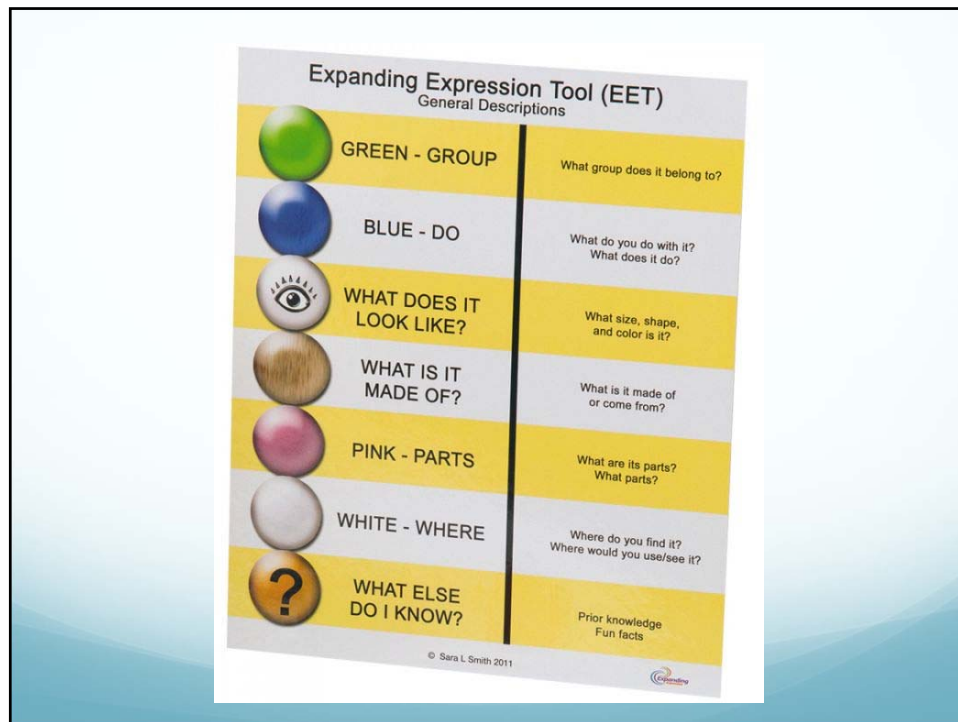


Strategies & Tools for Language, Literacy & Written Expression in Therapy & Classroom Settings

Theresa A. Mourey, M.A., CCC-SLP
Speech & Language Pathologist
Elkhorn Public Schools

EET- Expanding Expression Tool

- **Mnemonic Device- visual & tactile information with a color symbol code**
- **Multi-sensory approach for improved oral and written language**
- **Targets those with difficulty organizing thoughts**
- **Helps to improve language organizing through defining and describing**
- **Hierarchical approach-words to paragraphs to reports**



Elements

1. Category belongs to
2. Function of object
3. Appearance
4. What the item is made of
5. Parts of item
6. Location
7. Other knowledge

Targeted Skills

- Vocabulary Knowledge & Usage
- Story Narrative
- Expository Report Writing

Writing from Prior Knowledge with EET



What group were you with? Or what group was involved?



What did it, you, or the people do?



Zoom in. Describe the visual details. Paint a picture in your reader's mind.



How did it make you or the other people feel? How "wood" you feel?



On which parts or details do you need to expand? What important parts do you need to provide to help your reader understand exactly what happened?

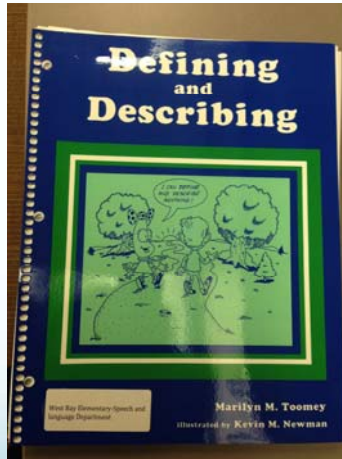


Where do you need to make changes? Look back at your writing. Does it flow in a logical order? Edit your text.



Is there anything else you need to add (e.g. a lesson learned)? Provide a summary or closing.

Vocabulary-Defining & Describing



Toolbox-Characteristics

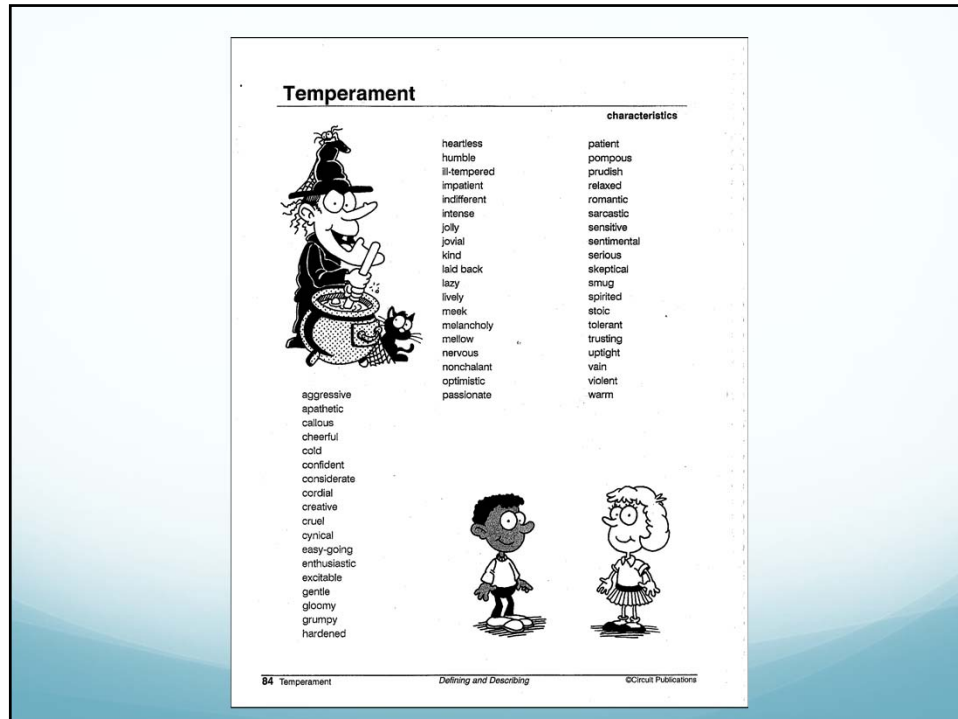
EVERY THING, EVERY ANIMAL, AND EVERY PERSON IN OUR WORLD IS UNIQUE AND VERY SPECIAL. HERE ARE SOME OF THE CHARACTERISTICS OR TRAITS THAT MAKE PEOPLE, ANIMALS, OR THINGS SPECIAL.

I'M LISTENING!

Color color or combination of colors
Brightness degree of light or shadow
Size how big or small something is in relation to some other thing
Shape a particular shape is often associated with certain things
Texture the nature of a substance; how it is felt against
Touch how something feels to the touch
Weight how heavy or light something is
Material the material or substance from which something is made
Strength degree of power or force
Taste the flavor of a substance
Smell the scent associated with something
Sound unique noises or sounds associated with some objects
Distance how far or near something is from a given point
Value the price or worth of something
Position how something is positioned in space when compared to other things
Motion movement of an object or parts of an object
Order how something is arranged
Time relative age, historical period or temporal factor
Importance significance or status
Appearance how something looks in an obvious way
Style manner of expression or design
Form **Feelings** how someone feels inside
Temperament disposition or natural disposition
Use or Purpose why something is needed
Parts components of an object

Color: A square and a circle are shown. Shape: A triangle is shown. Texture: A sun with rays is shown. Touch: A hand is shown. Weight: A scale is shown. Material: A brick is shown. Strength: A muscular man is shown. Taste: A tongue is shown. Smell: A nose is shown. Sound: A speaker is shown. Distance: A road with a car is shown. Value: A coin is shown. Position: A box is shown. Motion: A person is shown. Order: A stack of books is shown. Time: A clock is shown. Importance: A person is shown. Appearance: A person is shown. Style: A person is shown. Form: A person is shown. Feelings: A person is shown. Temperament: A person is shown. Use or Purpose: A person is shown. Parts: A person is shown.

Characteristics 45



Visualizing & Verbalizing(VV)

Lindamood-Bell Learning Processes

- Develops the imagery-language connection-targets language and weak concept imagery
- The VV structure words are presented in the order of importance for imaging details and gestalt.
- Reading Comprehension-organize & recall
 - VV elements identification
 - Answering comprehension questions
 - Summarizing using VV
- Writing-
 - VV elements within sentences-expanding, adding details, increasing length and complexity

VV Structure Words

- **What**-what a picture or image is about-the largest thing or main concept.
- **Size**-the different sizes noted in a picture or image.
- **Color**-the different colors noted in a picture or image.
- **Number**-how many parts or details are noted, such as two legs or five birds in the sky.
- **Shape**-the various shapes in a picture or image, such as a round sun.
- **Where**-where the picture or image is taking place, such as outside, or in a house.

VV Structure Words

- **Movement**-movements or activity that can be discerned in the image, such as a running horse.
- **Mood**-the mood that may be discerned in a picture or added to the imagery, such as happiness, sadness or anger.
- **Background**-the background that can be noted or added to imagery, such as elements in a yard.
- **Perspective**-how the picture or image is being viewed, such as "we're looking at this from above" or "we are up close", or from a distance.
- **When**-when something is taking place, such as daytime or nighttime.
- **Sound**-any sounds that might be discerned for auditory imagery in a picture or created in an image such as "The dog is barking".
-

VV Picture Cues



VV stages

- Step 1-The Climate
 - Explaining to the child what you both will be doing.
 - Draw a thought bubble and discuss picturing words in our minds that will help us remember what we read and hear.
- Step 2-Picture to Picture
 - Introduce structure words using pictures
 - Goal: to develop the student's ability to verbalize from a given picture, and to increase the length and complexity of the student's expressive language.
- Step 3-Word Imagery
 - Goal: to develop the student's ability to visualize and verbalize the smallest unit of language-a word.
 - Show a simple picture of a word and the child verbalizes the imagery recall and then checks the structure words

VV stages

- Step 4-Single sentence imaging
 - (in between stage)-create a simple sentence from the word image and the child adds. It provides a little more practice.
- Step 5- Sentence by Sentence Imaging
 - develop the student's ability to create an imaged gestalt for oral and written language
 - use felt squares to note each image after sentence is read. The student then visualizes and verbalizes the sentence along with using the structure words
- Step 6-Sentence by Sentence: Imaging with Higher Order Thinking
 - applies specific comprehension skills to the Sentence by Sentence lessons
- Step 7-Imaging with Higher Order Thinking
 - develop the student ability to visualize and verbalize multiple sentences of language and use the imaged gestalt as a base for higher order thinking.

Examples

- Word Image level-identifying the VV structure words that create a picture of the image.
- Using questioning to assist students in building a image and using words
- VV stories for comprehension and retell
- Sentence Writing-expanding sentences to include VV information

Story Boards












- Targets:
 - Prediction skills
 - Listening comprehension
 - Story elements
 - Retell skills

Story Board Example



Story Grammar Marker

- Hands-on manipulative tool used to build narrative skills
- Created and distributed by Maryellen Rooney Moreau, Mindwing Concepts
- Tangible structure for students to organize and comprehend oral and written language
- Connects language development to literacy
- Series of icons that represent the essential components of a story
- PowerPoint presentation on SGM

	Story Title: _____
	Characters: _____
	Setting: _____
	Problem or Excitement: _____
	Feeling: _____
	Goal (Plan): _____
	Snapshot: _____
	Event 1: _____
	Event 2: _____
	Event 3: _____
	Tie Up: _____
	Feeling: _____

Benefits to Using SGM

- Helps the students internalize the narrative structure using modeling and scaffolding techniques/strategies.
- Provides common language to be used between the teacher and the students. The tool emphasizes using concrete to abstract with every part of the process
- These icons are attached to the braid to touch, move and see as students use this tool to comprehend, tell, retell and write.
- www.mindwingconcepts.com
- info@mindwingconcepts.com
-

Developmental Stages Defined by Mindwing Concepts

1. Descriptive: character & setting
2. Action: character, setting & action
3. Reactive: character, setting, & initiating event
4. Abbreviated: character, setting, initiating event, internal response/feeling, & tie-up
5. Complete: character, setting, initiating event/kick-off, internal response/feeling, plan, actions/attempts, tie-up and feelings/resolution
6. Complex: including another kick-off/initiating event
7. Interactive: including a character doing something based on another's action

Toolbox Kit

- Cohesive Ties
- Squiggum Checklist/Scoring Guide
- Story Starters
- Senses Sentence Starters
- Story Template
- Story Details: snapshots, why, how
- Vocabulary
- Referents