

REV: Evidence in Action

Reviews the evidence supporting the Program

Children with language delays or disorders frequently require direct support to acquire vocabulary, as well as to acquire the language and academic skills surrounding vocabulary development in general, including, recognizing and using context clues, using new words in various contexts, describing words and concepts (Steele & Mills, 2011). As expressive vocabulary skills are a predictor of future reading ability (Scarborough, H. S., 1998), it is important to support vocabulary acquisition and development as early as possible.

Evidence	Expression in Program
Children with DLD required more exposures to learn a set of novel words as effectively as their same-age peers (Alt, 2011; Gray, 2004; McGregor et al., 2013).	Words are presented with multiple exposures in a variety of contexts.
A thematic instructional model, which could accommodate different learning styles and reading abilities was more effective than conventional instruction. (Nurlaela L., Samani M., Asto I. G. P., Wibawa S. C., 2018)	Thematic instruction is incorporated with words, pictures, exercises and stories connected to an overarching theme.
Confrontation naming (i.e., expressive vocabulary) is one of the best early predictors of later reading success or difficulty. (Scarborough, H. S., 1998)	Expressive item naming and expressive definition activities provide practice for confrontational naming.

Evidence-based Program Use
Use all the available activities within each lesson to obtain maximum exposure to target words.
Start with the story at the beginning of each lesson and tie the target words back to the story throughout the lesson.
Use the expressive language activities in each lesson to target expressive vocabulary skills.

The principles in the evidence used to create this Program can be used across a variety of therapy sessions. Presenting students with multiple opportunities to interact with the same words can support students learning new vocabulary. Similarly, giving students the opportunity to deliver their answers receptively as well as expressively allows them to develop a greater depth of word knowledge.