

**This research shows that more therapy is not related to greater language gains. Results suggest that therapy provided via low frequency and high dose or high frequency and low dose is related to the greatest gains.**

The first step to implementation is identifying your starting point. Consider which students are not making adequate progress. Gather data on the frequency of sessions and the amount of time spent on language goals.

After students have been identified and baseline data collected, implementation can begin. The example therapy plans below demonstrate how to incorporate the study findings into a common therapy schedule: 30 minutes, 1-2 times per week. The example group has 3 students with the following goals: Student A- narrative, past tense verbs, L/L-blends; Student B- narrative, synonyms, antonyms, Tier 2 vocabulary; Student C- past tense verbs, prepositions, WH questions, S/Z.

After trialing an intensity plan over one grading period, gather data again on frequency, dose and progress made. Given this data, continue therapy using the intensity plan trialed, trial another intensity plan, or share your data with the ARD committee and modify the schedule of services to align with what worked for that child. This may include less frequent, longer sessions or more frequent, shorter sessions (e.g., 40 minutes every other week, 4 times per week for 5 minutes).

### EXAMPLE PLAN: HIGH DOSE/LOW FREQUENCY

Month	Goal/s targeted <i>Note: Each language goal is specifically targeted 1-2 times per month.</i>	Activity using any classroom text
Session 1	20 mins targeting past tense and prepositions from the text (model, imitation, cloze, identify, write, etc.), 5-10 minutes targeting articulation words from text	Book walk
Session 2	20 minutes targeting narrative elements of the text while reading, 5-10 minutes targeting articulation words from text	Shared reading
Session 3	20 minutes targeting vocabulary from the text (context clues, word webs, morphological awareness, etc.), 5-10 minutes targeting articulation words from text	Vocabulary from the text
Session 4	20 minutes targeting WH questions from the text, 5-10 minutes targeting articulation words from text	WH questions from the text
Session 5	25-30 minutes text retell or generation using your previous syntax, vocabulary, narrative, and articulation targets using story creation apps, cartooning, storyboards, etc.	Text retell or generation
Session 6	20 mins hands-on activity embedding language targets, 5-10 minutes targeting articulation	Hands on activity related to text (craft/experiment/project)

### EXAMPLE PLAN: LOW DOSE/HIGH FREQUENCY

Month	Goal/s targeted <i>Note: Every language goal is addressed every session.</i>	Activity
Sessions 1-6	Prepare materials targeting each goal: past tense verbs, prepositions, narrative language, synonyms, antonyms, Tier 2 words, <u>Wh</u> questions, L/L-blends, and S/Z.  SLP works with each student individually targeting goals (2-5 minutes per goal).  When not working with SLP, students work independently at therapy stations.	Independent therapy stations: drill cards, worksheets, games, boom cards, apps, etc. using classroom themes and texts when possible