Expository Strategy Intervention: Strategic Choices to Empower Students & SLPs

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Learner Objectives
After completing this activity, participants will be able to:
1. Explain types of learning strategies
2. Identify features of effective strategy interventions
3. Execute a core expository strategy intervention procedure

What is a Strategy?
- Action selected deliberately to achieve particular goal
- Short-term, general problem-solving procedure to highlight info and guide attentional focus
- Overall or specific or disciplinary:
  - My strategy is to do just enough to pass the test
  - My strategy is to stop and say the meaning of each bolded word three times
  - My strategy is to create flowcharts for biological processes
- Strategic use of strategies: Knowing what to do when and why

Comprehension Strategies: The Many Possibilities
1. Pre-reading: Identify reading purpose, think about what is known, predict text content, look for organizing concepts, set plan for reading...
2. During-reading: Maintain reading purpose, note important info, pause and paraphrase, integrate new with known, notice lapse in understanding, re-read to clarify...
3. After-reading: Recall important ideas, answer reading purpose, recognize ambiguous ideas and try to clarify, re-read to fill in gaps...
Strategies/Procedures with Firm Scientific Basis

1. Comprehension monitoring
2. Question generation
3. Summarization
4. Paraphrasing
5. Graphic organizers
6. Text structure analysis
7. Context cues for word learning
8. Reference skills for word learning

- Definitely help comprehension
- Strong evidence for instructional benefits
- Teach multiple strategies
- Qns re: Amounts & combos
- Combining content & strategy instruction
- Self-regulated use

Kamil et al. (2008), Gersten et al. (2001), NRP (2000), Shanahan et al (2010), Swanson et al. (2014)

TWA Strategy Checklist

Seems Simple?

<table>
<thead>
<tr>
<th>When to Think</th>
<th>Strategy</th>
<th>Done?</th>
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<tbody>
<tr>
<td>T</td>
<td>Think before reading</td>
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<td>The author’s purpose</td>
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<td>What you know</td>
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<td>After reading think about</td>
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<td>The main idea</td>
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<td></td>
<td>Summarizing information</td>
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<tr>
<td></td>
<td>What you learned</td>
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Mason et al. (2013)

Mindful Engagement

Strategies that we teach are rude approximations of what expert readers occasionally engage in

1. Multiple, simple, flexible strategies
   - Not one “best” strategy
2. Teaching process engenders
   - Purposeful engagement with texts
   - Active participation with meaning-making
3. Scaffolding to move students to self-regulated use
   - Acquire habit of asking self: What did that part say? I am not sure. I will re-read that part carefully.

Gersten et al. (2001), Wiliam (2006)

Common Core & SLP Intervention

Academic Standards for K-12 English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

- Use complex literary and informational texts
- Stay on a topic over time
- Read closely for accurate comprehension & logical inferencing
- Use textual evidence to support claims
- Become self-directed learners who read purposefully, ask questions, and seek out resources
- Use to connect to classroom for expectations, skills, activities across subject areas

Calkins et al. (2012), NGA-CCSSO (2010), www.corestandards.org

Effective Strategy Instruction

1. Explicit teacher modeling
2. Practice with feedback
3. Control task difficulty
4. Use small interactive groups
5. Specific strategy format
6. Have students maintain mindful engagement
7. Self-monitor speed and re-read parts
8. Connect to subject area instruction
9. Systematically support into independent use
10. Teach flexible purposeful use in varied contexts

Kamil et al. (2008), Gersten et al. (2001), NRP (2000), Shanahan et al (2010), Swanson et al. (2014)

Cognitive Modeling

- Think-aloud as you read aloud:
  - Demonstrate process of when, why, and how to get to the what
- Preparation for modeling
  1. Consider text from student perspective
  2. Check text matches target strategies
  3. Plan designated points before, during, after text
  4. Practice reading, stopping, talking aloud, using target strategy
- Doing Modeling
  - Minimize explanations
  - Show and re-show
  - Apprentice the student into learning strategies

ASHA Convention
November 2022, New Orleans LA
Expository Strategy Intervention
Teresa A. Ukrainetz & Amy K. Peterson

November 2022, New Orleans LA

Structural Scaffolding for Strategy Tx

1. Content coherence
   - Staying on topic
   - Within thematic or project unit
   - Within an activity

2. Controlled difficulty texts
   - Simplified for another reason
   - Well structured
   - Revise and adapt as needed

3. Avoid decoding issues
   - Shared reading
   - Familiar texts
   - Listening to texts

4. Shared vision
   - Underlining and marginalia
   - Multiple copies
   - Enlarged text

5. Minimize connected writing
   - Bulleted notes
   - Pictography

6. Modify texts: Systematic changes to simplify or to add confusing or missing elements

Armadillo Excerpt
http://a-z-animals.com/animals/

The armadillo is native to both North America and South America, although not all species of armadillo are found in the United States.

The average armadillo measures around 75cm in length, including the tail but the giant armadillo can grow to more than 1.5m long and the tentative pink fairy armadillo the smallest armadillo species only open to around 13cm in length.

There are around 20 species of armadillo still extant in the American continent with the rock-bound armadillo being the only species found outside of the South American tropical rainforests.

The armadillo has a hard outer shell and can curl up into a ball, leaving no soft body parts exposed to danger as it did in a woodfowl. The armadillo also has long limbs which the armadillo uses for digging burrows and burrowing into the earth.

Despite the armadillo’s small size, most armadillo can also reach a top speed of nearly 30 mph so can easily outrun most jungle predators. The primary predators of the armadillo are bears, and various types of birds and eagles.

Armadillo Facts
- **Kingdom:** Animalia
- **Phylum:** Chordata
- **Class:** Mammalia
- **Order:** Cingulata
- **Family:** Dasypodidae
- **Genus:** Dasypus
- **Scientific Name:** Dasypus novemcinctus
- **Type:** Mammal
- **Shape:** Ovoid
- **Skin:** Thick, thick, thick
- **Size:** 200 - 250 cm
- **Weight:** 20-25 kg
- **Top Speed:** 30 mph
- **Lifespan:** 10 years

ReadWorks Passages

Panning for History
Michael Stahl

The Young Scout troop went on a camping trip one weekend. The 12 boys and their patrol leader went into the woods close to their home city of Sacramento, located in the state of California, U.S.A. They had many activities planned. The boys were going to learn about gold mining, cooking on a fire, wood carving, and, because there was a river close by, panning.

Panning is simple and has a long history. It has been used for centuries to find rocks, minerals, and riches in rivers. All a person has to do is dip a large pan into a river, allow water, dirt, and stones to collect in it, and then shake. The pan can either have tiny holes or big holes that allow the water to escape, while leaving the rocks behind. There is always a chance that some of these rocks might actually be very valuable. One might even find a golden nugget!
The Challenge of Student Ownership
Chan & Cole (1986): teaching 11-yr-old RD to self-review
- 4 tx sessions
  1. Ask selves and robot content qns
  2. Underline interesting words with a fluorescent pen
  3. Explain to the robot why these words were interesting
- Control: Sts reread story to robot in case robot missed parts the first time
- Results: Tx compreh and recall > control
  BUT 1 day post tx, for stories with no directions
  NONE used explain and qn strategies
  Two-third used underline strategy a bit

Common Text Signaling Devices
- Cover pages
- Title
- Table of contents
- Foreward or preface
- Headings and subheadings
- Sidebars and boxes
- Highlighted phrases and words
- Key opening phrases

Signal Expectations
Read the index below from book about colonial times:
Adams, Benjamin 34
Adams, John 38
Clothing styles 12
Crafts 6
Commerce 22
Gardens 25
Lumber trade 29
Main Streets 32
Trade(s) 22-24, 36-40
after the American Revolution 22
before the American Revolution 37
China 24
Lumber 29
Sewing 7
Strawbery Banke 23
Washington 12

1. If you wanted to find info about food in colonial times, where is the BEST place to look?
   a. page 6  c. page 23
   b. page 25  d. page 32
2. What is the MAIN reason there are four entries under Trade(s)?
   a. The book is about trade during colonial times.
   b. The book discusses different topics about trade.
   c. Trade is a difficult topic to understand.
   d. Trade was very important during colonial times.

Why Signaling Devices Matter
Guide reader (and writer) speedily and accurately through expository texts (Lorch et al., 2011)
- Show and amplify organization - sequential, hierarchical, importance...
- Central ideas or direction of a piece of text
- How each part relates to prior and next material
- Support analysis and synthesis of information
- Locate main ideas and details of passages
- Get sense of topic & concepts, terminology & vocabulary

Text Preview
- Intentionally familiarize with text organization and how to locate info for purpose
  1. Why am I looking at this text
  2. What do I look for in this text
- Good learners do preparatory work habitually
- Weaker learners do just a “how much” strategy
- Classroom use (Kelley & Clausen-Grace, 2010)
  1. Picture walk to preview story books
  2. Text feature walk for chapter books or info texts
- Applicable to internet: organization, menus, navigational tools, info location
Benefits of Habitual Text Preview

- Passive recipient to active participant in learning
- Alert and familiarize to content and format of material
- Activate mental schema
- Text structure (e.g., This is an opinion article)
- Content (e.g., This is about mule deer so it should address appearance, diet, reproduction, and habitat).
- Introduce important vocabulary and concepts without “preteaching”
- Allow judgment of time and effort vs value of information

Teaching Text Preview Study

Kelley and Clausen-Grace (2008)

- Qn: Effect of text preview for reading comprehension?
- Method: 4th graders stratified by reading level and randomly assigned to 3 1-session conditions:
  1. Predict-Read: Write predictions about human body from science text, read silently, answer qns
  2. Discuss-P-R: Talk about human body with textbook closed; predict, read, answer qns
  3. Preview-P-R: Text feature walk prior to write predictions, rdg text, answer qns
- Results: Preview-P-R > Predict-Read > Discuss-P-R

Text Preview Tx Procedure

1. Intro text and tx goal of Text Preview
2. Identify purpose of rdg & make signal predictions
   - General knowledge or answer specific qn
3. Travel through text with shared skimming
   - Type of text
   - Topics covered
   - How organized
   - What shows important points
   - Summary locations
   - Signal labels
4. Check-off list for features
5. Cognitive model thru think-aloud
   - Which signals present, what it says, if helpful
6. Return to predictions to confirm or modify
7. Do again and again...

Text Look-Back

Companion to Text Preview

But maybe harder to do well...

1. Awareness of gap in comprehension or recall
   - Poor learners often overestimate (Dunning-Kruger effect)
2. Determination that info likely in the text
   - Based on prior reading or just a good bet
3. Efficient (and permissible) text search procedure
   - Avoiding random wanderings

Teaching Look-Backs Study

Garner et al. (1984)

- 24 9-13 year olds, ok decoders, poor comprehenders
- Tx: Taught in 3 sessions to look back for info
- Control: Taught main idea & summarization strategies
- 5 days post tx: I am going to ask you to read a short article. Read it slowly. I will ask you three qns about the article when you’re done rdg.
  1. 1 text down, 1 up, if no look back: You can look back at any part of the article to answer the qns
- Results:
  - Simple recall qns: Tx = 31% Con = 33%
  - In-text qns use: Tx = 70% Con = 22%
  - In-text qns correct: Tx = 72% Con = 31%
  - Tx looked back, flipped text over, asked if look-back ok
  - Control only looked in text-up w/ cueing

Identifying Look-Back Qns

Examine qn for answer “from your head” or “from the text” (Raphael, 1986)

- Right There (obvious)
- Think and Search (putting it together)
- Author and You (inferring)
- On My Own (known without reading)

Examples of each type

1. What year was the Garner et al. study published?
2. Did they ask the right kinds of qns in that study?
3. Did the look-back strategy help comprehension?
4. Are 9-13 year olds expected to decode independently?
Look-Back Tx Procedure

1. Skim text to find most likely section & why others not
   - SLP models skimming text, with comments on why other sections not likely
   - Similar to text preview re: noticing signaling devices, but added awareness from having read text
2. At relevant section, note potential from the heading
   - Examine heading to determine why this may be informative
3. Slow down and read each sentence for needed info
   - SLP models slowly reading each sentence and verbalizing thoughts about presence of needed info
   - Students not good at stepping outside content to make "meta" judgments about relevance of info

Permission to be a Strategic Learner

- Lookback & text preview are legitimate, smart ways of learning
- Search, skim, selectively read text
- All or parts of article/chapter/section/book
- Get to know classrooms and help students navigate
- Encourage teachers to give reasons and purposeful overviews of readings
- Student practice figuring out reason for reading in devised scenarios and match approach to purpose

Summarization

- Common evidence-based comprehension "strategy"
- Summarize and paraphrase main ideas and details of paragraphs, sections, chapters, and articles
- Aim of teaching summarization?
  - To identify from text and combine into well-structured summaries?
  - To regularly stop and report explicit or inferred main ideas of section of text?
  - To periodically stop and report impression of main idea of text?
- Choice affects how summarization is taught

Coaching toward Independence

- Purposes
  - Single specific purposes
  - Multiple or vague purposes
  - Answer their own study questions
- Classroom practice
  - Selected or crafted situations
  - Low stakes tasks
  - Then "take-what-you-get" classroom applications

Summarization

- Main Idea

Rule-Governed Summary Construction

Identify, select, or infer topic statement; sort out supporting, redundant, & irrelevant statements; build into coherent summaries

1. Read passage
2. List key points
3. Combine related points into single statements
4. Cross out least important points
5. Re-read list
6. Combine and cross out more points
7. Renumber points in logical order
8. Write points into paragraph in numbered order
9. Add connective words to make it flow

Sheinkin & Sheinkin (1999), from Ward-Lonergan (2010)
Expository Strategy Intervention

Build a Fossil Paragraph

Finding Out About Dinosaurs

Meat-Eating Dinosaurs

The teeth that are found in fossils help us know what dinosaurs ate. When dinosaur teeth are long and sharp, we know that these dinosaurs ate meat.

Wong et al. (1986)

1. Multiple baseline study on teaching eight 7th graders with LD to compose well-structured summaries

2. Underline and paraphrase main idea of simple paragraphs

Mr. Brown was getting angry. His face was bright red. His pupils seemed to enlarge in size suddenly. His body began to shake. His voice was becoming louder and louder.

3. Introduce random sentences for main idea; frustrated

4. Teach main idea identification first

5. Single then double paragraphs with topic sentences

But What’s a Main Idea??

Progress on Main Idea & Summarizing

Finding Main Points about Fossils

1. Fossils tell about dinosaurs. (implicit)

2. Fossils are bones and eggs found under the ground. (explicit paraphrased)

3. Fossils tell dinosaur size, where it lived, how big it was, how fast it moved, and what it ate. (summarized)

4. Fossils tell about raptors. (explicit & implicit)

5. Meat-eating dinosaurs had long, sharp teeth. (explicit)

Raptors!

Interactive Scaffolding for Main Idea

Scientists are still trying to determine what raptors are, where they come from, and what became of them. Spectacular new fossil finds, discovered only in the past few years, have forced scientists to change many of their ideas about how raptors looked and acted.
SLP: Today we are going to practice the main idea strategy. Ali, why do we do this?
Ali: Because it helps us understand what we hear and read.
SLP: Yes. Meg, what is the main idea strategy?
Meg: Telling the most important stuff.
SLP: Meg, what is a better word than stuff?
Meg: Ideas. Telling the most important idea.
SLP: Yes, the main idea. Joe, tell us the main idea.
Joe: Scientists and raptors.
SLP: Is that enough? Tell us more. What are scientists doing about raptors? Tell us in a sentence.
Joe: Scientists are finding new stuff about raptors.
SLP: Yes, scientists are finding new information about raptors.
SLP: Joe, show everyone where you found that information. Joe: In the first sentence here, but I changed the words a bit.
SLP: Yes, usually the first sentence tells us the topic or the main idea.

Even Harder:
Disciplinary-Specific Strategies

- Nature of knowledge and learning by discipline
- Mathematics: Close reading, precise meanings, accurate results
- Chemistry: Hierarchical structures and transformation of knowledge representations
- History: Events, their relationships, and reader & author interpretations
- Strategies crafted by discipline

But that’s for or another day...

So where are we in the strategic pursuit of expository strategy intervention?
- Simple text preview and review strategies as student-directed tools
- Harder summarization strategies as instructor-directed tools
- Plus disciplinary-specific strategies not addressed here

Next up: a novel simple strategy combo to quickly help students understand, express, and take ownership of informational texts

Seeking SLP Expository Strategy Intervention
- Fits within contextualized skill intervention for whole & parts of expository language
- Using spoken interactions around whole texts to create oral and written whole discourse
- Produce noticeable, motivating, rapid change in component skills & whole academic-communicative events
- For students beyond the early grades
- Using distinctive competencies & opportunities of school SLPs

Pictography:
Quick & easy, just enough to remember
- Clinical, group experimental and descriptive evidence (McFadden, 1998; Ukrainetz, 1998; Ukrainetz, 2015)
- Pictography > write/draw for oral narrative length & quality
- Simple, flexible, accessible, appealing tool across ages
The axolotl, or Mexican salamander, is originally from southcentral Mexico, but few exist there anymore. Axolotls are sometimes called Mexican walking fish because they look like fish with legs. Axolotls are neotenic amphibians. This means that, unlike frogs, toads, and other salamanders, they do not go through metamorphosis. Metamorphosis is when aquatic babies develop into adults with lungs, legs, and eyelids, so they can move onto land. Axolotls do not go through this full change, and continue to live and breathe under water.

Arnold et al., 2017; Bretzing & Kulhavy, 1979; Chang & Ku, 2015; Karpiche & Ruediger, 2008; Karpisce et al., 2009; Lee et al., 2008; Kobayashi, 2006; McDaniel et al., 2009; Slotte & Lonka, 1999.

You did it!
Picto-ed each sentence, said it, and said it again

The axolotl, or Mexican salamander, is found naturally only in two connected lakes in southcentral Mexico. Axolotls are sometimes called Mexican walking fish because they look like fish with legs. They have features that are useful for scientific research, such as, after being damaged, they can regenerate entire limbs or extra limbs. Then you said your full report and said it again.
Paired Tx Sessions to Teach Strategies & Content

Session 1 - Pictography Notes
1. Read aloud text with print in view
2. Identify important or interesting idea
3. Turn idea into quick & easy, just enough to remember pictography note on 2-column form
4. Say full sentence from picto
5. Say full sentence again – revise for quality or accuracy – and say again
6. Repeat #1-5 for each text idea until text read with 7-10 pictos
7. Say full oral report from pictos & say it again

Session 2 - Bulleted Notes
1. Say full report from pictography
2. Check any against article if needed
3. Say sentence from picto then reduce to quick & easy, just enough to remember bulleted note on new form
4. Say full sentence again – revise if needed – and say again
5. Repeat #3-4 for each pictography-to-bulleted note
6. Say opener/closer, add notes, & say it again
7. Say full report from bulleted notes & say it again

Extended Sketch & Speak

Sessions 1-6
Three cycles of paired notations on 3 topic area texts

Session 7
Text #4 with choice or mix of notation format

Session 8
Informational brochure with dictation to SLP, compare to source; illustrate, title, author

Session 9
Intro whisper rehearsal, small group presentation, record & compare to notes

Session 10
New text topic area, choice of notation, create oral report with strategies

Session 11
Whisper rehearsal, classroom presentation, demo strategies

Session 12+
Evaluate & plan more independent use, test choice, test study, multiple texts for inquiry project...
Donal Prefers
Pictography

Apache Nation

Post-test Oral Report
• Longer report
• Longer sentences
• More vocabulary diversity
• Opening and closing
• Better presentation/gaze & voice
• 3/3 raters judged better

Pre to Post Oral Report
Utterances = 9 → 12
Words = 51 → 100
More organized & on topic
3/3 rated Post better

Pre to Post Notes
3 → 10 notes
7 → 15 quality points
Post = Topic, open/close, bullets, brief, sufficient, notes & pictography

Tyrone Self-Talk

Pre to Post Oral Report
Utterances = 9 → 12
Words = 51 → 100
More organized & on topic
3/3 rated Post better

Pre to Post Notes
3 → 10 notes
7 → 15 quality points
Post = Topic, open/close, bullets, brief, sufficient, notes & pictography

Pete - Struts
His Stuff!

Whisper rehearsal then do it

Pete’s Writing
From Labels to Reports

Listen to the man (gestures to self) - okay. You should hear about this most valuable NBA player named Michael Jordan. Michael Jordan was born in Brooklyn in 1963. His father died by teenagers because they shot him and stole his car. Michael Jordan’s college was in North Carolina and he won 5 MVP and was drafted to the Bulls and he was the Rookie of the Year. Michael Jordan retired basketball and played in mini-league baseball. He won six championships in the NBA. Michael Jordan created Air Jordans that was introduced 32 years ago. Michael Jordan scored 63 points by himself in one game. Michael Jordan barely lost MVP against Magic Johnson. Michael Jordan was also involved by Nikes, Gatorade, Coke, and McDonald’s. Do you think Michael Jordan would play basketball again? … Thank you, I’m the man!
Did you say anything in your head as you took notes?

Angel 😊
I was saying in my head, “What should I write?” or “What should I do, like bulleted notes or pictography?”

Steph 😊
When I’m writing I whisper it to myself and then I have to show it to you.

Pete 😊
I don’t know.

I am just excited to teach people about stuff! Said he wants to practice verbal rehearsal and note-taking for class projects. When I asked him to tell a peer what he learned, the first things he said were verbal and whisper rehearsal.

8th Grader - Practice Makes A Whole Lot Better!

S&S Research Studies
1. Ukrainetz (2019): Group experiment
2. Peterson, Ukrainetz, & Risueno (2021): Multiple case descriptive
3. Peterson & Ukrainetz (2022): Multiple baseline experimental
4. Ukrainetz, Peterson, Therkildsen, Bush & Stout (in progress): Mixed method multiple baseline exp + qualitative on carryover

Methods
- Participants: 3 to 44 4th to 9th grade students with LLD
- Tx duration: 6 to 16 20-40min sessions
- Tx procedure: Paired sessions w/ or w/o extended activities in-person or telepractice
- Outcome measures: Taught & non-taught notes, oral reports from notes & w/o notes, written reports from notes, short answer qns, strategy awareness interview, review/rehearsal behaviors, participant perceptions

Our Results - In sum so far
Clear benefits
- Picto & bulleted notes
- Quality of taught and non-taught oral reports
- Improved strategy awareness
- Participant & SLP instructor support for strategies
No benefit so far
- Responses to prescriptive short answer qns
Variable benefits
- Written reports
- Effective strategy choice
- Preparatory behaviors
- Difficult to implement school carryover

SLPs - Quick & Easy, Visuals, Sentences, Oral Practice
- With the focus on ‘quick and easy, just enough to remember,’ my students who typically lose focus were more able to come up with a picture or a few words to use for their notes
- Pictography strategy helped kids remember the meanings of words such as “nocturnal” and “amphibian”
- Once a well-formed sentence was established, the student took ownership of the sentence and successfully implemented these complete sentences in well-formed oral reports.
- With the repetition and strategies, by the third article, each student was eager to not only tackle the article and learn about the interesting animal, they also immediately identified details with more independence and overall confidence.
Places to record and sort memorable ideas that fits the tx aim

- 2-column note forms
- Common in classrooms for taking notes for projects
- With or without category labels
- Keep ideas sorted, reorganize info for greater idea ownership, teach categories & terms
- 9-grid form
- 9 important ideas from text
- Sequential notation for recall of info
- Main ideas + 3 details
- Big boxes with 3 small boxes attached
- Well-formed summaries of information

Note Forms

Since You Asked: Tx Goals

Goal 1
Process: Jaden will use note-taking and oral practice strategies to learn from expository texts in structured activities with minimal support at 80% accuracy based on SLP data.

Goal 2
Product: Jaden will improve his comprehension and expression of grade-level expository texts in structured activities at 80% accuracy based on SLP data.

Goal 3
Process: Jaden will use note-taking and oral practice strategies to learn from expository texts in self-directed activities with minimal support at 80% accuracy based on SLP data.

Sketch & Speak in the Classroom?

- YES apply learned strategies in classroom activities in collaboration with teachers
- MAYBE teach Sketch & Speak to a large group
  - How to guide systematic oral practice
  - for every student in room?
- Sometimes use alternate tool of pictography
- Often take written bulleted notes
- Always talk your way through your notes

Try It Out Again!

Famous Athlete Text

Michael Jordan is one of the greatest basketball players of all time. He played in the National Basketball Association (NBA) for 15 seasons. While he was in the NBA, he played for the Chicago Bulls and Washington Wizards. He won the Most Valuable Player (MVP) award 5 times. He is also credited for helping the NBA become famous all over the Earth.

Michael was born in Brooklyn, New York, in 1963. During high school, he played basketball, baseball, and football. As a sophomore, he tried out for his varsity basketball team, but coaches said he was too short. However, he kept his determination and played on the junior varsity team and scored 40 points in multiple games. After training and growing four inches, Michael made the varsity team. At the end of his high school career, he was offered a spot on many college basketball teams. Michael ended up attending a school in North Carolina, where he studied cultural geography.

Michael Jordan dropped out of college and was drafted to the Chicago Bulls. A month into the NBA, he was on the cover of the Sports Illustrated magazine. Players who had more experience did not like the extra attention he was receiving. He was not bothered by this because he was voted Rookie of the Year.

The rest of the story...

The next year, Michael's season was cut short because of a broken foot. He bounced back from his injury by scoring a record 63 points in a single game at the end of the season. By his third season, he was back to playing well and barely lost the MVP award to Magic Johnson.

Nine years later, Michael's father was shot to death after two teenagers stole his car. This death would be one of the multiple reasons why Michael decided to retire. To keep himself busy, Jordan decided to join Minor League Baseball. It wasn't long before he would return to the NBA. His first year back with the Bulls, Michael did not lead his team to a championship, but would the three years following. That would put his total number of championships to six.

Michael Jordan is also a very successful businessman. He has been involved with brands such as Nike, Coca-Cola, Gatorade, and McDonald’s. He even had a shoe created called Air Jordan. This brand of shoes was so well-received by people that some were even robbed of their Air Jordans at gunpoint. These shoes have been famous since their introduction 32 years ago. You may even have a pair of Air Jordans in your closet.
Comprehension - Strategy Intervention

- SLP treatment tools and student learning tools
- Text preview & lookback
- Main ideas & summaries
- Note simply in words or pictos, say fully and say it again
- Control over language and ideas of academic texts
- Noticeable, motivating changes in significant academic-communicative activities

References - cont’d

References