DOES VIDEO-BASED INTERVENTION IMPROVE VOCABULARY SKILLS FOR CHILDREN WITH DLD?
A GUIDE FOR THE SLP

Traditional vocabulary instruction

Providing a definition, with little variation in context

CHALLENGES FOR CHILDREN WITH DLD

- Learning new words incidentally by only overhearing them
- Acquiring new words after only a few exposures

Explicit instruction increased word learning even when presented through video.

EXPLICIT INSTRUCTION INCLUDES

- Spelling the word
- Sounding out syllable by syllable
- Saying the word
- Using a child-friendly definition

Interacting with the word in various contexts

Children who received video-based vocabulary intervention outperformed children who received traditional vocabulary intervention on word meaning acquisition when pre-test assessment was compared to follow-up assessment

WORD DEFINITION KNOWLEDGE

<table>
<thead>
<tr>
<th></th>
<th>Pre-test Mean</th>
<th>Follow-up Mean</th>
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</thead>
<tbody>
<tr>
<td>Non-video Group</td>
<td>4.70</td>
<td>11.46</td>
</tr>
<tr>
<td>Video Group</td>
<td>4.31</td>
<td>14.08</td>
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</tbody>
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References: