
Ch. 11 – Specific Intervention Techniques

Owens, Robert E. (2010). *Language disorders: A functional approach to assessment and intervention*, 5th Edition. Boston, MA: Pearson.

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- Essential Intervention Concepts
 - Linguistic forms should be taught within a functional context
 - Use of role playing to develop scripts to assist students in developing needed language skills
 - Effective intervention must enhance language and social skills while generalizing to authentic interactions
 - The “what’s the point criterion” for language goals

■ Intentions

- “Children select and acquire utterances that are communicatively most useful.” (p. 284)
 - The teacher’s task is to establish an environment where more language is needed/useful from the student’s perspective.
 - Types of Intentions (conversational tasks)
 - Calling for Attention
 - Request for Action
 - Request for Information
 - Request for Objects
 - Responding to Request
 - Statements
 - Assessment
 - how do students to the above now, where are they experiencing difficulty, what alternative communicative behaviors would make them more effective?
 - Intervention
 - Establishing a learning environment (physical and interpersonal) observe, comprehend, use, refine alternative communicative behaviors
- Have you observed students that have difficulty with this?

■ Intentions (cont.)

□ Intervention

- What can you do covertly and overtly to establish a physical and interpersonal environment in which students want to accomplish more, and more precise conversational tasks for each of the following:
 - Calling for Attention
 - Request for Action
 - Request for Information
 - Request for Objects
 - Responding to Request
 - Statements
- Note: focus upon building upon/refining the student's current communicative behaviors
 - = new form for an old function

■ Conversational Abilities

- Review the “conversational model” and its use to both carry out language assessments and design language intervention
 - Note: Role/use of “backchannel” behavior to provide feedback to the speaker
- What measures can you use to determine an individual's conversational competence?
 - Definition of communication competence
- Have you observed students that have difficulty with this?

- Conversational Abilities (cont.)
 - What can you do covertly and overtly to establish a physical and interpersonal environment in which students want to accomplish more, and more precise conversational tasks for each of the following:
 - Getting 'x' attention
 - Noting the onset of an interaction
 - Establishing a topic...multiple topics
 - Conveying information on a topic, i.e., maintaining a topic
 - Noting and repairing communication breakdowns
 - Bringing the interaction to a close
 - Ending the interaction
 - Note: focus upon building upon/refining the student's current communicative behaviors
 - = new form for an old function

■ Presuppositional Training

- Presuppositional knowledge required to carryout a conversation
 - “A speaker’s semantic decisions are based on her or his knowledge of the referents (the thing to which words refer) and the situation and on presuppositions, or social knowledge of a listener’s needs. A speaker needs to provide information that is as unambiguous as possible. In other words, the speaker and the listener need to share the same linguistic context.” (p. 290)
- Have you observed students that have difficulty with this?
- What and how much info the speaker should convey
 - Use of the “barrier game”
 - ????

■ Referential Skills

- “Referential skills include identifying novel content and describing this content for a listener.” (p. 291)
 - = establishing a topic in a way that the listener can readily understand
 - Requires accurate presuppositional knowledge + an adequate vocabulary + conversational + syntactical +++
- Have you observed students that have difficulty with this?
- Intervention...see slide #6
 - Remember to design your intervention to:
 - 1. get students to use existing skills, as demonstrated in their best context, in additional contexts
 - 2. establish new skills in their best context

■ Narration

- “Language intervention with narratives may focus on the organization of, cohesion within, or comprehension of the narrative.” (p. 295)
 - Can be verbal and/or written
 - = ability to convey and comprehend information via stories
- Have you observed students that have difficulty with this?

■ Narration (cont.)

- Complexities of stories that impact performance and comprehension:
 - Number of characters
 - Complexity of story plot
 - Length of the story
 - Language used within the story
 - Organization of the story
 - Topical interest of the student
- Intervention
 - Focus upon helping students to understand how stories are structured via story telling, scripts, plays
....READING to students and pointing out the cues, e.g., pictures, headings, punctuation marks, etc., used to infer meaning & the constant need to check for comprehension (= recognize & repair com. breakdowns)

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- The more children are engaged in **reading process** by being read to, by being asked open ended questions, by their statements being recast and expanded upon, and by using sounds to decode and make new words, the greater their literacy skills.
 - Title: *Literacy Skills in Children with Cochlear Implants: The Importance of Early Oral Language and Joint Storybook Reading*

■ Narration (cont.)

□ Cohesion

- How one sentence of the story leads to the next and how all of the sentences of the story lead to a logical end point.
- Carried out via the use of linguistic devices and cues, i.e., “Cohesion is of five types: conjunctive, referential, substitutive, elliptical, and lexical.” (p. 298)
- Student’s must effectively recognize and use such cues to tell/comprehend a story
- Students do not need to be able to identify, or define the cue, just recognize and use, i.e., metalinguistic knowledge is not required
- What are the linguistic cues you use to tell (cohesion) and understand (comprehension) a story?
- What can you do to make your students aware of such cues?

■ Semantics

- “Word meanings form relationships with other words that help categorize and organize not only the language system but also cognitive processes, particularly for older children.” (p. 299)
 - = categories of words/concepts/meanings that do vs. do not go together
 - See p. 304 for examples
 - = an increasingly “rich” vocabulary
- Have you observed students that have difficulty with this?
- What does the research tell us about the vocabulary and reading development of students who are d/hh?

- Children who are deaf learn vocabulary in the same order and manner as their hearing peers, albeit at a slower rate. The rate of **vocabulary learning** can be enhanced through the use of explicit cueing strategies that are more commonly used with younger children, e.g., "...repeating the words and pointing to an object while talking about it." "Tailoring language-learning experiences to individual needs can be expected to accelerate vocabulary development and, in turn, provide a better foundation for later, higher-level language and literacy skills."
- Title: *Word-learning abilities in deaf and hard of hearing preschoolers: Effect of lexicon size and language modality*

- The instructional strategy of "chaining" (i.e., written words, linked with fingerspelling, then with a sign), as commonly used within Deaf Education Bilingual programs, is insufficient to support meaningful vocabulary development in students. Students must also gain an understand that written languages are not related to sign languages and they must gain **phonological skills** in the written language.
- Title: *Modeling Reading Vocabulary Learning in Deaf Children in Bilingual Education Programs*

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- Student's signing and reading **vocabularies** are related, i.e., the larger the sign vocabulary, the larger the reading vocabulary.
 - Title: *The relationship between the reading and signing skills of deaf children in bilingual education programs*

- Student's knowledge of written **vocabulary** can be enhanced through the use of computer programs that emphasize the spelling of words. This is "...likely because it stimulates close attention to the word-specific pattern of letters." Following the spelling to-words presentation, computer programs that emphasized word-to-drawing were more beneficial than word-to-signing programs.
- Title: *Computer-based Exercises For Learning to Read and Spell by Deaf Children*

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- The phonological performance (i.e., an awareness of, and ability to "...pull apart and manipulate segments of spoken language") of deaf children with cochlear implants, was enhanced "...if the stimuli was presented in an audition plus vision modality, rather than an auditory only modality." The "...reading skills in children who are deaf are predicted by their knowledge of print-to-sound correspondence, their speech intelligibility and their speech reading skills." There is "...a correlation between **phonological skills** and reading skills in children with CIs."
 - Title: *Evaluating Phonological Processing Skills in Children With Prelingual Deafness Who Use Cochlear Implants*

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- The stages of literacy development begin with competency in the face-to-face use of the written language. Followed by knowledge of how face-to-face and written language use relate to one another. Followed by a knowledge of the letter/syllables/word to sound relationships, i.e., **phonological awareness**. “Therefore it is important to think about ways in which deaf children can develop phonological awareness via routes other than, or in addition to audition (e.g., visual phonics, speechreading, fingerspelling etc.).”
 - Title: *What Really Matters in the Early Literacy Development of Deaf Children?*

■ Semantics (cont.)

- “At its core, word meaning consists of concepts or knowledge of the world. Words do not name things, but rather refer to these concepts. These conceptual complexes are formed from many experiences with the actual referents or with conversational or literary use of the words.” (p. 299)
- “The process of forming and organizing concepts may reflect general cognitive organization and, in turn, influence that organization (N. Nelson, 1986b).” (p. 299)
- How do you learn such concepts?
 - Explanations, informal learning, reading...

- Inadequate Vocabulary – Intervention Strategies
 - “...assist with the building and extending of individual reference systems by providing situations in which children encounter the physical and social world. Dynamic events seem to encourage early concept development better than do static ones (N. Nelson, 1986b).” (p. 300)
 - “The most successful strategy is to
 - (a) build on an experiential or prior knowledge base and establish links to new words,
 - (b) teach in meaningful contexts, and
 - (c) provide multiple exposures (Nagy & Herman, 1987).” (p. 300)
 - + individuals must interact with the students in such a way that they can comprehend the words and their meaning + have the opt/need to use their expanding word knowledge.
 - What can you do to make this happen?

- Vocabulary Intervention (cont.)
 - New words/word meaning must be linked with students current words/word meaning
 - = all learning occurs from old information to new information
 - “In vocabulary training with children with SLI, a mand-elicited imitation (MEI) model is report-edly a better teaching method than focused stimulation alone (Kouri, 2005). In the MEI method, non-verbal cues, such as the presence of toys, and verbal cues, such as “ What do you want?” are used to elicit requests from children. If a child does not request an item by name, the SLP can give an imitative prompt.” (p. 301)
 - Think of the strategies provided my Muma + those listed in Chapter 10 of this text as ways to accomplish this.

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- Vocabulary Intervention (cont.)
 - Four strategies were identified on p. 301
 - Engaging in interactive book reading
 - = talk about objects, characters, and events and also to expand to more nonimmediate talk that goes beyond the text.
 - Direct vocabulary instruction
 - = high frequency words
 - Teaching word-learning strategies for using morphological knowledge
 - = teaching root words and various morphological affixes.
 - Fostering word consciousness through “playing with language”
 - =involves word play, matching synonyms, riddles, art, drama, and poetry.
 - What are the vocabulary development strategies you are seeing in your intern placements?
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- Lecture stopped on page 311 of the Owens text