Literacy-Based Speech and Language Therapy Activities
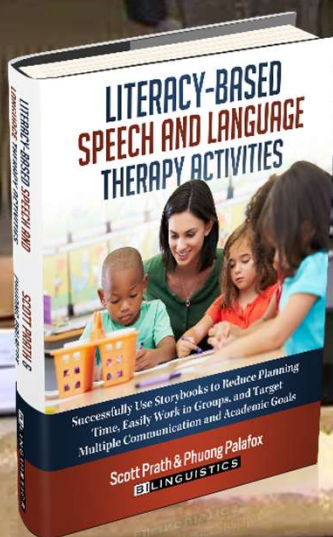
Applies to Academics

Can use with all ages & culture

Address Multiple Goals

Easy Data Collection

Fun & Interesting

Decrease Prep Time

Repetitive Structure

Relevant Homework for Parents

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 Pizazz

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

BLACK & WHITE

TANA HOBAN

BLUE HAT, GREEN HAT

by Sandra Boynton
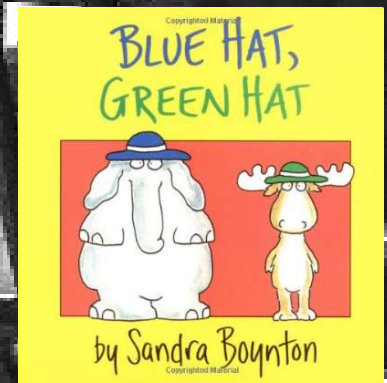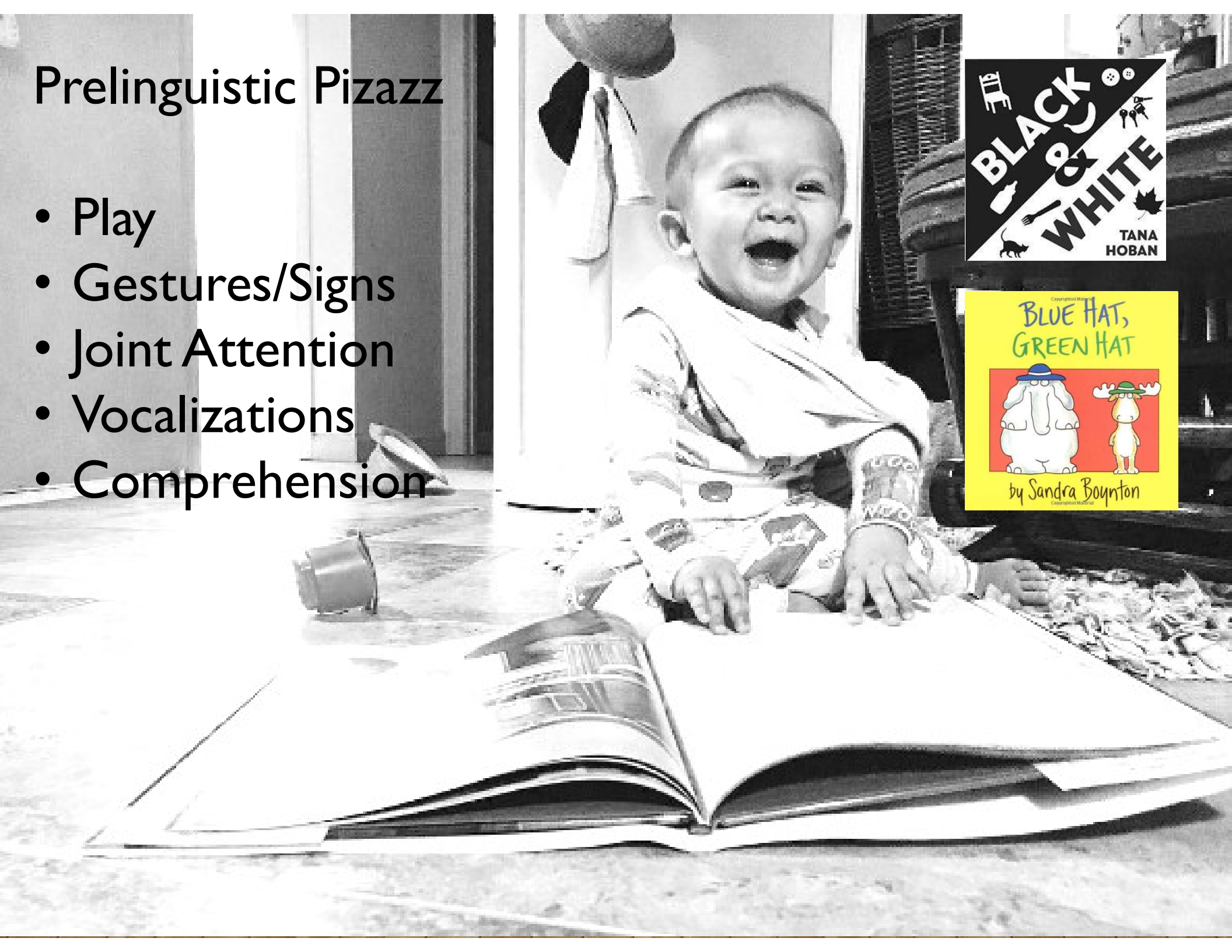
WHY USE STORYBOOKS?

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

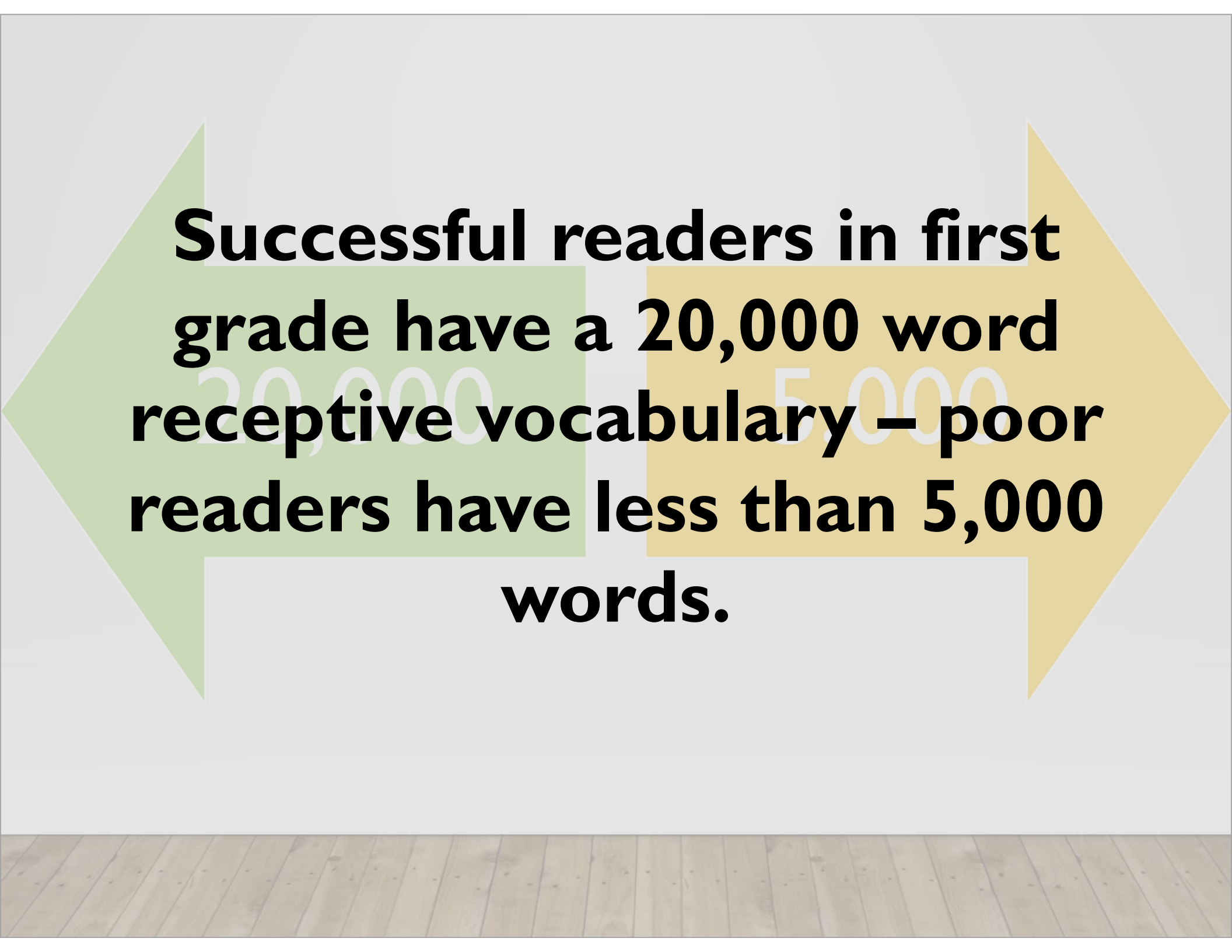Watt, Wetherby & Shumway, 2006

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

PLANNING FOR LITERACY-BASED INTERVENTION SESSIONS

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 BlackstoneDebbie Harter
	The Cow that sad OINK	La vaca que decía OINK	Bernard Most
	The Grouchy Lady Bug	La mariquita malhumorada	Eric Carle
	Brown Bear, Brown Bear	Oso Pardo, Oso pardoQué ves allí	Eric CarleBill MartinTeresa Mlawer
	We are going on a Bear Hunt	Vamos a cazar un Oso	Michael RosenHelen Oxenbury
	Click Clack Moo: Cows that Type	Click Clack Moo: Vacas Escritoras	Doreen Cronin and Betsy Lewin
	Where the Wild Things Are	Dónde Vivan los monstruos	Maurice Sendak
	Where is Max?	Dónde está Max	Mary PearsonSamantha Walker
Kindergarten through 2nd grade	Bear on a Bike	Oso en bicicleta	Stella BlackstoneDebbie Harter
	Where is Max?	Dónde está Max	Mary PearsonSamantha Walker
	Where the Wild Things Are	Dónde Vivan los monstruos	Maurice Sendak
	The Giant Turnip	El nabo gigante	Aleksei Tolstoy and Niamh Sharkey
	Goldilocks and the Three Bears	Ricitos de Oro y los tres osos	Eng: Caralyn Buehner and Mark BuehnerSpan: Valeri Gorbachev
	The Cow that sad OINK	La vaca que decía OINK	Bernard Most
	It Could Have Been Words	Podría haber sido peor	A. H. Benjamin and Tim Warnes
	Tell Me a Cuento	Cuéntame un story	Joe Hayes
	Click Clack Moo: Cows that Type	Click Clack Moo: Vacas Escritoras	Doreen Cronin and Betsy Lewin
	Walter the Farting Dog	Walter el perror pedorrero	William Kotzwinkle, Glenn Murray, and Audrey Colman
2nd through 5th	The Giant Turnip	El nabo gigante	Aleksei Tolstoy and Niamh Sharkey
	Goldilocks and the Three Bears	Ricitos de Oro y los tres osos	Eng: Caralyn Buehner and Mark BuehnerSpan: Valeri Gorbachev
	Walter the Farting Dog	Walter el perror pedorrero	William Kotzwinkle, Glenn Murray, and Audrey Colman

Free SLP Resources   >   Speech Therapy
                                 Materials

Continuing Education >   Evaluation Resources
Units

Products   Goal Bank

Workshops &   Speech Therapy Referral
Presentations   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 unequaled.

▷ 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 incre retention of new skills.

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

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

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 —
BEFORE YOU OPEN THE
BOOK

PRE-READING ACTIVITIES

- <u>Semantic mapping/graphic organizers</u> – 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
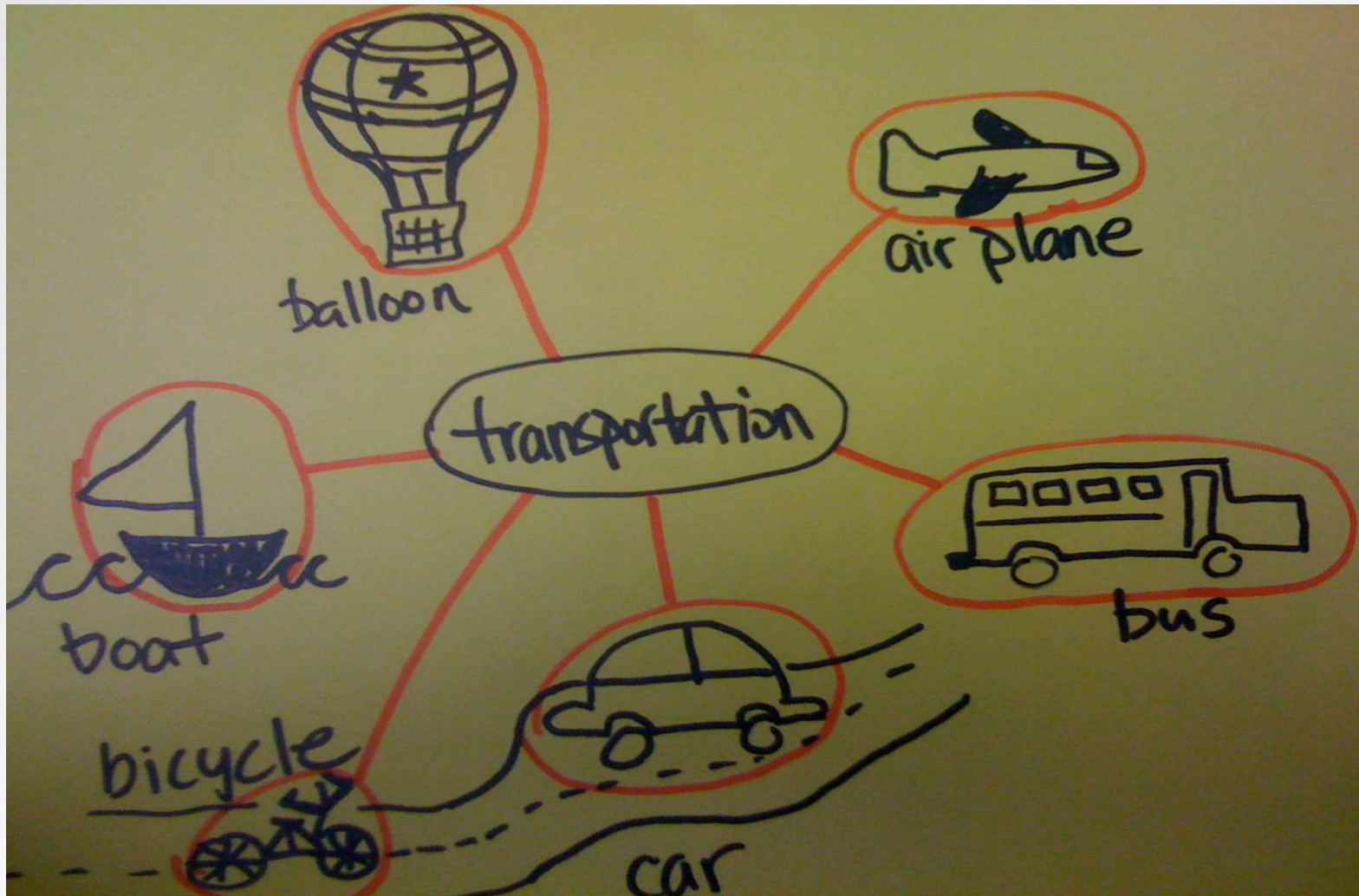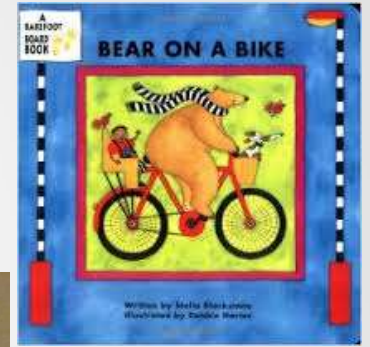
PRE-READING ACTIVITIES

- <u>Pre-reading discussion</u> – 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
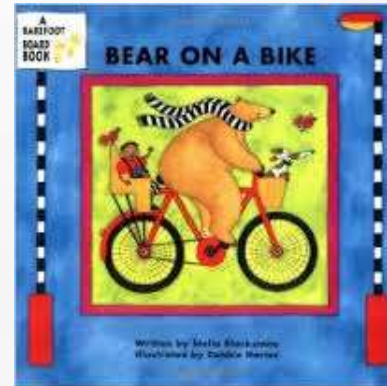
- Ask:
  - What are ways we get from one place to another?
  - How do you get to school?
  - How do others get to school?
  - What do you use to travel in your neighborhood?
  - What do you use to travel in the water?

PRE-READING ACTIVITIES

- <u>Illustration discussion</u> – 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.

When?

Where?

What?

How?

Who?

Why?

Those Shoes

MARIBETH BOELTS   illustrated by NOAH Z. JONES

INTRODUCE NEW VOCABULARY
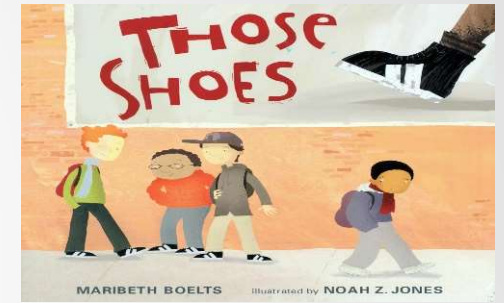
Name

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.

CREATING A ROBUST 16-PART NARRATIVE

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.

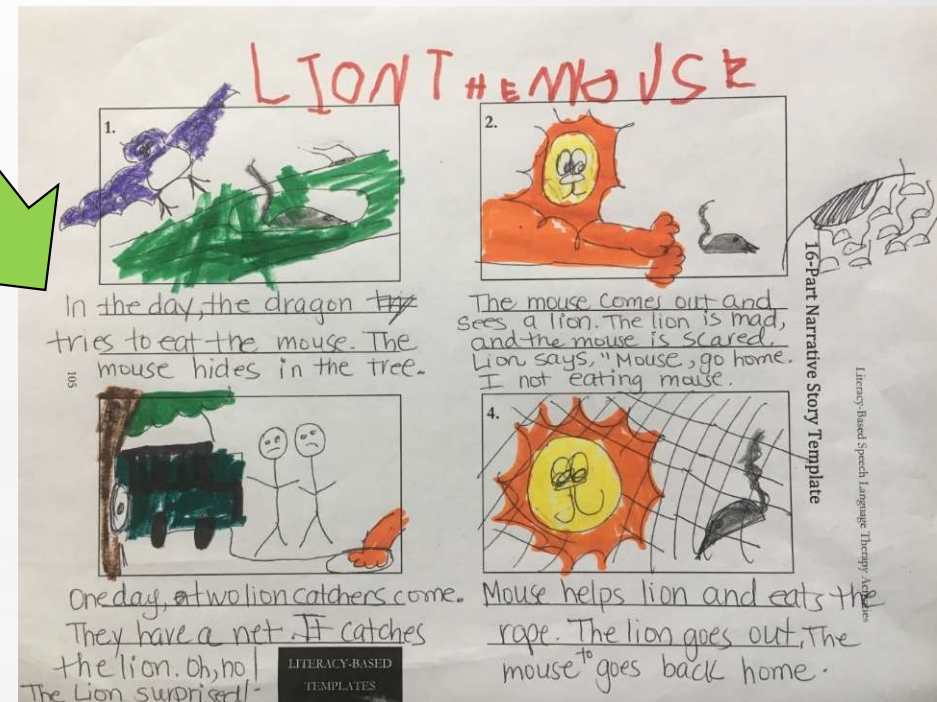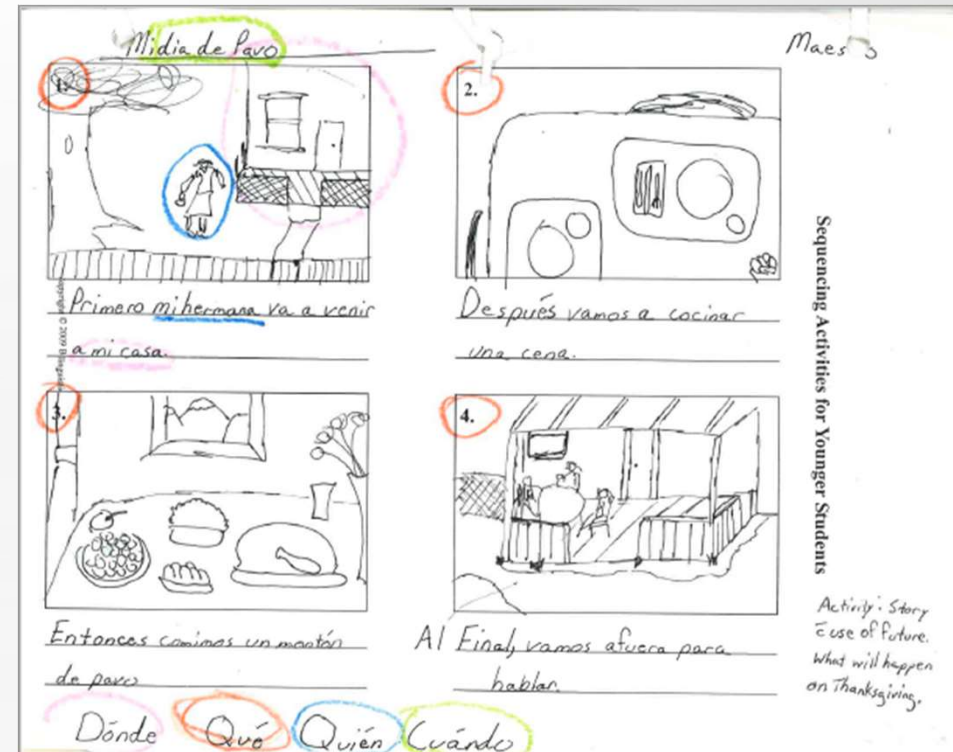5) Ask them what they were missing if anything.

6) Do this for every square.

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.

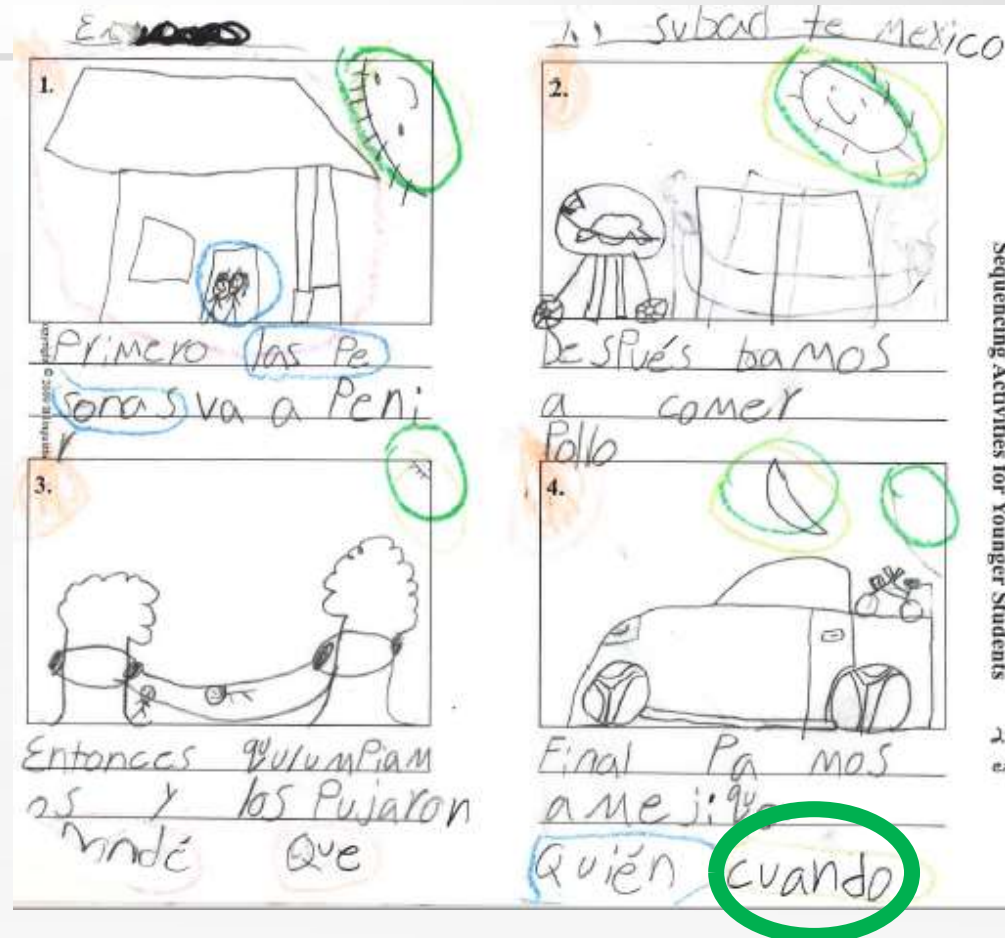5) Ask them what they were missing if anything.

6) Do this for every square.

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.
First	Then
3.	4.
After	At the End

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.

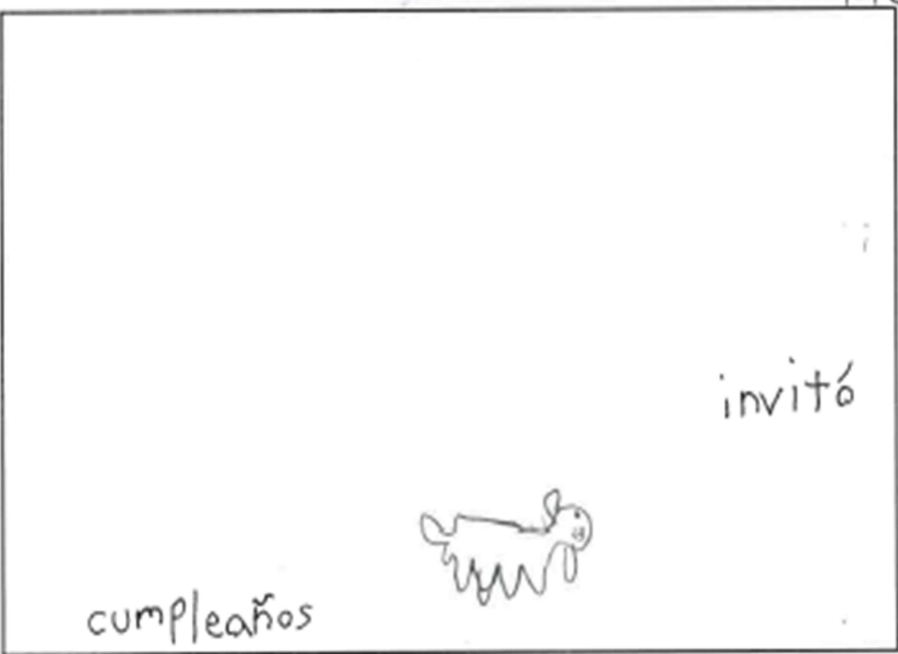5) Ask them what they were missing if anything.

6) Do this for every square.

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.

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.

Was missing "WHEN" (Spanish)

Story Illustration and Writing

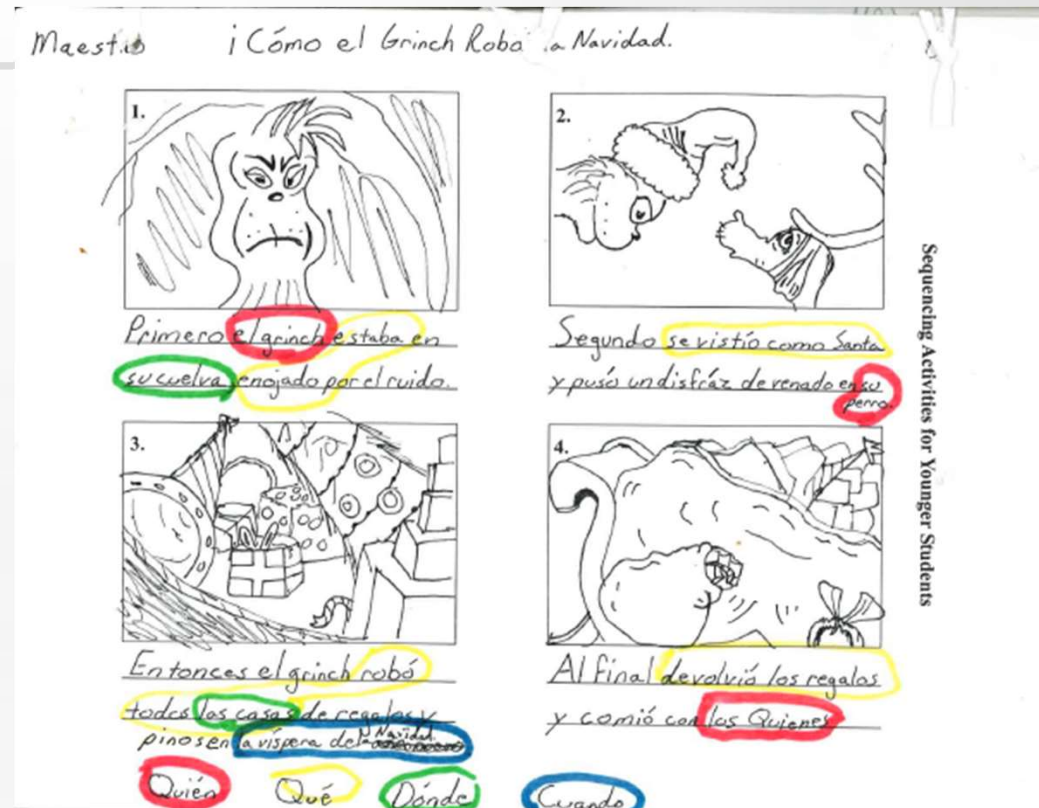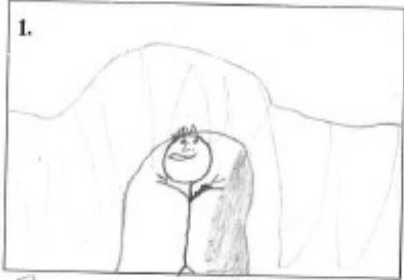This template can be used to draw a picture from the book and write key words or sentences about the story.

The Title / El Titulo: CHATO/ LOS AMIGOS PACHANGVI ros

invitó

cumpleaños

fiesta

cuando fiesta vaya

como gusta   gusta

que estvo llamando y Invito d un ou h bl

porque essu cumpleaños   fiesti

donde d uha verd

quien cato tac raton

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.

The Title / El Titulo: Sopa de cactus el

who   where   when   What

whatracong por phil huling
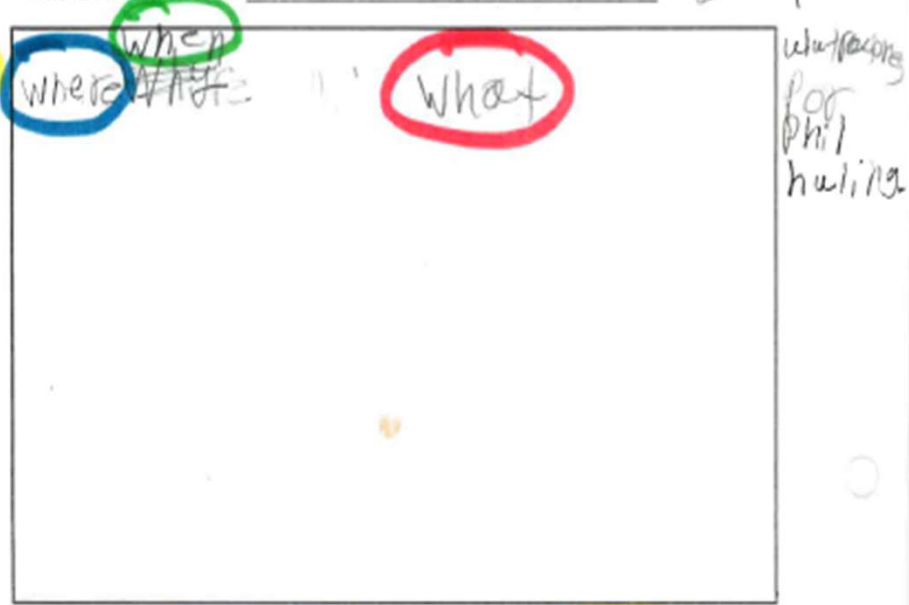
un mariache esta siendo
una sopa the cactus
in the summer in mexico
he put hot water piece of
spine of cactus then with
carrits and everybody is
eating sopa de cactus

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.
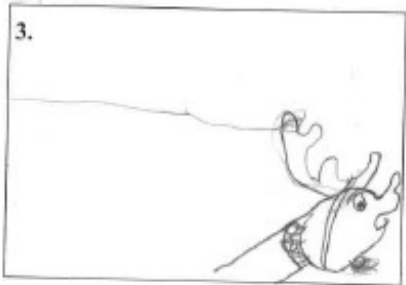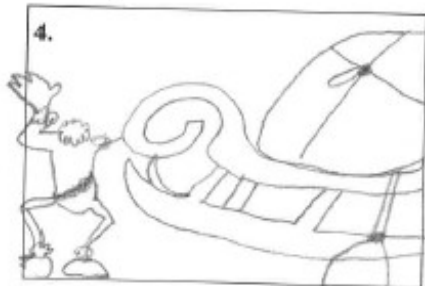
6) Do this for every square.

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?
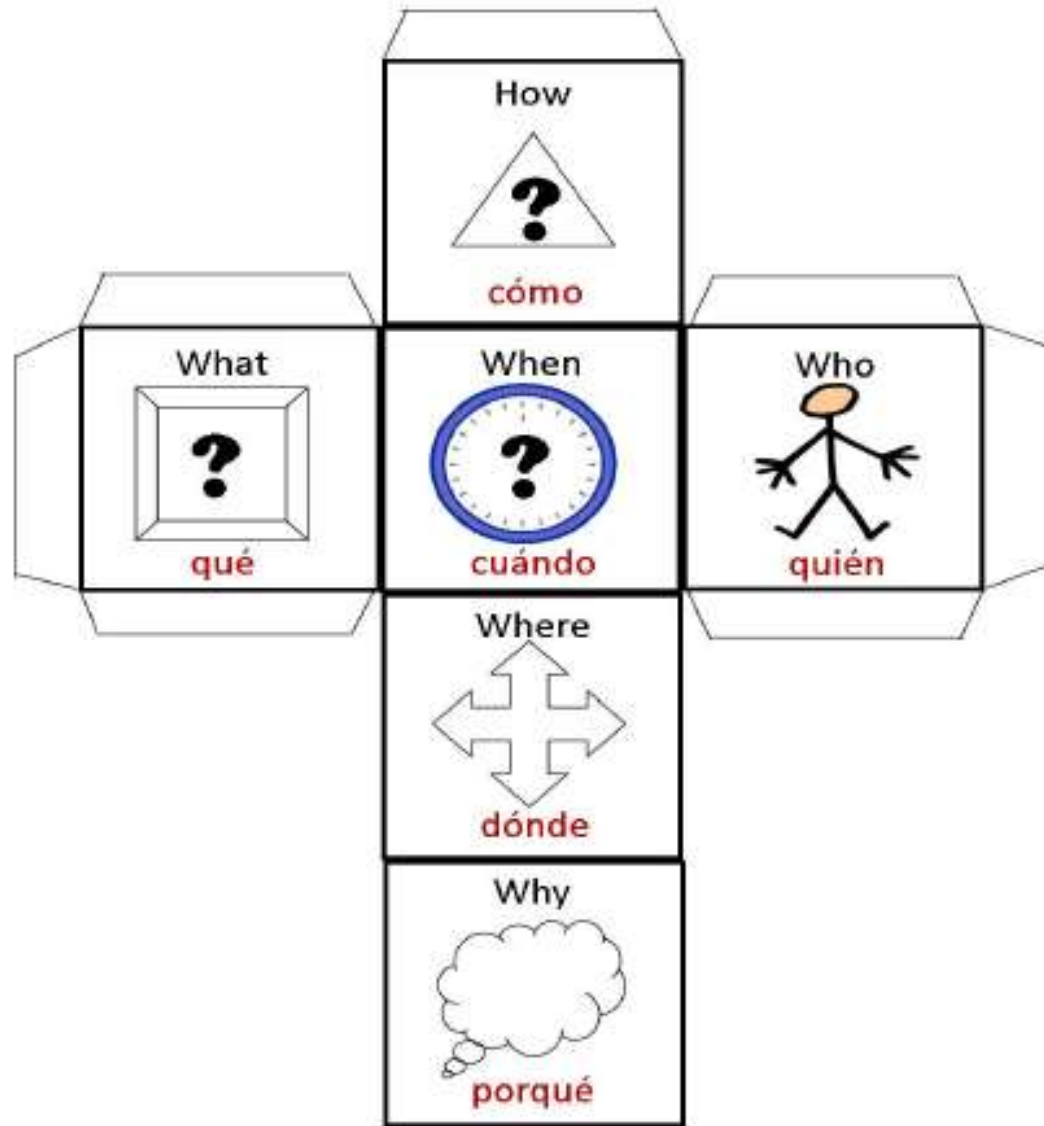
| Name / El Nombre | Category / El grupo | Attribute / El atributo | Function / El uso |
ball / la pelota	a toy / un juguete	is round / es redondo	you can throw / puede tirar
_____ _____	is / es	that is / que es	can / puede

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 *Podría haber sido peor / It could have been Worse*, by A.H. Benjamin.

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

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

A Chair for My Mother — Vera B. Williams

	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							

Category / la categoría

		¿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? Descríbalos		¿Cómo terminó el cuento?

1	2	3	4

2

4

ਰ Question Game Boaɪ

1

3

uaracters in the story. Children lo

| | | ¿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? Descríbelos

¿Cómo terminó el cuento?

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

The Title/El Título :_____
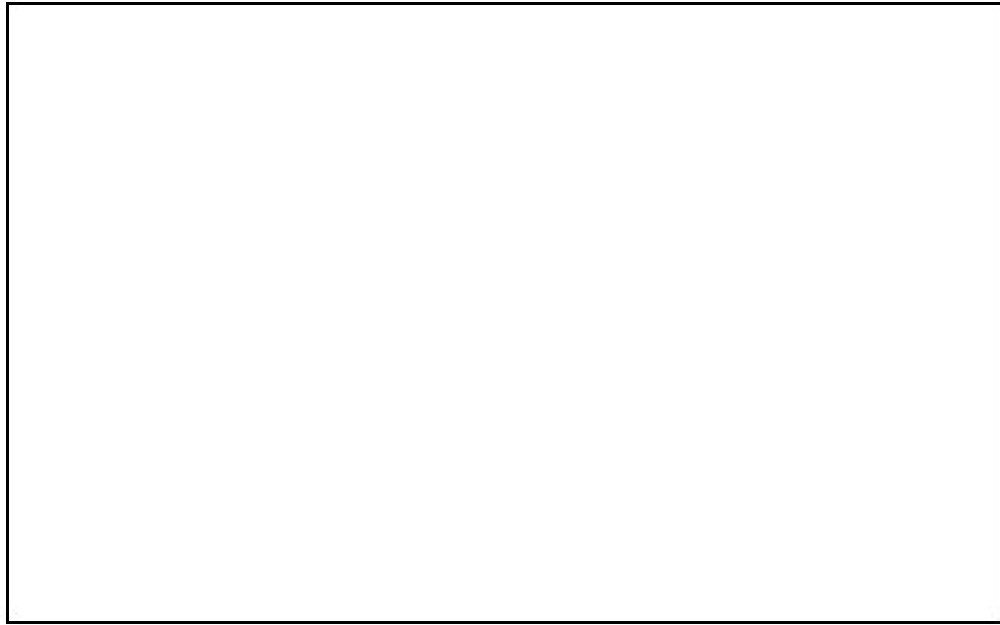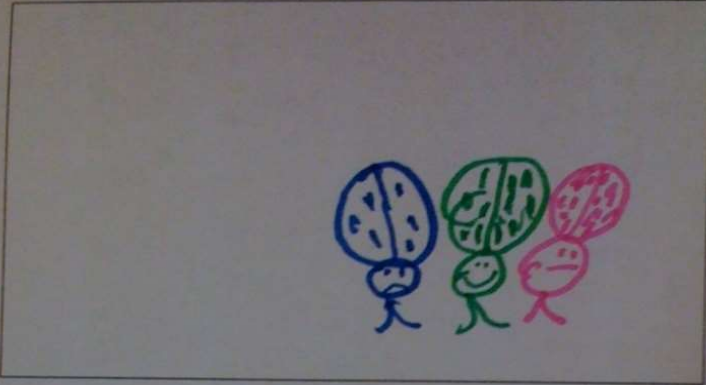
POST READING ACTIVITIES
STORY RECALL TEMPLATE

POST-READING ACTIVITIES – AFTER THE BOOK IS CLOSED
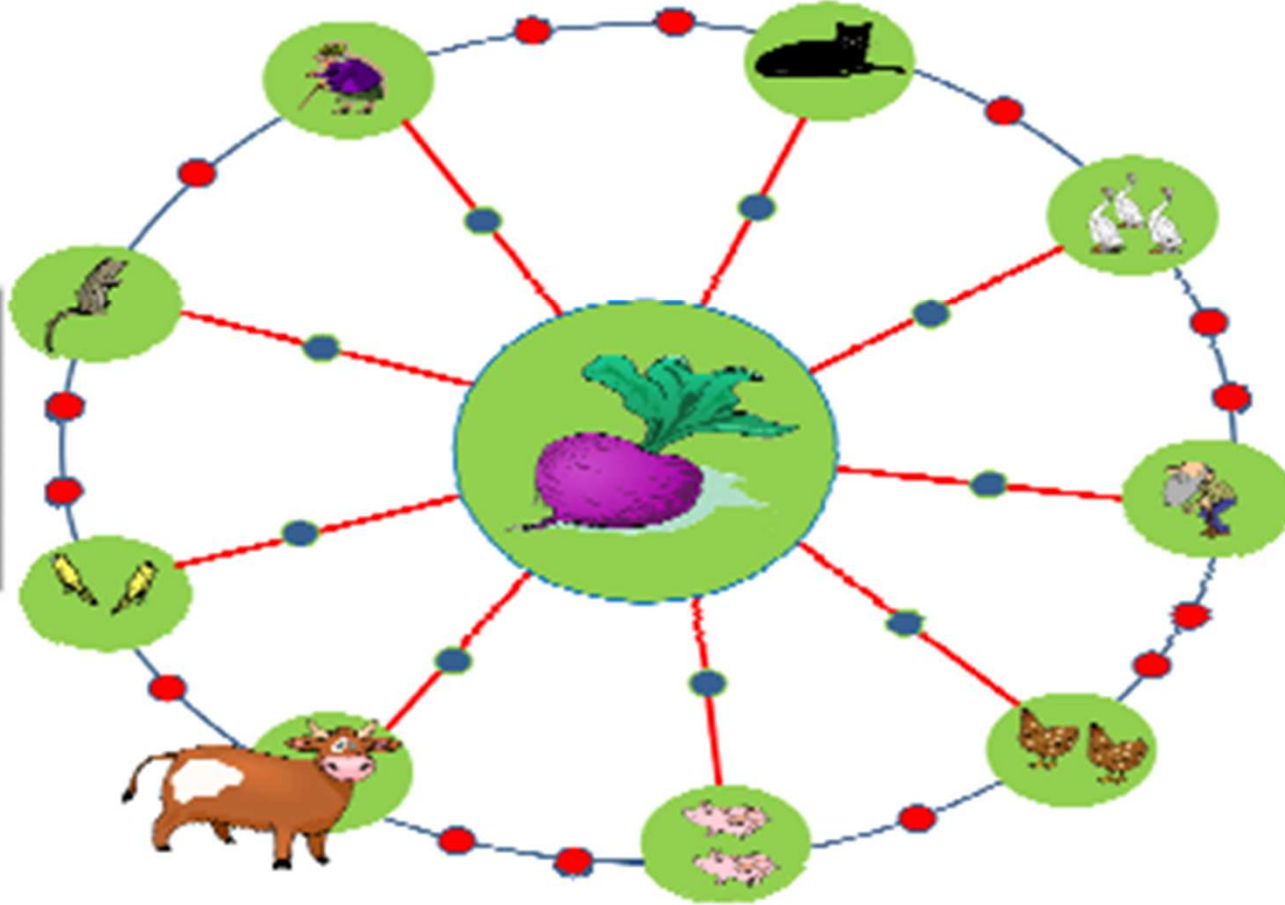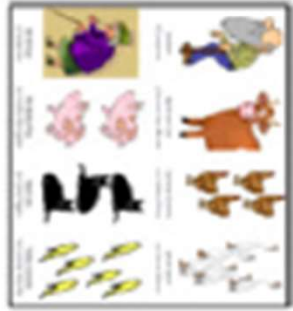
WHERE THE WILD THINGS ARE

START
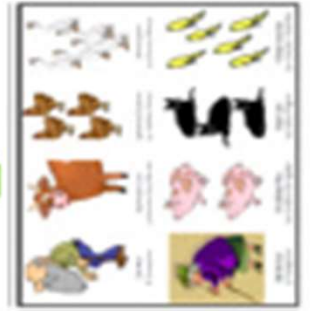
Mrs. Phuong

[Both]

Mrs. Swamp

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

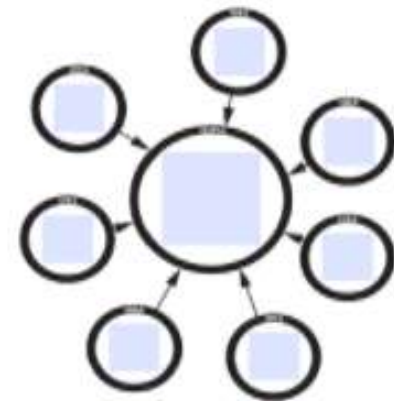https://bilinguistics.com/speech-therapy-materials/

Good Storybooks for Bilingual Intervention

Story Grammar Rap Templates

Storybook Therapy Intervention Templates