Contextualized Language Interventions for Secondary Students
SIG 1

INTRODUCTION

This SIG 1 Perspectives activity focuses on therapeutic interventions related to contextualized language for school age and adolescent students. The first article demonstrates how intervention can be designed to increase client motivation while targeting and improving language-based literacy skills. The second article is a tutorial that explains how to comprehensively address the development of collaborative academic conversations in older students with language delays and impairments. The third article provides a description of semantic reasoning as a vocabulary teaching tool that can be used to support contextualized language intervention. The fourth article describes how a written, graphic, and oral learning strategy called Sketch and Speak can be used to improve comprehension, retention, and expression of the ideas and language of expository texts. The final article focuses on how morphological awareness intervention can be linked to learning academic vocabulary within disciplinary literacy strategies.

LEARNING OUTCOMES

You will be able to:

- identify the three psychological needs that promote a client’s intrinsic motivation and the ways you can apply these behavioral change techniques within intervention
- summarize how the critical elements of the collaborative academic conversation approach supports literacy development and facilitates the acquisition of academic language.
- define the concept of semantic reasoning as it applies to vocabulary instruction and how to prepare and implement a semantic reasoning–based vocabulary lesson
- explain the core steps of the Sketch and Speak intervention procedure, including how to use pictography as a note taking strategy
- describe how morphological concepts can be integrated and targeted within content and disciplinary literacy for the intervention of adolescents with a language and literacy deficit

CONTENTS

Motivating Adolescents to Participate in Literacy Intervention: A Case Example From Telepractice by Ginger G. Collins

Using a Collaborative Academic Conversation Approach to Improve Language and Literacy by Claudia Dunaway and Carlee Lewis
Semantic Reasoning: Building Vocabulary With Critical Thinking Skills by Karen A. Fallon, Beth Lawrence, and Deena Seifert

Sketch and Speak: An Oral, Written, and Graphic Expository Strategy Intervention for Secondary Students by Teresa A. Ukrainetz and Amy K. Peterson

Supporting Content and Disciplinary Literacy Success for Adolescents With LLD: A Blended and Contextualized Morphological Awareness Strategy Approach by Julie A. Wolter and Laura Green

PROGRAM HISTORY and IMPORTANT INFORMATION

Start date: December 20, 2021
End date: December 20, 2026

To earn continuing education credit, you must complete the learning assessment on or before December 20, 2026.

This course is offered for 0.65 ASHA CEUs (Intermediate level, Professional area).