

Intervention Strategies cont'd

- *Contrived confusion*
- Contrived misunderstanding
- Parallel talk
- Self-talk
- Making false assertions

Intervention Strategies cont'd

- If it is *harmless or not detrimental*, try it.
- If it works keep it.
- If it doesn't, toss it out.

Intervention strategies cont'd

- Picture Communication Symbols
- 1) potential to help students with a wide range of abilities to learn across the curriculum and to develop communication and literacy skills
- 2) no longer consigned to only individuals with severe developmental disabilities including non-verbalization
- 3) can be used for individual students, a small group, or whole class instruction
- 4) can enhance both comprehension and expression for students with delayed language skills

Intervention Strategy cont'd

- Collaboration
- Our role is to facilitate communication use and development, not teach English. This includes
- 1) Facilitating optimal learning conditions
 - a) low anxiety environment
 - b) comprehensible input
 - c) communicative focus
 - d) contextualized language
 - e) error acceptance
 - f) respect for language

Support the teachers in making sure the curriculum is clear for English learner

- 1) moderate speech rate
- 2) clear enunciation
- 3) controlled vocabulary
- 4) limited use of idiomatic speech
- 5) gestures and facial expression
- 6) act out meaning
- 7) props/manipulatives
- 8) repetition and rephrasing
- 9) modeling the desired behavior, process, or product

Check for Understanding

- 1) comprehension checks
- 2) variety of question types
- 3) review of main topics and key vocabulary
- 4) *handling errors*
- 5) wait time/think time/process time