

## RtI Strategies for Receptive Language Concerns

*\* Resources available from SLP*

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

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

### **RECEPTIVE LANGUAGE STRATEGIES**

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

\_\_\_A. \*Teach/cue student "**whole-body listening**"

Look at the teacher before directions, questions, or content instruction, (ie: eye-gaze or "listening with your eyes"), hands & feet still, mouth quiet, think about what is being talked about.

\_\_\_B. Teach student to ask for clarification or repetition (*Tell me the part you know. "I heard (understand) \_\_\_\_\_, but I don't know \_\_\_\_\_."*)

\_\_\_C. \*Teach student **what to listen for** (*"Listen for the answer to Wh\_\_\_?" or "Listen for what to do 1<sup>st</sup>, 2<sup>nd</sup>, etc."*).

Emphasize/Teach cue words for sequence (first, second, next, before-after, finally) and word cues signaling answers (naming words = Who, *because* = reason, etc.)

\_\_\_D. Model and encourage use of "**think time**" to aid comprehension by teaching all students to wait 3 secs. before responding to questions or making comments.

\_\_\_E. \*Model and encourage **simple note-taking or visual methods of organizing information**,, appropriate for grade-level, to aid listening and reading comprehension:

(i.e.: "sticky-note listening" (words, pictures), pictography/picture-writing, graphic organizers, Cornell notes (main idea/details columns), highlighting)

\_\_\_ Narrative (story structure)

\_\_\_ Expository (non-fiction structure)

\_\_\_ Direction-following

\_\_\_F. \*Model ("think-aloud") and encourage **visualizing** ("make a picture in your mind", "a brain video") to aid comprehension, vocabulary, and critical thinking.

\_\_\_G. \*Model ("think-aloud") and practice **self-questioning skills to aid listening & reading comprehension**.

(KWL, Reciprocal Teaching-see AISD Social Studies IPGs Resources).

\_\_\_H. Teach **strategies for word meanings** ( prefixes, suffixes, roots, synonyms, multiple meaning, antonyms, context clues).

\_\_\_I. \*Teach **vocabulary** in context, including activities involving categorization, associations, similarities and differences.

\_\_\_ J. Other: \_\_\_\_\_

\_\_\_\_\_

## RtI Strategies for Receptive Language Concerns

*\* Resources available from SLP*

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

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

### 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
DATE:	DATE:	DATE:	DATE:
DATE:	DATE:	DATE:	DATE:
DATE:	DATE:	DATE:	DATE:
DATE:	DATE:	DATE:	DATE:

**NOTES:**