Evidence-Based Activities for Academic Success
Judy K. Montgomery, PhD

- Spanning the needs of general and special educators
- Connecting research to practice
- Linking intervention to curriculum standards

Judy K. Montgomery, PhD, Professor of Special Education and Literacy at Chapman University in Orange, California, has more than two decades of experience as a speech–language pathologist, school principal, and director of special education in California public schools. She has contributed to a variety of committees for the American Speech-Language–Hearing Association (ASHA), in addition to serving as California state representative to the ASHA Legislative Council and vice president of ASHA’s Executive Board. In 1995, Dr. Montgomery served as ASHA’s president, one of only three ASHA presidents to come from the public school setting. In 2004–2005, she served as president of the Division for Communicative Disabilities and Deafness of the Council for Exceptional Children (CEC). She is currently chair of the Scientific and Professional Education Board of ASHA.

Dr. Montgomery’s recent work and publications focus on the practical application of scientifically-based reading and language research for all children. She has written 19 articles and book chapters on effective service delivery for general and special educators, as well as seven books. She is coauthor, with Dr. Maryellen Rooney Moreau, of East Meets West: Using Children’s Books as Clinical Intervention for Language and Reading Disabilities, Volume 1 (2004) and Volume II (2006), both available from Pearson Assessments. With Dr. Barbara Moore-Brown, she cowrote Making a Difference for America’s Children: Speech Language Pathologists in Public Schools (2001), Making a Difference in the Era of Accountability: Update on NCLB and IDEA 2004 (2005), and the START-INTM comprehensive Response to Intervention (RTI) program for reading and language development (2006). She is also author of the Pencil Toward PhonicsTM activity book (2004) and coauthor, with Dr. Nancy Kahn, of What’s Your Story?: Evidence-Based Narrative Strategies for Adolescents (2003).

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Addressing your need for evidence-based vocabulary intervention

The Bridge of Vocabulary introduces a one-of-a-kind tool for vocabulary intervention. Developed with rigorous attention to relevance in every detail, these materials offer a systematic, intensive approach to fostering vocabulary and language growth.

Designed for both general and special education, The Bridge of Vocabulary creates valuable connections in the following ways:

• You can now teach from the same set of materials: general education professionals can focus on grade-level English Language Arts standards, while special education professionals can find evidence-based practices for Individual Education Program (IEP) goals.

• You can link instruction to specific curriculum standards for all 50 states and the District of Columbia.

• You can tie every activity to an evidence-based teaching strategy. This sophisticated approach enables you to meet guidelines set by No Child Left Behind (NCLB) and the Individuals with Disabilities Education Act (IDEA) — which require that evidence-based practices be used to ensure high-quality instruction and intervention.

• You can use The Bridge of Vocabulary with a variety of student populations to help all students succeed as listeners, speakers, readers, and writers — including ELL students, individuals with language and learning disabilities, and typical elementary and secondary students.

Creating a Framework for Success

The Bridge of Vocabulary can be used with individuals at two age levels: from prekindergarteners through adult learners. With this targeted tool, early learners use pictures to help them grasp early vocabulary concepts, elementary students use both oral and written activities, and older learners use reasoningskills to master abstract vocabulary concepts.

The book presents 101 professional-led activities, all of which have been field-tested by classroom teachers and speech-language pathologists. The user-friendly format of the book allows you to quickly locate age-appropriate activities — and to readily find similar activities by topic at a higher or lower age level to adjust for a student’s ability.

Skills and concepts targeted in the activities include:

• Listening, speaking, reading and writing
• Language processing of nouns, verbs, adjectives, and prepositions
• Antonyms and synonyms
• Categorization
• Word parts (prefixes, suffixes, and roots)
• Rhyming
• Sentences
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• Antonyms and synonyms
• Categorization
• Word parts (prefixes, suffixes, and roots)
• Rhyming
• Sentences
• Word play

Every book activity contains:

• Objective statement that provides the learning goal for the student

• Evidence Base statement that specifies how the practice described in the activity links to research

• At-a-glance icons that indicate time required, recommended group size, materials needed, and whether related activities are available on the CD-ROM

• Step-by-step directions for administering the activity

• Answers to the activity questions

• Standards Link that shows how the activity ties to a specific state’s English Language Arts standard or standards-based curriculum framework.
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• You can tie every activity to an evidence-based teaching strategy. This sophisticated approach enables you to meet guidelines set by No Child Left Behind (NCLB) and the Individuals with Disabilities Education Act (IDEA) — which require that evidence-based practices be used to ensure high-quality instruction and intervention.

• You can use The Bridge of Vocabulary with a variety of student populations to help all students succeed as listeners, speakers, readers, and writers — including ELL students, individuals with language and learning disabilities, and typical elementary and secondary students.

The Bridge of Vocabulary provides vignettes that illustrate how general and special education professionals can use specific activities in the book.

For…?” (p. 256) because it taught vocabulary by equating new words with already-familiar words. For…?” (p. 256) because it taught vocabulary by equating new words with already-familiar words. For…?” (p. 256) because it taught vocabulary by equating new words with already-familiar words. For…?” (p. 256) because it taught vocabulary by equating new words with already-familiar words. For…?” (p. 256) because it taught vocabulary by equating new words with already-familiar words. For…?” (p. 256) because it taught vocabulary by equating new words with already-familiar words. For…?” (p. 256) because it taught vocabulary by equating new words with already-familiar words. For…?” (p. 256) because it taught vocabulary by equating new words with already-familiar words. For…?” (p. 256) because it taught vocabulary by equating new words with already-familiar words. For…?” (p. 256) because it taught vocabulary by equating new words with already-familiar words. For…?” (p. 256) because it taught vocabulary by equating new words with already-familiar words.
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program tied to evidence-based research and curriculum standards, and developed for both general and special educators.
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