Presenter: Sara Smith

Title: Expanding Expression: Multisensory Strategies for Improving Oral and Written Language

At a glance

- Introduction and Literature Review
- Expanding Expression Tool and General Descriptions
- Other Writing Prompts and the Curriculum
- Summary, Q&A, and Group Dance

Define/describe the following:

- an apple
- spring

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Relevant financial relationship(s), no relevant nonfinancial relationship(s)

- I have the following relevant financial relationship(s) in the products or services described, reviewed, evaluated or compared in this presentation.
- Expanding Expression
  - Presenter will be discussing and showing samples using the Expanding Expression Tool (EET) that she developed (ownership interest. I have no relevant nonfinancial relationship(s) to disclose.

- To be introduced to and trained on a program that facilitates improvement in your students’ oral and written expression

- This program...
  - is multisensory
  - targets the way students organize language elements
  - helps students give more detailed descriptions and definitions of items

Before we begin...

Define/describe the following:

1. Introduction and Literature Review
2. Expanding Expression Tool and General Descriptions
3. Other Writing Prompts and the Curriculum
4. Summary, Q&A, and Group Dance

Expanding Expression: Multisensory Strategies for Improving Oral and Written Language

Sara L. Smith, MS, CCC-SLP
• Learn about a tool that will let you target multiple language areas all at once with your students.
• Leave knowing how this program can be used for general descriptions, writing from prior knowledge, and biographies.
• Learn how to introduce the program in your therapy sessions, in whole class language lessons, and in your school/district.

Multi-Sensory Learning
• Three basic styles: auditory, visual, and kinesthetic
• Taking learning styles into account = multisensory learning experiences to reach more students effectively


“necessary for educational institutions to provide well-organized learning experiences and simultaneously for the learners to implement a variety of cognitive strategies.” (p. 8)

“covers the greatest number of individual preferences”


• According to Robles et al.,
  - Teacher talks, student listens = get to only 20% of students (auditive)
  - 80% of students learn under a visual or kinesthetic style (Tileston, op.cit).
  - ‘For effective learning, we must arouse as many sensations as possible. This not only stimulates the brain, but also assures retrieval of information’.

Strategies and Learning
• ‘Most students DON’T use strategies that could help them achieve meaningful learning’ (Munia, 1994).
• “Perhaps more important than any other curriculum content is that which teaches learning strategies.” (Robles & Uglem, 2003)

WHY?

Teaching Styles and Retention

National Training Institute

Information enters the brain via the senses

The thalamus decides whether the information is important based on past experiences

Adapted from David Sousa's Information Processing Model (see bibliography attached)

1 stimulus starts the process
2 processing of stimulus
3 memory potential arises

Defining Words

- The ability to define words is important for "effective spoken and written communication in literate contexts...[such as] technical reports, informative articles, and persuasive essays. Skill in word definition is important also because it is closely associated with measures of academic achievement, verbal ability and intellectual performance in school age children and adolescents" (pp.

- Exposure to word definitions: discussions with teachers, reading textbooks, consulting dictionaries, etc.


What we've learned about defining words...
• Common type of definition:
  - Aristotelian style

  ![Diagram](image)

  X is a Y that Z

  - word defined
  - superordinate category term
  - 1 or more characteristics


Our Assessments vs. Our Studies

  Both show improvement with increasing age
  Differences in types of words
  Differences in scoring procedures

• Multisensory learning experiences are important for reaching all of our students.
• Teaching strategies makes learning highly transferable.
• Aristotelian style for defining entities is preferred.

HOW THE TOOL ORIGINATED & WHO IT IS USED WITH TODAY

• The EET is a multisensory approach for defining and describing entities.
• Students learn to provide Aristotelian definitions including a superordinate category term plus 5-6 other characteristics.
• When students use the EET, they will automatically include all language elements: group, function, appearance, composition, parts, and location.
• It is used for both oral and written expression.
• The program can be used with students of any age and a variety of ability levels.
• This technique will come quickly and effortlessly to most students.

PRACTICE DESCRIBING WITH THE EET
Here is how Lori France, a content coach, applies the EET to studying math:

Let’s use Eetchy to see if we can dig a little deeper into a vertex.

- Geometry Group
- a point in common to two or more sides
- two rays that come together to form the vertex
- it comes from the intersection of two or more sides
- points and sides
- you would find it at the intersection of two or more sides such as the spine of a book, compass, or a stapler
- I know that (students will give a variety of answers.)

Time to reflect…

- Look back at initial descriptions. Did you remember to include the category, function, appearance, composition, parts, and location?

How to begin using the EET in therapy and/or for whole class language lessons:

- Take a baseline. (see student data sheet)
- Introduce the EET using a common item or object.
- Students practice reciting the symbols
- Have the students use the EET to describe an object or item.
- Take data after using the EET and compare your data with the baseline information.
Activity: Divide students/clients into groups, have each group describe something related to a theme, create a book of riddles.

Below is the cover of our book and one group's page (special education classroom / Grades 3-5).

• Games and activities to reinforce their skills...
  - secret object guessing game
  - dice game
  - show and tell

• For written expression:
  - Students use stickers to complete writing assignments. This allows them to make sure they are including each language element. It facilitates expanding expression from the sentence to paragraph to multi-paragraph level.
  - Students complete pre-writing organizers. This provides structure and also discourages plagiarism.
Group Activity 2

- Complete a written description of the item in the bag.
- Complete this task as a group.
- SHHHH....You will be reading your descriptions for other groups to guess your object.
- Have fun! Be creative!

You can also use the EET for similarities and differences (compare and contrast)
- How to organize
- Use notes to discuss or write separate paragraphs on similarities and then differences

Carry-over/Internalization

Repetition and use across many different assignments and learning situations will facilitate carry-over.

Summary

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<th>Literature Review:</th>
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<td>3 styles of learning</td>
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<td>Multisensory – reach more students</td>
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<td>Teach strategies - not content specific/transferable</td>
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<td>Aristotelian definitions are preferred</td>
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<th>Reflect:</th>
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<td>Where to begin with EET for tx</td>
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<td>Language in the classrooms</td>
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<th>Expanding Expression:</th>
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<td>General descriptions, writing from prior knowledge, biographies/autobiographies</td>
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<tr>
<td>Categorization, functions, appearance, composition, location, associated parts</td>
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<td>Introducing, baseline, supporting, hierarchical</td>
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<th>Conclusion:</th>
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- From therapy to school to district, across grade levels
  - In-service/PD
  - 1 hour sessions with teachers from different grade levels
  - In class language lessons
For more information or seminar related materials, find us at www.expandingexpression.com or sara@expandingexpression.com


