

High FIVE: Evidence in Action

Reviews the evidence supporting the Program

Comprehension therapy is prevalent in speech therapy, as 28% of the students receiving speech therapy receive comprehension therapy (Mullen, Robert, and Tracy Schooling, 2010). An important part of comprehension is following verbal instructions, and to do this students need a thorough understanding of concepts and the ability to process and retain auditory information (Stuckey and Loraine, 2009).

Evidence	Expression in Program
Repetition and visualization promotes progress in students targeting following direction skills (Gill, Cynthia B., et al, 2003).	Repetition and visualization strategies are included in the skill instructions and during feedback.
Paraphrasing supports improvement in remembering and following increasingly longer directions. Direct imitation promotes progress for students with difficulty acquiring information using learning patterns (Connell, Phil J., 1987).	Paraphrasing and direct imitation strategies are included in the skill instruction.
Acoustically modified speech is not used in the program because it has been shown not to improve comprehension (Bishop, Dorothy VM, Caroline V. Adams, and Stuart Rosen, 2006).	No acoustically modified speech is used in the program.
Complexity should increase from the most basic to the most complex directions (Morris, Paul, 2009; Stuckey and Loraine, 2009).	Complexity increases with one-step-directions to two-step directions. Within these directions, complexity increases by incorporating additional concepts and numbers of modifiers.

Evidence-based Program Use
Use the strategies detailed in the skill instruction with your students.
Do not use modified (e.g., slowed down or sped up speech) when practicing following directions.
Use the screener to start your student at their level and add more complex elements.

The principles in the evidence used to create this Program can be used across a variety of therapy sessions. Strategies for following directions (e.g., repetition, visualization, paraphrasing and direct imitation) can be incorporated into other areas where students may need to support memory, for example, paraphrasing the definition of a word. Gradually increasing the complexity of a skill or task can help a student progress through learning without missing concepts.