

DOES VIDEO-BASED INTERVENTION IMPROVE VOCABULARY SKILLS FOR CHILDREN WITH DLD?

A GUIDE FOR THE SLP

Traditional vocabulary instruction



Providing a definition, with little variation in context

CHALLENGES FOR CHILDREN WITH DLD



- Learning new words incidentally by only overhearing them
- Acquiring new words after only a few exposures

Explicit instruction increased word learning even when presented through video.

★ EXPLICIT INSTRUCTION INCLUDES ★

Spelling the word

Sounding out syllable by syllable

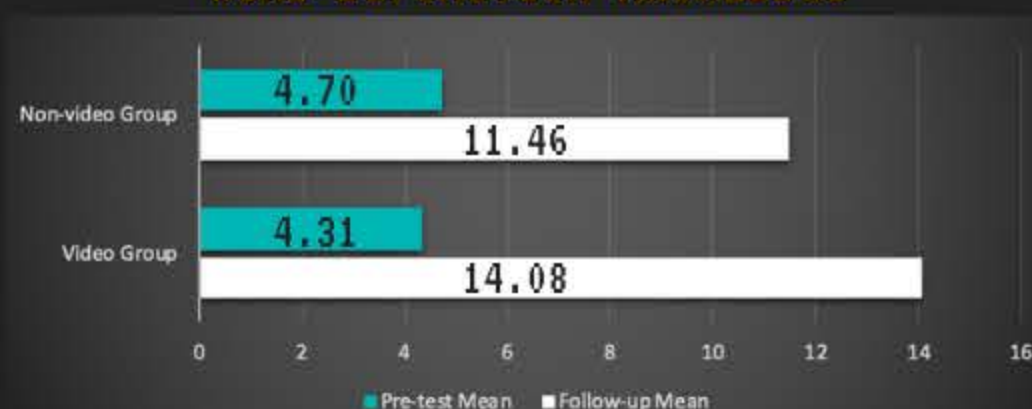
Saying the word

Using a child-friendly definition

Interacting with the word in various contexts

Children who received video-based vocabulary intervention outperformed children who received traditional vocabulary intervention on word meaning acquisition when pre-test assessment was compared to follow-up assessment

WORD DEFINITION KNOWLEDGE



References:
Johnson, G., Gersten, R., & Carnine, D. (1987). Effects of instructional design variables on vocabulary acquisition of LD students: A study of computer-assisted instruction. *Journal of Learning Disabilities*, 20(4), 206-213. <https://doi.org/10.1177/002221948702600402>
Lowman, J. J., & Dressler, E. V. (2016). Effects of Explicit Vocabulary Videos Delivered Through iPods on Students With Language Impairments. 31(4), 195-206. <https://doi.org/10.1177/0162643416673914>
Kin, J. F., & Rieth, M. (2001). Video-Assisted Vocabulary Instruction for Elementary School Students with Learning Disabilities. *Information Technology in Childhood Education Annual*, 2001(1), 97-103.



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