

Module 3.1 Supporting Language Problems in the Classroom

What are Intermediate processes? Impact on Learning and SLD

- Success within this level is based on the proper functioning of fundamental processes
- Critical difference is the integration of functions to process complex information
- Acquisition of specific information and broad knowledge- critical for later use

Language Key Concepts

- Language is a complex neurocognitive process that needs the successful integration of several brain-based functions
- Essential for communication, deep thinking, creativity, problem solving, social language
- Important is seen in an entire brain hemisphere largely dedicated to language
- Phonological processes subsumed within the Language block-critical for reading

Expert Guidance

- Remember to develop a positive philosophy of SLDs. Attitude about SLDs will impact the success of student interventions
- Reassure students, stay positive and expect realistic gains
- Most SLD referrals center on reading problems, which are related to language issues
- Most reading problems are caused by phonological deficits
- Consult With your SLP for reading, expressive, and receptive language issues
- Students with “double Deficits” or “Triple Deficits” sometimes do not respond well to reading interventions
- Ready yourself that progress can be very slow, but positive
- Be critical of commercial intervention programs
- Students with language problems may look confused and/or not attentive
- S/L students need help expressing themselves and understanding verbal lectures
- May impact social and emotional development

Intervention: Explicit and Direct Instruction Works

- For all intervention suggestions related to the BBBB, the most common research supported intervention is explicit and direct instruction

Key Reading Concept

- If our expectation is for a child to become an independent reader, interventions for comprehension will not be effective if devoid issues are not first addressed
- All students need to have access to grade level content. Technology supports or other accommodations need to be used to help with access in addition to remediating decoding deficits

Importance of Alignment

- It is important to align interventions with the specific language deficit
- Targeted interventions are effective as well as time efficient
- There are many components to effective reading comprehension and several places where there could be a deficit. It is important that the intervention is properly aligned to the specific deficit

Interventions: Reading

- Determine nature and break down of reading difficulty
 - Phonological
 - Working memory/Processing Speed
 - Orthographic issues
- Guided Oral Reading-model reading a very simple, short passage fluently, then child reads the same text aloud, with support. Have the child re-read the same passage until a set fluent level is attained.

Interventions: Receptive Language

- Significant interventions need SLP consultation
- Give reason “why”
- Build verbal reasoning
 - Vocabulary built within an authentic environment
 - Connect to what is known
 - Picture vocabulary
 - Word games
 - Short paragraphs

Interventions: Expressive Language

- SLP Consultation
- Give reason “why”
 - Build conversational skills within an authentic environment
 - Describe personal experiences
 - Teach and practice conversations

- Teach “Tell me how”
 - ❖ Vocabulary- synonym and antonym game

Reading Comprehension

- Activate prior knowledge about a topic or concept
- Monitor comprehension and correct misunderstandings while reading
- Use graphic organizers to relate information from the text
- Answer different kinds of questions about the text
- Generate questions about the material in the text
- Hand Technique (Process aloud with student)
 - Thumb- Somebody: who is the story about?
 - Pointer Finger- Wanted: what do they want?
 - Middle Finger- But: What problem do they run into?
 - Ring Finger- So: What do they do to solve the problem?
 - Pinky- Finally: How did the story end?
- Graphic Organizers
- SQ3R
 - Survey
 - Questions
 - Read
 - Recite
 - Review

Interventions: How to Choose the Right Programs

- Resources for finding effective commercially available interventions
 - CDE Advisory List for Instructional Programming
 - CDE Guidance for Selection Scientifically and Evidence-Based Instructional Programs
 - EdReports
 - NCII Tools Chart

Accommodations

- Reading
 - Provide audio books-teach read along
 - Pair pictures to reading passages- ask “Does the picture match the reading passage, how?”
 - Connect reading passages to personal experience
 - Allow for alternate ways to express and acquire knowledge
- Expressive and Receptive
 - Use visuals when describing new concepts
 - Prep before calling on student in class

- Teach self-advocacy- actively seek help when student doesn't understand
- Actively check for understanding- Ask students to retell directions and describe new concepts