

Research: The SLANT Strategy

Overview

The SLANT Strategy is used by students to participate in class discussions. During this study, three students with mild disabilities participated in a multiple-baseline across-students design. They received individual instruction in the SLANT Strategy. Two measures were gathered: percentage of time intervals in which a student was using nonverbal participation behaviors, and points earned for active participation in discussions (i.e., volunteering, answering questions). On the latter measure, students could earn up to 12 points for a given verbal response during a discussion.

Results

With regard to percentage of intervals in which the students used nonverbal participation behaviors, during baseline, the students nonverbally participated during baseline an average of 32.39% of the time. After SLANT Strategy instruction, they participated nonverbally an average of 79.48% of the intervals.

With regard to the percentage of points the students earned for active participation behaviors, during baseline, the students earned an average of 6.36 points per discussion. After SLANT Strategy instruction, they earned an average of 46.71 points per discussion. Normal achieving students who did not participate in the SLANT Strategy instruction earned an average of 36.53 points per discussion.

Conclusions

These results indicate that the nonverbal and verbal performance of students with mild disabilities can improve after instruction in the SLANT Strategy. The improvement in each student's case occurred at the onset of the instruction. Their performance after instruction compared favorably with the performance of students without disabilities who did not receive the instruction.

Reference

Ellis, E. S. (1989). A metacognitive intervention for increasing class participation. *Learning Disabilities Focus*, 5(1), 36-46.