

Summary Form: Discourse

Student Name: _____

Date: _____

Note: Only administer sections relevant to your specific student's needs. This summary form can help to guide programming.

<p>Information - What is this task assessing? These tasks assess the student's knowledge of, and ability to use, the key elements of discourse in oral language.</p>	<p>These tasks address oral language skills in three broad types of discourse: narrative (story telling) language skills, opinion, and expository (informative) language skills. Typically, narrative discourse skills develop prior to expository discourse skills.</p>	
<p>Section A: Student Performance – use table on reverse side to capture student performance</p>		
<p>Section B: Prompts, Supports, Accommodations – use this table to summarize helpful strategies</p>		
<p>List prompts or supports attempted or trialed</p>	<p>Effective (E) Sometimes Effective (S) Not Effective (N)</p>	<p>Notes</p>
<p>Accommodation(s) that may be helpful for this student (e.g., for intervention, in the classroom, in general, etc.):</p>		
<p>Section C: Next Steps (where to go from here) For the areas the student has difficulty with, try:</p> <ul style="list-style-type: none"> ● Using talk throughs together with think-alouds as you discuss the task. ● Identify key words and compile key word lists for practice (these lists could also be sent home with the student). ● Explicitly teach the elements for inclusion (e.g., for narrative, teach the macrostructure elements; for expository, teach elements such as description, sequence of use, alternative options, etc.). ● Practice retelling parts of the story, gradually increasing the demand until the student is able to retell the whole story. <p>Note: use the supports considered effective in <i>Section B</i></p>		
<p>Section D: Sample IEP Statements <i>Note: Be sure to adapt these sample statements to be appropriate for your specific student, their goal(s), and the practices of your specific school board.</i></p> <p><u>Sample Statement #1:</u> The student will increase the use of appropriate classroom discourse skills to tell a narrative story using the complete (macrostructure) elements of a story.</p> <p><u>Sample Statement #2:</u> The student will increase the use of appropriate classroom discourse skills to verbally present expository information about an object/sport, including factual information, explanations, and clarifications.</p>		

Section A: Student Performance

Indicate the discourse skills that were targeted with the student, and whether this was an area of strength or challenge for the student. Include any relevant notes (e.g., prompts used, observations, etc.).

Discourse		Area of Strength	Area of Challenge	Notes
Narrative (Macrostructure Elements)	Characters			
	Setting			
	Problem			
	Feelings			
	Plan			
	Actions			
	Resolution			
	Other			
Expository and/or Opinion	Use of Specific Vocabulary			
	Relevant Details Included (note any missing)			
	Listener Understands			
	Other			