MAXIMIZING THE EFFECTIVENESS OF YOUR LANGUAGE THERAPY

Scenario 1:
Kindergarten Student (Middle of the year)
- Difficulty with recognizing and producing rhyming words
- Difficulty counting syllables and segmenting and blending syllables in spoken words
- Difficulty isolating and pronouncing initial, medial and final sounds
- Difficulty using most frequently occurring inflections and affixes (-ed, -s, -ing)
- Difficulty using most frequently occurring prepositions

Your thoughts:

Scenario 2:
Third Grader
- Difficulty decoding multisyllable words
- Difficulty identifying and knowing the meaning of the most common prefixes, suffixes, and Latin roots
- Difficulty understanding multiple meaning of words
- Difficulty recounting stories (including fables, folktales and myths (determining central message, lessons, morals, and key details)
- Difficulty engaging effectively in collaborative discussions (one on one, groups, teacher lead) with diverse partners building on what others say and expressing own ideas.

Your thoughts:
Scenario 4:

6th grade:
- Difficulty adapting speech to a variety of contexts and tasks
- Difficulty demonstrating understanding of figurative language, word relationships, and nuances in word meaning
- Difficulty comparing and contrasting the experience of reading a story, drama, or poem to listening to or viewing an audio, video or live version of a text
- Difficulty analyzing how a particular sentence, chapter, scene, or stanza fits into the overall structure of the text and contributes to the development of the theme, setting, or plot

Your thoughts:

Scenario 3:

8th graders
- Difficulty determining central idea and analyzing it and the relationship with characters, setting, and plot
- Difficulty determining the meaning of words and phrases including figurative language
- Difficulty producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

Your thoughts:
Scenario 6: 10th grade

- Difficulty determining a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text
- Difficulty determining the meaning of words and phrases as they are used in the text, including figurative and connotative meanings
- Difficulty analyzing a particular point of view or cultural experience reflected in a work of literature outside of the United States
- Difficulty writing narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences

Your thoughts:

Standards Based Model

_In the standards-based model, the standard serves as the starting point for generating the goals and objectives._ (Blosser et al. 2012)
What Research Tell Us

Language Impairments

- “80% of students identified as having a learning disability have a language disorder” (Reed, 2005).
- Children that are late talkers are at greater risk for academic difficulties especially in literacy and reading skills (Lewis 2007).
- Language impairment and reading disorders commonly co-occur with APD (Sharma, Purdy, and Kelly, 2009).
- In a study of 8 year old children with poor reading comprehension, Nation et al (2004) found that when compared to children in the control group, those with poor reading comprehension demonstrated deficits in the language areas of semantics and morphosyntax.
- A student’s socioeconomic context holistically influences language development for lexical diversity, syntactic complexity, narrative, and literacy development, and general processing skills (Hoff, 2013).
- 70% of 4th grade and 71% of 8th grade English Language Learners (ELL) scored below basic reading levels but research shows that effective literacy instruction can lead to grade level literacy skills (Waits, Campbell, Gau, Jacobs, Rex, & Hess, 2006)
- For ELL students, alphabet knowledge, phonological awareness, writing, oral language skills, and concepts about print in preschool children are predictors of reading and writing success in elementary children (The National Early Literacy Panel, 2004).
Speech Delays

- Children with speech delay often also have language delays, especially in expressive morphology. Their morphological errors cannot be attributed to speech difficulty (Paul & Shriberg, 1982; Rvachew, Gaines, Cloutier, & Blanchet, 2005)
- Studies indicate that at age 4, children with speech delay are at higher risk for impaired phonological awareness skills (e.g., rhyme matching, onset segmentation, onset matching) compared to children who are typically developing, although in one such study significant differences between (Rvachew, Ohberg, Grawburg, 2003)
- If a speech difficulty is severe and persists into the school years, then poor reading is a likely concomitant, regardless of whether wider language skills are also impaired (Carroll & Snowling, 2004; Nathan et al., in press).

A Language Model
(Bloom and Lahey, 1978)
As with receptive and expressive language development, the same components of language - phonology, morphology, syntax, semantics, and pragmatics - play a vital role in reading and writing (Wolf Nelson, Catts, Ehren, Roth, Scott, and Staskowski, 2009)

<table>
<thead>
<tr>
<th>5 Language Domains</th>
<th>Spoken Language</th>
<th>Written Language</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phonology</strong></td>
<td>ability to identify and distinguish phonemes while listening (i.e., phonological awareness)</td>
<td>appropriate use of phonological patterns while speaking</td>
</tr>
<tr>
<td><strong>Morphology</strong></td>
<td>understanding morphemes when listening</td>
<td>using morphemes correctly when speaking</td>
</tr>
<tr>
<td><strong>Syntax</strong></td>
<td>understanding sentence structure elements when listening</td>
<td>using correct sentence structure elements when speaking</td>
</tr>
<tr>
<td><strong>Semantics</strong></td>
<td>listening vocabulary</td>
<td>speaking vocabulary</td>
</tr>
<tr>
<td><strong>Pragmatics</strong></td>
<td>understanding of the social aspects of spoken language</td>
<td>social use of spoken language</td>
</tr>
</tbody>
</table>

Language in Brief: American Speech, Language, and Hearing Association
Morphology

- Morphological awareness has a significant impact on reading in the early years (Nunes, Bryant, and Bindman, 2006)
- First-grade morphological awareness made a significant contribution to later reading achievement (Carlisle, 1995)
- With regard to spelling in the early elementary years, Nunes, Bryant, and Bindman (2006) found that six-year old children’s inflectional spellings predicted their morphological awareness performance at the ages of seven and eight.
- Morphological awareness instruction has been found to significantly improve language and literacy outcomes and to be a valuable instructional tool for elementary children with language and literacy deficits (Bowers, Kirby, & Deacon, 2010; Carlisle, 2010; Goodwin, Lipsky, & Ahn, 2012; Reed, 2008)
- A morphological intervention program for grades 5-10 English Language Learners that included 12 units that systematically teach sets of derivational morphological endings through word, sentence, and paragraph activities. Gains were noted after 8 weeks. Morphological usage increased by at least 24% and spelling by at least 30% (Green, Garza, Hauck, Ruiz, Siordia, 2011).
- For ELL students, teachers must be explicit and clear about how morphemes function and behave in English (Hickey and Lewis, 2013).
  - “Teachers” must understand how morphemes work in the native language.
  - Romance languages (Spanish, French, Portuguese, Italian, Romanian, and Catalan) are based in Latin as a linguistic ancestor.
    - Instruction in Latin based morphemes (Tier I may share roots with Tier II and Tier III words)
    - Instruction in cognates (share a common root)

Steps in Morphology Intervention:

Introduce the concept of morphology and provide many relevant examples.

a. Discuss importance of morphology (understanding the smallest unit of meaning)

b. Explain of target patterns and examples
• Inflectional - number, tense, person, case, gender, and others, all of which usually produce different forms of the same word rather than different words (leaf/leaves, write/writes).
  o Plural, possessive, third-person singular, present tense, past tense, present participle, comparative degree, and superlative degree
  o Rule of thumb: Not given their own words in the dictionary and doesn’t change the basic meaning of the word
• Derivational- base (root) words to which affixes or word beginnings or endings, can be added to change meaning (leaflet, writer, rerun) and
  o There are base words to which affixes can be added to which change the meaning
  o Have separate dictionary headings
c. Intervention then focuses on identifying the regularities or patterns of morphology in language. /
  o Word sort and pattern identification activities are excellent avenues for discovering and applying rules such as these.
  (Wolter and Green, 2012).

FEATURED STRATEGIES
Inflectional Endings (-ing, plural –s and -es, possessive –s, 3rd person singular –s, past tense –ed, -er, -est)
Use scenes from a book in the classroom or make cards to demonstrate subject, verb, and direct object or prepositional phrase to elicit early developing morphology
Today: She is splashing in the puddle.
Yesterday: She splashed in the puddle.
Tomorrow: She will splash in the puddle.
Possessive: It is the girl’s umbrella.
-er and –est: The mommy bird is bigger than the baby birds.

(Discuss plants). The grass is bigger than the flowers. The tree is the biggest plant in the picture.
Discuss the picture using inflectional endings and early developing morphology
Resource: My Playhome APPS

Sort by Sound
Instructions: All of the words below are in the past tense. How do you know? Say each word and sort the words into 3 columns based on how the “ed” is pronounced. Even though it can sound different, how is the “ed” always spelled?

<table>
<thead>
<tr>
<th>acted</th>
<th>tagged</th>
<th>lasted</th>
<th>played</th>
<th>walked</th>
<th>crawled</th>
</tr>
</thead>
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<tr>
<td>jumped</td>
<td>called</td>
<td>fixed</td>
<td>brushed</td>
<td>combed</td>
<td>washed</td>
</tr>
<tr>
<td>passed</td>
<td>landed</td>
<td>canned</td>
<td>surprised</td>
<td>sifted</td>
<td>bolted</td>
</tr>
</tbody>
</table>

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<tr>
<th>/t/</th>
<th>/d/</th>
<th>/ed/</th>
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<tbody>
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<td></td>
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</table>

Sort It Out
Instructions: Sort the following pairs of words into two groups:
Tape/taping    Hop/hopping    Tap/tapping    rid/riding
Hope/hoping    Slop/slopping    Slope/sloping    ride/riding

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
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</thead>
<tbody>
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<td></td>
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</tbody>
</table>

* What is the spelling rule for Group 1? What is the rule for Group 2?
Be a Word Detective

Instructions: You are a word detective. See if you can figure out the following words’ meanings by using the clues of the base words and added word endings called suffixes. Find the base word, prefix, and suffix in the following words. Arrange the words with a base, prefix and/or suffix. Then, read the word aloud and talk about what each part means and how you know. For example, the base word sing refers to the act of singing a song. It is combined with the word ending or suffix -er which means a person who does the base word. When put together, we get the word sing-er or someone who sings (Wolter and Green, 2012).

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<tbody>
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<td>pre</td>
<td>vent</td>
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<td>con</td>
<td>cern</td>
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<td>test</td>
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<td>trans</td>
<td>flect</td>
<td>ion</td>
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</tbody>
</table>

Resource: Syllabication Game (Amazon $40.00)

Can make your own: Use a different color for prefixes, suffixes, and roots. Have the student create real words or made up words using the parts. Target the meaning of words based on the affixes and roots.
Compound Creation
Instructions: Use the parts of the following compound words to create your own unique words (e.g., a “cowsuit” would allow you to dress up like a cow).

<table>
<thead>
<tr>
<th>side</th>
<th>walk</th>
<th>hot</th>
<th>dog</th>
</tr>
</thead>
<tbody>
<tr>
<td>fire</td>
<td>fighter</td>
<td>rain</td>
<td>bow</td>
</tr>
<tr>
<td>lawn</td>
<td>mower</td>
<td>horse</td>
<td>shoe</td>
</tr>
<tr>
<td>space</td>
<td>suit</td>
<td>star</td>
<td>fish</td>
</tr>
<tr>
<td>cow</td>
<td>boy</td>
<td>sun</td>
<td>shine</td>
</tr>
</tbody>
</table>

(Wolter and Green, 2012)

ADDITIONAL STRATEGIES
Morphemic Analysis: Roots and Affixes

- Teach prefixes, suffixes, and base/root words
- Teach the most common first
- Use materials/lessons from the teacher. This could serve as a preteaching activity for later classroom learning.
Apply the affixes to a familiar word (play, fold, use, fill)

Greek and Latin Roots
Create flashcards with the root on the front and a sentence using a word with the root. On the back, have the student find a picture or draw a picture to assist with understanding and retrieval of the meaning of the root.

Front:
auto
She wrote an autobiography about herself

Back:
Self

Front:
therm
The thermostat was turned up to heat up the room

Back:
Heat
Highlighting morphemes

Progression:

Step 1:
1. Therapist highlights the inflectional endings.
2. The therapist places his/her finger over each word while the student places his/her finger under each word.
3. The student reads.
4. The therapist keeps his/her finger above any highlighted words if the student does not include the inflection.

Step 2:
1. The therapist writes on the top of the paper what inflectional endings he/she wants the student to highlight.
2. The student highlights
3. Repeat steps 2-4 above

Step 3:
1. When the student is successful at highlighting and including the inflectional endings while reading, the student then reads without the highlighting.
2. If the student is not successful at including the inflections without highlighting, go back to Step 2.

RESOURCE: Reading List for Common Core ELA Standards (http://www.corestandards.org/assets/Appendix_B.pdf)
Fix It and Fill It In
Instructions: Change the word to fill in the blank and make grammatically correct sentences.
The __________________ was very talented. (paint)
That is the __________________ orange. (juicy)
He has a college _____________ (educate)
The ________________sketched a picture. (art)
The teacher will give an ________________on Friday. (assess :)
The ________________was stored in the garage. (equip)
It was a ________________day. (snow)
The girl had long ________________hair. (curl)

Morph It
Instructions: Given a base word, “morph” the word into as many word forms as possible using previously taught prefixes and suffixes. Label each word according to its part of speech.

<table>
<thead>
<tr>
<th>Heat</th>
<th>Heater</th>
<th>Preheat</th>
<th>Reheat</th>
<th>Heated</th>
<th>Heatedly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn</td>
<td>Relearn</td>
<td>Learner</td>
<td>Unlearn</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play</td>
<td>Played</td>
<td>Player</td>
<td>Playing</td>
<td>Replayed</td>
<td></td>
</tr>
<tr>
<td>Fold</td>
<td>Folding</td>
<td>Refold</td>
<td>Unfold</td>
<td>Folded</td>
<td>Folder</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
</table>

Common Latin or Greek Roots
Instructions: Just like family members, words can look alike or different and be related or unrelated. Sort these words according to their “relationships.”

Words Can Look or Sound Alike and Be Related (family members):
swim – swimming – swimmer        slip – slipped act - action
rule – ruler, audition – audience, hydrate-dehydrate, thermal-thermometer

Words Can Look or Sound Different and Be Related (family members):
divide – division  explode –explosion  multiply – multiplication, factory-manufacture, transmit-admit, portable-transportation

Build a Word
Instructions: Create your own word using Greek and Latin roots and affixes. Take a prefix, base word and suffix from the following lists and put them together to make a new word. Explain what your word means (e.g., “antimotology” might be the study of why people don’t move or run).

Prefix  Root  Suffix
anti-(against)  -ped (to walk)  -ology (study of)
un- (not)  -act- (to do)  -ion (state of being)
re- (repeat)  -mot- (to move)  -ness (state of being)
dis (apart, away)  -act (do)  -al (act or process of )
in (in, on, not)  -aero (air)  -ist (one who)
im, il, ir (not)  -dent (tooth)  -ment (condition of)
sub (under)  -div (divide)  -sion or –tion (state of being)
trans (across)  -liber (free)  -able or –ible (capable of being)

STRATEGY 23: APPS
Vocabulary Practice: Greek and Latin Root Words Vocabulary Game
Phonology (Phonemic and Phonological Awareness Skills)

- Children’s phonological awareness ability at preschool is a powerful predictor of later reading and writing success (Bradley and Bryant, 1980; Lundberg, Olofsson, and Wall, 1983; Torgesen, Wagner, & Rashotte, 1994).
- Phonological awareness in kindergarten is a strong predictor of later reading success (Ehri & Wilce, 1980, 1985; Liberman et al., 1974; Perfetti, Beck, Bell, & Hughes, 1987).
Researchers have shown that this strong relationship between phonological awareness and reading success persists throughout school (Calfee, Lindamood, & Lindamood, 1973; Shankweiler et al., 1995).

Critical levels of phonological awareness can be developed through carefully planned instruction, and this development has a significant influence on children's reading and spelling achievement (Ball & Blachman, 1991; Bradley & Bryant, 1985; Byrne & Fielding-Barnsley, 1989, 1991; O'Connor, Jenkins, Leicester, & Slocum, 1993).

ELL students with strong phonological awareness skills in English demonstrated a higher potential for reading achievement in later years (Genesee, et al 2005).

Phonological awareness skills transfer back and forth between the native language and second language (Dickinson et al. 2004; Cardenas-Hagan et al. 2007).

Building letter and sound knowledge in the native language would allow the child to learn these skills more quickly while learning English as a second language.

Assessments
Profile for Phonological Assessment (ProPA) –app (SmartyEars $29.99)
Phonological Awareness Test (Linguisystems: ages 5-9 cost: $179)
Phonological Awareness Skills Test (free online)
Test of Phonological Awareness in Spanish (TPAS) (complete kit $100 @ http://www.hmhco.com/hmh-assessments/other-clinical-assessments/tpas)

Activities for /phonological awareness

Mystery Objects #1
Place several small objects in a covered basket. The teacher or the student reaches into the basket and says, “It starts with /f/ and rhymes with ‘dish.’” The children raise their hands when they know what the mystery object is. The teacher continues to pull mystery objects out and give rhyming clues. As the children become more experienced, they may be able to give the clues to their peers.

- hat (cat) - bear (hair)
- mug (rug) - soap (rope)
Mystery Card/Object #2
Place a set of picture cards or small objects in a bag. Have the children take turns drawing an item from the bag; you may choose to have them keep the card or object hidden from the others. Have the child say the word in its syllables while the others guess what the word is. When the word is guessed correctly, the item is shown.

Silly Words
Provide each child with four connector pieces of a toy or game (e.g., Legos, pop-beads, trains). These connected pieces will represent each syllable in a four syllable word. Take off the first or last connector piece while also removing the first or last syllable of the word (e.g., kindergarten (4 syllables) becomes kindergarten (3 syllables) when you take off the last connector piece). Other words to use are provided here.

First Drop Off
Cut out the pictures and place them in a basket. Have a child draw out a picture and name it. That child can then call on another child to tell the group what that word sounds like when you remove the first sound of the word (e.g., “cat” becomes “at”). That child can then draw the next picture, name it, and then call on another child.

1. Give the student a rime and change the onset

   at

   _____at    _____at    _____at
   _____at    _____at    _____at
   _____at    _____at    _____at
   _____at    _____at    _____at
NOTE: If you have a late elementary, middle, or high school students that still have difficulty with spelling, assess blending, segmenting, and manipulating sounds.

Strategies:
Target:
- Affixes
- Greek and Latin Roots
- Target phonics rules (i.e.: change ‘y’ to ‘i’ and add ‘es’)
- Segmenting/chunking multisyllable words in written words
  - Identify prefixes and suffixes
  - Identify roots
  - Identify spelling patterns

Syntax
- Syntax refers to the way words are grammatically formed and ordered to form phrases, clauses, and sentences. Some syntactic structures affect reader performance, particularly verb voice and clause structures.

  Many studies acknowledge the positive influence of readers’ pre-existing knowledge or topic familiarity on text comprehension (Meyer 1984; Kintsch and van Dijk 1978; Gernsbacher, Hargraves, and Beeman 1989; Kintsch, Welsch, Schmalhofer, and Zimny1990).

  Research also shows that readers’ interest in text affects their performance: readers comprehend better and retain more information when they are interested in the topic of the passage (Baldwin, Peleg-Bruckner, and McClintock 1985; Asher 1980; Stevens 1980).

  In addition to verb voice, clause structures—structures that contain a subject and a verb—affect comprehension and recall. Readers recall independent clauses (“He used the help system”) faster than dependent clauses—clauses containing a subordinating conjunction (“Before he used the system . . .”) (Townsend, Ottaviano, and Bever 1979, Creaghead and Donnelly 1982).

  Readers also make more comprehension errors with relative clauses—clauses that contain a relative pronoun such as who, that, or which—that are embedded in the
middle of a sentence (“The report that John wrote won an award”) than with relative clauses that are at the end of a sentence (“The society gave an award to the report that John wrote”) (Creaghead and Donnelly 1982).

- Readers show poorer comprehension of important information in dependent clauses than of important information in independent clauses (Creaghead and Donnelly, 1982)

- In 2004-2005, only 51% of students taking the ACT scored at the benchmark (C equivalency) for understanding complex text needed for college readiness. 2011 and 2012, SAT showed 43% reached a proficiency level for reading comprehension.

  The clearest differentiator was students’ ability to answer questions associated with complex texts (complex syntactical structure) NOT critical thinking skills.

- National Assessment of Educational Programs (NAEP) (2013): 34% of 4th graders and 8th graders read at a proficient level and 38% of 12th graders reached a proficient level. In 2015, 4th and 12th grade was the same as 2013, 8th grade was lower.

Syntax Development

- Use a carrier phrase or sentences with pictures
  - Use see through Velcro to change words on the boards 3 M dual lock clear Velcro (www.fastenation.com)
  - Add direct objects
  - Add adjectives

- Sequencing Pictures
- Pictures depicting a scene (i.e.: Weber’s Story Starters, Weber Photo Cards – Super Duper Inc. APPS: My Playhome, My Playhome School, My Playhome Store, My Playhome Hospital)
- Story Retell
Syntax Strategies

Breaking Down Syntax
Activity: How would you breakdown the paragraph for comprehension based on understanding complex syntactical structure?

Paragraph 1
The excited boy ran quickly into the large kitchen to get a delicious dinner, and he wanted to talk to his gracious mother about his fabulous, amazing afternoon. You see, he went to the beautiful park with his kind friends to play on the remarkable enormous playground.

Paragraph 2
There was once a wonderful musician, who went quite forlorn through a forest and thought of all manner of things, and when nothing was left for him to think about, he said to himself, time is beginning to pass heavily with me here in the forest, I will fetch hither a good companion for myself. Then he took his fiddle from his back, and played so that it echoed through the trees. (The Wonderful Musician – Grimm’s Fairy Tales Jacob and Wilhelm Grimms 1812)

Paragraph on the Board
Before students arrive, write a short paragraph (or short sentences) on the board. Include several syntactical mistakes in the paragraph. Have students proofread the paragraph independently or with partners. When everyone has completed the exercise, have volunteers come up to the board and make corrections. As children make corrections, they should explain their rationale.
Write a Story about a Picture

- Use a web to assist students in writing grammatically correct sentences.
- Build on the sentence structure by adding adjectives, adverbs, phrases.
Complete the Sentence

Use sentence completion exercises to improve syntax. Give students open-ended sentences, such as “The duck waddled..." or “The man went..." and have them complete the sentences so that they make sense. These exercises can be done orally or as written assignments.

Ready Made Materials

- Reading List for Common Core ELA Standards (http://www.corestandards.org/assets/Appendix_B.pdf)
- Sentence Building: An Early Literacy Resource (Key Education Publishing)
- Big Box of Sentence Building (Key Education Publishing)
  - Challenge the students to add additional adjectives, adverbs, conjunctions to their sentences
Once the students complete their sentence puzzle, have them use the pieces to write a jumble sentence for a friend to unscramble.

- Mad Libs and Mad Libs App
- Speech Pages (www.speechpages.com)
- SPARC for Grammar
- WOOSH Game
- Apps

Three Tiers of Vocabulary
(Beck, McKeown, & Kucan, 2002)

Tier III: Curriculum Based Vocab (400,000 words)

Tier II: High Frequency Vocabulary (7,000 words)

Tier I: Basic Vocabulary (8,000 words)

Semantics/Retrieval
The Evidence

- Struggling readers experience a significant “vocabulary gap” that widens over time (Stanovich, 1986).
- Most children begin first grade with about 6,000 words of spoken vocabulary. They will learn 3,000 more words per year through third grade with only about 400 of those words directly taught. They gain approximately 36,000 more by 12th grade. (Chall, 1987; Gunning, 2004; Stahl & Stahl, 1999)
- Because children with weaker vocabularies are less likely to learn new words from incidental exposure than children with larger vocabularies, "teachers" need to provide more explicit vocabulary instruction for children with smaller vocabularies (Nicholson and White, 1992; Robbins and Ehrin, 1994; Senechal, Thomas, and Monker, 1995).

- By 4th grade, the struggling reader is faced with increasing reading comprehension demands that includes exposure to thousands of unfamiliar words (Nagy & Anderson, 1984).

Other semantic problems include

- Difficulties understanding complex oral directions (Murray, Feinstein, & Blouin, 1985)
- Difficulties producing and understanding figurative language such as metaphors, similes, and slang (Nippold, 1998, Roth and Speckman, 1989)

- To build vocabulary for ELL students, explicit and implicit instruction is necessary. They benefit from explicit instruction in the native language for Tier II vocabulary as well as in English if it is presented through concrete, hands-on experiences and in thematic unit that allow for repetition throughout the day (Schwanenflugel et al 2004).

Great Resource: www.marzanoresearch.com/vocabulary
Tier I Vocabulary

- Approximately 8,000 words at this level
- Students learn to identify or decode with instruction.
- They learn to identify them in print because they are already in their speaking vocabulary.

Examples of Tier I Vocabulary

| Adjectives: |
|---|---|---|---|---|---|
| Colors | Spatial Concepts | Quantity | Quality | Shape | Weight/Volume | Location |
| orange | on | two | open/closed | square | empty/full | top/bottom |
| green | off | three | dirty/clean | round | big/little | outside/inside |
| yellow | under | all/none | hard/soft | oval | tall/short | in front/behind |
| blue | over | one/1 more | old/new | rectangle | fat/thin | heavy/light |
| black | next to | full/empty | wet/dry | hexagon | wide/narrow | there/here |
| white | behind | used/new | heptagon | thick/thin | top/bottom |
| orange | beside | less/more | rough/smooth | heavy/light | under/over |
| pink | above | messy/neat | first/last |
| purple | below | noisy/quiet | above/below |
| red | around | weak/strong | second/third |
| beige | through | dark/light | through/around |
| tan | | | |
| turquoise | | | left/right |

<table>
<thead>
<tr>
<th>Adjective: Emotion</th>
<th>Basic Nouns</th>
<th>Verbs</th>
<th>Pronouns</th>
<th>Time</th>
<th>Sight Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>good/bad</td>
<td>book</td>
<td>go</td>
<td>he</td>
<td>finished/start</td>
<td>Dolche</td>
</tr>
<tr>
<td>happy/sad</td>
<td>boy</td>
<td>stop</td>
<td>she</td>
<td>night/day</td>
<td>Fry</td>
</tr>
<tr>
<td>same/different</td>
<td>girl</td>
<td>come</td>
<td>his</td>
<td>first</td>
<td></td>
</tr>
<tr>
<td>ugly/pretty</td>
<td>house</td>
<td>run</td>
<td>hers</td>
<td>second</td>
<td></td>
</tr>
<tr>
<td>love/hate</td>
<td>car</td>
<td>walk</td>
<td>it</td>
<td>fast/slow</td>
<td></td>
</tr>
<tr>
<td>weak/strong</td>
<td>mother</td>
<td>jump</td>
<td>they</td>
<td>young/old</td>
<td></td>
</tr>
<tr>
<td>father</td>
<td>play</td>
<td>hers</td>
<td>near/far</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>stroll</td>
<td>his</td>
<td>early/late</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>slide</td>
<td>theirs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ride</td>
<td>my</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>skip</td>
<td>mine</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>climb</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Marzano looks at dividing words into clusters. Clusters may include modals (can, may might), relationship markers (as, at, during), primary auxiliary verbs (did, do, does), pronouns, locations (here, there), numbers, shapes, etc.

Example: Super Cluster 10 Animals

| 32   | Birds        |
| 35   | Baby Animals |
| 64   | Cats/Dogs    |
| 65   | Land Animals (General) |
| 70   | Sea Animals  |
| 82   | Reptiles and Mythical Animals |
| 95   | Insects      |
| 117  | Actions Related to Animals |
| 155  | Parts of Animals |
| 188  | Rodents      |
| 189  | Dwellings for Animals |
| 194  | Animals (General) |
| 309  | Shellfish (and Others) |
| 310  | Equipment Used With Animals |
| 341  | Primates     |

Ways to increase Vocabulary in Tier I

*Story-based vocabulary instruction is the only proven method of increasing vocabulary in primary grades. This involves reading books aloud two or more times, and explaining some word meanings on each reading. Children can acquire 8-12 word meanings per week at school-enough to maintain average vocabulary gains during the primary years. No other methods of building vocabulary in the primary years have been empirically demonstrated/evaluated (Biemiller & Boote, 2006).*

Research has shown that children who read even ten minutes a day outside of school experience substantially higher rates of vocabulary growth between second and fifth grade than children who do little or no reading (Anderson & Nagy, 1992).

**Strategies for Tier I Vocabulary**

- Review specific words to make sure the child knows the meaning. Discuss the words in other contexts.
- Ask clarifying questions: "Why was Sally looking for Spot?" to assess acquisition of vocabulary.
- Make story boards to go with the story: Pick out vocabulary words that you are unsure if the student knows. Put these in order so that the student can then use the pictures and vocabulary to retell the story.
After story time, ask children to draw pictures to go along with the book. Discuss the picture including any targeted vocabulary.

- **Look, Match, Say**

  **Goals:**
  - Provide a visual representation to aid in retrieval
  - Concentrate on high content words
  - Build low content, high frequency words (Dolche and Fry words) that students have difficulty retrieving around the high content words

**Step 1: Match Picture to Picture**
Match picture to picture
1. Use one copy as a board
2. Take the second copy and cut out the pictures
3. Have the student match picture to picture while saying the word
   a. Show them the word that goes with the picture

Step 2: Match Word to Picture

Match Word to Picture
1. Keep the picture board together
2. Cut out the words and have the student match the word with the picture
3. Keep the picture hidden and ask the student what the word is
4. If the student has difficulty, reveal the picture
5. Repeat going through the words (and showing picture if needed) until the student can quickly recall each word
Step 3: Match Word to Word

1. Keep 1 word board together. Notice that the words are now in different locations on the board.
2. Cut out the words from the other board and have the student match the word with the word.
3. If the student has difficulty retrieving the word, show them the picture from a previous board.
4. Repeat going through the words (and showing picture if needed) until the student can quickly recall each word.

Step 4: Use the Word Cards as Flashcards.

Step 5: Build High Frequency/Low Content Words around the High Content Words

The dog is by the mailbox.
The dog is in the wagon.
A fox is by the house.

Dolche and Fry Words
- Use the Look, Match, Say approach.
- Put together boards of Dolche or Fry words that are in the same category (i.e.: colors, prepositions, pronouns, verbs)
<table>
<thead>
<tr>
<th></th>
<th>red</th>
<th>green</th>
<th>blue</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>orange</td>
<td>yellow</td>
<td>purple</td>
</tr>
<tr>
<td></td>
<td>black</td>
<td>white</td>
<td>brown</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>in</th>
<th>out</th>
<th>up</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>down</td>
<td>under</td>
<td>moon lander hover</td>
</tr>
<tr>
<td></td>
<td>on</td>
<td>behind</td>
<td>next to</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>he</th>
<th>she</th>
<th>they</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>his</td>
<td>hers</td>
<td>theirs</td>
</tr>
<tr>
<td></td>
<td>him</td>
<td>her</td>
<td>them</td>
</tr>
</tbody>
</table>

Created using Custom Boards iPad app. All rights reserved to Smarty Ears Apps, LLC. Powered with Smarty Symbols.

www.courtercommunications.com  conference material and visual strategies
username: courtercx  password: bella  Permission is granted for use in clinical contexts only.
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Great activity to give parents for home vocabulary or objects around the classroom

In the classroom

Number of Exposures Needed to Learn a New Word

<table>
<thead>
<tr>
<th>Level of Intelligence</th>
<th>IQ Required</th>
<th>Exposures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significantly Above average</td>
<td>120-129</td>
<td>20</td>
</tr>
<tr>
<td>Above average</td>
<td>110-119</td>
<td>30</td>
</tr>
<tr>
<td>Average</td>
<td>90-109</td>
<td>35</td>
</tr>
<tr>
<td>Slow learner</td>
<td>80-89</td>
<td>40</td>
</tr>
<tr>
<td>Mild cognitive impairment</td>
<td>70-79</td>
<td>45</td>
</tr>
<tr>
<td>Moderate cog impairment</td>
<td>60-69</td>
<td>55</td>
</tr>
</tbody>
</table>

(Gates, 1931; McCormick, 1999)
Tier II and Tier III

<table>
<thead>
<tr>
<th>Tier II High Frequency Words</th>
<th>Tier III Low Frequency Content Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Approximately 7,000 words that occur in mature language situations and literature</td>
<td>• Approximately 400,000 words</td>
</tr>
<tr>
<td>• Important for reading comprehension</td>
<td>• Academic subjects</td>
</tr>
<tr>
<td>• Contains multiple meaning words</td>
<td>• Hobbies</td>
</tr>
<tr>
<td>• Used across a variety of environments</td>
<td>• Occupations</td>
</tr>
<tr>
<td>• Characteristics of mature language users</td>
<td>• Geographic regions</td>
</tr>
<tr>
<td>• Descriptive words</td>
<td>• Technology</td>
</tr>
<tr>
<td>• Our speaking and reading vocabulary</td>
<td>• Weather</td>
</tr>
<tr>
<td>• Most important to teach because they are assumed that the students know them</td>
<td>Examples: describe, explain, analyze, compare, contrast, review, comment, summarize</td>
</tr>
<tr>
<td>• Affixes and root words should be taught for Tier II as well</td>
<td></td>
</tr>
</tbody>
</table>

Vocabulary Instruction
1. Students must encounter words in context more than once to learn them.
2. Instruction in new words enhances learning those words in context.
3. One of the best ways to learn a new word is to associate an image with it.
4. Direct vocabulary instruction works.
5. Direct instruction on words that are critical to new content produces the most powerful learning. (Review of the literature by Marzano, Pickering, and Pollack, 2001)
Six Step Approach to Teach New Vocabulary
Marzano’s six-step approach to teaching new vocabulary
(The first three steps introduce and develop initial understanding, while the last three steps shape and sharpen understanding.)

***** Students keep a vocabulary notebook
1. Provide a description, explanation, or example of the new term.
2. Ask students to restate the description, explanation, or example in their own words (linguistic).
3. Ask students to construct a picture, symbol, or graphic representing the term (nonlinguistic).
   a) Nonlinguistic representations include graphic organizers, physical models, mental images, pictures and pictographs, and kinesthetic activity.
4. Engage students periodically in activities that help them add to their knowledge of terms in their notebooks.
5. Periodically ask students to discuss the terms with one another.
6. Involve students periodically in games that allow them to play with terms.
   (Marzano & Pickering 2005, pp. 14-15)

Great Resource: Text Talk Lessons
Building Vocabulary Connections
Related Words - Making Connections within the Content
Ask student to write down all of the other terms or words they know that can be associated with a particular term/word/phrase.

Knowledge Rating Scale

<table>
<thead>
<tr>
<th>Word</th>
<th>Know It Well</th>
<th>Have Seen or Heard It</th>
<th>Have No Clue</th>
<th>Recognize it in context as having something to do with …</th>
<th>What It Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Blachowicz & Fisher, 2004
Your Turn:

Conversation Competition

Materials needed: • Unit’s word list for each student (can also use index of book)
The Rules: (Students have already completed the vocabulary analysis Steps 1-3 of 6 Step approach)

• Assign each student a partner.
• When the teacher says go, the students stand up and have a specific amount of time to talk with their partners on any appropriate subject.
• They must use at least 10 of the unit’s words in their conversation and check them off as they use them.
• When they’ve used all 10, they sit down.
• The first students to finish win a prize, but only if they share their conversation with the class and used the words correctly.
Word List:

<table>
<thead>
<tr>
<th>Elementary Students</th>
<th>Middle/High Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>habit</td>
<td>adjacent</td>
</tr>
<tr>
<td>arrange</td>
<td>barren</td>
</tr>
<tr>
<td>gradual</td>
<td>disrupt</td>
</tr>
<tr>
<td>risk</td>
<td>available</td>
</tr>
<tr>
<td>clever</td>
<td>customary</td>
</tr>
</tbody>
</table>

https://www.flocabulary.com/vocabulary-mini-games/

Use

Impact of Pragmatics

Pragmatics: use of language in social contexts and the ways in which people produce and comprehend meanings through language

Pragmatics is the most complex aspect of linguistic functioning, as it requires integration of information across numerous cognitive systems (Martin & McDonald, 2003). Consequently, for intervention to yield effective long-term outcomes, clinicians need to approach pragmatics as an integrative domain combining neurocognitive abilities (i.e., working memory, inference, and world knowledge, attention, and executive functioning) and linguistic knowledge.

The speaker must continuously monitor:

- The setting
- The purpose
- Needs of the listener
Diagnosis often associated with a social communication disorder

Autism Spectrum Disorder (from the DSM 5) Diagnostic Criteria
Persistent deficits in social communication and social interaction across multiple contexts as demonstrated by the following:

- Deficits in social-emotional reciprocity, ranging, for example, from abnormal social approach and failure of normal back-and-forth conversation; to reduced sharing of interests, emotions, or affect; to failure to initiate or respond to social interactions.
- Deficits in nonverbal communicative behaviors used for social interaction, ranging, for example, from poorly integrated verbal and nonverbal communication; to abnormalities in eye contact and body language or deficits in understanding and use of gestures; to a total lack of facial expressions and nonverbal communication.
- Deficits in developing, maintaining, and understand relationships, ranging, for example, from difficulties adjusting behavior to suit various social contexts; to difficulties in sharing imaginative play or in making friends; to absence of interest in peers.

Specific Learning Impairment
The characteristics that interfere with a student's acquisition of reading or writing skills can also interfere with his or her ability to acquire or interpret social behaviors. For example:

- May have difficulties correctly interpreting social situations
- May have difficulty reading social cues
- Act impulsively without identifying the consequences of their behavior or recognizing the feelings and concerns of others
- Have difficulty understanding the main idea of a conversation
- May demonstrate behaviors that are inappropriate for the situation (i.e.: walking down the hall, yelling a teacher’s name, then wanting to high five or fist bump, then bump up against the adult)

(http://www.projectidealonline.org/v/specific-learning-disabilities/)
Nonverbal Learning Disorder

Non-Verbal Learning Disability (NVD or NVLD), is a disorder which is usually characterized by a significant discrepancy between higher verbal skills and weaker motor, visual-spatial and social skills.

Signs and Symptoms

- Has trouble recognizing nonverbal cues such as facial expression or body language
- Needs to verbally label everything that happens to comprehend circumstances, spatial orientation, directional concepts and coordination; often lost or tardy
- Has difficulty coping with changes in routing and transitions
- Make very literal translations
- Asks too many questions, may be repetitive and inappropriately interrupt the flow of a conversation
- Responds impulsively
- Imparts the “illusion of competence” because of the student’s strong verbal skills

(https://ldaamerica.org/types-of-learning-disabilities/non-verbal-learning-disabilities/)

Pragmatic functions that can hinder speaking, listening, reading, and writing

- Topic Initiation (Main Idea)
- Maintaining Topic (Details supporting main idea)
- Topic Shifting (How to transition to new topic)
- Ending Conversations (Conclusion)
- Taking listener perspective (Point of View: Author and Character)
- Topic Repair

Great Resource for All Ages of Students

- www.bucketfillers101.com (free resources)
- https://www.pinterest.com/wandapascucci/pragmatics/
- www.teacherspayteachers.com (social skills)
  - Social Skills Curriculum Bundle by Nicole Allison $24.00 K-12
### Younger Students: Pragmatics/Social Skills

<table>
<thead>
<tr>
<th></th>
<th>Acceptable</th>
<th>Needs Improvement</th>
<th>Critical need for improvement</th>
<th>Nonexistent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Makes eye contact</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintains attention to the speaker</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commenting</td>
<td></td>
<td></td>
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<tr>
<td>Requesting Actions</td>
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<tr>
<td>Requesting Assistance</td>
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<td></td>
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<td></td>
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<tr>
<td>Requesting Objects</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Greetings</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Responding</td>
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<td></td>
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<tr>
<td>Reads typical nonverbal cues</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Demonstrate turn taking behavior</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Initiates a conversation</td>
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<tr>
<td>Expresses feelings</td>
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</tbody>
</table>
Older Students: Pragmatics/Social Skills

<table>
<thead>
<tr>
<th></th>
<th>Acceptable</th>
<th>Needs Improvement</th>
<th>Critical need for improvement</th>
<th>Nonexistent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintains attention to the speaker</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiates a topic appropriately</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintains topic</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Identifies details as not the main topic</td>
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<tr>
<td>Comments on the topic</td>
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<tr>
<td>Transitions to a new topic appropriately</td>
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<td></td>
</tr>
<tr>
<td>Responds appropriately</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reads typical nonverbal cues</td>
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<td></td>
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<tr>
<td>Reads body language</td>
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<tr>
<td>Demonstrate turn taking behavior</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Initiates a conversation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expresses feelings</td>
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<tr>
<td>Takes a listener’s perspective</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Reads social cues appropriately</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Can infer information from a conversation</td>
<td></td>
<td></td>
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<tr>
<td>Understands jokes</td>
<td></td>
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<tr>
<td>Stops a topic when friends comment negatively</td>
<td></td>
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</tr>
<tr>
<td>Does not dominate a conversation</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Controls emotional lability</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates impulse control</td>
<td></td>
<td></td>
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</tbody>
</table>
Books:
- What Were You Thinking?: Learning to Control Your Impulses (Executive Function) (Smith) 3rd-7th
- Growing Up with a Bucket Full of Happiness: Three Rules for a Happier Life (McCloud) ages 9-13  (bucketfiller101.com)
- My Bucketfilling Journal: 30 Days to a Happier Life (McCloud) ages 9 and up

From Websites
- Teacherspayteachers: No Prep Social Skills for Older Students (speech time fun) $8.00  Grades 5-12
- Social Skills Task Cards (pathway2success) $11.00 Grades 3-6

Activities for Younger Students
Books: (Build lessons and activities around the books)
- How Full is Your Bucket (Rath and Reckmeyer) K-2
- My Mouth is a Volcano (Cook) K-3
- What if Everyone Did That? (Javernick) K-2
- A Bad Case of Tattle Tongue (Cook) K-2
- That Rule Doesn’t Apply to Me (Cook) Preschool -3
- Teacherspayteachers: Brown Bag Social Skills Treasure Hunt (free) SmartmouthSLP Grades 1-5

Note: Cooks’ books are part of a Responsible Me series. There are more books in this series than listed above.

Visual Supports
- Pictures

hands to self

listening ears
For initiation a conversation, requesting objects, assistance or action, use a board

Share
- “Share” - For commenting, requesting information, eye contact, expressing feelings, and turn taking, do a “share” at the beginning of your session where the student shares the best thing that happened to them since he/she saw you last. The other students are encouraged to ask a question, comment or make a connection but must maintain the topic. (May add a talking stick or play microphone. Only the student with the stick or microphone is permitted to speak.)

Role Play
Pragmatic Goals:
- Initiate conversation
- Verbal turn taking
- Taking another’s perspective
- Eye contact
- Commenting
- Requesting actions or objects
- Transitioning topic
- Nonverbal communication

Activities:
- Play “dress up” and have the students pretend to be that person. Encourage dialogue between the students and intercept if students demonstrate difficulty or demonstrate an inappropriate pragmatic behavior.

- Retell a story by using felt boards or pictures, objects, or dressing up to be the characters.
Older Students

Pragmatic Group Activities

Activity: Compliment Others
Set the expectations from the beginning that only kind words and respect for each other is allowed in the group. For this activity, you could go around in a circle and have each student say something nice about someone else in the group. To make sure everyone gets a turn to be complimented, put people’s names on slips of paper in the bowl and have them pass it around taking turns pulling out names.

Possible Poster:

![Social Skills](image.png)

Activity to go with poster:
When the student pulls the slip of paper from the bowl, ask him/her to say what the social skill means, have them give an example, and/or ask them to tell the rest of the group why that skill is important. Give as much guidance and support as your students need to answer the questions. You may want to go first, to show the students how to do this activity.
### Social Stories Using EET

#### EET: Rules

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Everyone has rules that they need to obey.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rules are expectations. Expectations are what people want me to do.</td>
</tr>
<tr>
<td></td>
<td>My rules are stay calm, use good words, stay with a teacher, no throwing, feet on the ground, and hands to myself.</td>
</tr>
<tr>
<td>Combined with what “would” you do</td>
<td>Stay calm means no yelling and no moving my mouth. Stay calm means most closed. Use nice words means no swear words. Nice words are, “How are you today.” “What are you doing?”</td>
</tr>
<tr>
<td></td>
<td>Stay with the teacher means no running away. I will stay with the teacher inside and outside.</td>
</tr>
<tr>
<td></td>
<td>My next rule is don’t put things in the toilet like socks, feet, shoes, shampoo, or paper towels. I can put pee, poop, and a little toilet paper in the toilet.</td>
</tr>
<tr>
<td></td>
<td>No throwing is a good rule. I can’t throw shoes, pants, chairs, computers, or phones. I can throw a ball.</td>
</tr>
<tr>
<td></td>
<td>My last rule is feet on the ground. I can’t kick, put them on chairs, or on other people. I can walk or run with my feet.</td>
</tr>
<tr>
<td></td>
<td>I should be nice. I should listen. I should make good choices.</td>
</tr>
<tr>
<td></td>
<td>I should follow my rules at BACA, Ms. Margo’s, home, movies, stores, restaurants, airports and airplanes, Grandma and Grandpa’s, and in Osh Kosh. I should follow my rules everywhere.</td>
</tr>
<tr>
<td>?</td>
<td>If I follow my rules, I get to do fun stuff. I get to go to the car wash. I earn money for the BACA store. I get to do fun things like go to a playground, go out to eat, and swim.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Conclusion</td>
<td>I get great things when I follow my rules.</td>
</tr>
</tbody>
</table>

Writings Using EET format

**Bathroom Rules**

**Introduction:** I should NEVER put things in the toilet. **Green Group:** (rule) It is a rule to not put things in the toilet. **Blue Do:** I stopped at the bookshelf and got a ball. I went in the bathroom and went to the potty. Then, I put the ball in the toilet. I flushed the toilet. ☐ The ball flushed down, and it got wet. The toilet overflowed. **What is it made of?** (What “would” I do) I should NEVER put anything in the toilet like balls, soap, paper towels, cloth, rubber, shoes, phones, shampoo, water or pencils. I should only put the pee, poop, throw up and a little bit of toilet paper.

**Pink Parts:** If I break the rule of NO putting things in the toilet, I lose things like hotels, seeing JJ, watching videos of car washes, houses, Harrison Hill elementary school, and my morning video.

**White Where:** I can’t put ANYTHING in the toilets anywhere like home, Ms. Margo’s, restaurants, BACA, Grandma and Grandpa’s in Florida, movie theatres, or anyone’s houses like Johnny’s, Michael’s or anyone's!

**What else do I know:** It can cause an issue like overflowing the toilet. It can ruin carpet like at Ms. Margo’s and in my bathroom and basement. It can ruin walls and basements. I can never use Ms. Margo’s bathroom again without supervision.

**Conclusion:** The rule is NOTHING in the toilet.
Game Club

- The students are responsible for planning games, organizing a game day/night with planning all activities including snacks.
  - Social/Pragmatic Goals
    - How to invite friends to play with you
    - Explain to others how to play the game
    - What it means to be a good sport
    - Turn taking
    - Impulse control
    - Maintain topic about the game
    - Read nonverbal body language
    - Discuss good competition (i.e.: Why is it not bad to take someone else’s spoon when you play spoons? Why can you take someone’s spoon in this game but not during lunch time?)

Spoons

Materials:
A standard deck of cards (no Jokers)
Spoons, one fewer than there are players
3 or more players

How to play:
1. Arrange the spoons in a small circle in the center of the table and deal four cards to each player.
2. Each player tries to make four of a kind.
3. The dealer takes a card off the top of the deck to have five cards in his hand, removes one and passes it facedown to the left. Each player discards to the person on his left.
4. The last player places his discard into a trash pile.
5. Cards are picked up and passed quickly around the table until someone gets four of a kind and takes a spoon from the center.
6. Once the player with four of a kind takes a spoon, anyone can take a spoon. The player left without a spoon gets a letter.
7. If at any time the draw cards run out, pause to reshuffle the trash pile and keep going.

Objective
The winner is the last player remaining. Players move closer to elimination each time they don't get a spoon and take the next letter in the word S-P-O-O-N. Spell it and you're out.

The fun part
The player who reaches four of a kind first has a variety of ways he can take the first spoon. A sneaky pull exposes those paying too close attention to their cards. A demonstrative grab leads to a wild free-for-all.

Cooking Club
- Students have to research, plan and carry out cooking activities.

Project Based Learning
- Create Something Together: The students must plan and initiate a task of creating something together (i.e.: Marshmallow Challenge – Ted Talk, Blubber, Craft, etc.)
  - Pragmatic Goals:
    - How to choose a partner
    - Interviewing
    - Making something my friend wants and maybe I don’t like
    - Controlling the desire to tell friend that they don’t like what they chose
- Working together
- Asking for assistance
- Asking for clarification
- Complimenting appropriately

Duct Tape Wallets

1. Today, we are going to learn how to make duct tape wallets.
2. First, please read and highlight the directions.
3. Please read and highlight the Interview.
4. When you are finished reading and highlighting, you can work on the Knowledge Rating Scale for your vocabulary while your friends finish reading and highlighting.
5. If there is still time, use the vocabulary card to analyze your words. Please do the ones you have heard of but are unsure of what they mean first.
6. When everyone is finished, we will watch a video of how to make a duct tape wallet. We will go step by step so you can make a wallet while we are watching the video.
7. After the video, you will be paired with another student. You will ask your team mate questions about what kind of wallet he or she wants. Please use the planning sheet to plan the wallet.
8. After each of you have asked your questions, you will each make a wallet for the other person.
9. When you have finished making the wallet, please continue to work on your vocabulary.
10. When the wallet and vocabulary are finished, please use the EET to explain what we did.
11. You will then use the EET to write a paragraph.
Duct Tape Wallet Interview Questions

I am making a wallet for ______________________

1. What color or colors do you want your wallet to be?

2. Which color for the wallet?
3. Which color for the trim?
4. Which color for the pockets?

5. Do you want a wallet that folds or a long wallet?

6. Do you want your pockets on the inside or the outside of your wallet?

7. Do you want any decorations on your wallet? If yes, what would you like?

Any other questions you can think of to ask

1. __________________________________________________________
   __________________________________________________________

2. __________________________________________________________
   __________________________________________________________

3. __________________________________________________________
   __________________________________________________________

4. __________________________________________________________
   __________________________________________________________

When the wallet is finished, please give it to your friend. Take a few minutes to look at the wallet and tell your friend what you like about the
Duct Tape Wallet

Materials:
- Duct tape
- Ruler
- Scissors or utility knife
- Pencil

Directions:

<table>
<thead>
<tr>
<th><img src="image.png" alt="Image" /></th>
<th>• Cut or tear four strips of duct tape, 10” long. With the adhesive side up, adhere the duct-tape strips one to another with a 1/4” overlap.</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image.png" alt="Image" /></td>
<td>• Make a second sheet that is the same as Step 1.</td>
</tr>
<tr>
<td><img src="image.png" alt="Image" /></td>
<td>• Carefully stick the adhesive sides of the two duct-tape sheets together. This is your duct tape fabric.</td>
</tr>
<tr>
<td></td>
<td>• Fold in ½ and trim your wallet so that it is 9 inches long.</td>
</tr>
<tr>
<td></td>
<td>• Cut or tear a 10” strip of duct tape.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>Use a utility knife or scissors to make a small cut in the center of one end of the duct tape. This will help you tear the strip into two straight 1” strips.</td>
</tr>
<tr>
<td></td>
<td>Fold and adhere the 1” duct-tape strips to the 10” ends of the sheet. This will make a smooth, clean finished edge. Trim off the extra pieces.</td>
</tr>
<tr>
<td></td>
<td>To make a pocket for your duct-tape wallet, cut three strips of tape 14 inches long and stick two of the pieces (adhesive sides) together to make another duct tape fabric.</td>
</tr>
<tr>
<td></td>
<td>Take the other strip and tear length wise down the middle. Use pieces of this tape to make a clean edge on the top and bottom.</td>
</tr>
<tr>
<td></td>
<td>Using 1/2” strips of duct tape, stick the pocket in place. Trim the strips flush.</td>
</tr>
<tr>
<td></td>
<td>Fold the sheet in half.</td>
</tr>
</tbody>
</table>
• Tear two 1” x 4” duct-tape strips. Fold and adhere the ends of the duct-tape wallet together. Trim the 4” strips flush.

• Fold the wallet in ½ with the pockets on the inside

• Now, you can decorate your duct tape wallet.

Websites for Ideas


• [http://www.parentingscience.com/social-skills-activities.html](http://www.parentingscience.com/social-skills-activities.html)


• [https://everydayspeech.com/social-skills-activities-minimum-prep-maximum-fun/](https://everydayspeech.com/social-skills-activities-minimum-prep-maximum-fun/)
Decision Making Graph

This visual strategy allows the student to look at an issue and make sound decision regarding what is the best option to solve the issue. The student writes down the issue then comes up with 2-3 possible options that may work to solve the issue. For each option, the student comes up with pros and cons of using this option. The option with the most pros is more than likely the best choice to make.

Topics:

- Your friend invites you to his/her house but you know the parents aren’t home
- You want to play with your friends IPAD, so you just take it
- There are restrictions on the computers and IPADS but you know how to get around them
- You are talking about something you saw on the computer that wasn’t appropriate. You are sharing this information with your friends. They tell you to stop but you keep talking about it.
- A classmate invites you to a party but you don’t really want to go.
- A friend gives you a present at your birthday party, but you already own it.
- A friend gives you a present at your birthday party, and you don’t want it.
Supralinguistic Skills

- Relevance: Make sure the information is relevant to the student’s world. Help student’s problem solve to find the relevancy (Don’t tell them! – You won’t get buy in!)
  - Do the students know how the information being presented relates to their lives?
- Pique Curiosity and Creativity
  - What do you do to make the students curious about your topic?
  - Are you creative in your teaching approach?
- Multimodality learning triggers both the left and right hemispheres of the brain
• Be consistent across all grade levels and educators with teaching strategies (i.e.: vocabulary cards, following the same steps for solving math story problems, required method of note taking (i.e.: Cornell Notes), Venn diagrams for comparing/contrasting, webs for determining main idea and details as well as for organization of writing, etc.)

• Always base new information on what the student should already know (i.e.: Use a Place Value Chart when teaching ones, tens, hundreds, etc. Use the Place Value Chart when teaching decimals or information regarding the same subject learned the previous year.)

• Have the students preread and take notes (using the required note taking method) what will be presented in class the next day. Provide your Power Point or notes for the students to review before presenting the information.

• Provide visual strategies (webs, Venn Diagrams, pictures, etc.) whenever possible. Inspiration software (www.inspiration.com) is a resource that should be considered.

The Evidence

• "Students with learning disabilities who used semantic organizers demonstrated significantly higher scores on researcher-developed comprehension measures than students in comparison groups." (p. 112)

• "Students who used cognitive maps with mnemonics outperformed those using conventional reading techniques on a reading comprehension test." (p. 112)

• "Overall, the student-generated cognitive organizer [with a mnemonic] was more effective in improving students’ reading comprehension than the expert-generated cognitive organizer and the comparison condition." (p. 112)

• "The use of cognitive maps [without a mnemonic] was associated with higher comprehension scores than comparison conditions" (p. 113)

Targeting Figurative Language

Ways to Target:
1. Charades: The students act out the saying
2. Describe the saying
3. Use the saying in a sentence
4. Jeopardy Game with the different types of figurative language being the categories
5. Family Feud

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alliteration</td>
<td>The repetition of usually initial consonant sounds in two or more neighboring words or syllables</td>
<td>The wild and woolly walrus waits and wonders when we’ll walk by</td>
</tr>
<tr>
<td>Assonance</td>
<td>A resemblance of sound in words or syllables</td>
<td>holy &amp; stony and Fleet feet sweep by sleeping geese</td>
</tr>
<tr>
<td>Cliche</td>
<td>A word or phrase that has become overly familiar or commonplace</td>
<td>No pain, no gain</td>
</tr>
<tr>
<td>Hyperbole</td>
<td>Big exaggeration, usually with humor</td>
<td>mile-high ice-cream cones</td>
</tr>
<tr>
<td>Idiom</td>
<td>The language peculiar to a group of people</td>
<td>She sings at the top of her lungs</td>
</tr>
<tr>
<td>Metaphor</td>
<td>Comparing two things by using one kind of object or using in place of another to suggest the likeness between them</td>
<td>Her hair was silk</td>
</tr>
</tbody>
</table>
Onomatopoeia | Naming a thing or an action by imitating the sound associated with it | buzz, hiss, roar, woof
Personification | Giving something human qualities | The stuffed bear smiled as the little boy hugged him close
Simile | A figure of speech comparing two unlike things that is often introduced by like or as | The sun is like a yellow ball of fire in the sky
Semantic Absurdities | Words that do not make sense used in the same sentence. | My grandpa is the youngest person in my family.

Reading Comprehension

Underlining and Highlighting

Following Written Directions or Reading Paragraphs:

- Step 1: Read the direction
- Read each sentence below.
- Circle the subject and underline the verb. Then write a prepositional phrase on the line to complete the sentence.
- Step 2: Reread and underline or highlight key words
  
  Read each sentence below. Circle the subject and underline the verb. Then write a prepositional phrase on the line to complete the sentence.
HIGHLIGHTING FOR MAIN IDEA AND SUPPORTING DETAILS

The second highlighting strategy assist the student with finding the main idea and supporting details of information presented. This may be the main idea and supporting details for a short story or literature chapter, or it may be the main idea and supporting details for each paragraph for informational text. The student should highlight the main idea in one color and the supporting details in another color.

Rosa Parks was born February 4, 1913 in Tuskegee, Alabama. She spent her childhood in Alabama. When she was 11, she enrolled in the Montgomery Industrial School for Girls. Later, she worked as a seamstress in Montgomery.

Rosa Parks has been called the "mother of the civil rights movement" and one of the most important citizens of the 20th century. In the early 1950s, the bus system in Montgomery, as in many parts of the United States, was segregated. Blacks were required to board the bus at the front, buy their tickets, and then re-board the bus in the back. Sometimes, they weren’t able to get on the bus again before it drove away. They were not allowed to sit in the front of the bus, which sometimes made it difficult to get off at the right stop. Even if they were sitting in the “black section”, they were still required to give their seats up to white passengers if the “white section” was full. In December of 1955, Rosa Parks refused to give up her seat on a city bus to a white passenger. The bus driver had her arrested. She was tried and convicted of violating a local ordinance.
Comparing and Contrast

Compare and Contrast Chart

<table>
<thead>
<tr>
<th>Item #1</th>
<th>Item #2</th>
</tr>
</thead>
</table>

How are they alike?

How are they different?

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2/3 1/3 Notetaking

Name: __________________________________________

Class: __________________________________________

I. Main Idea
   A. Detail
   B. Detail
   C. Detail

II. Main Idea
   A. Detail
   B. Detail
   C. Detail

III. Main Idea
    A. Detail
    B. Detail
    C. Detail

Comments
Questions
Link to what you know
Vocabulary
What you would like to learn more about

Assignment:

Read the following paragraph following the directions provided on underlining key words in a paragraph. After you have read and underlined, please use 2/3 1/3 notes to take your notes.

How the brain works has a significant impact on what kinds of learning activities are most effective. Educators need to help students have appropriate experiences and capitalize on those experiences. As Renate Caine illustrates on p. 113 of her book *Making Connections*, three interactive elements are essential to this process:

- Teachers must immerse learners in complex, interactive experiences that are both rich and real. One excellent example is immersing students in a foreign culture to teach them a second language. Educators must take advantage of the brain’s ability to parallel process.
- Students must have a personally meaningful challenge. Such challenges stimulate a student’s mind to the desired state of alertness.
- In order for a student to gain insight about a problem, there must be intensive analysis of the different ways to approach it, and about learning in general. This is what’s known as the “active processing of experience.”

Written Language Expression

Research also reveals that children with language impairment (LI) produce written texts that have fewer words, syntax errors, and poorer organization, similar to their oral language (Bishop & Clarkson, 2003; Dockrell, Lindsay, Connelly, & Mackie, 2007; Singer & Bashir, 2004; Scott and Windsor, 2000).

According to the National Assessment of Educational Progress (NAEP), in 2002, only 28% of 4th graders, 31% of 8th graders, and 24% of 12th graders performed at or above the Proficient level of writing as defined as solid academic performance for grade level (Lutkus, Daane, Weiner, Jin, 2003).  
*Updated research in 2007 for 8th and 12th: no significant change*

Using Visual Graphic Strategies to Organize for Writing
Use Expanding Expressions Tool to Describe the Picture (permission granted by Susan Smith, author of Expanding Expressions Tool)
Difficulty Understanding Fiction

Step 1: Read a passage appropriate for the student’s current ability (high/low readers)
Step 2: Use Main Idea and Supporting Details highlighting strategy (main idea in yellow and supporting details in color of student’s choice)
Step 3: Use a Plot Diagram to break down the story.

Step 4: If the student is still having difficulty with the theme, consider whether the student is able to take the author/character perspective. May need to do a comparison of the protagonist and antagonist or a character analysis for further support.
Title of Book: ______________________    Author: _______________

<table>
<thead>
<tr>
<th></th>
<th>Protagonist</th>
<th>Antagonist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Appearance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Attributes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(how does he/she get along with others?)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotions/Mental Status:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Character: ______________________

<table>
<thead>
<tr>
<th>Beginning of the book (Thoughts, Actions, Dialogue)</th>
<th>Interpretation of these events</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Middle of the book (Thoughts, Actions, Dialogue)</th>
<th>Interpretation of these events</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>End of the book (Thoughts, Actions, Dialogue)</th>
<th>Interpretation of these events</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Step 5: Use 2/3 1/3 Notetaking for the story elements (characters, plot, setting, conflict, climax, conflict resolution, ending of story, theme)
Step 6: Use EET or Mind Map to summarize the story
Step 7: Compare and Contrast to other story (fiction or nonfiction), personal experience, etc.
Difficulty Understanding Nonfiction

STEP I: Read a passage appropriate for the student’s reading level (www.newsela.com)

Step 2: Use Main Idea and Supporting Details highlighting strategy (main idea in yellow and supporting details in color of student’s choice)

Step 3: Provide a mind map with important areas outlined.
Final Thoughts:

*For those we serve through special education services as well as those in the RTI process, we play a vital role in the academic success of the students that we are so privileged to serve. Regardless of the age of students we serve, we can provide a strong foundation for students with language/learning differences to improve their academic success, thus the ultimate goal: readiness for life after high school.*

*Thank you for spending time with me!*