### Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Per. 1A 1B 2A 2B**

**Children with Special Needs**

## Researched Speech Project

#### My Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

#### I **present** on: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

####

**Project Timeline:**

**Complete the Following In Class:**

* **December 7- 16th: Steps 1, 2 and 3**

We will be researching for two whole class periods. These are the only days we will have in class to use

our iPad lab, so anything for steps 1 or 2 that are not completed will need to be done *on your own* time before the next class session.

You will have these whole periods to work on the structure of your speech, after a brief overview of structural requirements. Hopefully, you all will complete your speech in class—however, if you need more time, it will need to be finished at home before you present. Remember that there must be a written (typed or legibly handwritten in ink) copy of your speech turned in before step 3 is complete!!!

* **January 3-January 14: Complete Steps 4 and 5. You will be presenting on the day you are assigned. NO EXCEPTIONS. If you fail to prepare, you will still present. If you forget your visual, you will still present. If you have absolutely NOTHING, and have no idea what your topic even is, you will still present that day. Questions? Good! If you are absent on your assigned speech presentation date, you will make it up the next time you are in class.**

**Outside of Class:**

* **If you do not complete any step on the day we work on it in class, you are responsible to complete it on your own time before the next class. It is completely possible to do this project in the two computer lab days!!!**

**Steps:**

1. **Research**

# Must consult at least 5 articles

Look for the following information in the articles you select. If your article does not have solid information, please select a different one that contains information you can use.

* 1. Definition/description (what does this disorder look like/feel like/sound like/etc. to the person afflicted?)
	2. Span of disorder—how common/percent of population?
	3. When was this disorder discovered? Has the number of those afflicted with the disorder increased/decreased since discovery or in recent years?
	4. How someone would be afflicted with the disorder (in utero parent decisions/genetics/unknown)—who gets it?
	5. Treatment (medicinal) if any
	6. Therapy (non-medicinal) if any
	7. Other miscellaneous information of interest or importance
1. **Bibliography/Works Cited page**
	1. Cite all 5 articles used
	2. If you have forgotten how to cite websites in a Works Cited format, go to [www.easybib.com](http://www.easybib.com) and follow the steps to create a bibliography/works cited (this is much simpler than remembering or looking up formatting on your own).

**3. Compose Speech/Presentation**

1. You may either do a PowerPoint-style presentation or a traditional note card speech—it’s completely up to you!
2. TYPE out plans for speech in paragraph-form (to turn in) this should be ideally what you would like to say out loud in front of the class. You will turn this in on the day of your presentation.
3. Practice speech (should be at least 3-5 minutes—no more than 15!!)

**4. Create a visual aid for your Presentation**

1. Poster, PowerPoint, Handout, Slideshow, YouTube video (school-appropriate, please), Dramatic interpretation, Interpretive dance, Sock Puppet Theater, etc. SOMETHING FOR THE CLASS TO WATCH/VIEW!

**5. Present Speech to Class**

a. Give speech (at least 3-5 minutes)

b. Answer questions class/Ms. Hampel has for you to the best of your ability.

**Speech Guidelines for Children with Special Needs Project**

Your presentation/speech and paper should follow something very similar to this outline:

I. Introduction:

 a. Introduce yourself and your topic.

 b. Have an effective “attention grabbing” statement, something that makes us either empathize or

 want to learn more.

II. Body of Speech

1. Define your disorder—what is it? This may be complicated, so be detailed! This section should be a good minute of your presentation.
2. How many people get this disorder? (this is probably going to be one sentence, unless you have the gift of stretching out stuff…)
3. How long have we known about the disorder? Who discovered the disorder? Have people throughout history known of this disorder, had other thoughts about this disorder, etc.
4. How does one get this disorder? Thoughts/reasons/speculations, etc.
5. Treatment/Therapy for the disorder—how can we help someone with this disorder? Medicine? Effective teaching strategies? Physical Therapy?

III. Something Interesting—be it a poster/video clip/story/guest speaker

IV. Conclusion—something that moves us forward, lets us know you are finished with

your part of the presentation. DO NOT JUST SAY “and that’s all I have to say about that.” Or anything similar to that.

V. Ask the class if they have any questions/need clarification.

VI. Ask the class 2-3 DISCUSSION QUESTIONS about your disorder—could be a mini-quiz, a discussion starter, etc. Be interesting and creative!

\*\*\*When you write this out into paragraph form, be sure to include at the very end what questions you will be asking of the class.\*\*\*

**THE WRITTEN PART OF THIS PROJECT IS DUE THE DAY OF YOUR PRESENTATION!**