 intervention for oral and written language disorders in school-age children; CSHA 2015

why contextualized...

• Provide therapy in a context that is:
  – Relevant
  – Reflective of how children are required to use language in daily circumstances (schools and home)
WHY CONTEXTUALIZED...

• In the schools curriculum relevant therapy helps students to master the linguistic underpinnings the will enable them to access the curricular content (Ehren, 2000; Wallach, 2014)

WHY CONTEXTUALIZED...

“meaningfulness and active engagement in learning is expected to improve internalization, spontaneous use, and generalization; and the complexity of the activity allows for multiple objectives to be addressed.” (Ukrainetz, 2006, pg. 50).

Effective Intervention

• Research indicates that inclusion of both embedded literature-based and skills-based approaches important for cognitive and language development (Gillam, McFadden & van Kleeck, 1995).

• Contextualized language intervention resulted:
  – Larger effect sizes compared to decontextualized intervention (Gillam, Gillam, & Reece, 2012)
What is Contextualized Language Intervention?

- Educationally Relevant Context
- Motivating and Purposeful
- Goal Directed
  - Included specific / limited number of targets
- Supported learning over repeated opportunities
- Explicit skills focus

(Ukrainetz, 2006; 2015)

Educationally Relevant Context

- Context functional and meaningful to school-age students
- Linked to classroom curriculum
- Linked to literacy
  (literate language, reading, writing)
- Linked to academic success

(Wallauch, 2014; Whitmire, 2002; Ehren, 2009; Ukrainetz & Fresquez, 2003)

RISE Model (Ukrainetz, 2006; 2015)

Key intervention elements to be therapeutic

Repeated opportunities

Intensity

Systematic support

Explicit skill focus

(e.g., Berninger et al., 2003; Gillam, Loeb, & Friel-Patti, 2001; Nelson & Van Meter, 2006; Torgeson, Al Otaiba, & Grek, 2005)
Goal Directed

- Aims of therapy are reflective of the long-term goals and sub-skills
- In the schools this is linked to state core curricular academic standards and benchmarks

Explicit skills focus

- Clearly defined explicit skill foci
- Focus on the “meta” level when appropriate.
- In purposeful contexts:
  - Skill focus
  - Clear preplanned instruction
  - Descriptive feedback

(Beminger et al., 2003; Ehren, 2000; Wallach & Miller, 1988; Wallach, 2014)

Supported Practice and Learning with Repeated Opportunities

- Systematic
- Strategic
  - Student Behaviors or Strategies
- Supportive with scaffolding (more later)

(Gerber, 1992; Ukrainetz, 2006; 2015; Wolter, Ukrainetz, Ross, & Andrus, 2011)
A CONTEXTUALIZED FRAMEWORK:
Learning A Skill in Context

GETTING IN THE GAME!

The Game is the Aim!

Dribbling the SKILL or Basketball the GAME?

- Dribbling the skill
- Drills on skills with rewards
- Trust that dribbling will transfer to the game
Coaching Hierarchy, with step-by-step mastery

1. Bounce a ball
2. Dribble a ball
3. Dribble and shoot
4. Dribble, move, and shoot
5. Dribble, move, and pass
6. Dribble and pass with an opposing
7. Dribble, move, and pass with an opposing player
8. Dribble, move, and pass with three on each side
9. Play the game –
   …….. uhoh, too late, the year is over, maybe next year...

Whole-Part-Whole version of Coaching

1. Play a chaotic, poor, but fun whole basketball game
2. Work on: dribbling, passing, shooting
3. Play a less chaotic, but still fun basketball game
4. Work on skill drills a more
5. Play an almost orderly, almost skillful, fun game
6. Work on dribbling in the game, passing in the next game, shooting in the next game
7. Take a break and just play the game
8. Back to skill drills, but no worries, another game is coming up...

Teaching the communication games of life

- Teach the game
  - Teach the skills needed to play
  - Inside the games as integrated play (the whole)
  - Outside the games as skill drills (the parts)
  - With systematic scaffolding everywhere from the coach
- Track performance
  - Keep the score for the game
  - Track the stats on skills in the game
  - Add up performance in skill drills

But remember – the GAME is the aim!
Teach the game and skills

Teach in whole-part-part-part-whole format (Ukrainetz, 2015)
1. Start with a storybook or expository text for skill introduction
2. Middle are multiple focused activities on each skill
   SEMANTICS: defining words, generating, webbing
   SYNTAX: sentence expansion, sentence combining
   NARRATIVE: story grammar components, pictography
3. End with a story creation or expository project for integration of skills (oral or written)

Contextualized Unit Structure
(Ukrainetz, 2015; Hoggan & Strong, 1994)

• For 3-4 tx skills that occur together within a purposeful activity
EXAMPLE:
  In the context of a narrative:

  Skills
  a) narrative structure – story grammar for episode
  b) Vocabulary
  c) Syntax- noun-phrase elaboration
  d) Pragmatics - story grammar for internal states

CONTEXTS
**CONTEXTS: Planned Discourse**

**SPOKEN**
- Conversation
- Narrative
- Expository

**WRITTEN**

**SKILLS**

**SKILLS: Tiered Vocabulary**

*Beck, McKeown, & Kucan, 2002*

- **First Tier**
  - Basic words at grade level
  - Do not require direct instruction
  - Exposure through conversation/reading

- **Second Tier**
  - High frequency words used by mature language users
  - Likely to appear frequently in a wide variety of texts in written and oral language
  - Direct instruction of these words most productive

- **Third Tier**
  - Lower frequency words
  - Limited to specific areas
Vocabulary and Tier Two Words
(Beck, McKeown, & Kucan, 2003)

- Choose Tier Two Words According To:
  - Word usefulness: Appears frequently across a variety of domains
  - Instructional potential: Can be integrated into instruction in a variety of ways to build rich representations
  - "Test" for Tier Two Criterion: Would student be able to explain this word using words that are already known to them.
  - Conceptual understanding: Words for which students understand the general concept but provide precision or specificity in describing the concept

Literate Language (Nippold, 2007; Westby, 1998; 2005)

- Conjunctions
  - When, since, so, as a result, if, until, however, although, etc.
- Mental and linguistic verbs
  - Denote cognitive (think, wish, know, forget) or linguistic (say, promise, report, exclaim) processes
- Elaborated Noun Phrases
  - The boy with the red hat; the angry cat who hissed at the cowering dog
- Elaborated Verb Phrases
- Adverbs
- Similes and Figurative Language

Related Language Skills and Literacy

Decoding and Spelling
- Phonological awareness
- Orthographic knowledge
- Morphological awareness
- Semantics
Related Language Skills and Reading

- Reading Comprehension
- Semantics
- Morphology
- Syntax
- Executive Functioning Strategies
  - Summarization
  - Paraphrasing
  - Prediction/Inferences

Related Language Skills and Writing

- Semantics
- Morphology
- Syntax
- Executive Functioning
- Genre Knowledge

(Brinton & Fujiki, 2004)

Some Suggested Resources

*Note: visit the website at SURGERY.COM, scroll down and click on the link. Are you totally lost? Icon*
Suggested Clinically-Focused Books of Contextualized Language Intervention

Additional Resources

• Narratives, Language Intervention and Literature Units
• Syntax
• Semantics

Morphological Awareness

Additional Resources

• Pragmatics
  - Brinton, B., Robinson, L., and Fujiki, M. (2009). Description of a program for social language intervention: “If you can have a conversation, you can have a relationship.” Language Speech and Hearing Services in the Schools, 39, 283-290.

• Word-level Writing and Reading

• Writing

Additional Resources

• Reading Comprehension

• Writing

WRITING LAB


SOME TOOLS

- Narrative-Based Units
  - Text Talk (Tier 2 vocab) (Beck & McKeown)
  - The Magic of Stories: Literature Based Intervention
    - Strong & North, 1996

- Expository
  - Expanding Expression Tool (Smith)
    - [http://www.expandingexpression.com/data_research.html](http://www.expandingexpression.com/data_research.html)

One Utah Resource

- The USOE website has many additional resources for instruction. Here is one more example.
- Visit this weblink for
  - UTAH FIRST VOCABULARY TEXT TALK LESSONS:
    - [utah.ptfs.com/awweb/awarchive?type=file&amp;item=28840](http://utah.ptfs.com/awweb/awarchive?type=file&item=28840)
- Text Talk Lessons for 101 books.

Contextualized GOALS
Therapy linked to standards

- Tx goals linked to state academic standards and benchmarks
  - Standards and benchmarks may list the game or component skills
  - The aim of tx is still the game
  - Tx goals list the game (purposeful activity) and the target skills
  - The goal is achieved when the game is played at a “proficient” performance level

K-12 Standards

Speaking and Listening
- Inclusion of formal and informal talk

Language
- Using standard English in formal writing and speaking
- Determining word meanings and word nuances
- Acquiring general academic and domain-specific words and phrases

Reading
- Foundational Skills
  - Print concepts (K−1)
  - Phonological awareness (K−1)
  - Phonics and word recognition (K−5)
  - Fluency (K−5)

- Reading Comprehension
  - Balance of literature and informational texts

Writing
- Writing informative/explanatory texts
- Writing narratives
Common Core STANDARDS

- Common Core Standards
  - http://www.corestandards.org/the-standards

- IPAD APP:
  - EZ Common Core at the App. store

Back to the GAME ANALOGY

GAME (basketball)

2nd grade level standard for Informational text

- LA2.1C Students demonstrate understanding of informational text

- LA2.1C.3 Students use a variety of source to gather information, such as table of contents, charts, informational books, and guest speakers.
Multi-skill Expository goal

• By 10/07/20XX, when participating in a book discussion, Billy will improve expository discourse by summarizing main ideas and details using targeted vocabulary from paragraphs read aloud with 90% accuracy and low clinician scaffolding as measured by progress monitoring SLP rubric.

GAME book discussion

SKILLS identify main ideas

identify details

learn vocabulary

SCAFFOLDING

read paragraph aloud

Single-skill Expository Goals

1. By 10/07/20XX, when participating in a book discussion, Billy will improve expository discourse by summarizing main ideas and details from paragraphs read aloud with 90% accuracy and low clinician scaffolding as measured by progress monitoring SLP rubric.

2. By 10/07/20XX, when participating in a book discussion, Billy will improve expository discourse using targeted vocabulary from textbook with 90% accuracy and low clinician scaffolding as measured by progress monitoring SLP rubric.

2nd grade level standard for Narrative Discourse

• 1RL2 – Retell stories, including key details, and demonstrate understanding of their central message or lesson

• 1RL3 – Describe characters, settings, and major events in a story, using key details

• 2SL5 – Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audible in coherent sentences

• 1L1e – Use verbs to convey a sense of past, present, and future

• 2L6 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts including using adjectives and adverbs to describe
Multi-Skill Narrative Goal

By 06/04/20XX, when participating in a story retell, Andrea will improve narrative discourse, by retelling a story with story grammar elements, targeted vocabulary, and correct past tense verbs with 80-90% accuracy and low clinician scaffolding as measured by progress monitoring rubric.

GAME narrative

SKILLS vocab/story grammar/past tense – ed

SCAFFOLDING questioning, physical prompts

Single-skill Narrative Goals

1. By 06/07/20XX, when participating in a narrative retell, Andrea will improve narrative discourse, by retelling a story with story grammar elements with 80-90% accuracy and low clinician scaffolding as measured by progress monitoring rubric.

2. By 06/07/20XX, when participating in a narrative retell, Andrea will use targeted vocabulary with 80-90% accuracy and low clinician scaffolding as measured by progress monitoring rubric.

3. By 06/07/20XX, when participating in a narrative retell, Andrea will demonstrate correct past tense verbs with 80-90% accuracy and low clinician scaffolding as measured by progress monitoring rubric.
Contextualized Scaffolding

- Activity has larger purpose than the targeted skill
- Child performs with considerable structural and interactive support initially
- Increasing mastery of skill and decreased assistance
- Progress monitoring reflective of scaffolding

EXAMPLE:
Teaching language through literature units (narrative) and science projects (expository)

Scaffolding in the Zone

- Zone of proximal development
  - Student should be “in the zone” of optimal learning
  - What can be achieved with adult scaffolding
  - Dynamic assessment: what supports/scaffolds result in success

- Being therapeutic involves keeping student in their zone
  - Actively involved, with challenge and support, neither bored nor frustrated
  - Right group size and mix
  - Right skill, activity, and scaffolding

Zone of Proximal Development (ZPD) (Vygotsky, 1978)
Types of Scaffolding

- **Structural scaffolds**
  - Features of the context that can be preplanned and purposeful
  - Provide predictability and repetition
  - Selection of materials, tools, and modifying environmental conditions
  - EXAMPLES:
    - Planned whole activities (literature units)
    - Routines
    - Peer support

- **Interactive scaffolds**
  - Responsive moves on the part of the clinician to facilitate success
    - Response scaffolds
    - Linguistic scaffolds

(Paul, 2007; Ukrainetz, 2006)

Response Scaffolds (Ukrainetz, 2006)

- Model the response
- Repeat and emphasize
- Cue through physical signals
- Pause before providing the answer
- Provide part of the answer
- Provide the answer and have the child repeat

Linguistic Scaffolds (Ukrainetz, 2006)

- Expand the utterance into a better form
- Extend the utterance with new information
- Recast into a new form
- Focused contrast between two forms
**Scaffolding in context**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competent Level 4</td>
<td>Requires little to no prompting or reminder and independently self-regulates/strategizes</td>
</tr>
<tr>
<td>Functional Level 3</td>
<td>Requires clinician reminders/strategies, redirections, and student-directed cues and repairs</td>
</tr>
<tr>
<td>Emerging Level 2</td>
<td>Requires clinician multiple choices/partial answers, expansions, clinician directed cues and prompts</td>
</tr>
<tr>
<td>Full Facilitation Level 1</td>
<td>Requires full clinician model, expansions, clinician prompts and cues</td>
</tr>
</tbody>
</table>

**National Standards**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 4: Advanced</td>
<td>A student scoring at this level is advanced on measured standards and objectives of the Core Curriculum in this subject. The student's performance indicates students can use their knowledge in complex situations and can analyze, synthesize, and communicate information and ideas.</td>
</tr>
<tr>
<td>Level 3: Proficient</td>
<td>A student scoring at this level is proficient on the measured standards and objectives of the Core Curriculum in this subject. The student's performance indicates sufficient understanding and application of key curriculum concepts.</td>
</tr>
<tr>
<td>Level 2: Basic</td>
<td>A student scoring at this level is basic on the measured standards and objectives of the Core Curriculum in this subject. The student’s performance indicates that he/she ineffectively uses or requires assistance to use concepts and skills to acquire, analyze, and communicate information and ideas.</td>
</tr>
<tr>
<td>Level 1: Below Basic</td>
<td>A student scoring at this level is below proficient on measured standards and objectives of the Core Curriculum in this subject. The student’s performance indicates minimal understanding and application of key curriculum concepts and requires extensive support or provide little or no evidence in meeting the standard.</td>
</tr>
</tbody>
</table>

*Source: National Standards (2011)*
Determine your Levels

- What is functional?
- How is this different than an emerging performance level?
- What scaffolds (structural or interactive) might I provide?
- What strategies might the child use?
- How many levels of scaffolding might be appropriate?
- How accurate or how much scaffolding will determine levels of performance?

CASE EXAMPLE

Multi-Skill Narrative Goal

By 06/04/20XX, when participating in a story retell, Andrea will improve narrative discourse, by retelling a story with story grammar elements, targeted vocabulary, and correct past tense verbs with 80-90% accuracy and low clinician scaffolding as measured by progress monitoring rubric.

- GAME: narrative
- SKILLS: vocab/story grammar/past tense –ed
- SCAFFOLDING: questioning, physical prompts
Single-skill Narrative Goals

1. By 6/07/20XX, when participating in a narrative retell, Andrea will improve narrative discourse, by retelling a story with story grammar elements with 80-90% accuracy and low clinician scaffolding as measured by progress monitoring rubric.

2. By 6/07/20XX, when participating in a narrative retell, Andrea will use targeted vocabulary with 80-90% accuracy and low clinician scaffolding as measured by progress monitoring rubric.

3. By 6/07/20XX, when participating in a narrative retell, Andrea will demonstrate correct past tense verbs with 80-90% accuracy and low clinician scaffolding as measured by progress monitoring rubric.