

CARTWHEEL: Evidence in Action

Reviews the evidence supporting the Program

The ability to understand and use wh-questions significantly impacts a student’s ability to succeed academically and later in adulthood (Conti-Ramsden, 2008; Law et al., 2009).

Evidence	Expression in Program
Target Wh-questions in the same developmental order that typically developing children display, because there is no research to suggest that children with DLD comprehend Wh-questions in a different order (Cadette et al., 2016).	Question types are targeted in order of development.
Be aware of how syntactic structures and length of the question may impact the child’s performance (Ebbels, 2007; van der Lely, 1998).	Lessons target questions using simple and short structure and increase in length and complexity within question types.
Explicitly teach the parts of speech associated with each question type, as well as how syntactic movement may influence the correct answer, using visual symbols (Ebbels & van der Lely, 2007).	Lessons teach parts of speech using unique colors and symbols to aid the learning process.

Evidence-based Program Use
Start with the question type that matches the student’s level and proceed in order from there to follow the developmental trajectory.
Begin instruction with short, simple questions and gradually increase complexity.
Explicitly teach the parts of speech associated with each question type.

The principles in the evidence used to create this Program can be used across a variety of therapy sessions. Strategies for learning parts of speech such as using visual symbols can be incorporated into other areas where students may need support to learn abstract concepts. Gradually increasing the complexity of a skill or task can help a student progress through learning without missing concepts.