

Language and Literacy Intervention

Sample of intensive structured literacy intervention emphasizing the explicit, systematic instruction to language and literacy skills using a multimodal approach (Brady, 2011; Birsh & Carreker, 2018; Foorman et al., 2016). The intervention consists of one-on-one sessions as well as group sessions. This intervention framework includes phonological sensitivity, sound-symbol correspondence, vocabulary/semantics, and narrative and syntax to facilitate reading comprehension and language (National Reading Panel, 2000). The explicit systematic treatment follows a rigorous framework for instruction, practice, and generalization of concepts. Prerequisite skills were taught initially before increasing the complexity of instruction.

Individual and/or Small Group Session	
Activity	Description
Review Prior Learning and Introduce Session Schedule	Visual Schedule PSI Level, Vocabulary, Syllable Type
Activate Prior Knowledge Read the Platform Book	Activate prior knowledge before reading the book. Demonstrate fluent reading with print referencing while reading the platform book.
Phonological Sensitivity Intervention <u>Syllable Level</u> Segment/Blend/Manipulate Stimuli: compound words, two syllable words, multisyllabic words <u>Phoneme Level</u> Blend/Segment/Manipulate Stimuli: CVVC, CVC, CVCC, CCVC, CCVCC, compound words, two syllable words, multisyllabic words	Stimuli from the platform book. Visual manipulatives are used if in error.
Vocabulary/Semantic Instruction <ul style="list-style-type: none"> • Contextualize to the text • Client say the word • Provide child-friendly explanation • Provide exemplar/nonexemplar • Engage the client in interacting with the word with a semantic Strategy • Client repeats the word • Review and use new words in sentences 	Stimuli from the platform book. Introduce the new vocabulary words increasing client's responses of the word. Engage the client in interacting with the word: phonemes, syllables, affixes, synonyms, antonym, friendly explanation, use in a sentence
Sound/Symbol Association <ul style="list-style-type: none"> • Introduce the Syllable Type • Open/Closed Sort of Syllable Type/PSI • Read the Sort with support • Phoneme Grapheme Mapping • Read Rapid Word Recognition Chart/Sentences • Spell targeted words in words/sentences 	Stimuli from the platform book. The client interacts with the syllable type before spelling and reading through word sorts, PSI, and phoneme-grapheme mapping.

Individual and/or Small-Group Session	
Activity	Description
Review Prior Learning and Introduce Session Schedule	Visual Schedule Narrative, Syntax, Expository
Narrative Components <ul style="list-style-type: none"> • Identify story components • Explain the meaning of story components 	Interaction with narrative components through identification, naming, and providing examples/non-examples.
Narrative Retell <ul style="list-style-type: none"> • Scaffold with Questioning • Model Story • Unscramble Story/Retell • Retell Story with visuals • Retell Story without visuals • Progress Monitoring with Chip Check • Parallel story 	The client interacts with story components before retelling the story with a variety of supports and activities. Support is faded leading to independent production of the platform book of the week. Parallel story using pictography implemented using targeted narrative components. Story retell/generation extended to writing in the completion of graphic organizers or independent written production.
Syntax <ul style="list-style-type: none"> • Define targeted structure • Identify in Sentences • Unscramble sentences • Sentence expansion • Sentence generation 	Stimuli from the platform book. The client engages in a variety of tasks for sentence production to increase sentence complexity moving from the sentence level to the paragraph level in oral and written production.
Expository (reduce narrative time) <ul style="list-style-type: none"> • Define/Identify the text structure • Read text with support • Identify key ideas • Complete Visual map with pictography • Produce in sentences • Complete Graphic Organizer with cloze procedure to include topic sentence, 3 details, 3 transition words, conclusion • Dictate/Write text 	Stimuli from the platform book. The client identifies text structure and interacts with the words in the text by identifying key ideas, pictography and/or writing ideas on a visual map, producing oral sentences, completing the visual map and provide oral report, write through dictation or independently.