A Metalinguistic Approach for School-Based Speech and Language Interventions

Maris Krekelberg, Megan Larson, Vanessa Ziehme
Gayle Holte, MS and Vicki Samelson, PhD, Department of Communication Sciences and Disorders
University of Wisconsin-Eau Claire  Eau Claire, Wisconsin
Speech-Language Pathologist Collaborators:
Jackie Kaanta, MS; Kelly Muller, MS CCC-SLP; Alyssa Wojtyna, MS CCC-SLP

Clinical Challenge

- Students on Speech-Language Pathologists’ (SLP) caseloads struggle with the development of metalinguistic awareness to support generalization of newly learned speech-language skills to classroom and home environments.

Background

- Pilot study: SLPs embedded metalinguistic intervention approach into therapy sessions
- Why metalinguistic thinking and talk? Positive outcomes, rate of progress, change of mindset, generalization
- Practice-based research, not laboratory research: Collaboration with SLPs in public schools
- Students on SLP’s caseloads have challenges generalizing newly acquired skills to other settings/schools
- Practice mindset, generalization

Study Aims

- Explore the capacity to which elementary-age students could integrate a metalinguistic mindset into their speech-language sessions
- Describe the process of an SLP-Researcher collaborative project

Intervention Protocol

**Pre-Intervention**
- SLP and student develop goals and strategies together
- Think about what sessions will look like. Who is responsible for what?

**Intervention**
- Think Alouds and Interviews recorded at three time points
- Interview: Why do you come to see me? Have you ever set a goal? What is a strategy?...
- Think Aloud: What is your goal for today? Why is this your goal? How will you meet that goal today? Identify strategies and what success looks like for the goal.
- Maintain record of progress monitoring data

Methods: Single-Subject Design

- SLP records Think Alouds and Interviews
- Transcript audio
- Reliability=92%
- Qualitative Coding
- Consensus Coding by Research Team

SLP Focus Group Themes

- Theories: Restricting
- Direct Instruction
- Executive Functions: Adjustments
- Ownership
- Visuals: Group Dynamics
- Parent-Teacher Buy-In
- Language-BASED DIFFICULTIES: Routine
- Monitoring Student Progress: Confidence Building
- Student Involvement: Effort vs. Performance

Future Directions

- Explore why students who have lower spoken language skills have lower meta thinking and talk
- Student’s mindset and awareness of goals and the strategies needed to reach those goals

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**Coding Scale**

- Therapy intervention (Off-Track)
- Intellectual (Not Enough Context)
- Unintelligible
- Minimal Response
- Superficial Response
- Some Insight Response
- Deep-Thinking Response

**KEY**

- Non-Metalinguistic
- Metalinguistic