VISUALIZING AND VERBALIZING: READING COMPREHENSION

PRESENTERS:
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WHAT IS VISUALIZING AND VERBALIZING (V/V)?
10 STEPS TO V/V:

1. The Climate
2. Picture to Picture
3. Word Imaging
4. Single Sentence Imaging
5. Sentence by Sentence Imaging
6. Sentence by Sentence Imaging with Higher Order Thinking
7. Multiple Sentence Imaging with Higher Order Thinking
8. Whole Paragraph Imaging with Higher Order Thinking
9. Paragraph by Paragraph Imaging with Higher Order Thinking
10. Page Imaging with Higher Order Thinking

STRUCTURE WORD CARDS:

1. What
2. Size
3. Color
4. Number
5. Shape
6. Where
7. Movement
8. Mood
9. Background
10. Perspective
11. When
12. Sound
RESEARCH: HELPING STUDENTS TO ADD DETAIL AND FLAIR TO THEIR STORIES.

- Participants
- Intervention
- Implications for Practice
- Limitations

STEP 1: SETTING THE CLIMATE

Goal: Explain to the student(s) what and why.
STEP 2: PICTURE TO PICTURE

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.

- Makayla: Animal and flower pictures from the iPad
- Jalen: Bank of America Stadium pictures
- Ali: Outdoor activity pictures
STEP 3: WORD IMAGING

Goal: To develop the student’s ability to visualize and verbalize the smallest unit of language - a word.

- Makayla: Food words (cheeseburger, brownies) and Disney words (Cinderella)
- Jalen and Ali: Charades at the beginning of each lesson

HEADS UP-CHARADES

Charades!
STEP 4: SINGLE SENTENCE IMAGING

Goal: To develop the student’s ability to visualize and verbalize a single sentence.

- Ali: Outdoor activity sentences
- Jalen: Carolina Panthers sentences
- Makayla: Disney sentences

STEP 5: SENTENCE BY SENTENCE IMAGING

Goal: To develop the student’s ability to visualize and verbalize an imaged gestalt from oral and written language.

- Jalen: Atlanta Braves sentences
- Ali: Outdoor activity sentences
- Makayla: Disney sentences
1. Two friends are at the beach and want to try ocean kayaking together, so they rent a two-person red kayak.

2. Each person is working together to paddle back into the shore, catching the waves at the right time in order not to flip the kayak.

**STEP 6: SENTENCE BY SENTENCE IMAGING WITH HIGHER ORDER THINKING**

**Goal:** To develop the student’s higher order thinking from an imaged gestalt.

- Makayla: Disney sentences
- Ali: Cooking sentences
- Jalen: Atlanta Braves sentences
STEP 7: MULTIPLE SENTENCE IMAGING WITH HIGHER ORDER THINKING

Goal: To develop the student’s ability to visualize and verbalize multiple sentences of language and use the images gestalt as a base for higher order thinking.

- Jalen: Sports Illustrated article
- Makayla: Disney sentences
- Ali: Cooking instructions

Story: High School Musical

- Troy Bolton is the star basketball athlete at a small-town high school.

- He quickly falls in love with nerdy Gabriella Montez at a holiday, karaoke party.

- Troy and Gabriella fall in love and audition for the upcoming school musical.
STEP 8: WHOLE PARAGRAPH IMAGING WITH HIGHER ORDER THINKING

Goal: To develop the student’s ability to visualize and verbalize from a whole paragraph of language and use the imaged gestalt to develop higher order thinking.

- Ali and Jalen: Writing and interpreting paragraphs based on images
- Makayla: Psychology textbook, health magazines

CO-TEACHING

- Amber and Taylor gave Jalen and Ali an image and they had to work together to form sentences to describe the image given.
- Worked Together
- Structure words
- Common Interest
STEP 9: PARAGRAPH BY PARAGRAPH WITH HIGHER ORDER THINKING

Goal: To develop the student’s ability to visualize and verbalize multiple paragraphs of connected language, paragraph by paragraph, and to use the imaged gestalt to develop factual recall and higher order thinking.

- Jalen: Sports Illustrated article
- Ali: N/A
- Makayla: N/A
STEP 10: WHOLE PAGE IMAGING WITH HIGHER ORDER THINKING

Goal: To develop the student’s ability to visualize a page of text/language and use the imaged gestalt to develop factual recall and higher order thinking.

- Ali: N/A
- Jalen: Communications textbook
- Makayla: N/A

Weekly Performance Trend for Makayla

Difficulty Level Increases each week
Weekly Performance Trend for Ali

- Ali's Scores
- Min Target
- Goal
- Difficulty

Difficulty Level Increases each week

Weekly Performance Trend for Jalen

- Jalen's Scores
- Min Target
- Goal
- Difficulty

Difficulty Level Increases each week
WHAT HAVE WE LEARNED?

- General overview:
  - Help readers understand and comprehend the material better
  - VV can easily be used by SLP’s in the school setting

WE WANT TO HEAR FROM YOU!

1. Pull out your cell phone
2. Go to www.socrative.com
3. In the student login put in this code: 4701c72e
4. Thank You!
REFERENCES


Peer Teaching of Functional Academics: Multisensory Reading Instruction

Mizuho Sakaue
Western Carolina University
NCDCDT Conference
April 23, 2015
What is Multisensory Reading Instruction?

- Based on the idea of the Orton-Gillingham program
- Multisensory
  → Using auditory, visual, and kinesthetic elements

Who is it for?

- “Orton-Gillingham (O-G) methodology uses a systematic, multisensory approach to teach students basic reading, spelling, and writing.”
- Recommended to children with reading disabilities
  → Instructions to help struggling readers
### Methods for sight word recognition in kindergarten

- Measured sight word recognition
- 15 kindergarteners
- Dolch sight word list
- Flashcard vs. Multisensory approach

- Multisensory approach > Flashcard

*(Phillips, 2012)*

### The impact of an intensive multisensory reading program on a population of learning-disabled delinquents

- 126 students

<table>
<thead>
<tr>
<th>Multisensory Approach</th>
<th>Control Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 minutes/day</td>
<td>45 minutes/day</td>
</tr>
<tr>
<td>Remedial reading instruction using multisensory approach</td>
<td>Regular classroom</td>
</tr>
</tbody>
</table>

*Significant growth in reading*

*(Simpson, 1992)*
The effectiveness of a multisensory alphabetic phonetic approach with college students who are learning disabled

- 30 college students

O-G approach Group

Students who received O-G approach outperformed Group

- O-G approach is theoretically well constructed (Guyer, 2001)

Multisensory Instructions

<< Review >>
- Sight word card game
- Sight word board game

<< Practices >>
- Writing letters on cardboard
- Sky write
- Glue dots letter cards
- Note cards with pictures
- Reading stories
- Modeling play dough / Pipe cleaners
- Using quizlet : flashcards / scatter game
Sight word card game

Sight word board game
Writing letters on cardboard

- Introduction of new words
- Write words on a texture surface using fingers

Sky write

- Student will say each letter as they move hand to spell the word in the air
- Student will read the word orally
Glue dots letter cards

- Manipulate the word using glue dots letter cards
- Read each letter orally as the student trace the dots
- Read the word orally

Note cards with pictures

- Practicing words with visual aid
Reading stories

• Reading stories that has the target words with pictures
• Topic related to student’s interests
• Target words are in bold font and highlighted
• Appears sentence by sentence

😊 Let’s practice reading! ➔ ➔

Trace’s Day
Hello. My name is Trace. I am a nurse.

I will tell you about my day.
I wake up at four a.m.

I do the laundry.
and I brush my teeth.

Then, I eat breakfast with my two dogs.
They always run around me.

I get ready for work at seven.
I will walk around the hospital to see my patients.

And then, I walk around the hospital again.
At five p.m., I run back home so that I can see my dogs.

I eat dinner with them.
At 10 p.m., I go to **sleep**.

This is my day!
Modeling play dough / Pipe cleaners

• Model the word with play dough / pipe cleaners
• Student will read each letter orally by tracing the letters
Modeling play dough

Using **quizlet** : flashcards
Using quizlet: Scatter game

Data

Trace’s Sight Words

Percentage of words correct

Dates of instruction
Your turn to TRY!!! 😊

Table 1
Sight word board game

Table 2
Glue dots letter cards

Table 3
Modeling play dough

What I have learned...

• Patience
• Being Creative
• Enjoyment of Learning and Supporting
• In future profession...
References


Any questions???

Thank you for listening and participating.