

SLPs Guide to Vocabulary Intervention and Activities
(young child through adolescents)
Handouts for KSHA 2019

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Objectives:

1. Identify ways to select vocabulary word targets using two research methods
2. Design evidence-based treatment sessions using nine ways to explicitly teach vocabulary in a variety of contexts
3. Define and discuss a variety of vocabulary intervention techniques within the context of reading.

Young Child:

Conversations between children and parents were the most influential contributors to vocabulary before school entry (Hart & Risley, 1995).

Children learn word meanings indirectly in three ways:

1. Daily conversations and oral language experience with adults and other children
2. Listening to adults read to them
3. Reading extensively on their own

National Reading Panel (NRP) defined explicit vocabulary instruction as that which provides children with direct definitions and other attributes of words to be learned

Verbal Interaction between preschool teachers and children tend to be related to concrete, routine matters (Dunn, Beach, & Kontos, 1994)

Ways to Select Target Vocabulary Words:

- 1) Words Worth Teaching, Closing the Vocabulary Gap by (Biemiller, 2010)
- 2) Tiers of Vocabulary (Beck et al., 2013)

2 Key Professional Development Books for Vocabulary Intervention:

- 1) Building Background Knowledge for Academic Achievement, Research on What Works in Schools by Robert J. Marzano

- 2) Creating Robust Vocabulary, Frequently Asked Questions and Extended Examples by Beck, McKeown, and Kucan

Vocabulary Instruction that does NOT work:

- 1) Copying definitions from dictionaries
- 2) Memorizing definitions
- 3) Unplanned vocabulary teaching “teachable moments”

Comprehensive Vocabulary Development Program:

- 1) Lexical Depth (Synonyms, Antonyms, Word Sorts, Similarities and Differences)
- 2) Use the target vocabulary word in a sentence
- 3) Morphology
- 4) Phonology
- 5) Context
- 6) Active Engagement and Visual Imagery
- 7) Repetition
- 8) Definition
- 9) Demonstration

Acronym: LUMP CARDD

Dual Language Learners (DLL):

DLLs can be taught in English if it is presented with

- a) Concrete examples
- b) Active engagement
- c) Repetition

Dialogic Reading definition – adults read books with social interaction format in which they highlight vocabulary

DLL – Repeated dialogic reading and hands on activities significantly increases vocabulary knowledge in language 1 and language 2 (Restrepo, 2013)

Vocabulary IEP Objective Example 1:

Within 36 instructional weeks, when provided with minimal prompts and visual cues, the “Student” will demonstrate understanding and use age-appropriate academic vocabulary by providing synonyms, antonyms, generating examples, and/or answering specific questions regarding the target vocabulary word with 80% accuracy with minimal cues.

Vocabulary IEP Objective Example 2:

Within 36 instructional weeks, when provided with minimal verbal prompts and visual cues, the “Student” will demonstrate understanding and use age-appropriate curriculum vocabulary during therapy and classroom activities. Success will be measured using observations and therapy notes/data with 85% accuracy with minimal cues.

Informal Vocabulary Assessments:

Marzano documented the importance of incorporating regular informal vocabulary assessments into our instructional program

Collaboration:**Instructional strategies for collaborative vocabulary intervention:**

1. Show visual representations of vocabulary (visual imagery)
2. Provide child friendly definitions
3. Provide opportunities to say the word and the definition
4. Provide models for vocabulary activities
5. Encourage children to make an original sentence with the target vocabulary word
6. Prompt the student to use the word during the activity
7. Allocate specific class time to vocabulary learning
8. Plan for practice – emphasizing the importance of frequency

Collaboration modifies:

1. Amount of intervention
2. Intensity of intervention
3. Frequency of intervention

Study: A Comparison of Service Delivery Models: Effects on Curricular Vocabulary Skills in the School Setting (Throneburg et al., 2000)

¾ of SLPs providing services in the classroom use the 1 teach and 1 drift model and/or the 1 teach and 1 observe model. Elksnin & Capilouto (1994).

76% of SLPs providing services in the classroom did not have a scheduled planning time with the classroom teacher.

Study found that collaborative approach with the teacher and SLP co-teaching lessons was most effective for teaching curricular vocabulary to students who qualified for speech or language services.

Vocabulary and Reading:

The National Reading Panel (NRP, 2000) identified vocabulary as 1 of 5 key components of reading instruction.

Adequate reading comprehension depends upon a person already knowing 90-95% of the words.

2/3 of students in the US struggle with reading comprehension.

Children's books contain approximately twice as many infrequently used or rare words than conversations between college graduates.

When the word is not in the learner's oral vocabulary it will NOT be understood in print.
(National Reading Panel, 2000)

Books provide a natural context to learn vocabulary.

Encouraging children's exposure to novel words outside of the book reading context may prove helpful for promoting flexible and generalized use of target words (Kaderavek & Justice, 2002).

Aspects of adolescent language development important for academic success (Nippold, 1993)

1. **Literature Lexicon** – words commonly occur in scholarly content in high school and college. Large number of literate verbs – *interpret, concede, precede, doubt, infer*
2. **Figurative Language** – e.g., idioms, metaphors. Commonly occur in high school and college.
3. **Adverbial Conjuncts** – linguistic devices that join sentences to produce cohesive discourse e.g., *moreover, consequently, furthermore, however*

Thank You for attending the session! Cathy Alexander, MA CCC-SLP
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