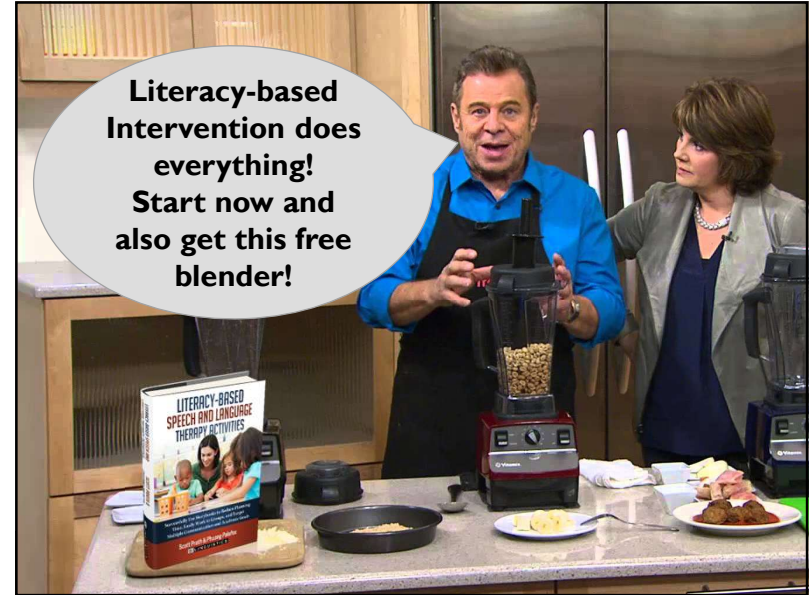




Literacy-Based Speech and Language Therapy Activities



WE WILL COVER:



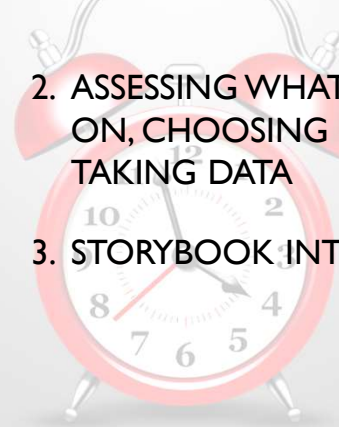
1. WHY USE STORYBOOKS?



2. ASSESSING WHAT TO WORK ON, CHOOSING GOALS, AND TAKING DATA



3. STORYBOOK INTERVENTION



WHY USE STORYBOOKS?

- Shared reading activities
 - Increase development in multiple areas (Doyle & Bramwell, 2006; Debaryshe, 1993; Burner, 1978)
 - Promote language development in children with typical development (Teale & Sulzby, 1986; Westby, 1985) and with language impairments (Gillam & Ukrainetz, 2006)
 - Promote a greater desire to read (Mason & Blanton, 1971)
 - Exposes student to printed materials and positive reading models (Teal, 1984)

Prelinguistic Pizzazz

- Play
- Gestures/Signs
- Joint Attention
- Vocalizations
- Comprehension



WHY USE STORYBOOKS?

Develop Pre-linguistic Skills

- Play
 - Symbolic play predicts comprehension
- Gestures/Signs
 - Bridge to producing language
- Joint Attention
 - Gaze, pointing, showing, directing attention
- Vocalizations
 - Diversity of sound types predicts expressive vocabulary and speech performance
- Comprehension
 - Predicts grammatical complexity and vocabulary

Wait, Wetherby & Shumway, 2006

WHY USE STORYBOOKS?

- By 3rd grade, children add about 3000 vocabulary words per year.
- An average reading program teaches about 400 words per year.

LANGUAGE DISABILITIES AND READING DISABILITIES:

- 40% of preschool children with language impairments develop significant literacy learning difficulties (Aram & Nation, 1980; Rescorla, 2003) even if their delays appear to have been resolved by age 5 (Scarborough, 1990; 2002)
- Approximately 90% of individuals with severe communication impairments experience significant literacy learning difficulties (Koppenhaver & Yoder, 1992).
- Children with oral language impairment are at great risk for reading disabilities (Schuele, 2004)

LANGUAGE DISABILITIES AND READING DISABILITIES:

- Proficient reading requires integrated skills across decoding and comprehension that draw on basic language knowledge (semantics, syntax, and phonology) (Schuele, 2004)
- Emergent literacy weakness apparent prior to formal reading instruction and persist into adolescence and adulthood (schuele, 2004)
- Strengthens other interrelated areas: reading, writing, listening, speaking (Kraayenoord, 2001; Erickson et al, 1997)

Successful readers in first grade have a 20,000 word receptive vocabulary – poor readers have less than 5,000 words.

SLP Take-Aways

At least 12 repetitions of a word are necessary for improving reading comprehension.

Those who know many words and who possess the background knowledge to comprehend what they mean will learn more words and world knowledge later on, while those who know few words in early grades fall further and further behind in later grades.

Hirsch (2006), pp. 34-35



STORYBOOK INTERVENTION

4 KEYS TO SUCCESSFUL LITERACY-BASED INTERVENTION



1. PLANNING FOR INTERVENTION



2. PRE-READING ACTIVITIES



3. BOOK-READING ACTIVITIES



4. POST-READING ACTIVITIES



BOOK SELECTION

- Age-appropriate
- Interesting and relevant
- Related to goals
- Simple
- Good illustrations
- Resources
 - School librarians
 - Classroom teachers
 - Internet

Good Storybooks for Bilingual Intervention				
Level	English Title	Spanish Title	Author/Illustrator	
Preschool through Kindergarten:	Bear on a Bike	Oso en bicicleta	Stella Blackstone/Debbie Harter	
	The Cow that said OINK	La vaca que decía OINK	Bernard Most	
	The Grouchy Lady Bug	La mariposa malhumorada	Eric Carle	
	Brown Bear, Brown Bear	Oso Pardo, Oso pardo/¿Qué ves allí?	Eric Carle/Bill Martin/Teena Miller	
Kindergarten through 2nd grade	We are going on a Bear Hunt	Vamos a cazar un Oso	Michael Rosen/eleon Osenbury	
	Click Clack Moo: Cows that Type	Click Clack Moo: Vacas Escritoras	Doreen Cronin and Betsy Lewin	
	Where the Wild Things Are	Dónde Viven los monstruos	Maurice Sendak	
	Where is Max?	Dónde está Max	Mary Pearson/Samantha Walker	
	Bear on a Bike	Oso en bicicleta	Stella Blackstone/Debbie Harter	
	Where is Max?	Dónde está Max	Mary Pearson/Samantha Walker	
	Where the Wild Things Are	Dónde Viven los monstruos	Maurice Sendak	
	The Giant Turnip	El nablo gigante	Aleksei Tolstoy and Nareh Sharkey	
	Goldilocks and the Three Bears	Ricitos de Oro y los tres osos	Eric Carle/Barbara and Mark Buehler/Span: Valeri Gorbachev	
	The Cow that said OINK	La vaca que decía OINK	Bernard Most	
2 nd through 5th	It Could Have Been Worse	Podría haber sido peor	A. H. Benjamin and Tim Warren	
	Tell Me a Cuento	Cuéntame un story	Joe Hayes	
	Click Clack Moo: Cows that Type	Vacas Escritoras	Doreen Cronin and Betsy Lewin	
	Walter the Farting Dog	Walter el perror pedorero	William Kotzwinkle, Glenn Murray, and Audrey Colman	
	The Giant Turnip	El nablo gigante	Aleksei Tolstoy and Nareh Sharkey	
	Goldilocks and the Three Bears	Ricitos de Oro y los tres osos	Eric Carle/Barbara and Mark Buehler/Span: Valeri Gorbachev	
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BILINGUISTICS Better Speech Therapy

For Parents ▾ For SLPs ▾ For Schools ▾ For EI ▾ About Us ▾

- Free SLP Resources ▾
- Continuing Education Units ▾
- Products
- Workshops & Presentations

- Speech Therapy Materials
- Evaluation Resources
- Goal Bank
- Speech Therapy Referral Forms
- Books For Speech Therapy
- Music for Speech Therapy
- Speech Therapy Mobile Applications (Apps)
- Spanish Translations for IEP/ARD Meetings
- Great SLP Graduate Student Resources
- Communication Disorder Resources for Parents

Best Books for Speech Therapy

We all love storybooks because the benefits to our therapy are unequalled.

- ▶ Storybooks provide an excellent way to keep students engaged while addressing their speech and language goals.
- ▶ Storybooks can be used with all ages and cultures.
- ▶ They can be used to address a wide range of goals, including articulation, semantics, syntax, comprehension, pragmatics, and discourse skills.
- ▶ Clinicians can work at different levels depending on the student's needs.
- ▶ Students generalize skills learned in storybook reading to other settings.
- ▶ Parents can easily become a part of the treatment process at home, which can greatly increase retention of new skills.

But how do we quickly find the best books for speech therapy we can use with our children?

We have created this searchable index of the best books for speech therapy.

ALL ST

SELECTING INTERVENTION ACTIVITIES

- Great Therapy Materials Should:
- provide repetitive structure
 - be able to be used with all ages and cultures
 - address goals across semantics, syntax, comprehension, pragmatics, and discourse
 - decrease preparation time
 - be fun and interesting for students
 - make homework programs more relevant for parents
 - allow for programmatic collection of intervention data
 - apply to academic needs



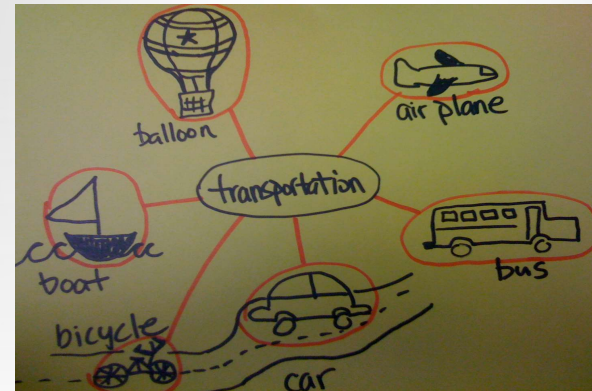
PRE-READING ACTIVITIES

- Semantic mapping/graphic organizers – the adult and students develop a list of words and concepts related to the story and then develop a visual representation or map of how the words and concepts are related to one another (Gillam & Ukrainetz, 2006; Hoggan & Strong, 1994).

Graphic organizer - ex. Bear on a Bike

- Say: “We are going to read about a bear who goes on an adventure. On his adventure, he uses different types of transportation.”

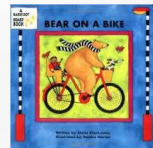
GRAPHIC ORGANIZER EX. BEAR ON A BIKE



PRE-READING ACTIVITIES

- Pre-reading discussion – Pre-reading questions are designed to tie the students’ knowledge and ideas from the graphic organizer to the concepts in the book.

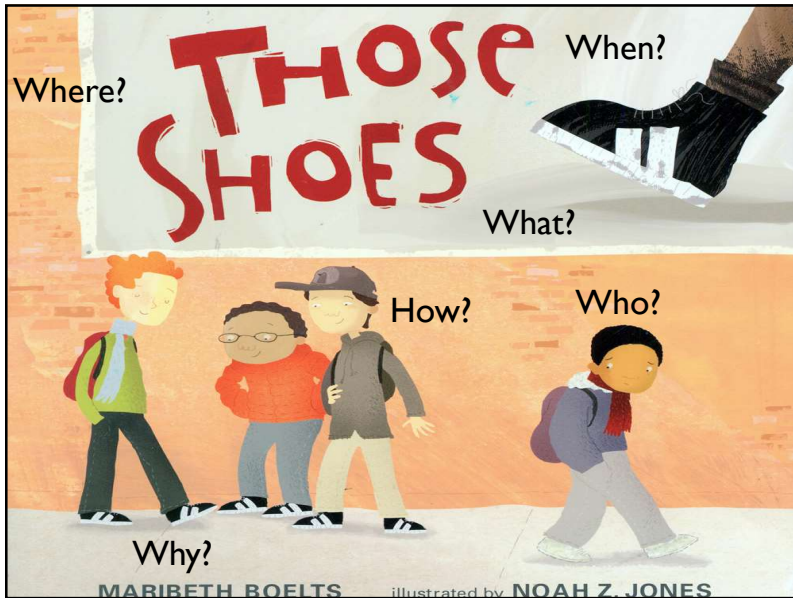
Ex. Bear on a Bike



- Ask:
 - What are ways we get from one place to another?
 - How do you get to school?
 - How do others get to school?
 - What do you use to travel in your neighborhood?
 - What do you use to travel in the water?

PRE-READING ACTIVITIES

- Illustration discussion – The student creates a story using illustrations from the selected book. Scaffolding techniques may be used to facilitate higher semantic and syntactic complexity. Several templates that can be used during this activity are included.



INTRODUCE NEW VOCABULARY

THOSE SHOES

MARIBETH BOELTS illustrated by NOAH Z. JONES

- Name
- Category/Group
- Size
- Color
- Texture
- Parts
- Sound



BOOK-READING ACTIVITIES

SCAFFOLDING TECHNIQUES

Print reference

- The educator references a target from the book by pointing or commenting.

Cloze procedures

- The educator provides the first part of an utterance and the student completes the thought. The educator expands on an utterance provided by the student using the grammar and vocabulary targets.

Comprehension questions

- The educator asks the student a question targeting an appropriate level of complexity for the student.

Binary choice

- The educator offers the student two choices of responses.

Modeling

- The educator models the target structure for the student.



LET'S START BY DEFINING ROBUST



Robust means that a child tells a:

- ✓ 4 part story
- ✓ In the right sequence/order
- ✓ Using cohesive elements (first, then, after, at the end)
- ✓ Answering 4 questions for each part (who, what, where, when)

That's a 16 part correctly ordered story with all needed information! Boom!!!!

HERE ARE THE STEPS

- 1) Draw four pictures related to the story.
- 2) Write the words FIRST - THEN - AFTER - THE END under each square.
- 3) Write what the young child says or have them write a sentence.
- 4) Use colors to circle identify WHO WHAT WHEN WHERE for each quadrant.
- 5) Ask them what they were missing if anything.
- 6) Do this for every square.

1.	2.
3.	4.

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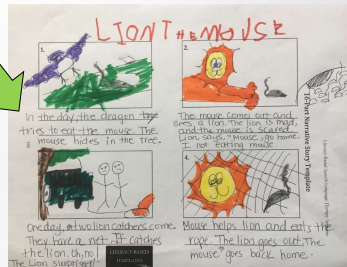
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1.	2.
First	Then
3.	4.
After	At the End

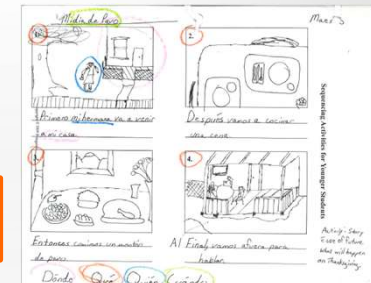
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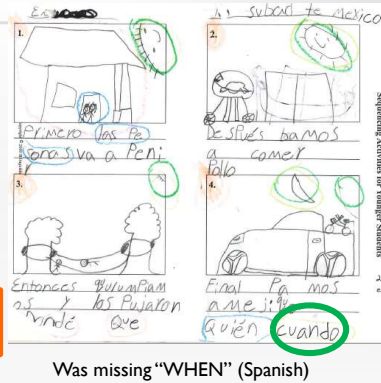
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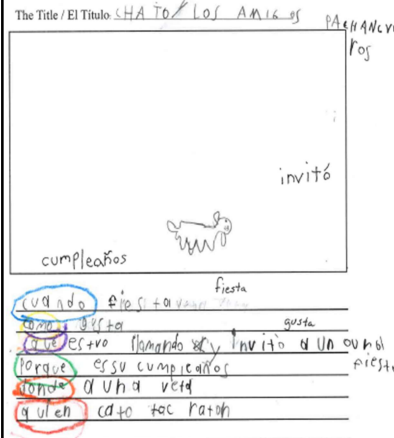
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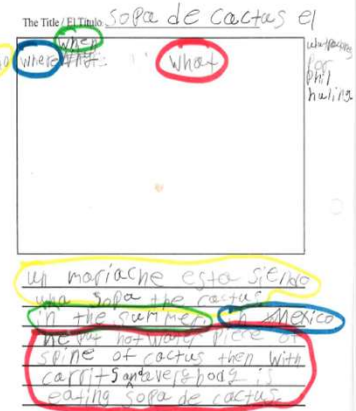
Story Illustration and Writing

This template can be used to draw a picture from the book and write key words or sentences about the story.



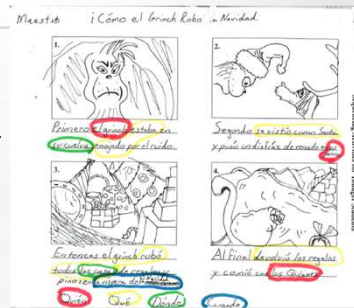
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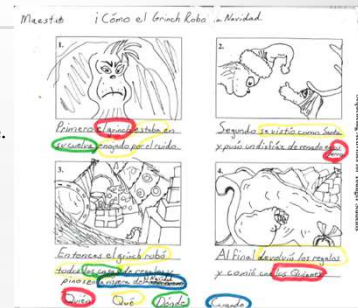


HERE ARE THE STEPS



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- 5) Ask them what they were missing if anything.
- 6) Do this for every square.



HERE ARE THE STEPS









- 6) Do this for every square. **AND DO IT ALONG SIDE THEM!**

beginning	WHO WHAT WHERE
	WHO WHAT WHERE
	WHO WHAT WHERE

¡Los Partes del Cuento!

¿Quién?	¿Qué?
¿Dónde?	¿Cuándo?

How  cómo	When  cuándo	Who  quién
What  qué	Where  dónde	
	Why  porqué	

Name / El Nombre <i>ball / la pelota</i>	Category / El grupo <i>toy / un juguete</i>	Attribute / El atributo <i>is round / es redondo</i>	Function / El uso <i>you can throw / puede tirar</i>
	is / es	that is / que es	can / puede

Sample Articulation Chart

Articulation charts similar to this can easily be created for any book to track a student's articulation productions while answering "wh" questions.

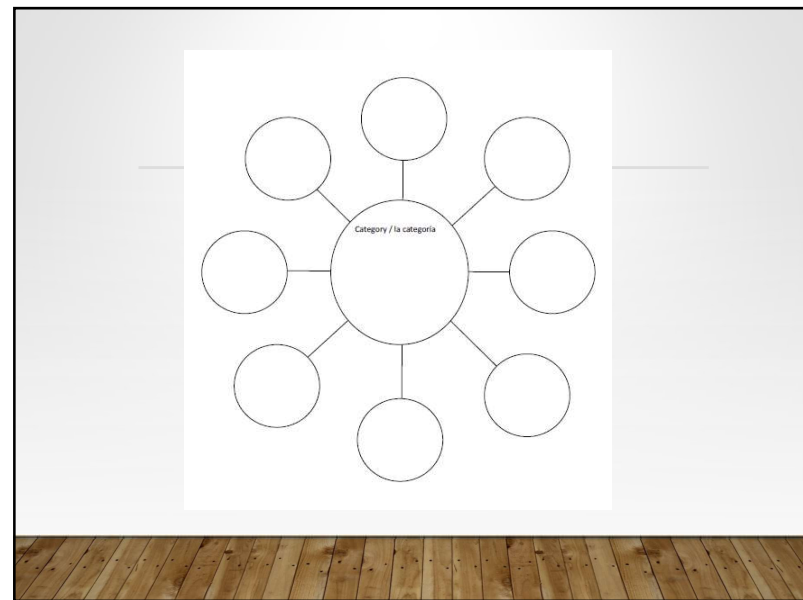
Example:
This articulation chart was created for the book *¡Patria! ¡Patria! ¡Patria!* / *It could have been Winter*, by A. H. Benjamin.

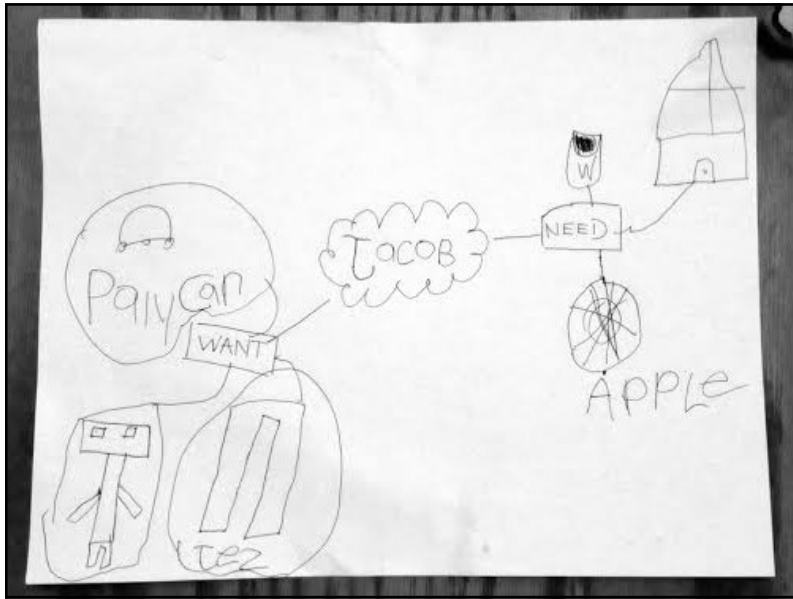
Word	+-	K	G	S	D	N	L	T	R	RR	Y	cluster
Raton												
Cayo												
Suelo												

Word	+-	K	G	S	D	N	L	T	R	RR	Y	cluster

	K Words	G Words
Beginning Sound	Car	Going Giving
Middle Sound	Taco Nickel	Beginning
Ending Sound		Going Grandma

Word	+-	Initial /r/	Initial /l/	Medial /l/	Final /l/	Initial "ch"	Medial "ch"	Final "ch"
letter			x					
love			x					
red	x							
smile					x			
Legoland			x	x				
Disneyland				x				
much								x
long			x					
yellow				x				
Total								





		¿Dónde pasó el cuento?		¿Quién es el personaje principal?
¿Hay un personaje malo en este cuento?				¿Qué te gusta del cuento?
			¿Cómo son los personajes? Describe los	¿Cómo terminó el cuento?
1	2	3	4	

1 Question Game Board

Characters in the story. Children to

	¿Dónde pasó el cuento?		¿Quién es el personaje principal?
¿Hay un personaje malo en este cuento?			¿Qué te gusta del cuento?
¿Qué pasó al principio del cuento?	¿Cómo son los personajes? Describe los		¿Cómo terminó el cuento?

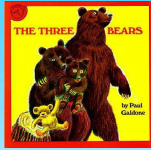
Title / El Título	Main Character / El Personaje Principal	Secondary Characters / Los Personajes Secundarias	Setting / La Escena
Your Story / Su Cuento:			

ACTIVITY

Writing a new story – something to start you off next week!



Title / El Título	Main Character / El Personaje Principal	Secondary Characters / Los Personajes Secundarios	Setting / La Escena
Your Story / Su Cuento:			



The Title / El Título _____

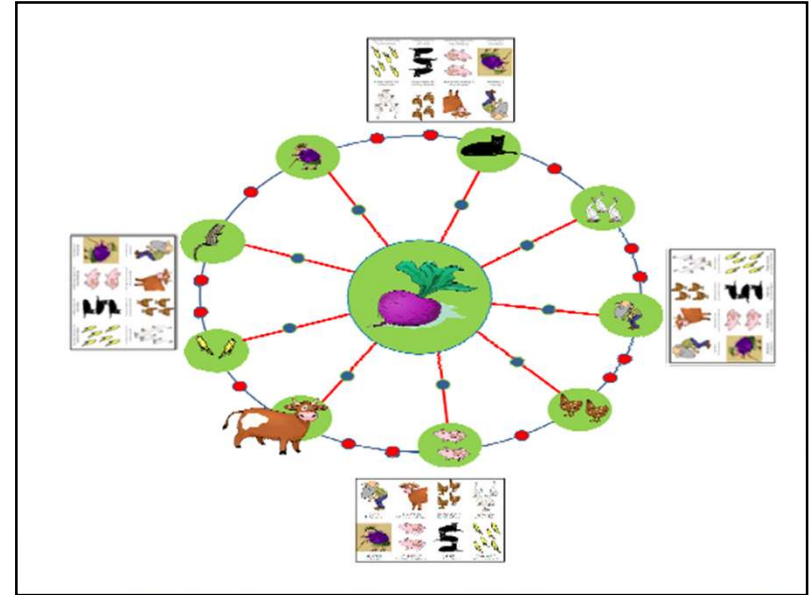
POST READING ACTIVITIES STORY RECALL TEMPLATE

Maria 2-5-08

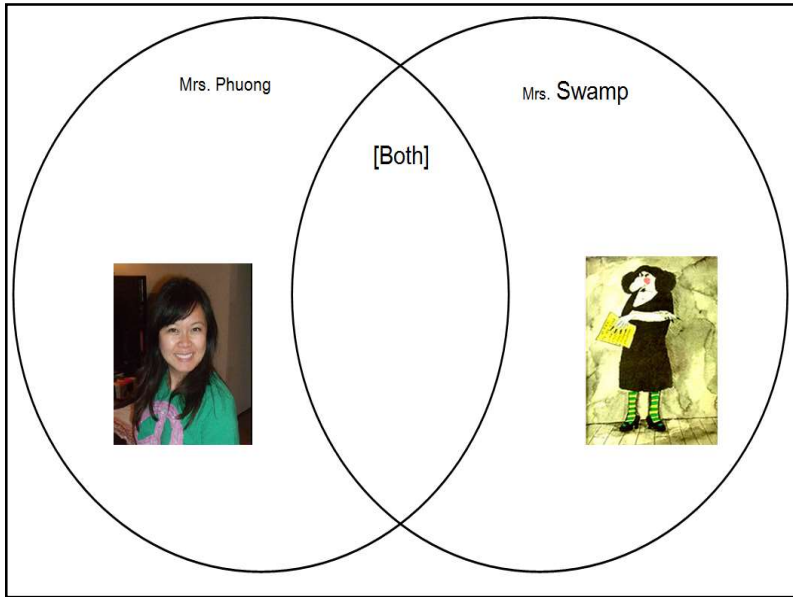
Hay tres mariquitas. Hay
dos mariquitas malhumoradas.
Hay una mariquita simpática.

POST-READING ACTIVITIES
– AFTER THE BOOK IS
CLOSED









TAKE AWAY POINTS FOR STORYBOOK INTERVENTION

- Language of intervention should mirror the child's environment
- Initial therapy targets should be elements that exist in both language
- Let the child and the classroom guide the topics
- Use the same book across multiple groups to save planning time

LITERACY-BASE TEMPLATES

<https://bilinguistics.com/speech-therapy-materials/>

