Explicit instruction is described as “instruction that does not leave anything to chance and does not make assumptions about skills and knowledge that children will acquire on their own” (p. 363).

While explicit instruction can be utilized with any age group and at any setting to accomplish learning, some alarming facts surrounding children in our schools and clinics include:

- Placement in foster care is associated with increased educational risks, including absenteeism and tardiness, school changes during the year, disciplinary problems and suspensions, poor reading and math skills, lower scores on achievement tests, repeating one or more grades, and/or dropping out of high school.
- U.S. schools have identified 856,914 students who were homeless, a 41% increase over 2 years.
- Over the last few years, there have been as many as 700,000 children with at least one parent deployed to Iraq or Afghanistan. These children have potentially long-term adverse effects on their child’s standardized test scores in most academic subjects, with the most detrimental effects occurring during the actual deployment.
WHO NEEDS SPECIALIZED INSTRUCTION?

- According to the U.S. Surgeon General, in the course of a year approximately 20% of children and adolescents in the U.S. experience signs and symptoms of a mental health problem and 5% experience “extreme functional impairment” (U.S. Department of Health and Human Services).
- Is it realistic for us to expect that students can and will learn when they are distracted or worried about where their next meal may be coming from, whether they will be sleeping in the car or the homeless shelter tonight, or whether their parent may have been killed in the war in the middle east?
- The U.S. Department of Health and Human Services report that 14% of all children in America have some type of special learning need that will require special education services.

EXPLICIT INSTRUCTION IS...

- Intentional teaching of well defined skills or strategies that are broken down and taught directly in a series of carefully sequenced steps
- Clear and consistent instructional language OR clear and consistent instructions
- Extensive modeling or demonstration of skills and strategies before students are asked to perform them independently
- “Thinking aloud” procedures that draw attention to the step-by-step process of applying skills and strategies that is eventually internalized

FUNCTIONS OF EXPLICIT INSTRUCTION

1. Open the lesson
   It is important to gain attention, state the goal of the session, introduce the skill, explain the relevance of the skill to the child and review relevant background knowledge...
- Remember last session we learned how to make the scraper sound...
- Remember yesterday we talked about 3 new vocabulary words from the story that we are reading...
- Remember last week we learned about the prefix “re”. What does “re” mean when you add this to a word?
- Today we are going to work on ________.

ELMEMENTS OF EXPLICIT INSTRUCTION APPLIED TO SPEECH LANGUAGE PATHOLOGY

2. Body of the Lesson - Teach the skill - “I do”
   - Present new skill in small, sequential steps.
   - Model procedures (show and tell, demonstrate and describe).
   - Provide examples and non-examples.
   - Use clear, consistent and concise language (same as teacher).

   SLP Behavior:
   - Initiates
   - Models
   - Explains
   - Thinks aloud
   - Shows how to do it

   Learner Behavior:
   - Listens
   - Observes
   - Creates an example based on teacher model
**WE DO**

**Provide Guided Practice- “We do”**
- Scaffold- tell them what to do, ask them what to do and remind them what to do.
- Re-teach when necessary
- Corrective feedback
- Fade physical, verbal and visual prompts

**SLP Behaviors**
- Demonstrates
- Leads
- Suggests
- Explains
- Responds
- Acknowledges
- Answers Questions

**Student Behaviors**
- Listens
- Interacts
- Questions
- Collaborates
- Responds
- Tries out
- Participates

**ELEMENTS OF EXPLICIT INSTRUCTION APPLIED TO SPEECH LANGUAGE PATHOLOGY**

**Provide unprompted/independent practice (“You do”)**
- Students work on their own, in pairs, or small groups to accomplish tasks.
- SLP provides feedback and praise
- Monitor the child as he/she completes a task.
- Good time to document accuracy or check for understanding: anecdotal, authentic assessment.
- Point out the child’s mistakes and successes.

**ELEMENTS OF EXPLICIT INSTRUCTION APPLIED TO SPEECH LANGUAGE PATHOLOGY**

**3. Close The Lesson**
- Review critical content
- Assess and record if student has mastered or needs additional instruction.
- Review- remind the students of the goal and why they need to know this.

**“Remember on Thursday you are going to have a vocabulary test and you will need to know these five words. Do you remember what they mean and can you put them in their correct places? What would happen if you didn’t mean a word? What could you do?”**
- Maintenance- this is the hard part!

**HOW GOOD IS YOUR INSTRUCTION???”**

**Self Reflection**

**INDEPENDENT PRACTICE (YOU DO)**

**Student Behavior**
- Applies learning
- Takes charge
- Practices
- Problem solves
- Approximates
- Self-correction

**SLP Behavior**
- scaffolds
- validates
- explains as needed
- evaluates
- observes
- encourages
- clarifies
- confirms
- coaches

**ROBERT J. MARZANO- “THE ART AND SCIENCE OF TEACHING”**

**Engaging Students**
- Using verbal or verbal cues, visual cues, or non-verbal cues to engage the students in the teaching and learning process.
- Reinforcing students and students through feedback and recognition.
- As a teacher, ensure that students are actively engaged in the learning process.

**Managing student behavior**
- Setting clear expectations and rules for behavior.
- As a teacher, ensure that students are actively engaged in the learning process.

**Providing accurate, immediate feedback**
- Providing specific and immediate feedback to students.
- As a teacher, ensure that students are actively engaged in the learning process.

**Scaffolding**
- Using guided practice to help students develop their skills.
- As a teacher, ensure that students are actively engaged in the learning process.

**Teaching and learning**
- As a teacher, ensure that students are actively engaged in the learning process.

**REMEMBER**
- Students need to be engaged in the learning process.
- As a teacher, ensure that students are actively engaged in the learning process.
VOCABULARY- ARE YOU ‘STATE OF THE ART’ IN TEACHING VOCABULARY?

Laura Justice from Ohio State-OSSPEAC 2014
- Common Core- heavy on language/vocabulary
- We as SLP’s must align our therapy
- Educationally relevant
- Lack of studies about how our therapy changes child outcomes
- Vocabulary deficits are a problem with at least 50% of our language impaired children

BARRIERS

- What words to teach?
- Hard to write IEP goals for vocabulary?
- Small amount of therapy time?
- Assessment- how do we measure progress?
- What research tells us- If you pick words to systematically target then we will be successful.

Vocabulary Demands on Students are Daunting

Typical Vocabulary Growth:
- 450,000 words in English- largest vocabulary of languages in use today
- Students must learn 5,000 words per year by 3rd grade.
- However, everyday speech consists of only 5,000- 7,000 words.
- Conversation cannot make up the difference (Frey & Fisher, 2007).
- Typical children begin first grade with a 6,000 word spoken vocabulary
  - Learn 36,000 more words by 12th grade
  - Learn 10 words a day (Chall, 1987; Gunning, 1944; Nagy & Herman, 1987)

Vocabulary Knowledge

- Knowing a word- no idea of general sense, narrow bound contextual knowledge, rich knowledge of a word and its relationships to other words.
  - This rich sense about a word is what we want.
  - We want to develop a student's lexicon by teaching select words deeply and building connections between words and by promoting word consciousness.

- Our language delayed students have “poor word learning strategies” and will need 10 exposures to learn a word as compared to 4.
- We need to teach them specific words that are taught explicitly and systematically.

How many words??

- Preschool- 3 words/story
- Kindergarten and First Grade- 6 words/week
- Second Grade- 7 words/week
- Third Grade- 8-9 words/week
- Fourth Grade- 10 words/week
- Middle and High School- 12 words/week
WHAT WORDS DO I TEACH?

- There are standards in vocabulary acquisition at every grade level, in every subject area of the core curriculum standards.

- Therefore, vocabulary is a great choice for school-based language intervention!

- Now that you know how to teach explicitly... let's discuss how to teach vocabulary explicitly.

How shall we select the words for intervention ????

- We should strive to teach 400 vocabulary words per year.

- Research shows that this will make an impact on their education.

- However, you can never select the wrong words to teach.

- Beck discusses three categories of words:
  - Tier I
  - Tier II
  - Tier III

98% of SLP's teach Tier I words in therapy.

Tier I, Tier II and Tier III

Beck discusses three categories of words.

- Tier I words are most likely to appear in the classroom.

- Tier II words are most likely to appear in the classroom.

- Tier III words are not likely to appear in the classroom.

Criteria for Tier II words...

- **Useful** - words that most children know before entering kindergarten.

- **Understandable** - words that children have some ideas or concepts to connect to the new word.

- **Interesting** - words that do not bring to a text or a situation.

How did you arrive at the need for these words? How do these words relate to the needs of students who have been learning? Does it directly relate to some topic of study in the classroom? Does it add a dimension to ideas that have been developed?

PRACTICE-CAN YOU FIND THE TIER II WORDS

- Johnny Harrington was a kind master who treated his servants fairly. He was also a successful wool merchant, and his business required that he travel often. In his absence, his servants would tend to the fields and cattle and maintain the upkeep of his mansion. They performed their duties happily, for they felt fortunate to have such a benevolent and trusting master.

- Adapted from Beck, McKeown and Kucan, 2002
Johnny Harrington was a kind master who treated his servants fairly. He was also a successful wool merchant, and his business required that he travel often. In his absence, his servants would tend to the fields and cattle and maintain the upkeep of his mansion. They performed their duties happily, for they felt fortunate to have such a benevolent and trusting master.

Robust Vocabulary Technique: Choose 3-5 words per story, per week, per unit.

1. Contextualize the word- read the word from the context of the story/passage:
   - Example: “rumpus” (From Where the Wild Things Are)
     “Let the wild rumpus start!”
     “Rumpus means ‘wild play’. Wild play could be running around, chasing, Ninja, etc. Your mom might call it rough housing. Now I’ll say the sentence with the words that mean the same as rumpus. ‘Let the wild play start.’”

2. Have the children say the word so that they have a phonological representation of the word...
   “Say the word with me…rumpus”
   *** why this is so important…
   *** I also add a picture and a gesture.

3. Explain the Meaning of the Word Using a Student Friendly Definition:
   Teachers and SLP’s should present meanings of target words through instruction that is direct and unambiguous. Meanings should be presented using clear, consistent, and understandable wording. Use everyday language.
   Examples:
   sturdy: soundly constructed or constituted
   cottage: smallish frame dwelling
   sturdy: strong
   cottage: a little house
   If you gape at something, you stare at it with your eyes and mouth wide open.
   A beverage is something that you drink.

4. Present alternative contexts different from the story context...
   Example...
   Brothers and sisters can rumpus with each other.
   Two baby kittens could rumpus when they play together.
   Mom would probably not like it when you rumpus in the house.
5. Engage children in activities that get them to interact with the word.

Teachers and SLP’s should provide children with opportunities to discuss words in extended discourse before and after reading. Additionally, teachers should provide children with tasks that challenge them to process word meanings at a deeper and more complex level.

Ways to provide varied and rich opportunities to practice:
- Making up a novel sentence with the word
- Classifying the word with other words (e.g., concept maps, word maps, semantic maps)
- Relating the definition to one’s own experience
- Writing-
  - Use three words in a short story.
  - Think of a time when you felt miserable.
  - The king was envious.
- Puzzles – reliable, spectator
  - Babysitters need to be _________.

Interaction Activities:

Example/Non-example
- If I say something that sounds precarious, say “precarious”. If not say nothing.
- Which would be easier to notice: barking dog or sleeping dog
- If you won the lottery, would you be jubilant or melancholy?

Word Associations-
- Think of the words pretentious, tedious and extravagant. Which goes with...
  - I spent all of my allowance on those shoes.
  - You are so lucky that I am on your team.

Generating situations, contexts and examples-
- What would a teacher say this to her class? “What a clever class you are!”
- What would a cook show that they are an expert?
- Turn and tell your partner...
  - Which word goes with cuddling your teddy bear when you feel upset? (soothing) Why?
  - Which word goes with the traffic lights on the road? (signal) Why?
  - Which word goes with getting an injection when you visit the doctor? (jabbing) Why?
  - Which word goes with working on a project with your group? (gathered) Why?

Making Choices
- Post the word gathered on the chart.
  - Teacher calls us to the rug.
  - Answering questions on the reading test.
  - Pulling names out of a hat.
  - Clapping to show how much you would like having your room described as “eerie.”

Example: “Pushing Up The Sky”

Interaction Activities

Word Relationships- Respond how 2 words are related:
- How are conscientious and haphazard related?
- Could someone who is curious be a nuisance?
- A determined person is someone who will get things done but a person who is wavering is...
- Would a fragile plant survive in an artic region?
- Clap to show how much you would like having your room described as “eerie.”
Questioning, Reasons, and Examples: 
students turn and talk with a partner.

- "A meeting at the boy scouts’ club. What word describes the situation? Why? (gathered)
- "Choosing players for a game by picking names from a cup. Why? (randomly)
- "Using the point of a pencil to get a tiny piece of paper out of the corner. Why? (jabbing)
- "The crossing guard telling you when to cross the road. Why? (signal)
- "Floating in the swimming pool. Why? (soothing)

Relating Words:

Have students turn and talk with a partner.
- You see a group of children on a field trip. Is this an example of randomly or gathered? (gathered) Why?
- You pull sticks to see who will go first. Is this an example of randomly or signal? (randomly) Why?
- Your little brother pokes you in the eye. Would this be an example of soothing or jabbing? (jabbing) Why?
- You’re curled up on the couch with a blanket watching your favorite T.V. show. Would this be an example of soothing or gathered? (soothing) Why?

Why is this an effective vocabulary intervention?

- Uses research based strategies
- Words selected in a clinically relevant way
- Provides explicit instruction
- Ties to life experiences of students
- Increased repetitions of the words
- Engages students with an emotional response


How can I do this in therapy??

- Variety of ways…
  + Small group- 5 minutes each session
  + Push- In
  + Video of technique- small group-
  + This is a lot of work! I don’t have time!!
  + Teacher Pay Teacher
  + Google- Robust vocabulary- Treasures Robust Vocabulary-Pushing Up the Sky

How does this look?

- Monday- introduce vocab
- Tuesday- make study cards, book
- Wednesday- interaction strategies
- Thursday- review game
- Friday- vocab quiz

My philosophy of practice…

- I tell my graduate students…
  Use worksheets interactively- use the items on a worksheet or resource book but think of a fun or interacting way to do it.
  Special Ed students- see you for a reason.
  Don’t just re-teach the same way.
  Teach in a different way.
  Teach in an explicit and systematic way.
  Teach in an engaging way.
Activities: Traditional!

- Venn diagram
- Concept definition map
- Vocabulary Y chart
- Word Map - synonym, antonym, examples, non-examples

More Activities - Can you be interactive?

- Linear Array

Making Books:

- Word spinners
  - http://www.teacherspayteachers.com/Store/Pam-Dalessandro
  - https://www.pinterest.com/source/devotedtovocabulary.wordpress.com/

Word Maps

- Vocabulary Cubes
  - https://www.pinterest.com/source/classroomfreebies.com/
“Word Nerd”- Lanyards Scramble
- Find synonym
- Find antonym
- Match definition
- Make your word a color-

Games
Family Feud
Teacher calls players from each team to the front of the room to decide which team will go first. Pose a question from the survey template such as “Survey says... Which ______ will play?” The team that correctly answers the question decides which team will play. The team continues until all blanks are completed. If a team has three incorrect responses, the opposite team has the opportunity to steal and obtain the points for that round. You can determine how many points each team needs to win. (Refer to the survey sheet for more info.)

Power Point Games:
- Jeopardy
- Millionaire
- Hollywood Squares
- Learn Your Vocabulary

Murray County Schools- Georgia
http://www.scholastic.com/teachers/top-teaching/2013/10/fun-and-easy-vocabulary-activities

Bang
- Say definition
- Give synonym/antonym
- Use in a sentence
- Categorize

Run to the Board
Vocab on the move!

Split the class into 2 teams. Say a definition, synonym, antonym and students must race to the board and write the word before the other team does.

Match
I have... who has...

Maintenance: the hardest part!!
Sparkling Gems
Word Walls
Word Watcher

http://mrsestblog.blogspot.com/
http://juiceboxesandcrayolas.blogspot.com/2011/08/daily-3-word-work.html
Activities for Older Students:

KIM Strategy across subjects:

Vocabulary Building Strategies:
http://www.scps.k12.fl.us/curriculum/AcademicCore/LanguageArtsandReading/SecondaryReading/VocabularyBuilding.aspx

Teaching Vocabulary Across the Curriculum:
https://education.illinoisstate.edu/downloads/casei/AV-4-2a%20%20article%20%20teaching%20vocabulary%20across%20the%20curric.pdf

Strategies To Build Student Vocabularies, Grades 4-12
https://www.mcs4kids.com/documents%5C/math%5Ck-6%5C/Instructional%20Strategies%5COn%20Target%20-%20Instructional%20Strategies%5CStrategies%20Vocabulary-Gr.4-12.pdf

Best Practices for Teaching Vocabulary to ELL Students

- Enable students to make connections between their own information and new vocabulary
- Explicitly teach vocabulary—students need to be informed as to what is expected of them and be taught the skills in order to do that
- New vocabulary must be tied to student’s background
  - Explicit links to previously taught text/words should be emphasized to activate prior knowledge. Review relevant vocabulary that was already introduced, and highlight familiar words that have a new meaning.
  - Use visual techniques/media to assist in learning new words. (Role play, videos, pictures, photos, graphic organizers, maps and graphs)

- Select words that are critical for understanding the text or material.
  - ELL students need much more exposure to new vocabulary than their native-English-speaking classmates (August & Shanahan, 2006).
  - Pick words that are essential to comprehension of text/passage.
  - Be multi-sensory. Be sure to build phonological representation often. “Say_____.” Have students write words down to visualize.

Resources

- Resources to help you focus and fine-tune your vocabulary instruction:
  - Bringing Words to Life by Isabel Beck
  - Vocabulary Games for the Classroom by Lindsey Carlton and Robert J. Marzano
  - Words, Words, Words by Janet Allen
  - Teaching Basic and Advanced Vocabulary: A Framework for Direct Instruction by Robert J. Marzano

Reading Comprehension

- Now that we know how to teach vocabulary explicitly, how about reading comprehension?
  - Preschool, Kindergarten, First Grade-
    - Traditional speech language skills are still developing—(re-telling, answering wh-questions, sequencing, grammar, sentence structure)
  - Second grade and above- do you get stuck?
    - Conversational language
    - Traditional speech language skills

I Was Shocked! Why?

- I looked at the tests/quizzes.
- Our kids do poorly because…
  - The tests are poorly constructed—“best answer”
  - The vocabulary is vague
  - The questions are worded poorly
- Modify tests?—children on IEP’s
  - Chapter tests could be modified but not unit tests
**WAS MY THERAPY AT A SIMILAR LEVEL**

- NO!!
- I was not expecting enough out of my students.
- If we want to help our students be successful in school then we must elevate our expectations!
- Playing card therapy- use narrative and informational text that the students are expected to comprehend and teach strategies that students are expected to apply.

**HOW DO I PLAN THERAPY**

- Use curriculum map/pacing guide to find language skills that teachers were expected to target for that week.
- Obtain test to see what skills are highlighted in test.
- Use classroom text or related text that can support skill being taught.
- Start with an anchor lesson (concrete/not within a text)
- Move to practicing skill within classroom text or story chosen for particular skill.

**THINK ABOUT MULTI-SENSORY**

- Bridge Building- what we do!
- Similar Philosophy- gradual release of responsibility, kids having fun, lesson with a concrete focus, many opportunities for practice, multi-sensory lessons.

**WHAT I LEARNED**

- “Reading is thinking”
- Comprehension skills- metacognition, schema, inferring, questioning, determining importance, visualizing and synthesizing
- Use the same language as the teacher
- Engagement activities- 
  - Turn and talk
  - “Eye to eye and knee to knee”
  - Cooking, Music, Art, Movies,
  - Vote with your body

**CURRICULUM MAP/PACING GUIDE**

**TANNY MCGREGOR**

- “Through the concrete the abstract becomes real.”
- Anchor lesson- no text, no writing, no worksheets
- Model, scaffold and talk… then add music, art, competition and real sensory experiences- deep thinking and comprehension
<table>
<thead>
<tr>
<th>THINKING STEMS</th>
<th>SCHEMA</th>
<th>INFERENCING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thoughtful readers make connections, and retrieve and activate prior knowledge.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>+ Schema- lint roller- we “pick up and hold onto” new information to expand our schema</td>
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<tr>
<td>Thoughtful readers draw conclusions, make predictions and form interpretations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>+ “Cite your evidence&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>+ Inferring- bag of garbage</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>QUESTIONING</th>
<th>DETERMINING IMPORTANCE</th>
<th>VISUALIZING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thoughtful readers generate questions before, during and after reading.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>+ Develop the value of wonder and curiosity.</td>
<td></td>
<td></td>
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<tr>
<td>+ “Questions incubate long after the book is closed.”</td>
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<td></td>
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<tr>
<td>Thoughtful readers sift out relevant and useful information.</td>
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<td></td>
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<tr>
<td>+ Pass around objects to touch.</td>
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<tr>
<td>+ Have students smell cotton balls with familiar liquids.</td>
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<tr>
<td>+ Listen to a specific passage and draw the item or scene that is being described.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>+ Visualizing- “movies in your mind”</td>
<td></td>
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</tr>
</tbody>
</table>
SYNTHESIZING

- Thoughtful readers continually change their thinking in response to text.

“The bigger I get, the bigger my thinking gets.”
“I grow and change and so does my thinking.”
“When I read new stuff I just add it to the other stuff I already know.”

FROM TRADITIONAL TO CURRICULUM FOCUS

Traditional: Curriculum Focus
- Vocabulary
- Main idea
- Cause/Effect
- Compare/Contrast
- Sequence
- Synthesizing

Curriculum Focus
- Making connections
- Mental Imagery
- Questioning
- Determining Importance
- Synthesizing
- Inferring

ACTIVITIES...MULTI-SENSORY AND ENGAGING

- Show and Tell- how I teach- crafts
  - Author’s Purpose- P.I.E

MORE ACTIVITIES

- Inferring Suitcases, Advertisements
- Cause/Effect

MORE ACTIVITIES

- Inferring Poems

MORE ACTIVITIES

- Cooperative Learning/Games
  - Fact/Opinion
  - Fact Finder Race
MORE ACTIVITIES

- Determining Importance-main idea posters, photos

MORE ACTIVITIES

- Mental Imagery/Visualizing

TRY SEEING STUDENTS DIFFERENTLY

- See in larger groups
- See more times per week
- Co-teach, Push-in or Pull-out- but don’t be an aide
- Work on skills that they need to survive in school, but that are still within our S/L focus.
- Teach engaging, interactive, multi sensory!
- Make a difference in their grades!

WHAT DOES THIS LOOK LIKE?

- Monday- teacher introduced vocabulary and started reading story selection
- Tuesday- Robust vocab- 5-10 minutes, continue to read story or summarize, retell, sequence.
- Wednesday- 5-10 min robust vocab, work on reading comprehension skill or grammar skill
- Thursday- same as Wed
- Friday- test, I saw…one time a week kids, push-in kindergarten class, other disorders (fluency).

BENEFITS

- Teachers (both ways)
- Administration
- Parents
- More time to do administrative duties, testing, planning
- Quality instruction
- More fun!

DRAWBACKS

- Planning, planning, planning
- Learning curriculum
- Being out of your room- organization, transition quickly, teachers that have trouble sharing.
WHAT STUCK WITH YOU TODAY?

✗ I hope you learned one thing that stuck with you today that you might try soon!

LISA WILLIAMSON

✗ Thank you!

✗ willi3lo@ucmail.uc.edu