

## RtI Strategies for Expressive Language Concerns

*\* Resources available from SLP*

Student Name: \_\_\_\_\_ Perm # \_\_\_\_\_ Grade \_\_\_\_\_ School \_\_\_\_\_

Instructional Goal: \_\_\_\_\_

\_\_\_\_\_

### EXPRESSIVE LANGUAGE STRATEGIES

**SLP:** Check the strategies recommended for Response-to-Intervention data.

\_\_\_A. \*Model and encourage use of **simple notes (words/pictures) or visual methods (graphic organizers)** appropriate for grade-level to support organization of ideas for story retelling, relating past events and summarizing content.

\_\_\_B. \*Teach use of **sequence words to clarify** message (first, next, after that, finally, etc.).

\_\_\_C. \*Model ("think-aloud") and encourage **visualizing** ("make a picture in your mind") to aid in organizing ideas, word-finding, and use of descriptive language.

\_\_\_D. Model and encourage use of "**think time**" to aid organization and/or word-finding by requiring all students to wait 3 secs. before responding to questions or making comments.

\_\_\_E. \*Teach and encourage use of **new vocabulary, synonyms, antonyms, & multiple meaning words** in oral and written activities.

\_\_\_F. \*Teach student to "**tell everything the listener needs to know**" ("*I wasn't there. I need for you to tell me\_\_\_\_\_.*" or "*You know\_\_\_\_\_, but he doesn't. Tell him\_\_\_\_\_.*")

\_\_\_G. \*Expand student's response by **repeating his/her sentence and adding any missing grammatical elements**. Student repeats or writes.  
(S: "*The dog bark the cat.*" A: "*Oh, the dog barked at the cat.*")

\_\_\_H. \*Follow student's response **with wh-question to elicit additional information then model new, longer sentence** for student to repeat or write.  
(S: "*The boy took my pencil.*" A: "*Which boy took your pencil?*" S: "*red shirt*" A: "*The boy in the red shirt took your pencil.*")

\_\_\_I. \* Read a **book with target grammatical form** to student. After repeated readings:

\_\_\_1. Read again, pausing for student to read and produce target form and/or answer a question that elicits the target form.

\_\_\_2. Ask student to retell using target form.

\_\_\_J. Other: \_\_\_\_\_

\_\_\_\_\_

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### DATA COLLECTION

**Research-/evidence-based strategies:** \_\_\_\_\_ **Implemented by:** \_\_\_ General Ed. Teacher \_\_\_ Specialist

**Rec. Time:** Large group = daily content-area instruction      Small group = 20-30 mins./ 3-5 days per week      Duration = 4-8 weeks

**DATA COLLECTION KEY:** 0 = Incorrect response      1 = Correct response      2 = Correct with cue/prompt/model      3 = Correct with multiple cues/prompts/models

Week _____ ___ Large Group ___ Small Group  ___ mins./ ___ x week	Week _____ ___ Large Group ___ Small Group  ___ mins./ ___ x week	Week _____ ___ Large Group ___ Small Group  ___ mins./ ___ x week	Week _____ ___ Large Group ___ Small Group  ___ mins./ ___ x week
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**NOTES:**