be taken to choose.

86

Page 89

Target gains will be evaluated with a triple rating scale every month. Individual
"3" if he / she can realize the gain, "2" if he / she is partially realizing,
It will be evaluated as "1". At the end of each month, interim evaluation is made.
The result of the evaluation is reported, stored in the file of the individual.

In the "Treatment of Acquired Speech Disorders" module, the individual *"Given*

executes commands. " **an example** considering that he could not achieve his acquisition

It was prepared.

At the end of each month, information and suggestions about what was done to the family / individual against signature

An Evaluation Report will be given. A copy of the report is in the file of the individual

It will be stored.

Studies and things to be done to the family / individual after each class hour

verbal or written information should be provided about, suggestions should be made.

CHINA. Final Evaluation

The last session assessment made during the teaching process also includes the individual's

will be the final assessment. Therefore, a separate form has not been prepared.

D. Post-Semester Post-Assessment

Post-semester (end of term) evaluation results, End of Term Individual

It should be entered in the Performance Evaluation Form.

In which month the acquisition started when filling out the form,

column is marked as "+" if the gain occurred within one month. Acquisition started

If it continues in the months after the month (no gain), it will be marked as "-".

A "+" is placed on the month of the acquisition.

For the individual at the end of the period recommended by the Special Education Evaluation Board

among the achievements that are aimed to be realized; unrealized or taught

87

Page 90

those who cannot be done, **RAM in End of Period Individual Performance Evaluation Form**

It should be processed in detail in the **Information Department** . If teaching never started

If the acquisition could not be achieved even though its reasons were started, at what stage

explanations should be made.

MEASUREMENT AND EVALUATION FORM EXAMPLES

Name of the Module : Treatment of Acquired Language Disorders
Individual's Name Surname :
TC Identification number :
Date of birth : 15.10.1985

Module Gains	Yeah No	Descriptions*
1 Performs the commands given.	-	
3 Recognizes the objects according to their characteristics.	+	
4 Indicates the functions of objects.	+	
6 Distinguishes the concepts according to their meanings.	+	(Colors, numbers, crops animals classifying

is showing.)

7 Answers to the questions asked.	-
8 Groups objects with similar characteristics.	+
9 Reaction according to the questions about the target sentence	-

Data.

10 Reads the target word.

11 Reads the target sentence.

12 Reads the target text.

13 Writes the number he listens correctly.

14 Writes the letter he is listening to correctly.

15 Writes the word he is listening to correctly.

16 Writes the sentence correctly.

17 Uses word suffixes on the spot.

Sets up simple sentences.

19 Establishes complex sentences.

Evaluation Date
...... / ... / ...
operator
Name Surname and Signature

88

Page 91

PERFORMANCE REGISTRATION TABLE

Name of the Module   : Acquired Language Disorders Treatment **I**   **Month of Ownership:**
Individual's Name Surname :
TC. ID Number   :
Date of birth   : 15.10.1985

EVALUATION OF THE TEACHING PROCESS

achievements	Instruction CRITERIA	cei Front production HESScurities	1 MONTH MONTH YEAR .... / ...... evaluation ...			2 MONTHS MONTH YEAR .... /			3 MONTHS MONTH YEAR .... /			4 MONTHS MONTH YEAR .... /			5 MONT MONTH Y .... /	
			one	2nd	3	one	2nd	3	one	2nd	3	one	2nd	3	one	2nd
1. Performs the given commands.																
A. Performs simple commands.	3/3	Raise your right hand.	one													
		Show me the pen.		x			x			x				x			x
		Give me the glass.															
B. Instead of complex commands It brings.	3/3	Raise your right hand and take the pen. Take the phone, give it to me. Left hand on the right knee put.	one											x			
c. Instead of function-oriented commands It brings.	3/3	What do you comb your hair with? What do you write the article with? With what do you drink water?	one											x			x

ABBREVIATIONS: The target will be evaluated as "3" if it can achieve the acquisition, "2" if it partially performs, "1" if it can not be achieved at all.

History   operator
... / ... / ...   Name and surname
         Signature

89

FAMILY INFORMATION FORM

Individual Name Surname:
Date of birth   **:**   **Month / Year to which it belongs**
Modules Received   **:**
one.
2nd.
3.

Achievements (All achievements in the individual's IEP will be stated here) **:**
one.
2nd.
3.

The Level of the **Individual** (What is done in the month, the gains that the individual gains and is inadequate
will be specified) **:**
one.
2nd.
3.

Family Suggestions (**Suggestions** to be given to the family about gains in order to support what is done,
examples of activities will be included) **:**

History

.... / .... / ...

Guardian   operator

Name and surname   Name and surname

Signature   Signature

90

INDIVIDUAL PERFORMANCE EVALUATION FORM AT THE END OF THE PERIOD

Module Name: Acquired Language   **Training Start Date:**
                  Treatment of Disorders
Individual Name Surname: **Training Completion Date:**
Date of birth   **:** 15/10/1985   **TC Identity Number.**   **:**

MONTHS

GAINS	one.	2nd.	3.	4.	5.	6.	7.	8.	9.	10.	11th.	12.

MOON MOON MOON MOON MOON MOON MOON MOON MOON MOON MOON MOON

the 1.Veril   commands
fulfills.

-	-	-	+

EXPLANATION: Earning it within the time suggested by the Special Education Evaluation Board the intended gains are processed into the form in the form of items. In which month my earning started the column on that month; if the gain was terminated within one month (if the gain was realized) as "+"; If it continues in the following months (if no gain has been achieved), it will be marked as "-". the gain "+" is placed on the month of occurrence.

RAM INFORMATION

1. Performance Level Before Using Individual Support Education Program: (Individual's

what they can do before training, features etc. must be specified.)

2. Individual's Support Post-Training Performance Level: (What the individual can do after the training,

properties etc. must be specified.)

3. Suggestions:

| History
.... / .... / ... |
|---|

Guardian	operator	operator
Name and surname	Name and surname	Name Surname, Signature
Signature	Signature	

91

Page 94

REFERENCES

1. Ege, P., Acarlar, F., and Turan, F. Ankara Articulation Test (AAT). Ankara university,
   Scientific Research Project Publication. Ankara., 2004.

2. Topbaş, S. Phonology and Phonology Test, 2004.

3. For Language and Speech Difficulties in Private Private Educational Institutions No. 162 dated 25.08.2008
   Individual and Group Training Course Program.

4. Topbaş, S. (Editor), Language and Concept Development in Children, Anadolu University Publication No
   1318, Open Education Faculty Publication No 717, Eskişehir, 2003.

92