

Evidence in Action

Reviews the evidence supporting the Program

Children with language delays or disorders benefit from direct instruction of morphosyntactic conventions, which supports the production and comprehension demands within their classrooms (Arndt, K.B., & Schuele, C.M. 2013). Explicit instruction with respect to the parts of morphology (e.g., base words, prefixes, and suffixes) is integral to morphosyntax intervention as a whole.

Evidence	Expression in Program
Educators need to utilize interactive read-aloud of narrative and informational text that include vocabulary terms focusing on prefixes, suffixes, roots, and bases (Jack, A. 2015).	Target-loaded stories provide the context for teaching base words and affixes in each section.
Teach the underlying morphological knowledge needed in two ways - both explicitly and in context (Kieffer, M. J., & Lesaux, N. K. 2007).	Base words and affixes are presented in the context of a story, explicitly taught individually, and then explicitly taught in combination.
Present different nuances of a word in order to help students build a general understanding of the meaning that can be applied to new contexts (McKeown, M. G. 2019).	Target words and affixes are taught separately and then combined to show how the combination affects the meaning.

Evidence-based Program Use
Begin each lesson with the story to provide context for the base words and affixes.
Leverage the skill instruction to explicitly teach base word and affix meanings.
Teach the meanings of the affixes separately before prompting students to combine them with the base words.

The principles in the evidence used to create this Program can be used across a variety of therapy sessions. Using short narratives to teach morphology helps provide context for students. Similarly, explicitly teaching the meaning of base words and affixes separately provides students with a general understanding of the words that they can apply to broader contexts.