

# Integration is Key: Extending the Effects of SLPs' Language Interventions into the Classroom



## ***Playing Games***

- 🗣️ Following directions
- 🗣️ Taking turns
- 🗣️ Empathy
- 🗣️ Making choices
- 🗣️ Functional language (my turn)
- 🗣️ Basic concepts (more, all, less)

## ***Storytelling***

- 🗣️ Temporal words (before, next)
- 🗣️ Descriptive words (higher, long)
- 🗣️ Causal words (because, since)
- 🗣️ Emotion words
- 🗣️ Pragmatic language
- 🗣️ Problem solving

# Integration is Key: Extending the Effects of SLPs' Language Interventions into the Classroom

## References



Garcia, E. E., Castro, D., Markos, A., (2015). Helping America's dual language learners succeed. A research-based agenda for action. Tempe: Arizona State University, Mary Lou Fulton Teachers College.



Katusic SK, Colligan RC, Weaver AL, Barbaresi WJ. The forgotten learning disability: epidemiology of written-language disorder in a population-based birth cohort (1976–1982), Rochester, Minnesota. *Pediatrics*. 2009;123(5):1306–13.



National Academies of Sciences, Engineering, and Medicine. (2017). Promoting the educational success of children and youth learning English: Promising futures. National Academies Press.



Powell, S. R., & Driver, M. K. (2015). The influence of mathematics vocabulary instruction embedded within addition tutoring for first-grade students with mathematics difficulty. *Learning Disability Quarterly*, 38(4), 221-233.



Tomblin, J. B., Zhang, X., Buckwalter, P., & Catts, H. (2000). The association of reading disability, behavioral disorders, and language impairment among second-grade children. *The Journal of Child Psychology and Psychiatry and Allied Disciplines*, 41(4), 473-482.



Shalev, R.S., Auerbach, J., Manor, O. et al. *European Child & Adolescent Psychiatry* (2000) 9(Suppl 2): S58. <https://doi.org/10.1007/s007870070009>



Spencer, T. D., & Petersen, D. B. (2018). Narratives bridge oral and written language: An oral language intervention study with writing outcomes. *Language, Speech, and Hearing Services in Schools*, 49, 569-581.



St Clair, M. C., Forrest, C. L., Yew, S. G. K., & Gibson, J. L. (2019). Early risk factors and emotional difficulties in children at risk of Developmental Language Disorder: A Population Cohort Study. *Journal of Speech, Language, and Hearing Research*, 62(8), 2750-2771.