Expository Intervention: Strategic Teaching and Learning of Informational Discourse

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For More Ideas and Information

For books: Pro-Ed, http://www.proedinc.com
For more info & conference handouts https://comdde.usu.edu/services/research/schoolage-language/teresa.ukrainetz@usu.edu

Expository Discourse Tx:
Teaching How-To Talk

1. Explaining exposition
2. Development & assessment
3. Research on expository instruction
4. Big picture of SLP intervention evidence
5. Key tx features: Context & RISE+
6. Whole-part tx framework
7. Expository tx projects & activities

Explaining Exposition

Just tell us a story instead.

What is this?
Why is it so hard to teach and learn?

Teaching Challenges

- No basic organization like story grammar
- Many expository genres with variable structures
- Multiple genres within one piece of work
- Content difficult
  - Scientific, factual, logical, precise
  - Often new info for speaker/author
- Achieving purpose difficult
  - Knowledge transmission or even teaching others
  - Audience background and needs
  - Rhetorical: hold audience w/o sociability of conversation or magic of story

Non-narrative discourse employed primarily for informative purposes
Informational or academic talk
Characterized by:
- Logical links
- Hierarchical organization from a central proposition
- Generalizing stance, “true-for-all-time”
- NO: The video I watched was about desert vegetation and desert animals. It talks about vegetation first.
- YES: The saguaro cactus gets its water easier by its widthess. In the desert, it doesn’t rain a lot so plants have to adapt.

(12;10, written report on deserts, Scott, 2010)
High Expectations for Today’s Students

- Common Core Academic Standards
  http://www.corestandards.org
- Understand, produce, & evaluate literary and informational texts
  - Persuade, explain, convey experience
  - Strong general and domain knowledge
  - Advanced texts at high levels of proficiency
  - Close reading & textual evidence over personal connections
- Self-directed learners who read purposefully, ask questions, and seek out resources
- Graduate career and college-ready

Grade 4 Standards - Conveying Ideas and Information

Writing
- Intro topic clearly and group related info in parags & sections
- Develop topic with facts, opns, details, quotations, other info & eggs
- Link ideas in categs of info (e.g., another, for example, also, because)
- Use precise language & domain-specific vocab to inform & explain
- Give concluding statement or section related to info presented

Grade 4 Standards - Conveying Ideas and Information

Speaking
- Report on topic or text, tell story, or recount experience in organized manner
- Use appropriate facts & relevant, descriptive details to support main ideas or themes
- Speak clearly at understandable pace

Writing
- Intro topic clearly and group related info in paragraphs & sections
- Develop topic with facts, opns, details, quotations, other info & eggs
- Link ideas in categories of info (e.g., another, for example, also, because)
- Use precise language & domain-specific vocab to inform & explain
- Give concluding statement or section related to info presented

Writing, The Way It Was...

Once upon a time, grammar exercises and essays
- Some excelled, most got by, many dropped out
- 1980s, moved to interesting and process writing in social context of narratives, poetry, memoirs
  - More stgs liked writing
  - But little attn to formal composition and analytic communication
- 2001, NCLB mandated tests for math and basic reading
  - What gets tested gets taught
  - Reduced emphasis on critical writing
  - Not way to study, learn, or construct new knowledge

Current State of Academic Communication

- Problems with coherent, well-argued sentences, paragraphs, and essays
- Common Core writing standards “will deliver a high-voltage shock to the American public”
- Florida, expository essay test aligned with Common Core
  - 10th grade pass rate = 80% in 2011, 38% in 2012
- Nation’s Report Card, 2007
  - 1% of 12th graders sophisticated, well-organized essay

Description & Enumeration

<table>
<thead>
<tr>
<th>Example</th>
<th>Purpose</th>
<th>Structure</th>
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</thead>
<tbody>
<tr>
<td>• Classified ad</td>
<td>• Picture this</td>
<td>• Topic + details</td>
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<tr>
<td>• Eye witness account</td>
<td>• Notice this</td>
<td>• Sensory description</td>
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<tr>
<td>• Passage in a novel</td>
<td>• Experience this</td>
<td>• Each major image + details, ordered</td>
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<tr>
<td>• Nutrition label</td>
<td>• Critical elements at a glance</td>
<td>• Text</td>
</tr>
<tr>
<td>• Table of contents</td>
<td>• Categories + listings</td>
<td></td>
</tr>
<tr>
<td>• Family genealogy</td>
<td>• Spatial organization</td>
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</tr>
<tr>
<td></td>
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Explanation & Procedure

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<tr>
<th>Example</th>
<th>Purpose</th>
<th>Structure</th>
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</thead>
<tbody>
<tr>
<td>• Internet health article</td>
<td>• Why or how</td>
<td>• Qn, evidence, concl.</td>
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<td>• Research article</td>
<td>• Reasons, causes, logical relations</td>
<td>• Purpose, rationale, qn, method, findings, concl.</td>
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<td>• Investigative news report</td>
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<td>• 5-paragraph essay</td>
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<td></td>
<td>• Manual</td>
<td>• How to do it</td>
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<tr>
<td></td>
<td>• Recipe</td>
<td>• Materials, steps + sequence</td>
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<td></td>
<td>• Driving Directions</td>
<td>• Signals to order</td>
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Comparison & Argument

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<th>Example</th>
<th>Purpose</th>
<th>Structure</th>
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<tbody>
<tr>
<td>• Consumer report</td>
<td>• Explain compared to another</td>
<td>• List of same then different</td>
</tr>
<tr>
<td>• Catalogue product guidance</td>
<td>• Which is better</td>
<td>• Same/different feature by feature</td>
</tr>
<tr>
<td>• Job candidate selection report</td>
<td>for what purposes</td>
<td></td>
</tr>
<tr>
<td>• Editorial</td>
<td>• Convince someone</td>
<td>• Thesis + argument + thesis re-statement</td>
</tr>
<tr>
<td>• Customer complaint</td>
<td>• Rational, emotional &amp; rhetorical</td>
<td>• Argument = point + elaboration</td>
</tr>
<tr>
<td>• Political debate</td>
<td></td>
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</table>

How the Why and Who Affects the What

- **Purpose**: Is my recipe intended to show a new dish or to show how quick and easy a familiar dish can be?
- **Prior knowledge**: Do I need to define creaming and rubbing in this recipe?
- **Interest & attn**: How can I explain this in 3 minutes?
- **Most efficient organization**: Should I put all the ingredients first or list them as they are needed?
- **Logic or transparency of steps**: Surely I don’t need to say to make sure the cap is screwed on tightly before shaking it?

Signaling Devices

- Overviews
- Summaries
- Headings
- Key words

Signaling devices help composing & understanding

- Amplify organization of loose expository structure
- Aid analysis and synthesis of information
- Aid skim reading for main idea and particular details

Novels < Informational Books < Magazines < Websites

Which Is Easier to Read?
The prior slide or this?

Signaling devices are important for both cohesion (i.e., unified text) and coherence (i.e., making sense). These word and phrase insertions indicate the central content or direction of a section of text and how this section relates to prior and upcoming sections. They include the table of contents (an example of enumeration discourse), overviews in prefaces or introductory paragraphs, summaries or abstracts, headings and subheadings, and key words such as First, or In conclusion. Some expository forms have standard signaling devices, such as the research report subheadings of Method, Participants, and Results. Signaling devices aid both the writer to organize and develop the composition and the reader to understand and recall it.
But Word Bites Have A Cost

- Read info out of order
- Miss details, logical relations, subtle meanings

Expository Development & Assessment

Orderly with Predictable Milestones

or

It depends?

Overall School-Age Language Development

- Literate language skills
  - Vocabulary size, variety, precision
  - Syntactic length and complexity
  - Narrative & expository discourse repertoire
- Literate language use
  - Word-finding and utterance formulation
  - Written sentence structure and wording
  - Length and elaboration
  - Dialect, register & style adaptation
- Literate language control
  - Underlying concepts & knowledge
  - Metalinguistics
  - Self regulation

Learning Exposition

- School activities
  - Science reports, persuasive essays
- School instruction and expectations
  - Basic skills or extended, sophisticated writing
- Life experiences and approaches
  - Family discussion style, non-fiction reading, interest in learning
- Knowledge and cognitive/linguistic abilities
  - What do you know and how good are you at learning book stuff?

Home Exposition

Okay Grandma, let me explain one more time how to send a picture in a text message on your cell phone.

- Dialogic more than monologic
- Embedded in supportive conversation
- Assisted with exophoric reference or physical demonstration

Type this and then press that. Try it. No, press harder. No, faster. Not in that direction.

Early Explanation

- Scientific explanations and instruction present in young children
  - Reasons & evidence
  - Logical links
  - Re-explanation
  - Thinking questions
- Getting bigger - An explanation by a group of kindergartners (Paley, 1981, Wally’s Stories, p. 114)
Expository Development - A Long Road and Not Well Marked

- Research mainly on vocabulary or grammar of expository texts, not structure
- Elementary school
  - Shorter expository than narrative, with less coherence and weaker cohesion
  - May mix anecdotes and story-structured material into expository assignments
- Into college, still learning to generalize “true-for-all-time” from specifics and organize arguments from central thesis

Expository Writing - The Hard Kind

- Knowledge-Telling Writing
  - The easy kind of writing - across ages and levels
  - Like informal, interactive spoken interactions
  - Unconscious and automatic
  - Little change in own understanding of craft
- Knowledge-Transforming Writing
  - The hard kind of writing - across ages and levels
  - Reflect and revise at multiple levels for craft and clarity
  - Conscious and effortful
  - Writer gains new understandings of content and form

Expository Assessment

- Common Core or state/province academic standards
- Norm-referenced tests
  - Paragraph comprehension items, e.g., CELF-5
  - Written expression items, e.g., OWLS-II
  - N-r test item analysis with extension
- Systematic Analysis of Language Transcripts (SALT)
- Age comparisons on oral expository tasks
- Average students in X community in X context
  - Curriculum and classroom topics and features
  - Set up similar tasks, not dependent on specific topic knowledge
  - Examine class work, with check on process and support

Dimensions of Expository Discourse Tasks

- Utterance level <--------------------> Discourse level
  - Contextualized <--------------------> Decontextualized
  - Unplanned <--------------------> Planned
  - Oral <--------------------> Written
  - Supported <--------------------> Independent
  - Unfamiliar <--------------------> Familiar
    - Topic, Purpose, Structure
    - Hadley (1998)

OWLS Expository Items

1. Reasons pro/con school on Saturdays
2. Report on table of monthly book reading frequency

Percentage of Students Who Read at Least Two Books Per Month

- Boys
- Girls

Table: Percentage of Students Who Read at Least Two Books Per Month by Grade and Gender

- 8th grade
- 9th grade

Barrow-Woolfolk, E., (2011)
**SALT for Expository Discourse**
Heilmann & Malone (2014)

- **Participants:**
  - 235 Gr 5, 6, 7, 9 typical sts in 55 schools in WI
  - 80% White, 11% Black, 7% Latino, 2% Asian
- **Task:**
  - Explain favorite team sport, individual sport, or game
  - Write notes on planning form
  - 20 min to plan & speak
- **Analysis:** 12 measures
  - MLC, clausal density, adverbials, nominals, relatives, NDW, NTW, TCU
  - ESS, WPM, mazes, errors & omissions
  - Factor analysis to find distinct dimensions

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<th>Relatives</th>
<th>TNW</th>
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<th>WPM</th>
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<td>.01</td>
<td>.19</td>
<td>.08</td>
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<td>34.6</td>
<td>141</td>
<td>8.5%</td>
<td>5.7</td>
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**Expository Syntax Features**

- **Narrative vs. expository noun phrases**
  - One day Yanis was taking the sheep to the meadow and a lamb went wild. It ran up the mountain. When he got to the top...
  - At a 95-minute news conference, retired Admiral Thomas Davis said that Peary's claims about finding the North Pole were supported by scientific means.

- **Oral vs. written clause strings**
  - Because the technology has improved, it's less risky than it used to be when you install them at the same time, and it doesn't cost so much either.
  - Improvements in technology have reduced the risks and high costs associated with simultaneous installation.

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**Consider the “Why”**

Average sentence length (MLT or MLC)

- Expository generally longer than narrative
- But what type of expository - and why?
  - Description & Procedure = Explanation, Persuasion, Compare/contrast

*First get out the cereal box and a bowl and milk. Second, pour the cereal into the bowl. Then pour the milk. Oh, and you need a spoon.*

*How leaving the candy bar in front of the camera with nothing to compare it to makes the product look bigger or holding the product close to the camera. (Scott, 1988 example)*

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**Expository SALT By Grade**

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</tr>
</tbody>
</table>
An Expository Elicitation Example

1. **Procedure:** How do I use this? Pretend I am from another planet, and I have never seen this before.

2. **Explanation:** What sport do you like? I don’t know how to play X. Explain to me how X is played.

3. **Opinion:**
   1. Should children do chores to receive an allowance?
   2. Should pets be taught to do tricks to get food?

Analyzing Expository Discourse - Beyond Vocab & Grammar

1. Coherence: Easily make sense?
2. Genre: Consistently expository or mixed with narrative?
3. Organization: Adequate and appropriate for purpose?
4. Cohesion: however and but; pronouns; parallel structured lists
5. Elaboration: Sufficient detail expressed adequately?
6. Knowledge base: Affected by insufficient or unclear knowledge?

Overall: Reasonable for age, school expectations, and elicitation context?

Student Expository Self-Analysis

**Meta-Exposition**

You gave me a description (or procedure or explanation)?

1. What is a description?
2. What kind of information did you put in your description?
3. How did you organize the information?
4. What was one strength in your description?
5. What is one way you could improve your description?

Effect of communicative purpose on performance

How the why affects the what

Quality Description for Achievement Tests

...The raft that the dog and cat are on is made of eight boards nailed together and laid across three round logs. All the boards are almost exactly as long as the others and most of them look about as wide as the others except the one on the left side and it looks a little bit wider. You can see the circles in the ends of the logs...

Purposeful Descriptions

- **Newspaper ad:** Log raft, 6x8 ft., treated fir and brass nails, 8 ft. pole included, excellent condition, used once, $50.
- **Manual:** When finished, the log raft should measure 6x9ft. The boards should be of uniform dimension. The nails should be 6" apart and flush with the wood.
- **Witness account:** It was a rough log raft. The two passengers looked cold and tired. They weren’t steering or paddling. They didn’t have any gear with them.
Purpose in Action

1. Describe this picture to me. Paint a picture in my head.
2. This time, you want to sell this to me. Describe the picture to me like you are trying to sell it to me.

Tx Goals for Purposeful Descriptions

John will independently verbally describe to convey an image with specific shape and position words, expanded noun phrases, organized descriptive discourse, using self-generated written key words in three sequential opportunities at 80% accuracy based on SLP data.

John will independently match verbal descriptions to three different communicative purposes using appropriate details and organization, with self-review, at 90% accuracy based on SLP data.

Teaching Expository Structure

What Does Educational Research Tell Us?

Evidence for Teaching Expository Structure

- Systematic reviews show writing & reading benefits
- Discourse structure part of self-reg instruction
  - Mason et al. (2011), Wong et al. (2003)
- Students with low ach
- General expository instruction guidance

EBP Parts of Expository Instruction

- Guide students to examine published models
- Have peer models demonstrate particular points
- Guide students in each part of a composition
- Demo and encourage self-regulatory talk (e.g., First, I need to state my purpose)
- Provide genre-specific schematics
- Link background knowledge to text ideas
- Prompt students into asking their own questions

Students with low ach: More explicit instruction, smaller task increments, more interactive support, more att to self-regulation and metacognition

Expository Structure: Write vs. Read

Crowhurst (1991)

- Gr6 in 3 conditions: Writing, Reading, No-tx control
- Both txs: Schematic model of persuasive structure, plus practice in rdg or wrtg persuasive texts
- Writing tx: Recall structural elements, brainstorm pro/con reasons, write support/against position, peer edit, revision
- Reading tx: Guided reading of a succession of teacher-created persuasive texts
- Results: Both txs > Controls on book reports
  - On writing quality, organization, conclusions, text markers, reason elaboration
Expository Structure on Comprehension

- Armbruster et al. (1991)
  - Multifaceted discourse structure vs. teacher-led content-focused qn-answer
  - 4th & 5th graders
  - Repeated measures group experimental
  - Analyzed social studies texts for cause-effect, problem-solution, compare-contrast
  - Results: Better recog & recall of info, esp for 5th grade
- Scanlon et al. (1996): Similar benefits for middle sch'l LD in inclusive history & civics lessons

Particular Teaching Procedures

Bereiter and Scardamalia (1987)
- Prompting with say more
- Using non-content priming: I think..., The main point,...
  - *For example..., Even though...*
- Listing relevant words in advance
- Providing the final sentence
- Watching acted out procedure compositions
- Results: increased length, vocabulary diversity, completeness of text, and awareness of communicative vagueness

Self-Regulated Strategy Development for Expository Writing

SRSD alone + with other supports
- Individual studies and systematic reviews
- Later elementary and junior high
- LD, EBD, low ach
- Combo of SRSD, composition guides, word processors, teacher modeling, and peer collaboration
- Compare/contrast & opinion essays
  - Higher quality writing with maintenance & generalization
    -(Graham & Harris, 1999, 2003; Losinski et al., 2014; Mason, Harris, & Graham, 2011; Sreckovic et al., 2014; Wong et al., 1996, 1997)

SRSD Procedure

- Explicit group instruction
  - Learning strategies & mnemonics (e.g., DARE), self-regulatory procedures
  - Topic knowledge
- For students with mild decoding/spelling deficits
  - Steps
    1. Teacher models strategy and self-talk
    2. Students memorize strategy and self-statements
    3. Independent and collaborative strategy practice
    4. Students engage in independent use
  - Individualized
    - Children collaborate with teacher and each other
    - Criterion-based progress
    - Flexible content and steps

Language Intervention Procedures

Cirrin & Gillam (2008), Peterson (2011)
- Systematic reviews of controlled studies
  - Randomized, non-random, single-subject
  - Language impaired school-age
  - 21 and 9 studies since 1985
  - Diverse tx procedures and activities
  - Usually explicit instruction, systematic support, meaningful contexts
- Results
  - Most txs > no-tx controls across language areas
  - Maintenance and application often not examined
  - No clear evidence for particular tx procedures for any language area

SLP Expository Intervention: Big Picture First

So What Do We Do?

- A wide variety of language tx practices are being used...[but] clinicians have relatively little research evidence on which to base their practices (Cirrin & Gillam 2008, p. S129)
- Optimal service delivery option for school-based SLP tx remains poorly understood (Archibald, 2017, p. 13)
- Lacking adequate research evidence, clinicians should rely on reason-based practice and their own data to guide service delivery decisions. (Cirrin et al., 2010, p. 233)
- Use scientific thinking, theory, and reason to back their instructional procedures when strong external evidence is not available (Cirrin & Gillam, 2008, p. S129)

Key Quality Features for Learning

1. Contextualized > Decontextualized
   - Discrete skill tx → Gains in taught tasks, but low generalization
   - Naturalistic tx → Smaller gains, but better generalization

2. Systematic, focused attn > Noise of daily life
   - Intensive, focus attention, present multiple trials, vary task complexity, systematically reward progress (Gillam et al., 2001; Gillam et al., 2008)
   - Consistent target input, high variability in non-target input, limit counter-examples, provide adequate dosage, retrieve from memory repeatedly (All, 2018; Plante & Gomez, 2018)

Contextualized Skill Intervention

- Context = how tx links to use in activities beyond tx
- Tx with simplified but whole communication events
- Linked to classroom, curriculum, academic standards
- Through skills, topics, purposes, activities
- Context connections
- Observe classroom; talk to teachers and students; look at academic standards, lessons, interactions, materials...
- Engineer tx contexts to functionally connect

Reason-Based Practice

- Evidence-based practice
  - Emphasize scientific clinical reasoning
  - When direct research evidence is scarce
- Select service delivery model or procedure or provider
  - Makes sense and is acceptable
  - Links to established knowledge or research base
- Implement with contextual sensitivity
  - Evaluate to determine quality and impact
  - Modify as needed

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Whole Expository Activities in School?

Exist for reasons or purposes beyond instruction or treatment

- AKA “purposeful” or “communicative”
- More than tx drills with entertaining twists

1. Conducting a science experiment
2. Understanding an event in history book
3. Giving a science presentation
4. Composing a compare/contrast essay
5. Participating in a book discussion...

What is the larger communicative or functional reason for worksheet or game?

Motivations - Help or Hinder Tx?

Internal locus of control
(Self-direction & care for others)

Esteem (Feelings of success & self-respect)

Academics (Knowledge & skills competencies)

Belongingness (Sense of trust, acceptance, care)

Safety (School structure & discipline)

Physiology (Hunger, thirst, attention)

Maslow’s Hierarchy of Needs

Activity Conditions

- Under what conditions are science activities?
  - What is helpful? What is hurtful?
  - Demands? Distractions?
- For tx, version of the activity with more helpful than hurtful conditions
  - Functional similarity: motive, purpose, and main skills & strategies of the classroom version?
  - How to simplify but maintain the whole and tx the parts?
- Maybe tx includes improving classroom activity conditions?

Whole Activity Purpose

- Composing procedure for making paper airplane
  - Does student know ordered, clear, accurate steps guide the reader to achieve desired result?
  - And help him compose better projects?
  - Or is it all about getting 5 correct sentences for points?
- Will helping him see the communicative purpose aid in learning?
- Does his shortcut purpose help or hinder progress?

Activity Skills & Strategies

For science activities like paper airplane construction?

- What does student do competently?
  1. Wait for instructions
  2. Collect specified materials
  3. Interact with peers
- What does student do poorly?
  1. Decode words
  2. Read sequentially
  3. Speak sequentially
  4. Use dimensional vocabulary
  5. Spell words
  6. Stay on task...
- Conscious & deliberate vs. unconscious & automatic?
- Which will be tx goals?
- Which will you avoid, ignore or assist?
**Optimize Skill Learning: RISE+**

- Repeated opportunities for skill learning
- Intensity of instruction
- Systematic support of tx skills
- Explicit focus on targeted skills
  + Learner: attention, motivation, & engagement

Across tx approaches, procedures, skills, modalities, disorders

---

**Repeated Opportunities & Intensity**

- For learning and practice of target skill
  - 10,000 hours?
  - 200 repetitions of correct /s/ in a session?
  - 20 repetitions verb + object in a session?
  - How many expositions in a session?
- Plan many opportunities
  - Encounter, examine, create, revise, present, review
  - Within and across sessions
  - In other contexts

---

**Structural Scaffolding of Target Skill**

- Modify physical & social environment
  - Increase facilitating features
  - Reduce constraining features
- Highlight and support tx skill with consistency, predictability, repetition, accessibility
  - Keep non-target skills variable and unremarkable
  - Simplify whole communicative activities
  - Make focused skill tasks more communicative

---

**Interactive Scaffolding of Target Skill**

- Responsive dynamic moves of skilled clinician to highlight and support target skill
  - Matched to child need & task difficulty
  - Systematic decrease in support and handover to child
- Linguistic: give info to help child create better response; expansions & recasts
- Regulatory: control beh & attn, gain responses, build toward self-control

⇒ Internalization of supported actions into unconscious skills and self-regulated strategies

---

**Explicit Skill Focus**

Explicit attention to 1-2 target skills
- Focus on the target skill and skill-in-activity
- Avoid, assist, or ignore non-target skills
- Known by SLP and student
- Apparent to an observer

For summarization goal using a science text
- RISE+ on summarization plus
  1. Avoid difficult content & extended vocabulary discussions
  2. Assist with word decoding & sentence meaning
  3. Ignore sentence structure errors & eye contact

---

**Rich Activities - Make Tx Choices**

Micro historical bios
- Descriptive/informational discourse
- Short, whole communicative units
- Rich in knowledge and skills
- Many possibilities for tx objs
- Tx ONE at a time

He was born in 1807. He graduated from west point in 1829. He became the superintendent for a academy in 1852 it was military academy. In 1857 the death of his father in law ask for a series of leaves to settle the estate. The north ask he to still be there general he said no this was in 1861. Early in 1862 he was recalled to Richmond and made an advisor to the president. He gradually became "Uncle Robert" and "Marse Robert."

---
Learner “Buy-in”

1. **Attention**: Looking for **action, learning, liking** (Hogarth et al. 2010)

2. **Motivation**: Reasons & attitudes re: skill, activity, effort (Guthrie et al., 2013; Wigfield et al., 2008)
   - I enjoy reading. This task is hard but it is important; I believe I can succeed.
   - I hate reading. This reading task is too hard. Why am I doing this? How can I get out of this?

3. **Engagement**: Participation; “in the flow”, “in the zone”; behaviors during & attitude after

---

Buy-In through Tx Ownership

- Identify own learning goals
- Have attainable, clear learning goals
- Select tx topics and materials
- See value in tx goals
- Plan own effort for parts of a project
- Identify own obstacles and supports
- Determine outcome measures
- Collect data on self and evaluate progress
- See errors as informative opportunities for growth
- Judge for self what is “good enough”

---

RISE+ Tx of Procedure Discourse

<table>
<thead>
<tr>
<th>R</th>
<th>10 opps in 2 sessions: 2 model critiques, 1 paired &amp; 1 indiv short product w/ 4 opps each to draft, revise, share, critique</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>3 tx objs, 4 students, 90 min/wk, 8 wks</td>
</tr>
</tbody>
</table>
| S | Structural scaffolds: Routines, book of kid experiments, description schematic, minimal writing, cue cards...
Interactive scaffolds:
Linguistic: Model, elaborate, & extend responses
Regulatory: Guide good learner behaviors toward independence |
| E | Focus on tx goal of procedure structure
Assist vocabulary, avoid extensive writing, ignore spelling |
| + | Student goal order & choice within activities
+ Seek noticeable, relevant improvement |

---

How Much RISE+?

From Instruction to Intervention

<table>
<thead>
<tr>
<th>Ease of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
</tr>
<tr>
<td>I</td>
</tr>
<tr>
<td>S</td>
</tr>
<tr>
<td>E</td>
</tr>
</tbody>
</table>

+ | Passive & minimal ⇒ Motivated, attentive ⇒ Self-directed, engaged |

---

Tx Organization

To Achieve Skills-in-Activities

1. Discrete Skill Hierarchy
2. Skill Stimulation
3. Enrichment & Assistance
4. Contextualized Skill
**Just Coach Skills?**

**Just Drill Skills**
- Dribble, shoot, and pass drills over and over,
- Track and reward with points & prizes
- Learn to dribble really well
- Trust that dribbling will transfer to the game

What does this sound like?

**Skill Stimulation**
SLPs repeatedly doing worksheets and games on a few discrete skills – hoping for underlying change that will move into whole activities in the classroom

**Just Coach Games?**

**Just Play the Game**
- Play the game over and over
- Coach comments about any aspect of performance
- No particular focus for practice & improvement
- Expected to eventually result in being a better player

What does this sound like?

**Assistance & Enrichment**
SLPs helping complete classroom assignments or engaging students in rich language interactions with no particular focus – hoping for change in the learner

---

**Coach in Discrete Skill Hierarchy?**

1. Bounce a ball
2. Dribble a ball
3. Dribble and shoot
4. Dribble, move, and shoot
5. Dribble, move, and pass
6. Dribble and pass with an opposing player
7. Dribble, move, and pass with an opposing player
8. Dribble, move, and pass with three on each side
9. Play the game – uh-oh, too late, the year is over, maybe next year...

_Improves skills, but the way to get to the whole – for basketball or communication??_

---

**Coach Skills With RISE+ In & Out of Context**

1. Play chaotic but fun basketball game with low net, small teams, & coaching of general moves
2. Dribbling drill, passing drill, & shooting drill
3. Play less chaotic but fun basketball game, with coaching of more specific moves
4. Work on skill drills a bit more
5. Work on dribbling in game, passing in next game, shooting in next , with increasing mastery of game
6. Take a break and just play the game
7. Back to skill drills, but no worries, another game is coming up

*Supported by Research & Reason*

---

**Basketball or Communication – Contextualized Skill Tx**

- Teach “game” of communication
  - Teach skills needed to play
  - Whole: Inside practice and tournament games as integrated play
  - Parts: Outside games as focused skill drills
- Track performance
  - Track skill performance in the drills
  - Keep the score for the game
  - Track stats on select skills in the game

_Skills matter but remember – the GAME is the aim!

---

**Whole-Part-Whole Tx Unit**

1. **Whole:** Start with models of communicative use
   - 3-4 tx objs in integrated use
   - Literature, websites, projects
2. **Parts:** Simple tasks focused on 1 tx objective
   - Repeated opportunities for skill practice
   - Component tasks toward final project
   - Simple contrived drill-play tasks
3. **Whole:** End & intersperse with purposeful communicative activities
   - Integrates use of tx objs in sheltered setting
   - Plan for next steps of more independent use

---

Teresa A. Ukrainetz, Ph.D.
Utah State University

Van Riper Speaker Series
Western Michigan University
Kalamazoo, October, 2018
**Tx Unit Expository Goals**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Skill</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct chemistry experiment</td>
<td>Measurement lexicon</td>
<td>Rams, millimeters, weight scale</td>
</tr>
<tr>
<td></td>
<td>Expanded noun phrase</td>
<td>A glass beaker with a measurement scale</td>
</tr>
<tr>
<td></td>
<td>Procedure sequence</td>
<td>First, set out the materials, next...</td>
</tr>
<tr>
<td></td>
<td>Follow instructions</td>
<td>Pay attention to details, not gist, of what is said; don’t assume or skip</td>
</tr>
<tr>
<td>Summarize history passage</td>
<td>Suffix analysis</td>
<td>Deregulation, investigation, expectation</td>
</tr>
<tr>
<td></td>
<td>Conditional tense</td>
<td>Ought to do it, would avoid</td>
</tr>
<tr>
<td></td>
<td>Main ideas</td>
<td>Ought to do it, would avoid</td>
</tr>
<tr>
<td></td>
<td>Note-taking</td>
<td>Explicit and implicit idea statements</td>
</tr>
<tr>
<td></td>
<td>Procedure sequence</td>
<td>First, set out the materials, next...</td>
</tr>
<tr>
<td></td>
<td>Follow instructions</td>
<td>Pay attention to details, not gist, of what is said; don’t assume or skip</td>
</tr>
<tr>
<td>Give biology presentation</td>
<td>Definitions</td>
<td>My report is on penguins, which are flightless fish-eating birds that live in Antarctica.</td>
</tr>
<tr>
<td></td>
<td>Relative clauses</td>
<td>A description organized by habitat, diet, appearance, and behavior</td>
</tr>
<tr>
<td></td>
<td>Description</td>
<td>A description organized by habitat, diet, appearance, and behavior</td>
</tr>
<tr>
<td></td>
<td>Verbal fluency</td>
<td>Adhere to list of good speaker features</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Strategic Use of Academic Standards**

- Tx goals, contexts, & performance levels
- Tx skill-in-activities
  - Narrative and expository activities to persuade, explain & convey experience
  - Multiple tx goal possibilities within single “rich tasks”
  - Speak in manner “appropriate to task and situation in order to provide requested detail or clarification” (3rd grade, p. 5)
- Often not modality specific
  - 3rd grade Reading: Determine the main idea of a text, recount key details, and explain how they support the main idea (p. 14)

---

**Rich Task - Tx Possibilities in One Standard**

*6th Grade Writing: Text Types and Purposes*

- #4. Write arguments to support claims with clear reasons & relevant evidence
  a. Introduce claims, organize reasons & evidence
  b. Support claims with clear reasons & relevant evidence; use credible sources & demonstrate understanding of topic or text
  c. Use words, phrases, & clauses to clarify relationships among claims and reasons
  d. Establish & maintain formal style
  e. Give concluding statement or section that follows from argument
Expository Tx Units & Projects

- RISE+ in thematic unit around a project
- Explicit tx targets embedded
- Whole beginning and ending
- Focused skill “part” tasks along the way
- Topical coherence across whole and parts
- Oral intervention
  - Oral performance and interactive support
  - Around print but minimize reading & writing
- Classroom connections through topic, skills, activities

Tx Project Tips

- Identify project to embed tx objectives
- Plan RISE+ within project
- Single group project or individual topics around theme
- 8-12 sessions
- Small groups of range of grades
- Can be with resource teacher
- Plan sources in advance: websites, books, magazines
- Timeline and guide for “What do I do next?”
- Student self-review on project parts & tx goals
- Adaptable for embedding different tx objectives or matching to treatment levels

Oral Debate - Dogs in Trucks

Tx skill possibilities?

- Critical thinking
- Reading comprehension
- Expository discourse organization
- Oral presentation
- Cooperative learning skills
- Vocabulary & grammar ...

Expository Tx Project: A Brochure

- Topic on student choice or curricular link
- Tx skills for RSE:
  1. Discourse structure: Descriptions or enumerations
  2. Syntax: Expanded noun phrases in descriptions
  3. Vocabulary: Infer word meaning from sources
  4. Self-Regulation: Evaluate own progress on tx obj
- Assist, avoid, ignore other skills
- Low reading & writing demands

Interesting Critter Brochure

Cuscus

- They are a type of cat. They live in Africa.
- They have long claws, good fur, and they are bigger than humans.
- They run fast with their claws.
- They have 30 long teeth.
- This is what I learned about African lions. The end.

African Lions

- They are a type of cat. They live in Africa.
- African lions have long claws, good fur, and they are bigger than humans.
- They run fast with their claws.
- They have 30 long teeth.
- This is what I learned about African lions. The end.

The Big Wave

The Big Wave

- They are a type of cat. They live in Africa.
- They have long claws, good fur, and they are bigger than humans.
- They run fast with their claws.
- They have 30 long teeth.
- This is what I learned about African lions. The end.

Tsunamis Research Poster Project

Tsunamis Research Poster Project

- They are a type of cat. They live in Africa.
- They have long claws, good fur, and they are bigger than humans.
- They run fast with their claws.
- They have 30 long teeth.
- This is what I learned about African lions. The end.
There are more than 155 kinds of owls. Owls have 3 eyelids. The third eye lid sweeps over the eye to clean it. There are many types of owls such as barn owls, Eagle owls, Eastern screech owls, European eagle owls. They have round or heart shaped faces. They have fluffy feathers on their legs and bodies. They eat snakes, fish, insects, other birds, and bats, and mice. Owls have strong wings to fly. They move quickly and quietly. Males live on the ground and females have a nest up in a tree. This is what I learned about owls. Owls are cool!

Hammerhead Sharks are awesome. They are a type of fish. They like to swim in the water. They have a flat head, eyes on the side, and their nose is on the side by their eyes. They swim by moving their tail in the water. They eat big mammals and small fish. A special characteristic of hammerhead sharks is that 100 of them are called a school of sharks. These are the details I learned about hammerhead sharks. These are the details I learned about hammerhead sharks.

Black Rhinos are cool animals. Black Rhinos are mammals and herbivores. They live in Africa. Black Rhinos have black skin and have a 5-foot horn on their nose. They run and walk fast. They eat plants, roots, and berries. They have hard skin to protect them from the hot sun. This is what I learned about Black Rhinos.

Brochure Project Steps
1. ID communic purpose and tx skill objectives
2. Determine models, sources, & tools
3. From sources, generate content
4. From models, outline structure
5. Draft content into schematic structure
6. Using tools, translate schematic into text
7. Repeatedly practice parts with tx objs highlighted
8. Refine with edits and extras
9. Publish, present, and share
10. Reflect on learning & plan next steps

Trade Sources for Models and Ideas
- The Zoo Book (Allen, 1968)
- Beautiful Bats (Glaser, 1997)
- Baking at High Altitudes
- Mountain Biking
- All About Deer (Arnosky, 1996)
- ChickaDee magazine
- High Country News
- National Geographic: Bks for Young Explorers, A Day in the Woods
- 202 Oozing, Bubbling, Dripping, & Bouncing Experiments (van Cleve, 1996)

A Well-Structured Description

Effective Adjectives for Bats

Little Brown Bats are shy, gentle animals with strong toes and big ears and round black eyes.
How to Play Soccer

Describing player positions

The goalkeeper tries to stop the ball from going into the net. He is the only player allowed to use his hands.

The referees make sure the players follow the rules.

Defenders help the goalkeeper by stopping the other teams from scoring any goals.

The halfback helps score points for getting the ball from the defenders and passing it to the forwards.

The forwards make sure the players follow the rules.

Positional Vocabulary in Use

The flying squirrel leaps from a branch high in a tree. Flaps of skin on each side spread out like wings. Then the squirrel glides down to another tree.

Expository Tx

Van Riper Speaker Series
Western Michigan University
Kalamazoo, October, 2018

How to Play Soccer

Describing player positions

Teresa A. Ukrainetz, Ph.D.
Utah State University

Description - Personal Ads

On the Prowl?
Does your idea of a perfect day include bounding across the snow on giant furry paws, chasing snowshoe hares in the forests of the Northern U.S.? If so, you may be the mountain male for me. Just follow the scent trail I've peed around my territory. I'm a free-living Canada lynx girl doing my own thing, looking for that special someone to commit to for the spring breeding season. By early summer, I'll be welcoming new kittens and showing you the log den door with my talons.

Small Toad, Big Spoon
Male Yosemite toad here, looking to meet a lady friend near my favorite high mountain lake. When I'm not hunting for beetles or wriggling centipedes, I cavort over to a sunny banking spot — I've never been much for hopping. When it's on my mind. I get right in the lake and sing my heart out. It may be small but I can wrap myself around you and hold on tight. Let's not waste any more time; before you know it, winter will be here, and I'll be snuggling up in the entrance of a deer mouse burrow, hugging away the snow.

Expository Tx

Explanation - Cause/Effect

What Makes the Weather?
There are all kinds of weather. But where do they start? They all start with the sun.

Expository Tx

How to Start a Report

Have you ever wondered about deer?
How big is a deer?
What do deer eat?
What are antlers made of?
Why do deer run away from us?
This book answers these and other questions. It is all about deer!

Expository Tx

Procedure - Science Report

56. Hidden
Purpose: To demonstrate how color helps to protect an animal.
Materials: scissors
2 sheets of construction paper (1 black and 1 orange)
2 sheets of newspaper (use sheets with print only—no pictures)
pen/colored pencils

Procedure:
1. Cut two 3-by-5-inch (7.5-by-12.5-cm) rectangles from each sheet of construction paper and from one sheet of newspaper.
2. Stack the rectangles together. Draw the largest fish possible on the top piece.
3. Cut the fish, making sure to cut through all 6 layers of paper. Do not allow your helper to see the fish before the experiment starts.
4. Lay the uncut sheet of newspaper on the floor at the level of your helper.
5. Ask your helper to close his or her eyes while you scatter the paper fish on the newspaper. Do not allow the helper to look at the newspaper fish with the print-only side facing up.

Expository Tx
Expository Vocabulary, Grammar, & Discourse

Yellowstone National Park is a nearly 3,500-sq.-mile wilderness recreation area atop a volcanic hot spot. Mostly in Wyoming, the park spreads into parts of Montana and Idaho too. Yellowstone features dramatic canyons, alpine rivers, lush forests, hot springs and gushing geysers, including its most famous, Old Faithful. It’s also home to hundreds of animal species, including bears, wolves, bison, elk and antelope.

Enumeration & Description Schematics

Heading
- Subheading
- Item
- Item
- Item
- Subheading...

Item followed by features:
- Physical
- Movement
- Preferred activity
- Preferred food
- Special characteristic
- Order
- Alternating
- Clustered
- Consistent

Description Discourse

Schematic/Outline & Bulleted Notes

Animals
- Group
- Habitat
- Physical
- Movement
- Preferred food
- Special characteristic

Otters
- Carnivorous aquatic mammals
- Seas and rivers
- Small, brown, furry, whiskers
- Fast, agile, summersault, slide
- Abalones
- Break open food on belly

Translate Bulleted Notes into Text

- Combine headings and main points into list
- Expand words or phrases into sentences
- Blend into paragraph with cohesive devices
- Add helpful signaling devices

Otters

Otters are carnivorous mammals who live in seas and rivers. They are small, furry, and brown, with whiskers. They are fast, agile swimmers. They turn summersaults in the water and slide down muddy slopes. Their favorite food is abalones. They pound open the shells with rocks on their bellies while floating on their backs.
**Repeated Opps for Learning & Practice**
- Compose lots of lists and descriptions for project
- Between and within children
- Reflect on good and poor examples
- Revise, re-do, share for more opps
- Choose best selection for project
- Insert contrived “part” focused skill drill-play practice
- Same topic for continuing vocabulary & concept development
- Make sets of describing sentences
- Sort sentences into descriptions
- Revise sentences for balanced lists

**Focused Skill Tx Activity on Poor & Good Enumeration**
- **Animals:**
  - An otter
  - Bears sunning
  - Lizards
  - Some raccoons
  - The wolf

- **Come see these critters!**
  - Otters swimming
  - Bears sunning
  - Lizards creeping
  - Raccoons wrestling
  - Wolves howling

**Poor & Good Description**
- I am furry. I am fast. Come visit me. My favorite food is abalones. I am brown. I eat lying on my back. I love swimming. I am fast. I love swimming.

- I am small, furry, brown animal. I am slinky and fast. I love swimming and sliding. My favorite food is abalones. I eat them floating on my back in the water. Come visit me.

**Share and Reflect**
- Collate, compose, and share
- Products
  - Pamphlet, brochure, presentation
  - Research poster = bulleted text groups with pictures
  - Podcast = speech with pictures and background music
  - Mini-wikis = collection of Wikipedia-like text and picture entries
- Reflect on learning
  - Tx skill well-done and tx skill needing improvement
  - Student should ID tx skills not just describe activity

**Structural Scaffolds:**
**Mnemonic vs. Carrier Phrases**

<table>
<thead>
<tr>
<th>D</th>
<th>I think that pets should be able to do tricks to get food.</th>
</tr>
</thead>
</table>
| A | 1 – *The first reason* why pets should do tricks to get food is... because its good agility and obedience training for the animal.  
2 – *The second reason* why pets should do tricks to get food is... so they are under control. If pets are out of control, they are annoying. They jump on you and they bark. |
| R | 1 – *Some say*... But, if you pamper them, they think they can do whatever they want.  
2 – *But*... if you work with your dog when he’s younger – he will be healthy when he’s older and still be able to do tricks. |
| E | So, for you people who have read this and are thinking of getting a pet – try to play with it and teach it tricks with treats. |
**Contextualized Skill Expository Tx**

**Thinking Through the Process**

- Task-specific “think-sheets” for reflection on writing for whom?
- Why am I writing?
- What do I know?
- How can I group my ideas?

**Compare/Contrast Guide**

1. State topic (e.g., opinion of better type of concert)
2. Provide two categories (rock concerts versus school concerts)
3. List features to compare (goal, content, dress & demeanor)
4. Specify details of each feature
5. End with judgment of whether categories similar or different
6. Conclusion: After comparing and contrasting ___ and ___, I think I prefer ___ because ___.

**Compare/Contrast Start and End Helpers**

- Introduction
  - In this essay, I am going to compare and contrast ____ and ____.
  - I have chosen to write on three features: ____.

- Conclusion
  1) Summarize the features
  2) Express your own view

(adapted from Wong et al., 1997)

**Graphic & Bulleted Notes**
**Commercial Resources:**
Activities and Materials To Embed and Tweak

- Use as-is for additional focused skill practice
- Change activity topics to fit your unit or project topic
- Build your unit around an activity topic and resource structure
- Modify activity procedures to teach effect of communicative purpose
- Cycle through activity topic for sentence & word tx goals

**Expanding Expressions Tool**
Activities, worksheets, & memory tool for describing
- Vocabulary comprehension
- Defining and describing
- Making associations
- Stating functions of objects
- Categorization
- Similarities and differences...

www.expandingexpression.com

*But be sure to go past the “parts” to the communicative whole*

**Primary Grades**

**Mid Elementary Grades**

**Writing with Purpose**
- Communicative activities
  - Description
  1. Guess the Object
  2. Describe Self for Job Interview
  3. Lost Backpack Notice
  4. Pet Wanted Ad
  5. Car Purchase
- Procedure & Comparison
- Explicit att to discourse parts & organization
- Structural & interactional scaffolds
My Version of Guess The Object

Do orally with recording and brief notes
1. Start with array of very different objects (e.g., apple, flower, pen)
2. Examine objects, generate descriptors & categories
3. Hide objects in a bag and reach in to hold one
4. Describe object for others to guess
5. Identify descriptors, review what (not) helpful
6. Repeat with progressively more similar objects and evaluate how effective descriptions change

“Sense”able Description Schematic
1. Sounds like...
2. Tastes like...
3. Smells like...
4. Looks like...
5. Feels like...
6. Used for...
7. In group...

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Utah State University

Van Riper Speaker Series
Western Michigan University
Kalamazoo, October, 2018
Contextualized Skill Expository Tx


