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## Today's Focus

- Background Information
- Research Studies
- What is Contextual Language Intervention?
- Lesson Planning
- Why use CLI as an intervention strategy
- Results in practical terms

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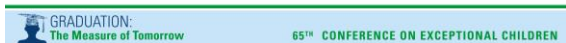
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## Current Research

### Improving Clinical Practices for Children with Language and Learning Disorders

By Alan G. Kamhi

Speech, Language and Hearing Services in Schools;  
Volume 45, pages 92-103, April 2014

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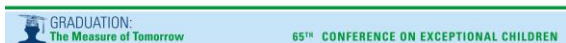
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## Current Research cont...

- article set out to look at the gaps between existing clinical practices and current knowledge about learning and language development

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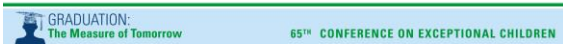
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## Instructional Factors

- Conditions of instruction and practice should be varied to enhance long-term learning and transfer to a variety of contexts (alternate sessions monthly-1-2 in a different environment)
- Distributive practice more effective than massed practice
- Reduce feedback as it may disrupt natural flow of conversation
- Recall more effective than re-reading—facilitates long-term retention
- Research shows link between intensity of treatment and outcome is not straightforward—inconsistent across individuals

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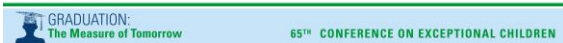
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## Processing Interventions

- Research is conflicting in this area-some studies say working memory training is effective for normally developing children and children with ADHD-others found no evidence to support memory training
- Should be skeptical that memory training is effective for improving cognitive ability and/or academic achievement—no quick fix for language and learning disabilities

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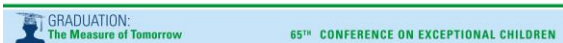
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## Components of Language Therapy

- Models of language provided by therapist are very important—always provided well-formed language models (grammatical sentences)
- Student response to model and feedback provided by therapist—make sure to expand feedback

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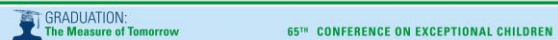
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## Grammar Goals

- Children with language impairments DO NOT have difficulty learning /-ing/, plural /s/, locative on/in
- Focus on tenses and agreement-third person singular, past tense (ed), auxiliary “do” forms, finite copula and auxiliary “be” forms
- Target meaning/function of syntax rather than structure itself-increase use of conjoined and embedded clauses—by using adjectives, adverbs, conjunctions

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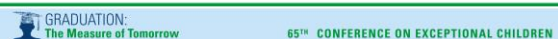
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## Prioritizing Therapy Goals

- Influenced by four factors:
  - SLP experience/competencies
  - degree of collaboration
  - type of service delivery
  - client/student factors
- Include narrative discourse into therapy-contextual language intervention one approach to this

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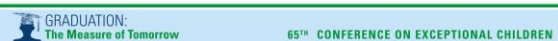
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## Prioritizing Therapy Goals

- Need to consider logical/temporal connection of sentences/events in various language tasks
- Target specific concepts/language of narrative discourse rather than sequencing—this reduces attentional and memory demands by engaging learner and facilitating recall

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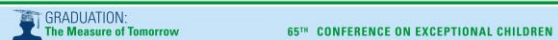
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## Therapy Impacts/Considerations

- Have therapy in room other than classroom or therapy room
- Distributive practice (cycles approach to language?)
- Target function of grammar rather than structure
- Use more narrative discourse

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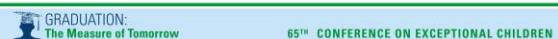
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## What does this mean for therapy?

- Lets look at contextualized vs decontextualized interventions
- *Contextualized language intervention (CLI)* is a term that has been used to describe treatment approaches in which specific teaching steps are used to train multiple linguistic targets or curriculum-related skills within activities that involve rich, meaningful, and coherent references to people, objects, and actions

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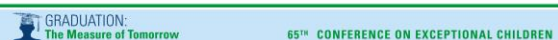
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## What does this mean for therapy?

- In *decontextualized language intervention* (DLI), children are taught language skills in discrete, teacher-directed activities with minimal topic continuity across the activities.

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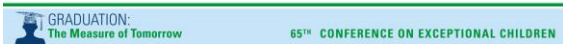
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## More Research...

### Language Outcomes of Contextualized and Decontextualized Language Intervention: Results of an Early Efficacy Study

By Sandra Laing Gillam, Ronald B. Gillam and Kellie Reese

Language, Speech and Hearing Services in Schools; Volume 43, pages 276-291, July 2012

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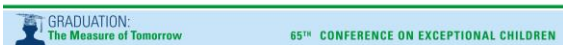
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## Purpose of Study

- Authors wants “to determine whether contextualized language intervention (CLI) or decontextualized language intervention (DLI) resulted in greater changes in children’s language and narration in comparison to a no-treatment condition”

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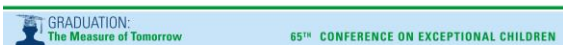
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### The study...

- Children were grouped into CLI, DLI or no-treatment groups
- Baseline taken for all groups using CELF-4: Recalling and formulating sentences subtests and 4 narrative discourse measures
- Procedures
  - CLI group: literacy based activities-listening to stories, answering questions, use of Tier 2 vocabulary; grammar practice
  - Chose 2-3 related books; and summary lesson over six weeks

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### The study....

- DLI group: used No-Glamour activities (LinguiSystems)
  - grammar cards
  - social/language behavior cards
  - category/definition cards
  - language cards

Used to answer questions and play games over 6 week period

**ONLY difference was CLI had topic continuity; DLI topics were discontinuous**

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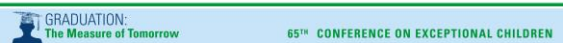
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### Results..

- Both CLI and DLI groups showed improvement in sentence level and narrative using baseline measures
- CLI group had a bigger effect; but this does not mean we should discontinue DLI approaches
- Largest impact noted in CLI was knowledge of story elements, comprehension and microstructure (grammar elements); but data was unreliable for narrative abilities
- Study was small (24 kids, ages 6-9 years)
- More research recommended; study does show that using contextualized interventions could have larger effects

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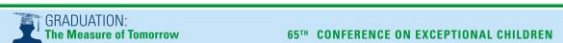
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### My attempt at CLI:

- Created a list of sentences and pictures with target words to use for pre/post test
- Administered pre-test and scored it like the CELF
- Based on results, created a non-CLI group and CLI groups (one 2<sup>nd</sup>/one 3<sup>rd</sup> grade)
- Non CLI group tasks: answering questions in complete sentences

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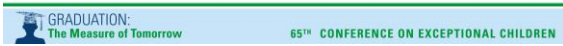
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### CLI Lesson Components: Day 1

- Pre-Story Presentation (3-5 min)
- Word Review (10-12)
  - words on cards; read/act out vocabulary
- Story Grammar Elements (5-8 min)
  - Discuss beginning, middle and end; character; actions
- What the story is about (1 min)
- Picture Walk (5-10 min)

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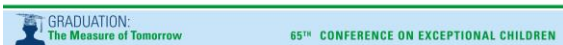
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### CLI Lesson Components: Day 2

- Review title and vocabulary (2-3 min)
  - Quickly see what students remember
- Read the Story (8-10 min)
  - Comment and point out vocabulary as you read; the more repetition the better
- Elemental Identification (8-10 min)
  - Review parts of story; review vocabulary
- Post-Story Presentation (8-10 min)
  - Answer questions/use sentences

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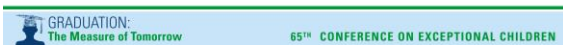
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## Lesson Planning

- Materials Needed: book(s), vocabulary words, index cards
- Good target books include those with Tier 2 vocabulary; informational text and fictional both work

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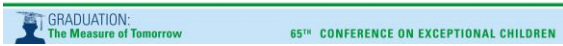
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## Contextual Language Intervention Data

- Pre Test-Post Test Percentages (all students had approx. 5 hrs of instruction)
- Assumption: If research is accurate, CLI groups should have the most overall improvement on pre/post measures (sentence repetition and sentences formulation)

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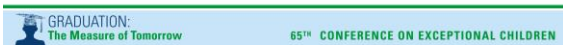
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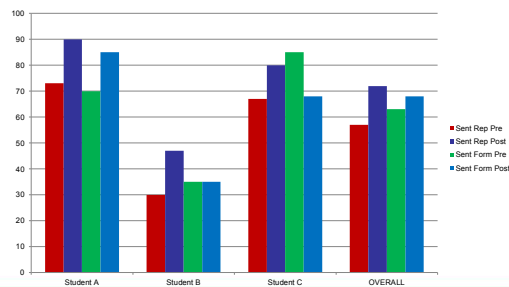
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## NON-CLI Group (regular therapy activities-target 2-3 goals for 10-15 minutes using cards, iPad, games, etc)




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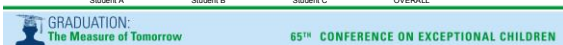
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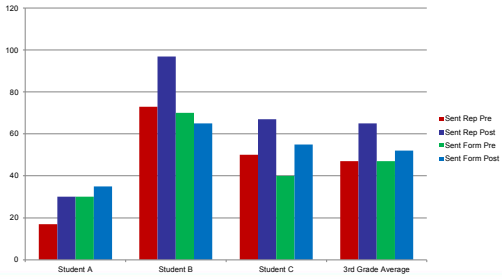
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### CLI Only Group – 3<sup>rd</sup> Grade



GRADUATION: The Measure of Tomorrow 65<sup>TH</sup> CONFERENCE ON EXCEPTIONAL CHILDREN

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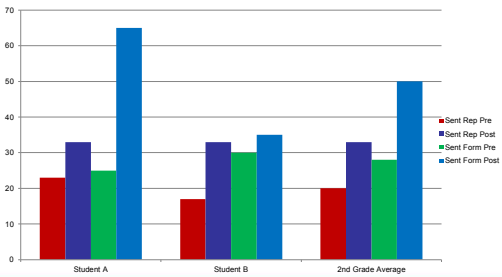
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### CLI Only Group – 2<sup>nd</sup> Grade



GRADUATION: The Measure of Tomorrow 65<sup>TH</sup> CONFERENCE ON EXCEPTIONAL CHILDREN

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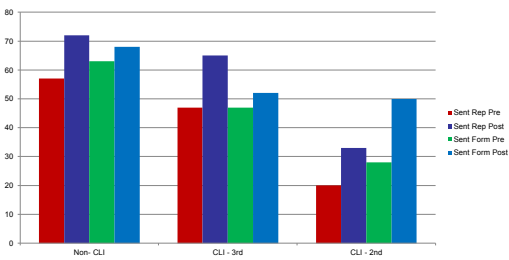
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### Non CLI Versus CLI



GRADUATION: The Measure of Tomorrow 65<sup>TH</sup> CONFERENCE ON EXCEPTIONAL CHILDREN

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## Impressions..

- CLI did not appear to improve sentence repetition abilities any better than using non-CLI lessons, although both group improved by at least 15%.
- CLI did appear to make a significant impact on sentence formulation, especially for the 2<sup>nd</sup> grade group.
- This is not an approach I would use for all groups or all lessons. It may work well when introducing a new topic. The CLI groups did learn what to expect and how the lessons worked, but it became “boring” after about the third lesson.

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Contextualized Language Intervention  
Pre-Test

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Sentence Repetition: (Ex. My mom goes to work.)

Errors: 0 1 2-3 +3

The boy was followed by the dog.	3	2	1	0
Did you forget to take out the trash?	3	2	1	0
The girl made the cake by herself.	3	2	1	0
The bird was not put in the cage by the boy.	3	2	1	0
Does anyone know the answer to the question?	3	2	1	0
The big, white cat jumped onto the neighbor's fence.	3	2	1	0
The homework was not returned to the teacher.	3	2	1	0
If the children do not finish their work, recess will have to be cancelled.	3	2	1	0
After the boy took a nap, his mother gave him a snack.	3	2	1	0
The boy bought a new game, even though he had many others.	3	2	1	0
<b>TOTAL</b>				

Sentence Formulation:

<b>Camping</b>	2	1	0
<b>Dog</b>	2	1	0
<b>Best</b>	2	1	0
<b>Second</b>	2	1	0
<b>Took</b>	2	1	0
<b>Teeth</b>	2	1	0
<b>After</b>	2	1	0
<b>Or</b>	2	1	0
<b>And</b>	2	1	0
<b>If</b>	2	1	0
<b>TOTAL</b>			

Contextualized Language Intervention  
**Post Test**

Student: \_\_\_\_\_

Date: \_\_\_\_\_

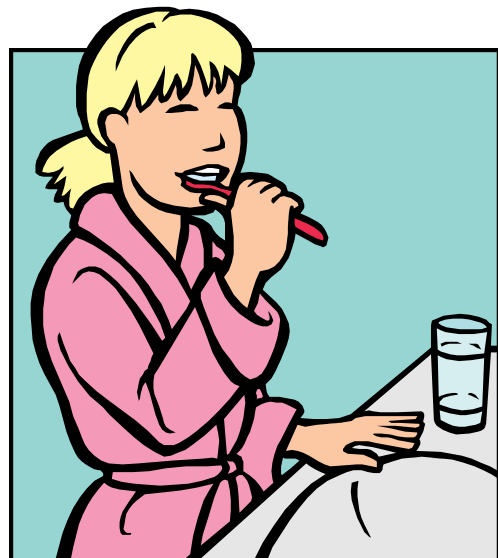
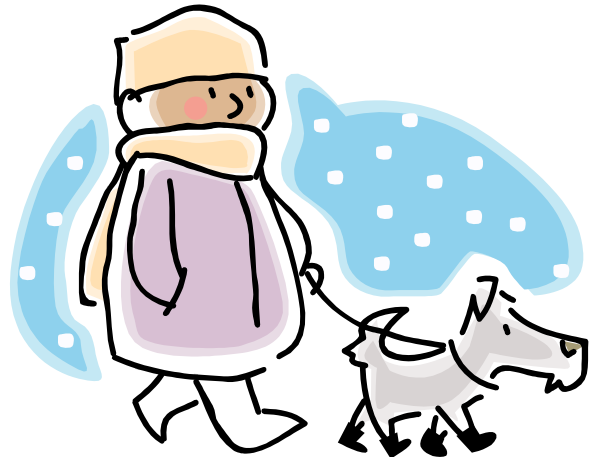
Sentence Repetition: (Ex. My mom goes to work.)

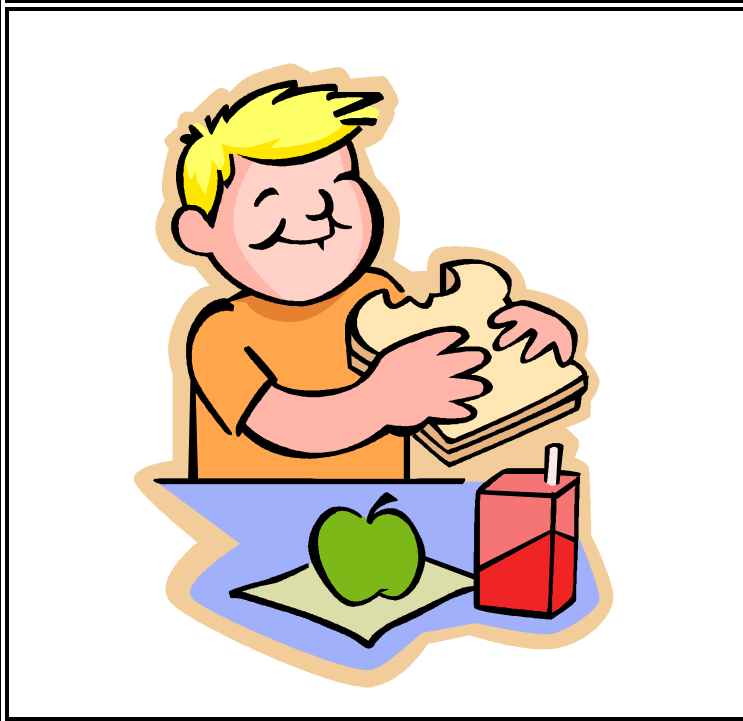
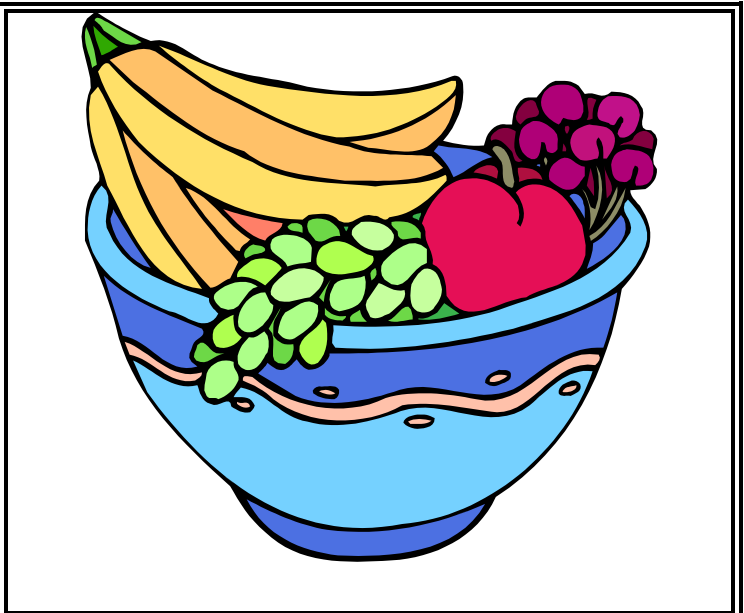
Errors: 0 1 2-3 +3

The boy was followed by the dog.	3	2	1	0
Did you forget to take out the trash?	3	2	1	0
The girl made the cake by herself.	3	2	1	0
The bird was not put in the cage by the boy.	3	2	1	0
Does anyone know the answer to the question?	3	2	1	0
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After the boy took a nap, his mother gave him a snack.	3	2	1	0
The boy bought a new game, even though he had many others.	3	2	1	0
<b>TOTAL</b>				

Sentence Formulation:

<b>Camping</b>	2	1	0
<b>Dog</b>	2	1	0
<b>Best</b>	2	1	0
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<b>Teeth</b>	2	1	0
<b>After</b>	2	1	0
<b>Or</b>	2	1	0
<b>And</b>	2	1	0
<b>If</b>	2	1	0
<b>TOTAL</b>			





Boy...for an example

The Biggest Snowball Ever by John Rogan

**DAY 1** PreStory; (3-5 min) Show students the book and read title together. Point at the words as you read the title. Point at random words in the title and have students take turn reading the words.

Word Review: (10-12 min): Review words that students may not know. (**cozy, gear, summit, grin, massive, stumble, pair, aid, glum, numb, plight, might**). Write words on index cards and read and act out words; then have students pick a card and act it out. Have students write the words on paper or white board, using the index cards to help with spelling. Students can call out letters for each other as they write them out.

Grammar/Story Elements: (5-8 min) Discuss that stories have a beginning, middle and end, they have characters and actions. Write down the word characters on board (if we wrote a story about ourselves, who would the characters be?). Tell them character names in the book (Paul, Claire and their friends). Write down the word actions on the board and have students name some actions they know. Tell them some of the actions that will happen in the book (play, look, dress, grin, roll, throw, walk, roll, slip, stumble, run, stuck, stop, shout, help, dig, work, sleep, dream).

Tell what story is about: (1 min) Paul and Claire play with their friends in the snow. A snowball fight turns into an adventure with a very big snowball.

Picture Walk: (5-10 min) Show the children the book and comment on the pictures (but you and students). Expand/ comment/ elaborate on the children's utterances.

**DAY 2** Ask students what he/she remembers from previous day. Review title, vocabulary words, etc. (2-3 min)

Read the book: (8-10 min) Comment along the way and point out vocabulary as you go. Summarize story as you go; let kids help. Use character names as you go (the more repetition the better). Expand/elaborate/comment as you go.

Story Grammar/element ID: (8-10 min) Review parts of story...characters, setting, beginning, middle and end. Write this on the board as you discuss it with students. Next—Who are the characters? What was the setting? What happened at the beginning, actions in the middle, ending? Write these under the heading in the board. If students need support use a mini picture walk in book to help them recall details. Remind them about the new words they learned and their meaning.

Post Story Presentation: (8-10 min) Have student answer questions. You can make index cards with questions or read them to students from plan. Allow them to look back in book if necessary. Have students answer in sentences; model as necessary.

Questions:

1. When did the story take place? (winter/Christmas Eve)
2. Who are the main characters?
3. Why did Paul and Claire look for old clothes?
4. Where did the children go play?
5. What did Claire's snowman look like? What did Paul's look like? (compare/contrast if time allows)
6. Who starts the snowball fight? Does Paul hit Claire with a snowball...what happens?
7. What happens when Paul makes a big snowball?
8. How do the kids get caught in the snowball?
9. Who does not get stuck in the snowball?
10. How does the snowball stop?
11. How do the children get out of the snowball?
12. Why do the children rush home?
13. What do Paul and Claire dream about?
14. What do you think will happen when Paul and Claire wake up?

## A Very Special Snowflake by Don Hoffman

**DAY 1** PreStory; (3-5 min) Show students the book and read title together. Point at the words as you read the title. Point at random words in the title and have students take turn reading the words.

Word Review: (10-12 min): Review words that students may not know. (**glanced, bundled, dashed, whirled, dove, peeking, shrugged, sighed, spotted, giggled, trudging, flopped**). Write words on index cards and read and act out words; then have students pick a card and act it out. Have students write the words on paper or white board, using the index cards to help with spelling. Students can call out letters for each other as they write them out.

Grammar/Story Elements: (5-8 min) Discuss that stories have a beginning, middle and end, they have characters and actions. Write down the word characters on board (if we wrote a story about ourselves, who would the characters be?). Tell them character names in the book (Jeff, Veronica, Snowflake, neighbors). Write down the word actions on the board and have students name some actions they know. Tell them some of the actions that will happen in the book (play, dash, peek find, bark, shoveling, talk, shrug, run, pull, carry, protect, move, spotted, smiled, etc)

Tell what story is about: (1 min) Jeff and Veronica take their new puppy outside to play in the snow. They have trouble making their neighbors understand what they are looking for when their dog is lost.

Picture Walk: (5-10 min) Show the children the book and comment on the pictures (but you and students). Expand/ comment/ elaborate on the children's utterances.

**DAY 2** Ask students what he/she remembers from previous day. Review title, vocabulary words, etc. (2-3 min)

Read the book: (8-10 min) Comment along the way and point out vocabulary as you go. Summarize story as you go; let kids help. Use character names as you go (the more repetition the better). Expand/elaborate/comment as you go.

Story Grammar/element ID: (8-10 min) Review parts of story...characters, setting, beginning, middle and end. Write this on the board as you discuss it with students. Next—Who are the characters? What was the setting? What happened at the beginning, actions in the middle, ending? Write these under the heading in the board. If students need support use a mini picture walk in book to help them recall details. Remind them about the new words they learned and their meaning.

Post Story Presentation: (8-10 min) Have student answer questions. You can make index cards with questions or read them to students from plan. Allow them to look back in book if necessary. Have students answer in sentences; model.

### Questions:

1. Who are the main characters?
2. Why did the children bundle up?
3. Where did the Snowflake hide at the beginning of the story?
4. Why was Mrs. Bigsby shoveling?
5. Where was Snowflake when the children were talking to Mrs. Bigsby?
6. Who delivers flowers?
7. Where was Snowflake when the children were talking to the florist?
8. What did the baker's cake look like?
9. Where was Snowflake when the children were talking to the baker?
10. Why was the police woman on the corner?
11. Where was Snowflake when the kids were talking to the police woman?
12. Why was the mail carrier's bag heavy?
13. Where was Snowflake when the children were talking with the mail carrier?
14. What kind of snowflake did the neighbors think Jeff and Veronica were looking for?
15. Why were Jeff and Veronica worried?
16. How did the neighbors figure out what Jeff and Veronica were looking for?
17. Was Snowflake really lost?
18. Why couldn't the children see that Snowflake had been following them?