

Strategic language literacy intervention: Dissecting what intervention looks like

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Area of Expertise

-Language & Literacy in School-Age
Children and Adolescents



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Areas of Interest

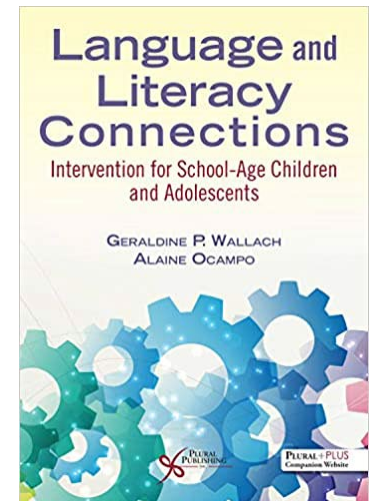
Language & Literacy in School-Age
Children and Adolescents, School-
Based Issues, Collaboration, Autism,
and Cultural & Linguistic Diversity

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Learning Objectives

- Describe the three major categories of strategic processing and provide an example of each type of strategy

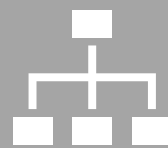
- Generate intervention plans that support the development of a strategic focus for language and literacy success

- Explain how the reciprocal relationship between language skills and strategies across spoken and spoken and written systems can inform how SLPs should be involved in the decision- making and intervention process to support the reading and writing needs of students with language learning disabilities across curricular content

We often use overlapping terms to describe what we're doing with our students



Theme today: We aim to help our students learn to “do things” on their own.



...and help them become more organized (i.e., strategic) in their approach to tasks



Today's Game Plan

- a) **Terminology: the knowledge, skills, strategy interaction**
- b) **Review: Role of SLPs in strategic intervention: Killing drills & others**
- c) **Multi-Literacies (Content Area and Discipline Specific); Disciplinary Strategies & General strategies**
- d) **Evaluate / Discuss Scenarios**
- e) **Conclusion and Questions/Answers**

Important distinctions that need to be made:

- **Language knowledge** (information one has)
- **Skills** (actions or procedures one is competent in using)
- **Strategies** (approaches one uses to apply knowledge and skills effectively depending upon the context)

[Per Barbara Ehren's Triad; See Wallach & Ocampo, 2020, for details]

Questions to ask ourselves?

- ***What is our role?*** (ASHA, 2010, Ehren et al., 2012)
- ***What does task require?*** (Gillam et al., 2002; Wallach & Ehren, 2004) **and**
- ***Why did we choose what we did?*** (Apel, 2011; Kamhi, 2004, 2014)

A) Engaging students' background knowledge;

B) Balancing content and structure knowledge and skill;

C) Weaving metalinguistic and metacognitive strategies into intervention decisions (Wallach et al. 2014).

Language
Intervention
Includes
Helping
Students
Become
Independent
Learners

We should consider the different types of research-based strategies that help our students "get there!"

Three major types of strategies...

Goal Specific Strategies

- Use technique to get & retain meaning of material:
 - Activate prior knowledge
 - Analyze text
 - Self-question
 - Visual imagery
 - Paraphrase
 - Summarize

(Wallach, Charlton, & Bartholomew, 2014)



Reminder: Knowledge & skill often underlie ability to use a strategy effectively....

- **PARAPHRASING:**
 - A COMPREHENSION STRATEGY
 - ONE NEEDS A KNOWLEDGE OF WORDS (SYNONYMS)
 - ONE ALSO NEEDS SYNTACTIC SKILLS

[EHREN, 2006; Wallach, Charlton, & Christie Bartholomew, 2014; 2011, 2010; Wallach & Ocampo, 2017 & 2022]

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[EHREN, 2006; Wallach, Charlton, & Christie Bartholomew, 2014; 2011, 2010; Wallach & Ocampo, 2017 & 2022]

Monitor & Repair Strategies

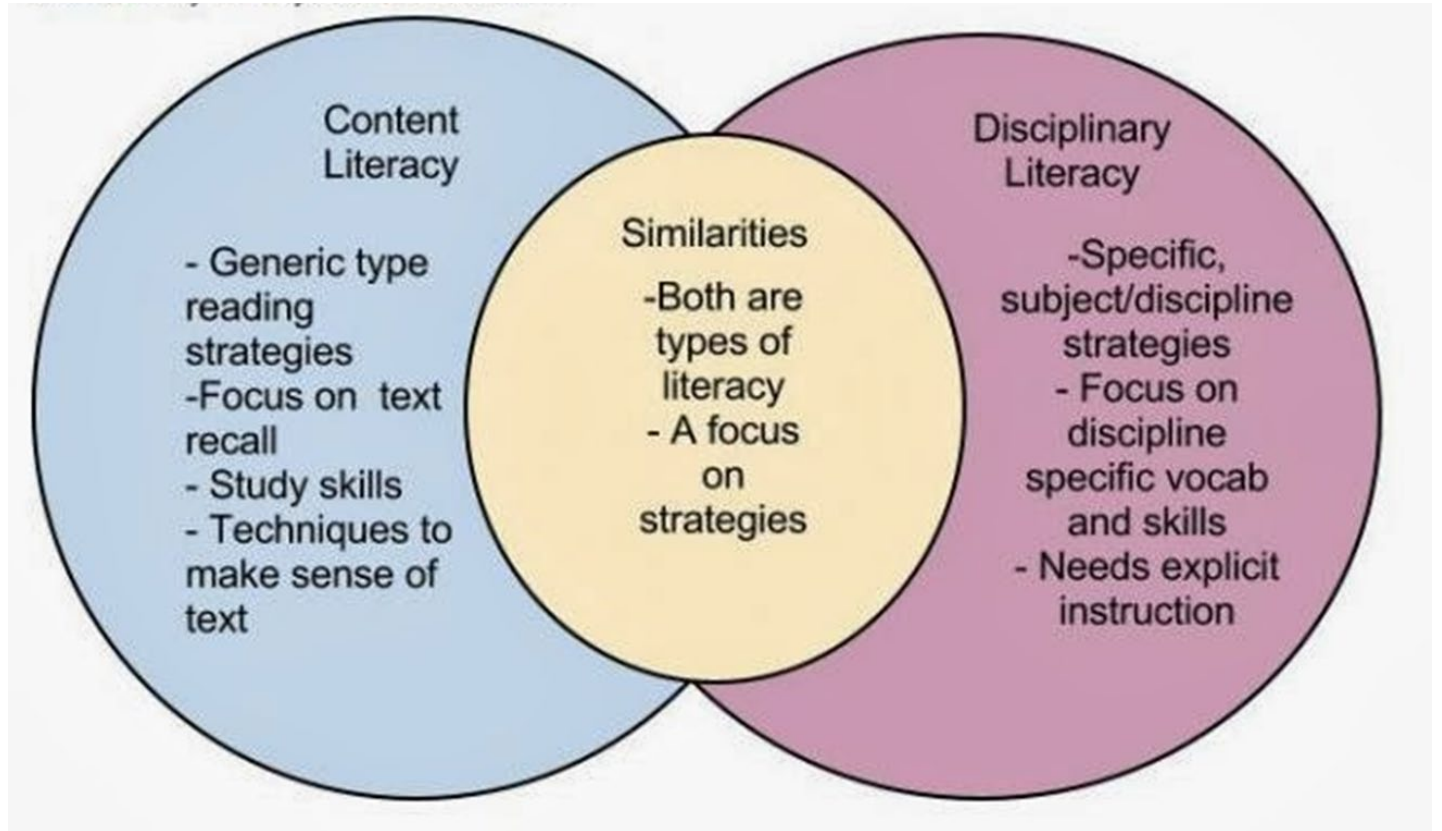
- **Keep track with what one is reading or listening to and to stop and fill in gaps or breakdowns in comprehension**
- *ex: McKeown & Beck's Vocabulary work*
---go back to check on cues, reread, look up words;



Packing Strategies

- According to Ehren (see Wallach & Ocampo, 2022, p. 263): “Goal-specific and monitoring strategies should not be...used in isolation.”
- We should help our students consider the *when & why* we use strategies and the contexts in which particular strategies work.
- These concepts become even more relevant when talking about disciplinary literacies.

Content vs. Disciplinary Literacy

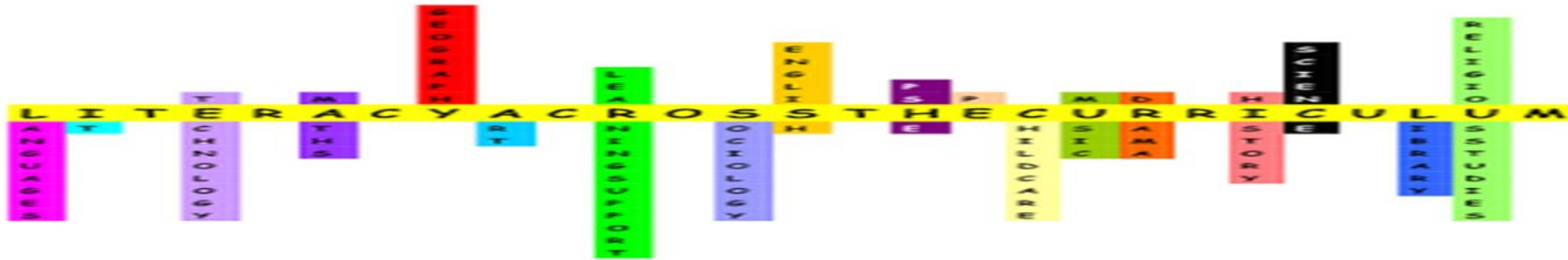


Discipline –Specific Literacy

- Literacy IN a discipline vs. literacy OF the discipline
- ***Focusing on Disciplinary Literacy: Knowledge, Skills, & Strategies related specifically to the language of the content-area subjects***

(Ehren, Murza, & Malani, 2012; Fang, 2012; Shanahan & Shanahan, 2008, 2010)





- SLPs look for A Balance...between increasing language knowledge and skills but also keeping general and specific strategies in mind
(Shanahan et al., Fang, 2012 & 2014)

- ***Familiar to SLPs:*** Helping students get better at expository text, predicting, inferencing, dealing with complex syntax (in general). *One might teach knowledge, skills & broader strategies (without a specific focus on a curricular area). But must move to disciplinary literacy...*

More Questions For Us:

-What “general” strategies are needed to help our students (*e.g., teaching them to make inferences*)? (*e.g., Goal-Directed Strategy*)

-Will the same strategies I teach my students “work” across language arts, social studies, science? (*e.g., Will inferential strategies work for science?*)

-What “knowledge” should we BUILD?

--What is the current research saying?

Let's analyze the scenarios:

Selected scenarios grades across grades

Evaluate intervention sessions that include a variety of focus areas

We will discuss how knowledge, skills and strategies intersect in intervention

We will also consider which scenarios have a better “blend” of the three elements...knowledge, skills, strategies

For scenarios:

What does the task require?
(are the "targets" clear?)

How is task related to CCSS
or the curriculum?

One way to improve or
enhance the session?

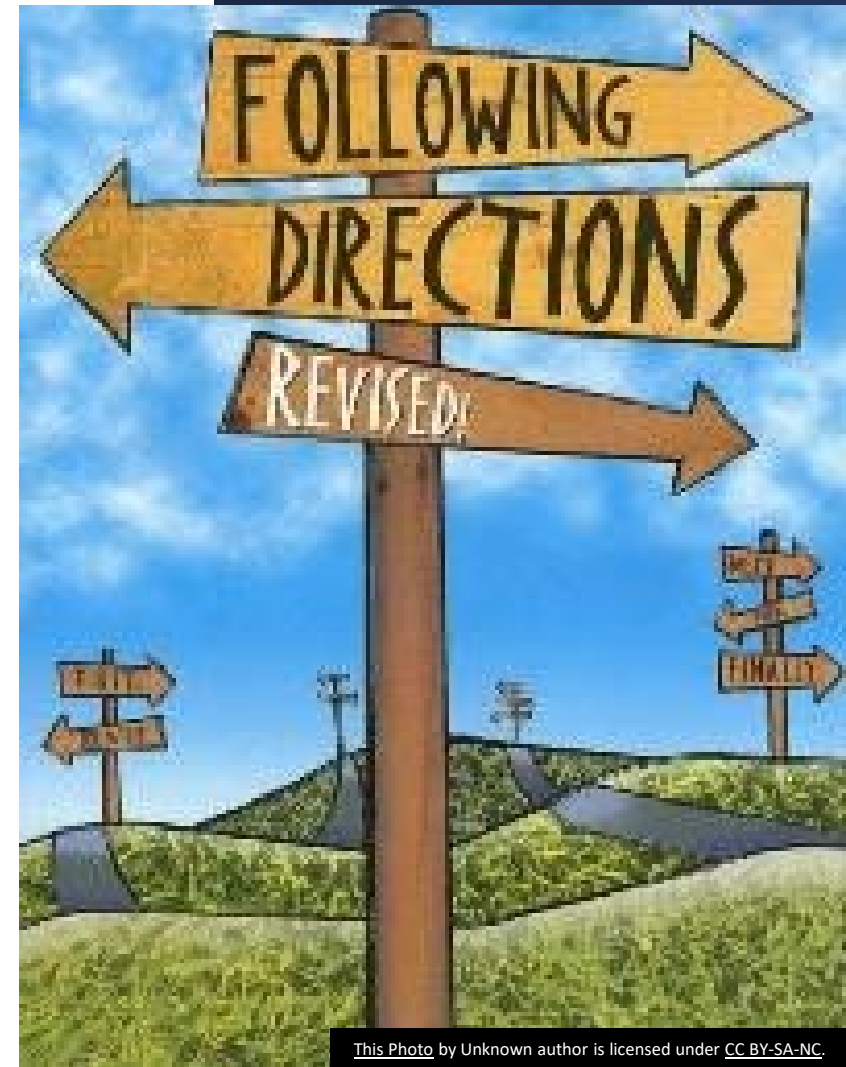
Sample Scenario #2

- Grade: 2nd grade (group)
- Activity: Sequencing activity
- Details: Four cards showing the transition of a "familiar" routine. They all take turns telling the "story." The clinician prompts the children with connecting words like: *First, next, then* and *last*.



Sample Scenario #3

- Grade: 4th grade (group)
- Activity: “Listening” activity (i.e., instructions are described in terms of “steps”):
 - 1- step commands - “Open the door
 - 2- step commands: “Go to the shelf and take out the math book;” “After you open the book, turn to page 120;” “Pick up the red triangle before you touch the large, green circle;”
 - 3-step commands: “Stand up, turn around three times and then tap Tim lightly on the head;” “ Before you pick up the math book, tap Will four times, then write your name on the board.”



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Sample Scenario #4

- Grade levels: Kindergarten through First Grade
- Goal: To address “is + verb (ing)”
- Task: Students are asked to verbally describe the action depicted through picture cards
- Question prompt: “What is the person doing?”

[CCSS.ELA-LITERACY.L.1.1.E](#)



She

is

skiing.

Conclusion

- **Intervention choices faced by clinicians – (referring back to questions to ask yourself)**
- **Choose strategies that “cut across” all content areas of learning (e.g., helping them make inferences; helping them ask questions when confused by text)**
- **Choose strategies that focus on the knowledge, skills and strategies that have a more direct connection to the disciplinary literacies (i.e., the specific linguistic challenges) of content-area subjects?**

Almost
finally....

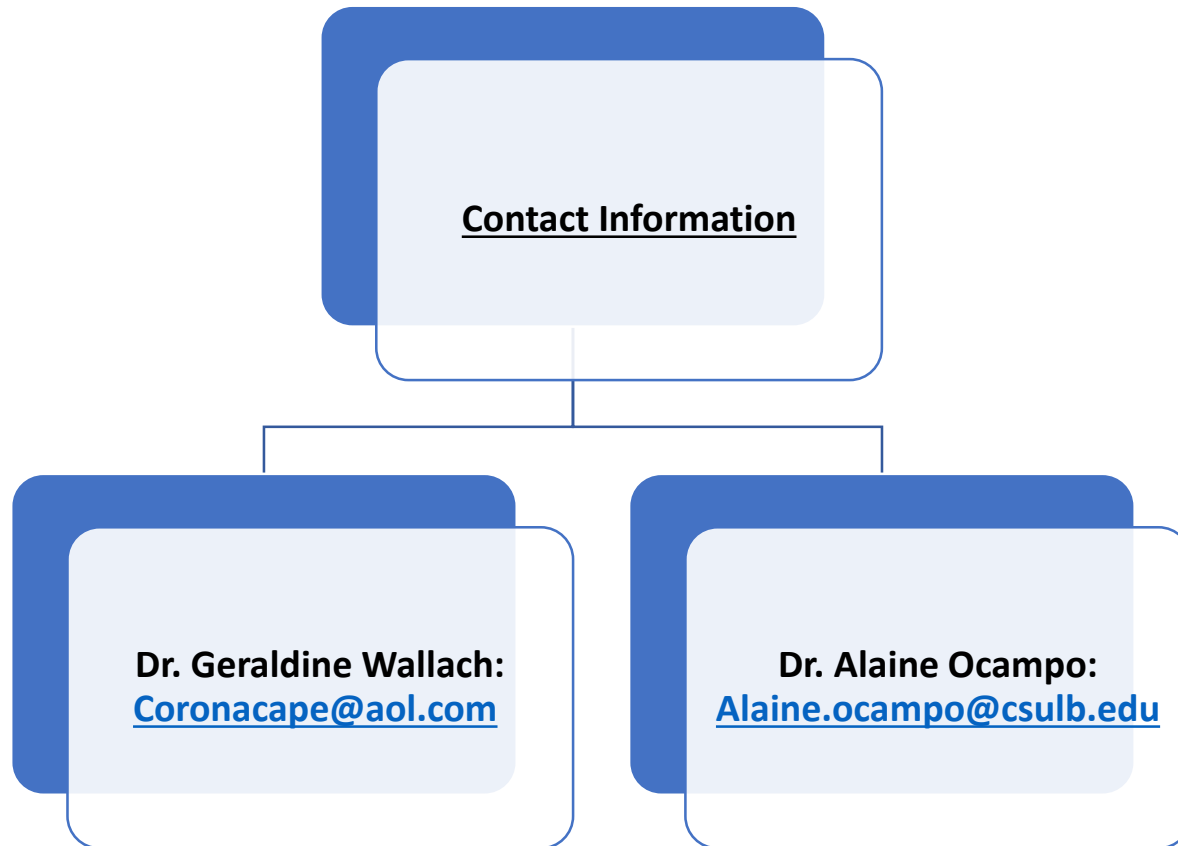
AUDIENCE:

- How did your lens change through looking at language in a multi-modal way?

**** SHARE ONE CHANGE YOU'LL MAKE IN YOUR APPROACH TO LANGUAGE INTERVENTION WITH STUDENTS IN YOUR SETTING:**

---How will you help your students become more "strategic" in their approach to learning?

Questions / Answers



[References listed on Hand-out]

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