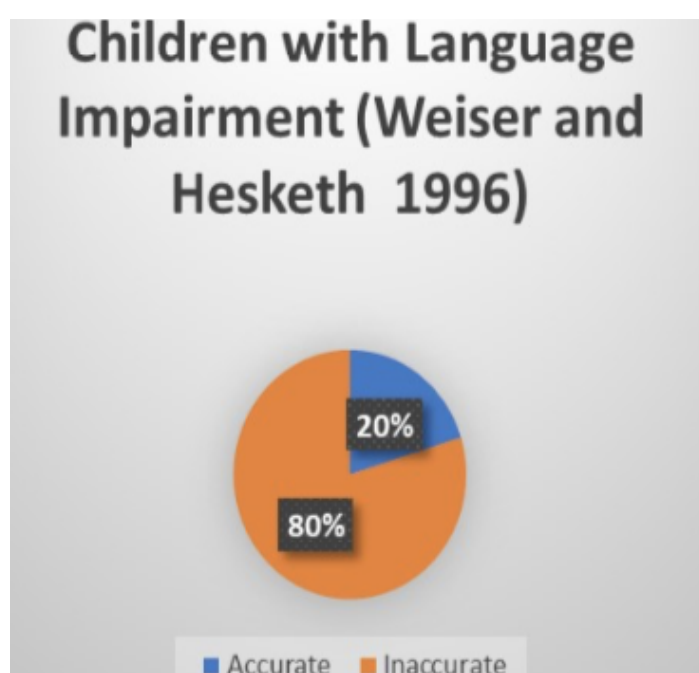
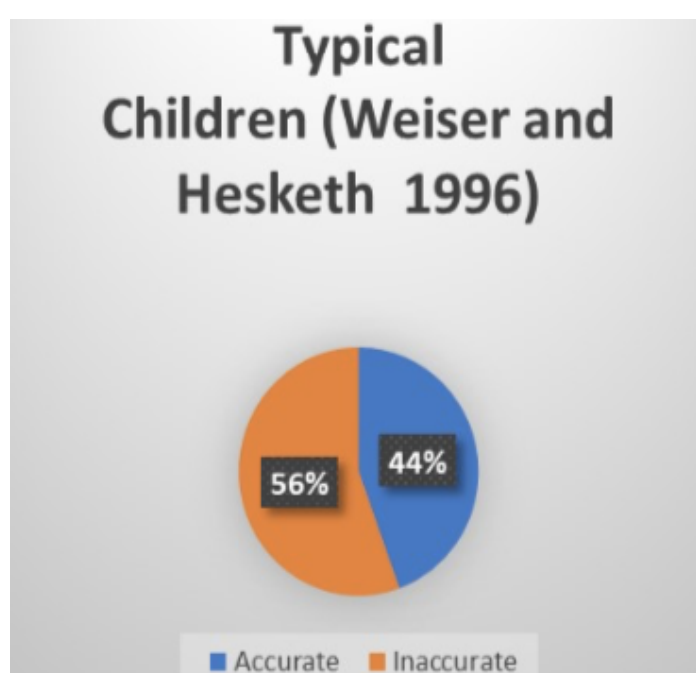


VOCABULARY INTERVENTION FOR SCHOOL AGE CHILDREN

Nicholas Chiasson & Lindsay Reiner

When presented with novel words, children with language impairment were less than half as accurate as their typical peers at learning new lexical items (Weiser and Hesketh 1996).

Acquisition of academic vocabulary is critical for academic success!



Where to intervene

Interventions can be effectively administered in:

- whole classrooms
- small group
- individual sessions

When to intervene

- Effective interventions have been delivered to children from ages 7-17.
- No school age child is "too old" to benefit from explicit vocabulary instruction.

How to intervene

- Provide multiple examples
- Explain the multiple meanings
- Ask "*What other words sound similar to it?*"
- Drawing attention to both roots and any derivation affixes like *un-*, *re-*, or *-ism?*

What words to target?

- Tier-Two academic vocabulary are the best targets for increasing broad comprehension goals.
- For interventions delivered in whole class settings, tier-three vocabulary specific to the subject (math, astronomy) are appropriate.

References

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