Expressive Language Interventions
Communicating and producing ideas orally and in writing

**Develop oral presentation skills** – Help students strengthen oral presentation skills through staging and using support as needed.

1. Teach students to follow a step-wise approach to oral presentations: 1.) select topic, brainstorm, and collect data 2.) plan: identify audience, organize ideas, develop concept map 3.) write an outline or draft 4.) tape record a draft 5.) listen and make revisions and editorial notes on the draft 6.) re-record and practice in front of an audience.
2. Provide a safe environment in which students can develop skills. (e.g. do not grade all of the students’ presentations, but consider them an exercise in skill development.)
3. Teach students to use posters and models as visual aides to serve as prompts or cues during presentations.
4. Incorporate oral recitation activities, such as poetry readings and play readings to help students build expressive fluency and presence. Don’t put students on the spot or in uncomfortable positions but do encourage them to challenge themselves.

**Build organizational skills** – Help students enhance performance by teaching better organization or oral and written expression, materials, and time.

1. Teach guidelines for brainstorming activities and prompting when needed. Students with language problems often have difficulty with open-ended brainstorming and require a jump-start to get going.
2. Have students arrange sentences or paragraphs in logical, sequential order.
3. Instruct students in topic elaboration as well as summarizing. Have them practice identifying situations in which more or less elaboration would be effective.
4. Use content area textbooks to accentuate the similarities and differences in the organization of text. Ask students to practice note-taking and semantic mapping techniques that best fit different organizational patterns.
5. Teach the different elements that are commonly used in narrative and expository writing and their organizational structures (e.g. theme, plot, sequence of events, cause/effect, question/answer, temporal sequence, and definition/example). Encourage students to locate samples and practice using each type in writing.
6. Teach students to create think sheets and planning outlines for writing stories and reports. To help them organize information as a prewriting activity, teach students to create comparison charts and sequence charts.
7. Teach guidelines for breaking down the writing process into series of manageable steps. Have students focus on separate stages of the writing process that are the weakest for them.
8. Provide opportunities for non-graded written expression of various types: narratives, essays, journals, explanations, and summaries.
9. Demonstrate oral presentation skills and give students regular practice in oral reporting. Provide students with guidance on how to prepare for and give an oral presentation.
10. Ask students to explain the steps or a procedure orally and in writing. Teach students how to make a flowchart that breaks down a procedure into its component parts.

11. Provide students with sample formats for note taking. Teach students how to use specific strategies to guide in the important steps in reading, writing, and studying.

12. Teach students how to develop their own guided reading questions, which are incorporated into their notes.

13. Teach students to create an outline of a passage and write a composition from a provided outline.

14. Incorporate different types of essay questions and key words (e.g. compare/contrast, trace the development, describe, discuss, definition/example). Give students examples of how responses could be organized and have them practice responding to each kind.

15. Help students follow through with direction by providing a structured means of keeping organized and keeping up with demands, such as an assignment book. Assignment books should be checked regularly either by a parent, teacher, or peer partner. Give students a simple system for keeping track of assignments by recording or checking off. Provide written reminders for students to complete daily tasks, such as bringing materials to class.

16. Teach students in efficient time management. This may relate to managing a schedule of work and recreation, planning the timeline of a school project, or accurately estimating the amount of time it will take to do an assignment. Encourage students to use charts to keep track of time estimation and time completion.

**Build problem-solving skills** – Help students enhance oral and written expression by teaching systematic and strategic problem-solving skills.

1. Promote step wisdom by teaching students how to complete complex tasks or problems using a sequence of steps as opposed to trying to do it all at once.

2. Teach students how to break a writing project down into manageable steps using a checklist or goal sheet.

3. Teach students specific strategies to help guide their problem solving, writing, and studying.

4. Teach students to develop a template for problem solving that may be applied across tasks and across domains (e.g. schoolwork, social situations, personal decisions). The template should include a description of the problem, an estimation of effort and time required, an estimation as to whether it can be solved alone, the familiarities of the problem, the order of steps to solve the problem, and the strategies that can be used.

5. Teach self-monitoring, quality control, and strategy shift. Provides students with checklists, written reminders, and verbal cues to facilitate their success in learning alternative strategies.

6. Teach the dimensions of self-observation across domains (e.g. in terms of production: rate, quantity, quality, and originality), self-judgment (e.g. Is it any good?), and self-reaction (e.g. What to do if something happens).
**Staging of written projects** – Provide students with guided practice in breaking the writing process down into a series of manageable steps.

1. Provide a checklist or goal sheet that students can follow. The steps may need to be clearly defined.
2. Provide explicit and corrective feedback at every step of the process.

**Intervene on motor skills impacting output** – Enhance students’ ability to express themselves by addressing areas of difficulty with graphomotor skills, motor skills used to form letters.

1. Provide opportunities for students to develop motor skills through activities that stress collaboration instead of competition.
2. Allow students with motor difficulties to take an active role in small group language activities by being coordinators/managers.