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 1st, 2nd, 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

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