

## 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 (Barako Arndt, K & Schuele, C. M. 2013). Explicit instruction with respect to the parts of speech (e.g., nouns, verbs, etc.) is integral to morphosyntax intervention as a whole.

Evidence	Expression in Program
According to the Procedural Deficit Hypothesis (PDH), which hypothesizes that many children with language disorders have a deficit in procedural memory, the most effective interventions should explicitly teach the rules of language using visual support (Ebbels, S. H., Maric, M., Murphy, A., & Turner, G. 2014).	Explicit instruction is provided through visual symbols and the methodology of shape coding.
Addressing complex syntax in treatment will help elementary school children with not only oral expression, but also written expression, and might even boost listening and reading comprehension (Barako Arndt, K & Schuele, C. M. 2013).	Students receive explicit instruction regarding the types and functions of increasingly complex parts of speech.
For elementary students receiving speech/language services, the five most common targets were regular and irregular past tense, pronouns, plural-s, expanding utterances, and present progressive verbs (Finestack and Satterlund, 2018).	Explicit instruction is provided regarding pronouns (e.g., objective pronouns, subjective pronouns, possessive pronouns, etc.) and verbs (e.g., regular, irregular, past tense).

Evidence-based Program Use
Introduce the shape coding color for each part of speech as presented in the skill instruction.
Leverage the skill instruction to explicitly teach parts of speech.
Integrate parts of speech lessons with other syntax and morphology lessons that target the same concepts (e.g., Concrete Nouns, with lessons for plural-s in MAPS (Morphological Affixes - Prefixes and Suffixes)).

The principles in the evidence used to create this Program can be used across a variety of therapy sessions. Using visual supports to teach parts of speech helps students with language disorders leverage their strengths. Similarly, explicitly teaching the functions of different parts of speech as part of a comprehensive morphosyntax intervention may help with oral as well as written expression.