

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

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

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

As for therapy sessions

- select materials with good comprehensibility and quality content
- simplify your vocabulary
- use graphic organizers
- use supplemental materials
- use scaffolding techniques

Just to be clear

- Give directions (and problems) step by step so that student can deal with each element
- Allow peers who speak the same language to interpret and translate new concepts
- Be aware of idiomatic expressions
- Instead of asking do you understand use carefully constructed questions and clarification techniques to check comprehension
- Avoid yes/no questions. Students may feel it disrespectful to disagree with you

Just to be clear (cont'd)

- Keep language simple by eliminating unnecessary details
- Simplify vocabulary and grammar structure
- Use simple verb tense instead of perfect verb tense
- Use active voice and not passive
- Be careful using pronouns because some students have trouble with antecedents
- Avoid complex sentences. Put clauses into a separate sentence
- Negate verbs rather than words like "hardly", "seldom", "no longer"
- Try to simplify word order. Students most familiar with SVO pattern

Thank you all so much for coming out

If you have additional questions feel free to contact me at

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