

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 syntactic structures is integral to morphosyntax intervention as a whole.

Evidence	Expression in Program
Balthazar and Scott (2023) identified three reasons for specifically targeting sentence structure. First, complex syntax is necessary for communicating complex ideas. Second, complex sentences are harder to comprehend regardless of modality (i.e., listening, reading, etc.). Thirdly, oral and written material in mid-elementary through secondary school contain progressively more complex sentence structure.	Targets were specifically chosen to teach students the increasingly complex syntactic structures they will encounter as they develop their language skills.
According to the Procedural Deficit Hypothesis, 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 color and form marking.
Auditory bombardment allows learners to increase their exposure to new concepts, as well as to reactivate and update their memory for the target concepts. When used at the beginning of a session, auditory bombardment may function as structural priming, or modeling, to support a student's productions later in the session (Finestack et al., 2023).	Video stories placed at the beginning of each lesson use auditory bombardment to expose students to the target structures multiple times before active practice. This primes students for later productions of the target structures.

Evidence-based Program Use
Teach complex sentence structure to support text comprehension for students with general comprehension goals.
Introduce the color and form marking element for each syntactic structure as presented in the skill instruction.
Show the story video to the student at the start of the lesson.

The principles in the evidence used to create this Program can be used across a variety of therapy sessions. Explicitly teaching complex sentence structure as part of a comprehensive morphosyntax intervention may help with oral as well as written expression. Using visual supports to teach parts of speech helps students with language disorders leverage their strengths. Similarly, using an auditory bombardment exercise that exposes students to multiple examples of the target syntactic structure at the beginning of the lesson may prime students to correctly use the structures later in the lesson.