

Language Intervention Strategies

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- Name of strategy: [easy to remember]
 - Where the information can be found
 - Terms in the text
 - How & Why to Use
 - » Problems that can be addressed [this will be one of the ‘products’ of our class today’]

Index of Language Intervention Strategies

- 1. “How do they do that?”
- 2. “Something “old” into something “new”
- 3. “Let’s Play!”
- 4. “Who are you now?”
- 5. “Same old thing”
- 6. “Let’s work together”
- 7. “So what do you want to talk about?”
- 8. “When you get home...”

Index (cont.)

- 9. “So many people, so little time!”
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- 11. “Once upon a time”
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- 13. “You don’t say!”
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- 20. “Say this...”
- 21. Yep, that’s right!”
- 22. “Just a little bit more...”
- 23. “Just a little bit more...+”
- 24. “Yes, but why?”
- 25. “Then you say _____?”

Index (cont.)

- 26. “Or, it could be...?”
- 27. “Putting the pieces together.”
- 28. “Concepts to teach by”
- 29. “Wait them out!”
- 30. “Surprise!”
- 31. “Did you mean...?”
- 32. “Which do you think works best?”

Index (cont.)

- 33. “Did you mean to say...?”
- 34. “You said?”
- 35. “Say it again?”

- 1. “How do they do that?”
 - Strategy:
 - Identify & share Student’s Communication System:
 - Problems:
 - Deaf + communication systems that are VERY difficult to understand
 - Low verbal and nonverbal students
 - No one can understand the child’s com system
 - Strategies:
 - Documenting and sharing student’s existing communicating system with significant individuals in the child’s interactional environment, then encouraging others use their understanding to increase their responsiveness to the child’s existing pattern of communicative behaviors, while simultaneously expecting the child to communicate and modeling and scaffolding more conventional communicative behaviors.
 - Reference
 - Ch 9, slides 5-7, 11-13
 - = enhancing child’s language learning environment
 - = increasing the quantity, quality, diversity, length, etc. of interactions
 - = increase expectations of both others and the child re. what can happen in an interaction
 - = provide feedback and reinforcement
 - = use naturally occurring interactions
 - ...children need to know when, as well as how to communicate

- 2. “Something “old” into something “new”
 - Strategy:
 - use existing skill in a different way/context
 - Problem:
 - Generalization, i.e., getting a student to do in another setting what s/he can already do in another setting
 - Reference
 - Ch. 9, slide 15
 - Old function/new form
 - » Existing communicative purpose, i.e., speech acts
 - » New way of accomplishing it
 - E.g., use a question vs. a statement to establish a topic
 - Old form/new function
 - » Existing communicative form, e.g., waving to get someone’s attention
 - » New purpose, e.g., to ask a question

- 3. “Let’s Play!”
 - Strategy:
 - = Games
 - Problem
 - Following directions
 - Vocabulary
 - Understanding ‘x’ from the perspective
 - Turn taking
 - Social skills
 - Reference
 - Use games to experience, practice, and refine the use of language to:
 - ...controlling the behaviors of others, e.g., giving directions via different modalities and complexities
 - ...getting/giving information.
 - ...understanding, remembering and recalling information.
 - Initial: Simon Says
 - Later: _____ (determine if a person is lying)
 - Cohesion:
 - Circle story...each indi adds another element to the story
 - Vocabulary
 - Cloze Procedure...Word play..”The cat is _____”

- 4. “Who are you now?”
 - Strategy:
 - = Role Playing
 - Problems
 - Turn taking
 - Social skills
 - Vocabulary re. a particular content
 - Recognition and repair of communication breakdowns
 - Reference
 - = register shifts (Ch. 7, slide 7)
 - Different context a student is in
 - Wants to accomplish ‘x’ with ‘y’
 - Current way, additional ways
 - = old form/new function
 - = old function/new form
 - = different modalities
 - = recognizing and repairing com breakdowns
 - = register shifts
 - = presuppositional knowledge
 - = dietic terms

- 5. “Same old thing”

- Strategy

- = Scripts

- Problems

- Vocabulary
- Counting
- Topic maintenance
- Global to local topics
- Social behaviors

- Reference

- Ch 9, slide 10

- ...a script is a social routine ...scripts provide the structure and contexts to learn and use language...as children mature, their scripts become longer, more sophisticated and have more options...Familiar routine...Imbed new learning

- Easy to recognize and understand
- Opt. to practice

- 6. “Let’s work together”

- Strategy

- = Small Group Settings

- **Problems**

- **Interactional tasks**

- **Reference**

- Modeling
 - Slang
 - Questioning and other speech acts/intentions
 - Requires more language
 - Provision of age appropriate language models
 - Peer-to-peer interactions
 - Frequency of interactions
 - Age appropriate
 - Learning collaborative skills
 - Assign roles and responsibilities to work on different language skills

- 7. “So what do you want to talk about?”
 - Strategy
 - = Their topic, your task
 - Problems
 - Motivation to interact
 - Topic maintenance
 - Learning new information
 - Reference
 - Use what they are interested in, what they have a lot of experience with, to work on your language goals
 - Ch 9, slide 6-8
 - 2. Close Approximation of Natural Learning
 - ...approximate as closely as possible the natural language learning environment
 - ...do not teach language devoid of its communicative functions, to do so would make language learning even more difficulty + a LOT less interesting/motivating
 - ...if the facilitator expects the child to communicate, s/he will
 - ...respond to the content and intent of the child's utterance
 - ...children learn vocabulary the best in relation to their topical experiences and interest
 - ..."A more child-centered approach guarantees joint or shared reference (i.e., attending to the same topical focus), enhances semantic contingency, and reduces noncompliance by the child." (p. 246)
 - ..."Children appear to attend most to and be best able to comprehend speech during joint-attention activities." (p. 246)

- 8. “When you get home...”
 - Strategy
 - = Linking learning with living
 - Problems
 - Generalization
 - Learned ‘x’ now use it in more settings
 - Motivation
 - Getting others, e.g., parents, involved in the child’s education
 - If you do not ask for ‘x’ at home, you will not do so at school, = speech acts
 - Reference
 - Ch. 9, slide 10
 - Designing a Generalization Plan First
 - ...establish prior to intervention
 - Giving students reasons, homework to use ‘x’ language skill outside of the school setting
 - E.g., asking questions
 - Mom’s three favorite movies and why
 - Ch. 9, slide 21, 27
 - “Often a language feature fails to generalize because a child has not learned the conditions that govern its use. For example, if a child learns by imitation, he or she internalizes the variables that affect imitation, not the variables found in conversation.” (p. 251)

- 9. “So many people, so little time!”

- Strategy

- = Interactional Partners

- Problem

- Register shifts
- Increase opt to use lang
- Learn slang
- Semantic knowledge

- Reference

- Ch. 9, slide 28
 - “A child must have the opportunity to communicate; thus, a facilitator must be attentive and responsive. A facilitator must consistently recognize a child’s attempts to communicate and provide appropriate responses (Wilcox, Kouri, & Caswell, 1990).” (p. 255)
- Increasing the number of indi a student interacts with + topics discussed + tasks to accomplish + modalities used + context used

- 10. “I spy”
 - Strategy
 - = Students as Observers
 - Problem
 - Presuppositional knowledge...recognizing when someone does not understand
 - Communication breakdowns...recognition and repair
 - More in depth knowledge
 - Longer interactions
 - Reference
 - Ch. 9, slide 23
 - “Conversational use requires recognition of the linguistic contexts within which the training target does or does not appear.” (p. 251)
 - Train your students to do observational studies
 - Recognize and describe how individuals frequently interact with do each of the essential interactional behaviors, i.e., getting attention, noting onset of an interaction, sharing pleasantries, establishing topic, etc.
 - Note differences between individuals and settings
 - Predict, observe, document communication breakdowns + why occurred and what could be done to repair/avoid
 - Try out predictions and share results
 - Recognize, describe, share, problem solve how to become increasingly effective in recognizing and repairing communication breakdowns
 - Ch 6, slides 17-18, types of repair

- 11. “Once upon a time”
 - Strategy
 - = Reading to & Telling Stories
 - Problems
 - Comprehension
 - Vocabulary
 - Sentence patterns
 - Cohesion vs. coherence
 - Concepts of print
 - Reference
 - Student & Teacher telling/reading stories
 - Verbal & Written
 - = staying on topic, via topic shading
 - = vocabulary
 - Ch 7, slides 8-9, sounding out words, word meaning inference = using the context (physical and linguistic), using root word, using common meaning of prefixes and suffixes
 - Pointing out to the students additional words they can use vs the same ones they usually use
 - Ch. 7, slide 13
 - Slang and figurative language
 - Ch 7, slides 15-19
 - Word recall: problems and strategies
 - Ch 7, slide 19

- 12. “Talking like a “mother”
 - Strategy
 - Motherese...
 - PowerPoint re this done with children who are d/hh + the use of such strategies with older children
 - » [Effective Patterns of Interactional Behaviors for Professional/Parent & Mother/Child](#)
 - Problem
 - Adjusting your language to fit stu com needs

- 13. “You don’t say!”
 - Strategy
 - Drawing a student out
 - Problems
 - Find out what a stu knows about a topic
 - -/- stu...passive
 - Students who do not say/sign much...who talk in short utterances
 - Semantic
 - Reference
 - Contingent queries that serve to gain more info from students
 - E.g., using questions, wait time, gestures, facial expressions, being attentive and interested in what the student is communicating
 - Ch. 9, slide 5, 31-35
 - Key Principles of a Functional Intervention Model
 - The Language Facilitator as "Reinforcer"
 - ...provide feedback and reinforcement
 - ...indi who
 -genuinely care, respect, and enjoy interacting with the child
 -are willing to attend to the children, to listen (watch), and to accept their topics
 -reduce the authority figure persona
 -create a setting where stu are eager to interact and communicate
 - Ch. 9, SLIDES 31-35
 - Contingency Behaviors

- “You don’t say!” (cont.)
 - Ch. 10, slide 9
 - Indirect Linguistic
 - = ..indirect linguistic cues = serve as linguistic cues, or scaffolding, to model and prompt the stu to produce the targeted com behavior.
 - Ch. 10, slide 13
 - self-correction request
 - = teacher indicates that the stu has made an error in their com, does not tell them what it was, stu is to reflect upon their com, identify what was wrong, then incorporated the corrected ling element in a restatement of the com
 - Ch. 10, slide 14
 - turnabout
 - = teacher uses a question to ask stu for more information...questions are frequently designed to elect from the stu the targeted ling element

- 14. “Catch them when they do.”
 - Strategy
 - = identify the target language behavior
 - = identify when and why they currently use the behavior
 - = work to increase the frequency and context in which the behavior is used
 - Problem
 - Stu does ‘x’, but only in ‘y’ context

- 15. “Why we do the things we do?”
 - Strategy
 - Explain to students the pragmatic functions of “parts of speech” that the are having problems with
 - E.g., definite & indefinite articles, conjunctions, adjectives, pronouns , etc.
 - Problems
 - Dietics
 - Parts of speech
 - grammar
 - Reference
 - Ch 9

- 16. “Your turn!”
 - Strategy
 - Patterns of conversational behavior
 - Problem
 - When, how to take turns
 - Do not share conversational turns
 - Reference
 - Ch 6, slide 13
 - +/+
 - +/-
 - -/+
 - -/-
 - Contingent behaviors, e.g., backchannel behaviors
 - Ch 6, slide 23, latency of contingency + slide 27-28,
 - Turn taking signals and strategies, hearing and Deaf
 - Ch 9, slide 9
 - ...the more active the involvement, the more learning will occur

- 17. “You want what?”
 - Strategy:
 - Increasing individual’s desire/need for language to do
 - Problem
 - Limited reasons using language
 - Reference
 - Ch 7, slides 4-7, communicative intentions and the resulting need for more/different language
 - = not only increasing what the student wants to talk about (topic), but also what they want to accomplish (task, speech act) as a result of talking about it
 - = Illocutionary Functions of Children
 - P. 182-183, Table 7.5 (+ table 7.6, p. 183)
 - » previously discussed on page 130-134
 - » = “Illocutionary functions are the intentions of each utterance.” (p. 132), i.e., what the individual wants/expects to happen as a result of their utterance, statement, communicative behavior
 - Ch. 10, slides 2-4

- 18. “Sabotage!”

- Strategy

- Surprise...surprise!

- Problem

- Social skills
- Initiating an interaction
- Increase speech acts

- Reference

- Ch 9, slide 9
 - ...manipulate the environment to increase the likelihood of the desired language to occur/be developed
- Ch. 9, slide 22
 - “Because a young child lacks metalinguistic awareness, rule explanation is not a viable clinical tool. An SLP must structure the environment so that linguistic regularities are obvious.” (p. 251)
- Ch. 10, slides 7
 - = ...or forgetting by the teacher...playing dumb...e.g., forgetting items needed for an expected activity

- 19. “Wrong! Do it this way.”
 - Strategy
 - Correction
 - Problem:
 - Incorrect use of a language form
 - Reference
 - Ch. 9, slide 17
 - 1. Correction Model, e.g.,
 - » stu: “I go”
 - » tea: “No, that is not right, say ‘I am going now’”
 - = impact: least effective, least used within normal lang. dev. Process
 - Ch. 10, slide 12
 - correction model
 - » = teacher corrects and repeats stu com, then req. stu to imitate the corrected com

- 20. “Say this...”

- Strategy

- Elicited imitation

- Problem

- Incorrect use of a language form

- Reference

- Ch. 10, slide 8

- Direct Linguistic

- = ...direct linguistic cues = "mand model" as in commanding a response from the student = heavy use of questions that target particular linguistic forms, e.g., verbs, nouns, objects, etc.

- 21. Yep, that's right!"
 - Strategy
 - elaboration
 - Problem
 - Incomplete utterance
 - Reference
 - Ch. 9, slide 17
 - Expansion Model, e.g.,
 - stu: "Daddy"
 - tea: "Yes, Daddy is gone."
 - » = impact: used frequently during the lang. dev. process provides child with a more complete syntactic model to match the child's utterance
 - » = does not add any new information, simply puts into a more adult form what the child has communicated
 - Ch. 10, slide 8
 - Modeling
 - = ...teachers recast, w/o correction, what the stu com into a correct form
 - Recast
 - = ...rephrasing what the stu has com, but in a more adult like manner

- 22. “Just a little bit more...”
 - Strategy
 - elaboration
 - Problem
 - Incomplete utterance
 - Reference
 - Ch. 9, slide 18
 - Simple Expatiation, e.g.,
 - stu: “Hurt!”
 - tea: “Yes, the fire will hurt you.”
 - » = impact: expand on child’s utterance - add new information - keep sentence simple + respond to and build upon child’s utterance

- 23. “Just a little bit more...+”

- Strategy

- Elaboration

- Problem

- Vocabulary
- Phases, simple sentences

- Reference

- Ch. 9, slide 18
- Complex Expatiation, e.g.,
 - stu: “Truck fast!”
 - tea: “Yes, that was a fire truck. It must go fast to help people who may be hurt.”
 - » = impact: similar to “Simple Expatiation,” simply more info. added + more complex sentence format used

- 24. “Yes, but why?”

- Strategy

- Using questions

- Problem

- Inferences
- Reasoning
- Abstract thought
- Sentence complexity

- Reference

- Ch. 9, slide 19
- Alternative Model, e.g.,
 - stu: “Tom Cry”
 - tea: “Yes, Tom is crying. Why do you think he is crying?”

» = impact: cont. stu. topic - models a more complete syntactic form - ask a question that will encourage a student response + an inference (why Tom is crying) = abstract thinking

- 25. “Then you say _____?”

- Strategy

- Fill in the blank

- Problem

- Vocabulary...semantics
- Work on different parts of speech

- Reference

- Ch. 9, slide 19
- Completion Model (...used in a game), e.g.,
 - tea: “Yesterday I ate a _____?”
 - stu: “egg?”

» = Impact: frequently used in 2nd language acquisition - good way to test/develop stu, knowledge/vocab. - targeted completion can be a word or a phrase - provides student with an almost complete linguistic model...all they have to do is complete it

- 26. “Or, it could be...?”

- Strategy

- Problem

- Vocabulary
- Parts of speech

- Reference

- Ch. 9, slide 20
- Replacement Model (used in a game), e.g.,
 - tea: “The plane is red.”
 - stu: “The plane is big.”

» = impact: can be used to test/rehearse specific ling. forms - should be used with peers judging if the replaced element is acceptable or not

- 27. “Putting the pieces together.”
 - Strategy
 - Putting 1 – 2 – 3 together
 - Problem
 - Sentence structure....simple to more complex
 - Reference
 - Ch. 9, slide 20
 - Combination & Revision Model, e.g.,
 - tea: “Today is Monday. Today it is clear. Today it is cold.”
 - stu: “Today is Monday and it is cold and clear.”
 - » = impact: focus upon stu. seeing/using syntactical structures to increase efficiency - has proven to be very successful in dev. advanced lang. skills

- 28. “Concepts to teach by”
 - Strategy
 - Teaching the idea, not simply the facts
 - Problem
 - Student’s lack of linking what they know/think they understand to new information
 - Reference
 - Ch. 9, Slides 24-26
 - Key information to keep in mind
 - a. function precedes form
 - b. establish, then build on stu. existing com. system
 - c. students must have the concepts before they can use the language
 - d. old form/new function or old function/new form...just do one new thing at a time
 - e. children follow semantic rules before they follow syntactic rules

- “Concepts to teach by” (cont.)
 - Reference
 - b. . “scaffolding” is a key “facilitator” lang. behavior
 - h. you should always follow child’s topical lead...then use “topic shading” if necessary
 - i. “joint attention” is critical for lang. dev.
 - j. learning will occur most readily if it is the child’s topical focus/interest you are building upon
 - k. lang. learning is not a passive process
 - l. stu. must use it to learn it & stu must have reasons to learn/use language, i.e., communicative function dictates language forms
 - m. the more use, the better the learning, assuming that the use is based on the student's topical interests and tasks
 - n. routines or scripts provide the “known” context within which “unknown” information can be effectively learned.
 - p. focus upon those lang. elements that fill the greatest com. need of the stu. ,i.e., where he wants the most and his existing language skills are insufficient to meet those wants
 - q. “Natural language models---parents, teachers, peers, other adults, etc....”,

- 29. “Wait them out!”

- Strategy

- Count to 10 before...

- Problem

- Students being responsive
- -/-
- Depth of thought

- Reference

- Ch. 10, slide 7

- . Delaying

- » = ...waiting for the child to initiate an interaction = MUST expect the child to communicate

- 30. “Surprise!”
 - Strategy
 - Astonish the student into interacting
 - Problem
 - Lack of initiations of interactions by student
 - Reference
 - Ch. 10, slide 7
 - Novel Events
 - » = ..create situations that evoke the students to initiate an interaction

- 31. “Did you mean...?”

- Strategy

- Modeling

- Problem

- Student’s lack of recognition and repair of com. break.

- Reference

- Ch. 10, slide 12

- incomplete correction model

- » = teacher com the correct linguistic element...often in the form of a one word question, stu repeats their com with the correct ling element

- Ch. 10, slide 14

- contingent query

- » = teacher ask for a specific clarification of the incorrect ling element used by the stu, i.e., a com repair...CAUTION, do not overuse and thus cause too many disruptions in the conversational exchange

- 32. “Which do you think works best?”
 - Strategy
 - Asking a student to choose
 - Problem
 - Targeted language skill, is emerging, but not yet mastered
 - Reference
 - Ch. 10, slide 12
 - choice making
 - » = used AFTER stu begins to demo some self correcting, entails teacher noting the incorrect ling element, then giving the stu two options...one they are to select...to correct their sentence

- 33. “Did you mean to say...?”
 - Strategy
 - Noting a com. break, and suggesting a repair
 - Problem
 - Student did not know they had made an error
 - Reference
 - Ch. 10, slide 13
 - reduced error repetition/request
 - » = teacher repeats...in a question manner, i.e., using raising intonation...the incorrect ling element of the stu com...this serves as a cue for the stu to reflect upon and correct their com

- 34. “You said?”
 - Strategy
 - Noting a com. break, and suggesting a repair
 - Problem
 - Student did not know they had made an error
 - Reference
 - Ch. 10, slide 13
 - error repetition/request
 - » = teacher repeats stu entire com, uses intonation to highlight the corrected element, stu is to repeat com using the corrected ling element

- 35. “Say it again?”

- Strategy

- Noting a com. break, and suggesting a repair

- Problem

- Student did not know they had made an error

- Reference

- Ch. 10, slide 14

- repetition request

- » = similar to contingent query...teacher ask stu to say their com again...emphasis is upon cueing the stu that a com breakdown has occurred and noting their need to repair it...the teacher makes an "expansion request" if the stu simply gives the single corrected element, in the "expansion request" the teacher tells the stu to repeat the entire sentence