### Interventions

- Provide appropriate models with *slight emphasis* on targeted morphological (i.e. cats & dogs) or syntactical (i.e. They *are* walking.) skills
- Use grade level writing process strategies to encourage student to review and make revisions to morphology/syntax in written language activities
- Provide appropriate models to encourage expanded and correct sentence structure use during play, circle time, song- or literature-based activities
- Use pattern books with repeating lines to demonstrate and encourage use of appropriate word order, grammar, and expanded sentence use
- Expose student to early writing skills through group language experience stories (i.e. *The Targeted Writing Project*), dictating sentences about the student’s drawings, writing journals, or other written expression activities appropriate to grade equivalent expectations
- Use thematic instruction to develop semantic skills by saturating learning across all activities to help the student make meaningful connections
- Use alternate strategies to ascertain comprehension of concepts or vocabulary introduced, such as: yes/no questioning (Is this the ____?) or pointing to pictures, given a choice of several (Point to ____.)
- Encourage family/student participation in community library programs, museum programs, parent trainings, school assemblies, etc.
- Use *Expanding Expression Toolkit* to enrich semantic development

### Accommodations

- Use preferential seating
- Increase use of visual, tactile, auditory or verbal cueing strategies
- Teach the student skills appropriate to his/her measured academic level, if performing below grade level expectations

### Next Step

- Counsel parents that students with limited exposure to semantic development within their home environments will need *more intense exposure* in the school and community to make meaningful connections
- Refer to Speech & Language Pathologist for screening, if delays in morphology, syntax or semantics are suspected
- Referral to Title I Teacher or Response to Intervention Specialists may be appropriate
- Refer to IEP Team for assessment, if significant delays are noted in Reading, Spelling and/or Written Expression Skills