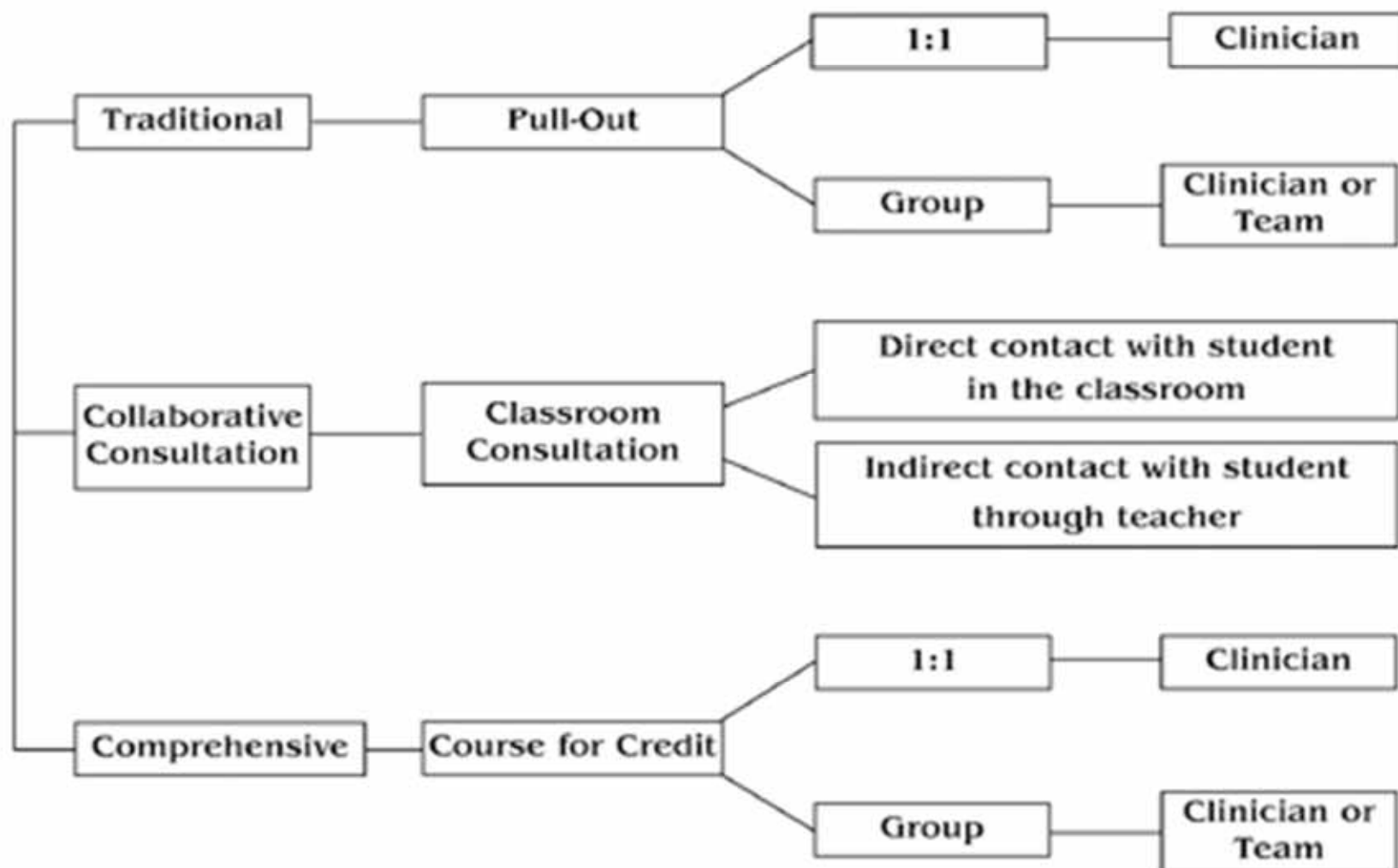


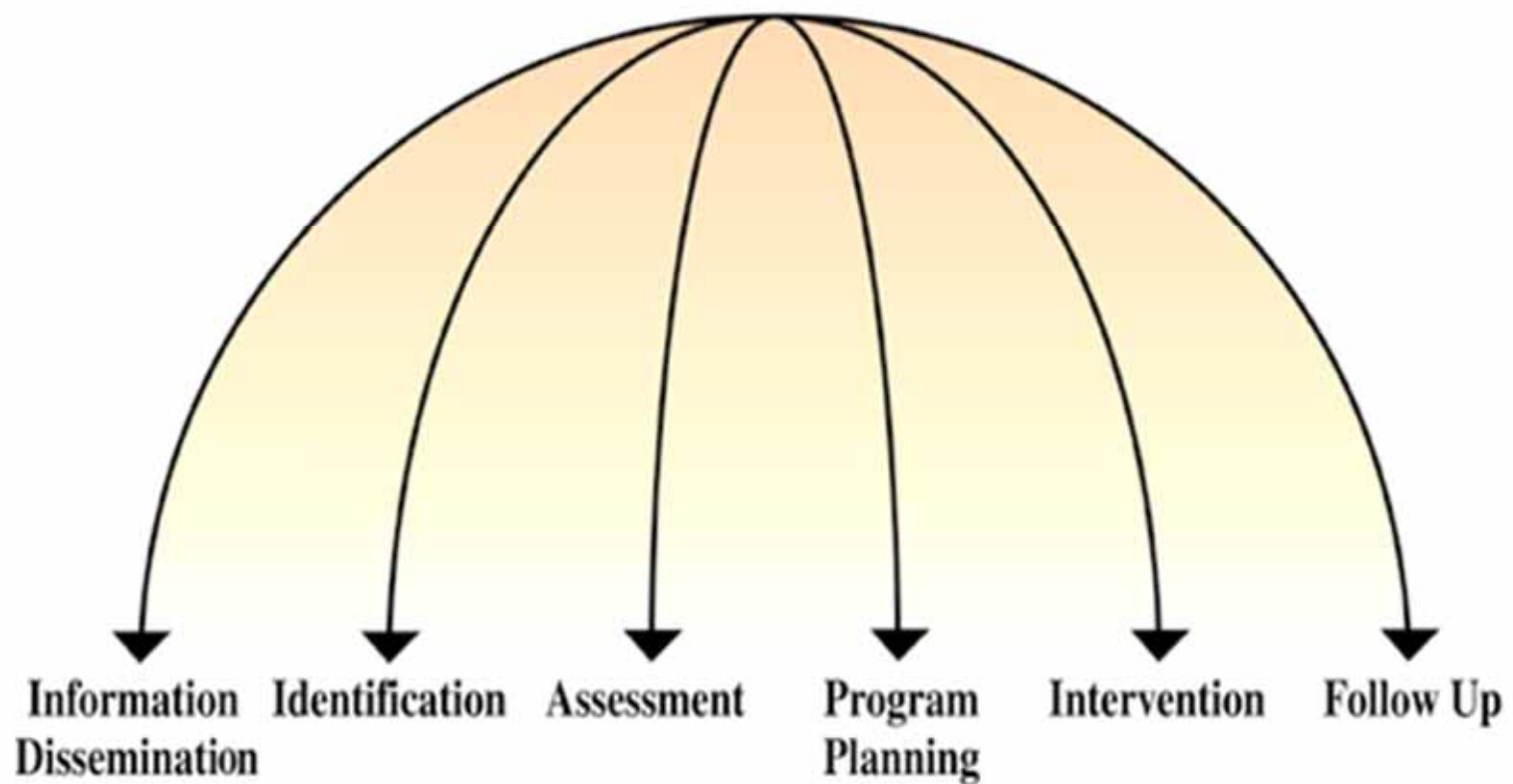
Strategies that Motivate Adolescents with Language Disorders

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Service Delivery Model Options



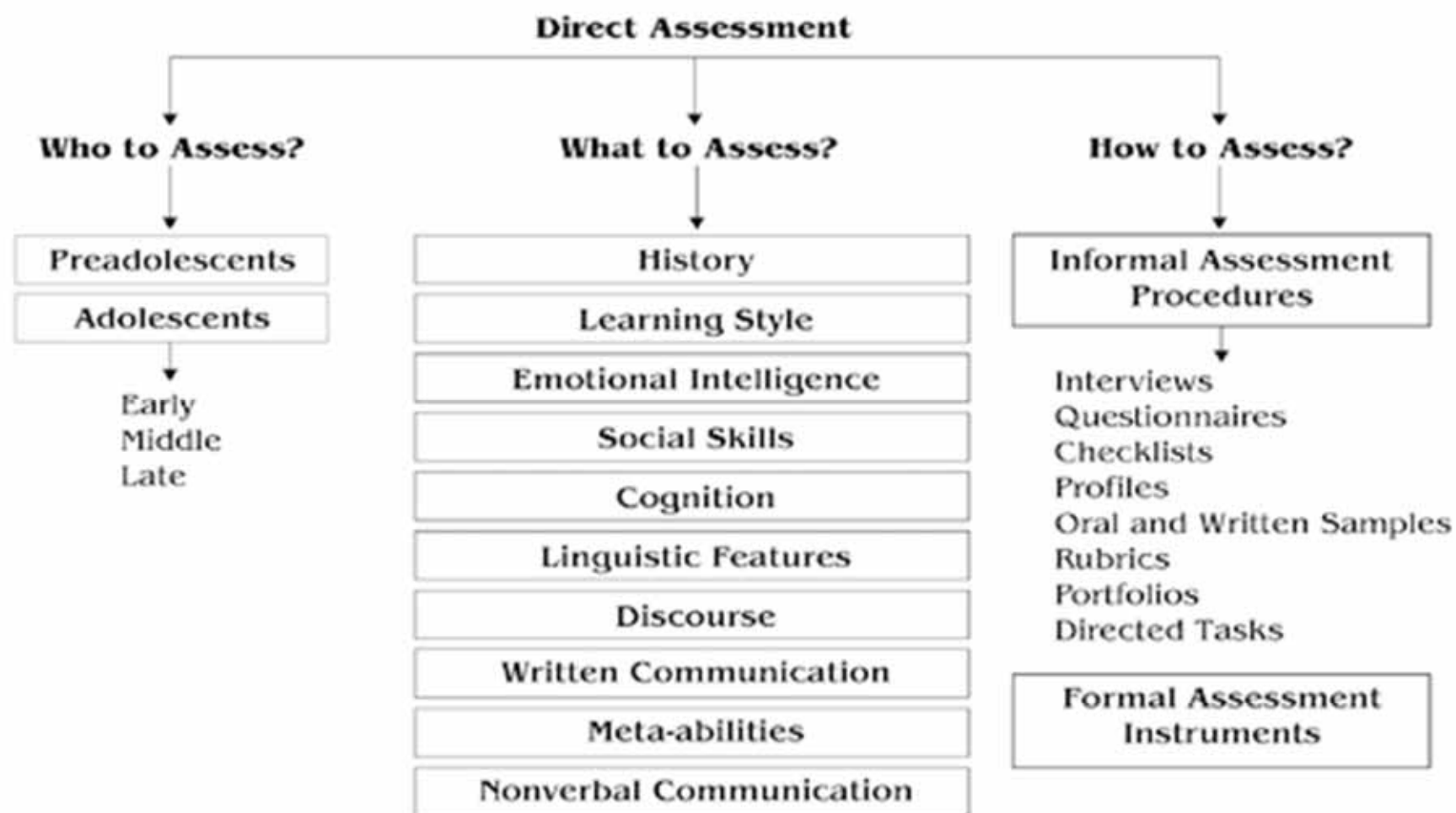
Comprehensive Delivery Model Components



Comprehensive Service Delivery Model Features

- 1. Offering a course for credit**
- 2. Giving a grade**
- 3. Using existing time blocks**
- 4. Grouping students**
- 5. Using a room in an “acceptable part of the school”**
- 6. Working with other educators—part of the team**
- 7. Calling the intervention program “Communication Skills” or a similar name**

Direct Assessment of Older Students



From *Language Disorders in Older Students: Preadolescents and Adolescents* (p. 104), by V. Lord Larson and N.L. McKinley, 1995, Eau Claire, WI: Thinking Publications. © 1995 by Thinking Publications. Adapted with permission.

Assessment Principles

- **Determine adolescent's perspective of the problem**
- **Provide purpose of assessment (right to know)**
- **Determine if acquisition vs. performance deficit**
- **Talk about a SWOT Analysis**
 - strengths,
 - weaknesses,
 - opportunities,
 - threats

How to Assess?

- **Portfolio**—A purposeful collection of student work that exhibits the student's efforts, progress, and achievements in one or more areas. (Paulson, Paulson, & Meyer, 1991)
- **Rubric**—An analysis tool indicating performance levels on selected skill dimensions. (Wiig, Larson, & Olson, 2004)
- **Dynamic/Directed Task Assessment**—(Larson & McKinley, 2003)

Conversational Samples

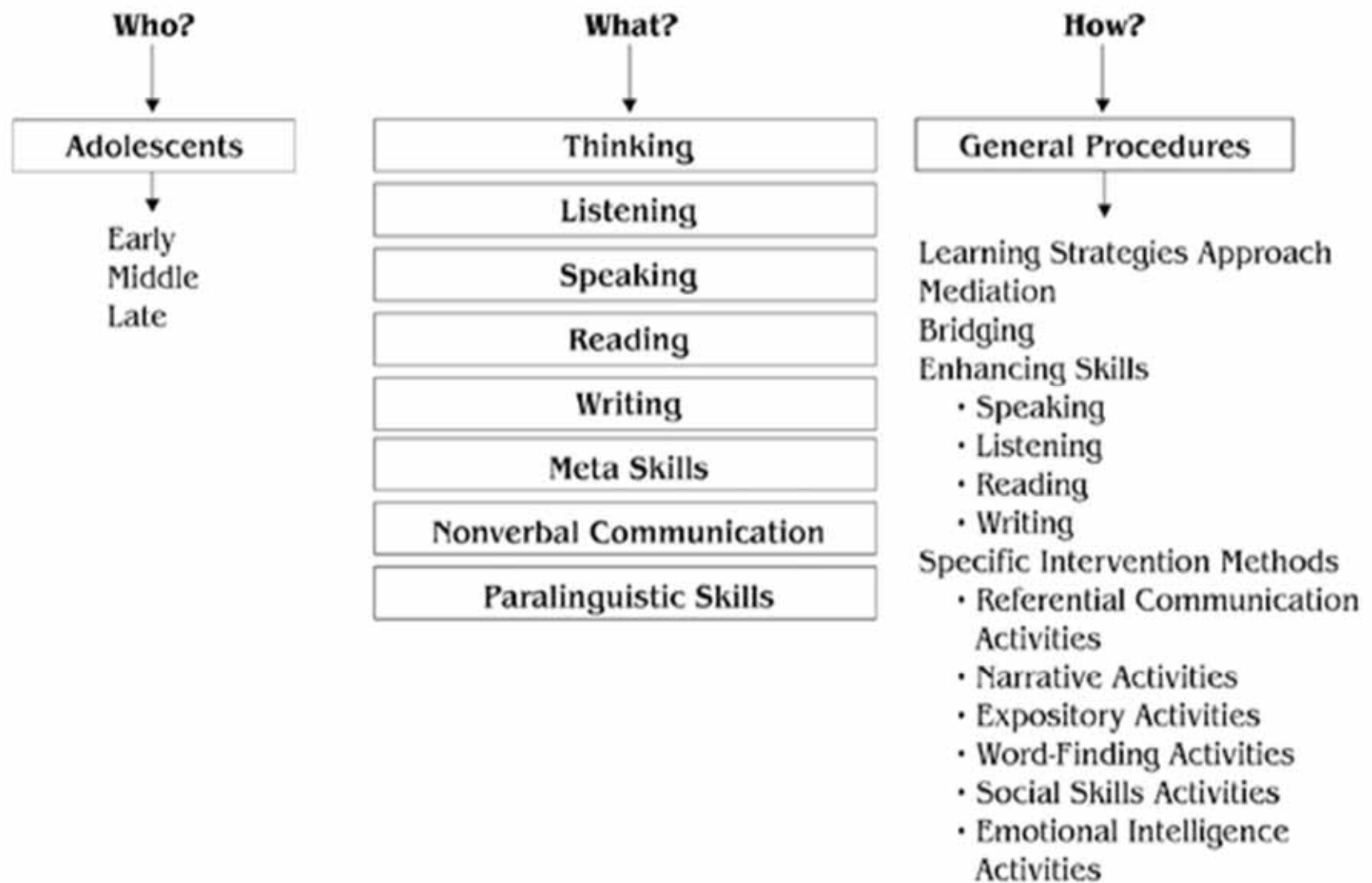
- 1. Administration**
 - a. Establish rapport**
 - b. Keep remarks to a minimum**
 - c. Use open-ended questions**
- 2. Analysis**
 - a. Use a profile—see form**
 - b. Use microcomputer software packages**
- 3. Interpretation**
 - a. Quantitative**
 - b. Qualitative**

Intervention Goal

Intervention is to assist the adolescent in the acquisition of appropriate and effective communication for

- 1. Achieving academic goals**
- 2. Enhancing personal–social interactions**
- 3. Reaching vocational potential**

Direct Intervention of Older Students



General Intervention Guidelines

- **Determine the purpose**
- **Establish responsibility for the communication disorder**
- **Be prepared to counsel**
- **Adjust to the social–cognitive development of students**
- **Be cognizant of adult learning theory**
- **Establish ground rules**

How Do You Motivate Adolescents?

- 1. Explain why**
- 2. Focus on pragmatics**
- 3. Move from concrete to abstract**
- 4. Reinforce self-esteem**
- 5. Package your services to be appealing**

For younger adolescents:

- 1. Use contracts**
- 2. Develop a token economy**

General Intervention Approaches

- 1. Class Meetings**
- 2. Learning Strategies**
- 3. Mediation**
- 4. Bridging**

Basic Steps in Teaching a Strategy Approach

- 1. Describe the strategy**
- 2. Model its use**
- 3. Provide ample practice time**
- 4. Promote student self-monitoring**
- 5. Encourage to use the strategy across situations**

Outcomes to a Strategy-Based Approach to Intervention

- **Students trust their minds**
- **Students know more than one right way**
- **Students self-evaluate and reflect**
- **Students' learning increases**
- **Students feel empowered and self-esteem increases**
- **Students become more responsible**
- **Students know how to approach problems**

Mediation

The framing or focusing on an experience and anchoring it in time, space, and/or effect; the individual providing the framing/focusing has an *intention to transcend* the immediate experience, not just to meet the need at the moment.

Mediation

(focusing questions)

- 1. What do you see on this page?**
- 2. What do you think we're supposed to do on this page? (Or, what do you think the problem to be solved is?)**
- 3. What strategy(s) do you think you could use on this page?**

SAME AND DIFFERENT

(Model Activity)

	Similar	Different
bread		_____
meat	_____	_____
king		_____
president	_____	_____
movie		_____
television	_____	_____

Bridging

- **The student explains (through examples) the relevancy of an experience or an idea to his/her life.**
- **You cannot bridge for the student!**
- **Without structuring bridging questions into intervention, minimal transfer of skills occur.**
- **Bridging takes time; resist the temptation to think you are “wasting time” when asking students to bridge.**
- **Bridging is appropriate (and necessary) for older students (i.e., past age 10 and often 12+ years for those with language and learning disabilities).**

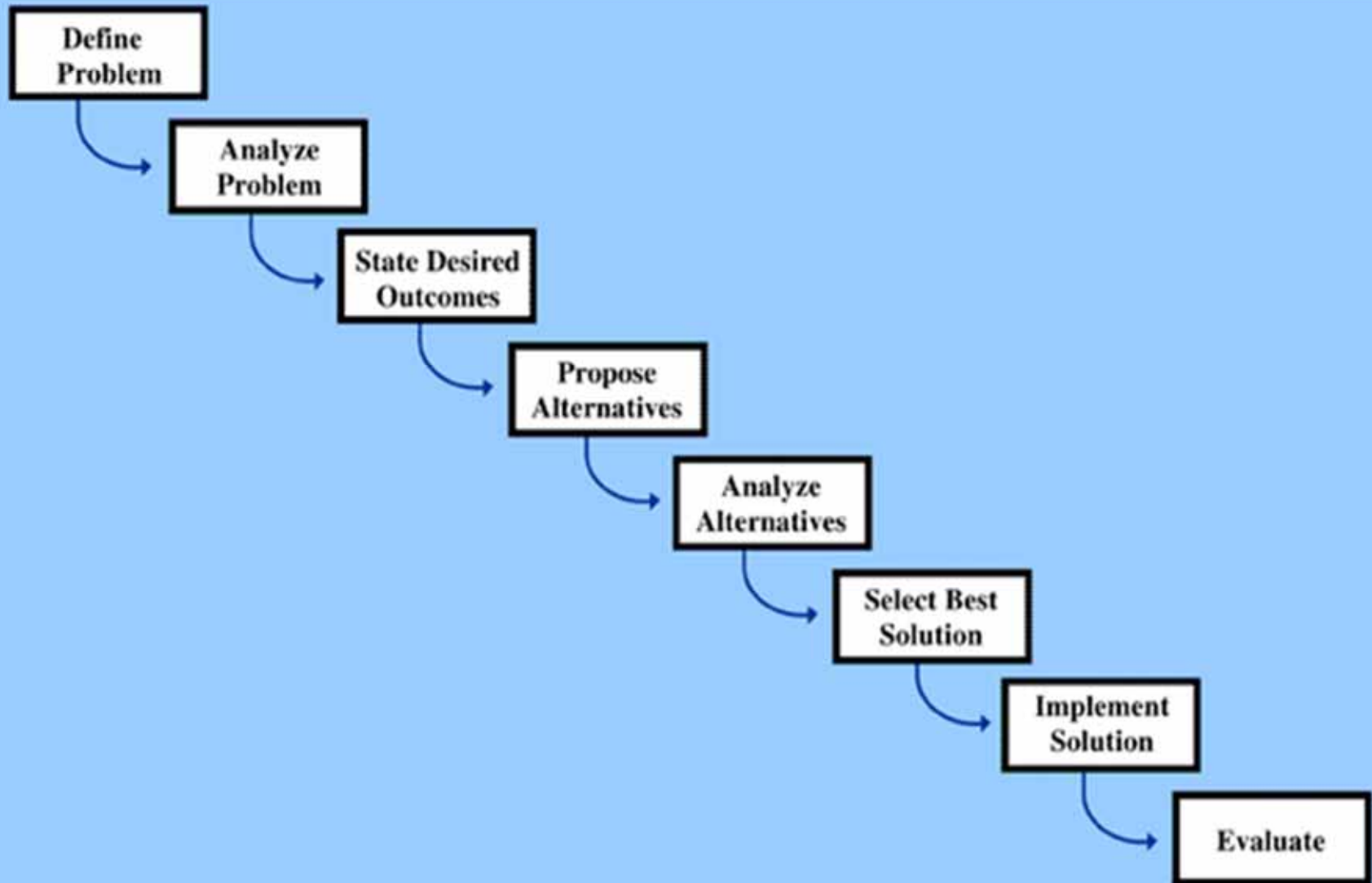
Bridging Questions

- **Where else have you seen _____?
(Or, where else have you had to
_____?)**
- **You used this strategy: _____.
When else have you used that strategy in
school? At home? In the community?**
- **Who might use this strategy at his or her
place of work? Give an example.**
- **What mistakes might you make if you
didn't use a strategy (plan)?**

Specific Intervention Strategies

- 1. Executive Functions**
- 2. Problem Solving ***
- 3. Referential Communication***
- 4. Classroom Listening***
- 5. Conversations***
- 6. Narrations***
- 7. Writing ***
- 8. Vocabulary**
- 9. Expository Text***
- 10. Social Skills**

PROBLEM-SOLVING MODEL



Cognitive-Planning Strategy

STOP---I can stay calm by:

PLOT---My problem is:

options:

consequences:

My choice is:

GO---What I can say or do so I actually

use my plan:

SO---How did my plan work?

Rules for Group Problem Solving

- **Keep calm**
- **Agree to try to work out the problem**
- **Identify the problem**
- **Listen to each other with open minds**
- **Treat each other with respect**
- **Take responsibility for your actions**
- **Brainstorm ways to solve the problem**
- **Agree to solve the problem together**

Goals of Referential Communication

- **To express directions precisely, efficiently, & accurately**
- **To comprehend directions precisely, efficiently, & accurately**
- **To identify when & why communication breakdowns occur**
- **To repair communication breakdowns**
- **To ask appropriate questions**
- **To assume the perspective of another**
- **To recognize the shared responsibility of the speaker and listener during communication**

Referential Communication

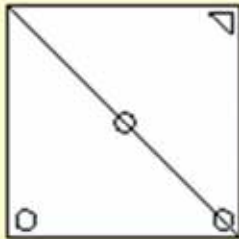
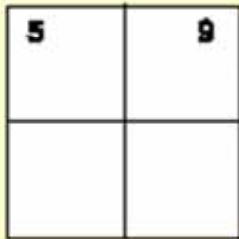
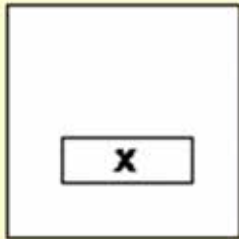
———— Variables ————

- 1. Questions for Clarification vs. No Questions**
- 2. State vs. State-Restate**
- 3. Gestures vs. No Gestures**
- 4. Partial vs. Complete Message**
- 5. Oral vs. Written Directions**
- 6. Questions for Information vs. Clarification**
- 7. Time Limit vs. No Time Limit**

LOOK

DESCRIBE

DRAW





Classroom Listening Strategies

Pre-listening

- **Mentally alert**
- **Physically alert**

Listening

- **Organizational cues**
- **Verbal and nonverbal cues**
- **Main and supporting ideas**
- **Questions**
- **Giving feedback**
- **Memory**
- **Concentrating/blocking distractions**
- **Looking at the teacher**
- **Note taking**

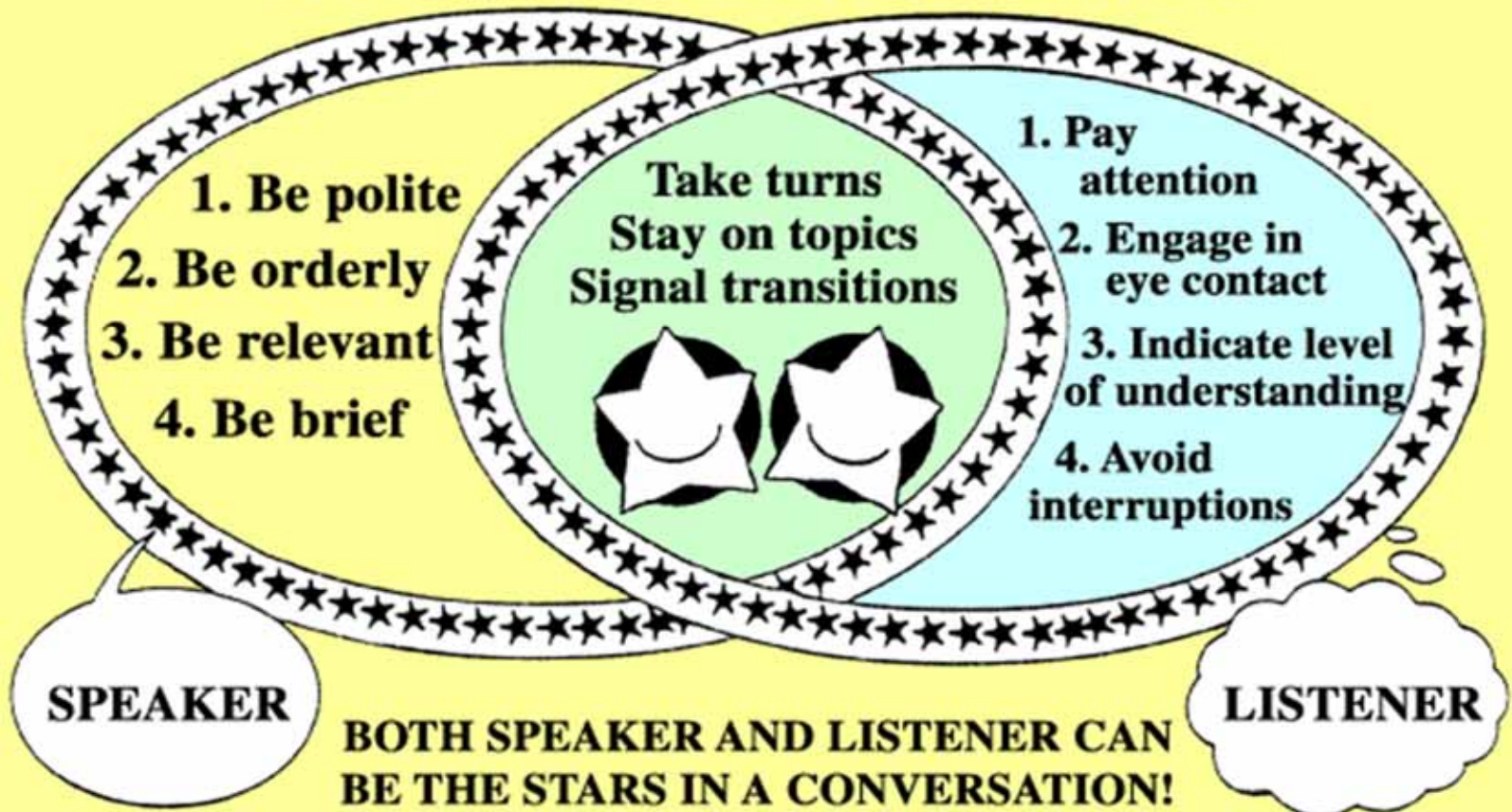
Post Listening

- **Review information presented**
- **Question themselves on the material**
- **Write a set of summary conclusions**
- **Skim notes before next class**

Activities to Teach Conversational Skills

- **Teaching the rules of conversation**
- **Participating as both a speaker and a listener**
- **Providing natural opportunities to converse**
- **Initiating and maintaining a conversation**
- **Improving listening skills during a conversation**
- **Experiencing topic interruptions and their impact**
- **Discussing what to do if they interrupt the speaker**
- **Asking questions using the 5-Wh-questions and 1-H-question**
- **Using comic strip conversations**

RULES OF CONVERSATION



Narrative Strategies

Pre-story

- Establish preparatory set
- Summarize the story
- Engage in word mapping
- Use think-aloud activities

During the story

- Question
- Engage in episode mapping

Post Story

- Clarify the state of the characters
- Engage in story retelling
- Use Story grammar scaffolding chart

Written Communication Strategies

Pre-writing

- Thinking, talking, & getting information about a topic**
- Reading in-depth about a topic**
- Outlining**

Writing

- Using pen or word processor**
- Expressing ideas**
- Making multiple drafts**

Editing

- Spelling, punctuation, grammar**
- Vocabulary**
- Clarification of message**
- Conciseness of message**

Key Words and Phrases for Signaling Expository Text Structures

Text Structure	Key Words and Phrases
Comparing and Contrasting	same, different, however, but, on the contrary, similar, dissimilar, yet, still, common, alike, rather than, instead of, compare, contrast
Problem and Solution	one problem, the problem is, the issues are, a solution(s) is (are)
Cause and Effect	if, then, because, reason, affected, influenced, result, resulted in, since, therefore, thus, hence, consequently, cause, caused, effect, net effect, consequence
Chronological Sequence (episodic sequence)	first, second, third, after that, antecedent, before that, preceding, next, last, in order, subsequent, proceeding, finally, eventually, gradually

Sources: Larson & McKinley (1995); N. Nelson (1993); Schreiber & McKinley (1995); Westby (1991)

Key Words and Phrases for Signaling Expository Text Structures

(Continued)

Text Structure	Key Words and Phrases
Order of Importance (hierarchical)	first, second, third, most, least, all, none, some, always, never, more, less, _____ +er, _____ +est, frequent, infrequent
Category (topical cluster or list)	group, set, for instance, another, an illustration of, such as, an example of, like, category, class
Physical Location	here, there, left, right, above, below, north, south, east, west, around, on top, under, bottom, front, back, forward, backward, side
Description	defined as, called, labeled, refers to, is someone who, is something that, means, can be interpreted as, describe, procedure, how to
Matrix	interpret, intersection, come together, overlap, influenced by, simultaneously, at the same time, converge

Sources: Larson & McKinley (1995); N. Nelson (1993); Schreiber & McKinley (1995); Westby (1991)

Take Away

- **Talk with school-boards, educators about the importance of serving adolescents with language disorders.**
- **Make adolescents partners in the learning process**
- **Use a continuum of service delivery models**
- **Think meta, Plan meta, Do meta**
- **Use mediation and bridging activities**
- **Model discussion activities**
- **Explain, review, and model learning strategies**
- **Provide clear and concise guidelines—no hidden agenda**

Take Away

- **Coach students using prompting, cuing, modeling, scaffolding, scripting, story telling and retelling, role playing, visual graphics, dramatization**
- **Make the abstract concrete**
- **Use social or communication skill groups**
- **Provide ample response time**
- **Establish peer coaching/mentoring opportunities**
- **Prepare students for transitional changes**