

## Using a Storybook Model to Apply Core Vocabulary in the Classroom

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## Acknowledgements



- Uses the philosophical underpinnings of “The Storybook Journey: Pathways to Literacy Through Story and Play” (McCord, 1995)
- Revised as **Read, Play & Learn** (Linder, 2008; Brookes Publishing)

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## Why use Stories in the CVC?



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## Stories & Strategies Model



Story Selection



Story Reading

- Language Learning in CONTEXT



Active Story Re-Reading and/or Re-Telling

- Language Learning in CONTEXT



Story Re-Enactment

- Start of Language De-Contextualization



Story Expansions

- Language De-Contextualization

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## Step 1: Select the Story

- Current AAC Language Criteria
  - Culturally and age appropriate
  - Interesting to the person
  - Applicable to all individuals and cultures
  - Has a simple story line with repetitive lines or themes
  - Use rhythm and rhyme (often hard to rephrase with core because you lose the poetry element)
- Additional “Core” Criteria
  - Has a “plot” with something to apply or talk about later
  - Emphasizes core vocabulary rather than extended vocabulary

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## Story Options

- Wordless Books
- Children’s Classics
- New Classics
- Books currently part of YOUR curriculum

PLAN 2 – 3 weeks per book

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## Step 2: Read the Story

- Preparation
  - Practice reading it yourself before reading it with the person/group
  - Determine target function and target expressive vocabulary
    - Keep your target vocabulary “do-able” for your students
  - Think through how to re-phrase with Core
    - Don’t avoid the rich concepts and vocabulary - important receptively

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## Example of Rephrasing

- |                  |                 |
|------------------|-----------------|
| – One time       | – I go eat      |
| – Go where eat   | – I eat you     |
| – He under there | – Don’t eat me  |
| – He bad mean    | – Wait big one  |
| – Little one go  | – You go away   |
| – Who go over    | – Big one go    |
| – Me little one  | – Who go over   |
| – I go eat       | – Me big one    |
| – I eat you      | – I go eat      |
| – Don’t eat me   | – I eat you     |
| – Wait big one   | – You come here |
| – You go away    | – I not afraid  |
| – Medium one go  | – He go up      |
| – Who go over    | – He go down    |
| – Me medium one  | – Go where eat  |
|                  | – Eat more more |

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## Words Used (28)

- |             |                       |
|-------------|-----------------------|
| • one (9)   | • don’t (2)           |
| • time (1)  | • not (1)             |
| • go (15)   | • over (3)            |
| • eat (12)  | • under, up, down (1) |
| • come (1)  | • away (2)            |
| • wait (2)  | • here, there (1)     |
| • where (2) | • big (4)             |
| • who (3)   | • little, medium (2)  |
| • I (7)     | • bad, mean (1)       |
| • you (6)   | • more (2)            |
| • he (4)    | • afraid (1)          |
| • me (5)    |                       |

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### Step 2: Read the Story (cont.)

- Read slowly with emphasis and drama
- Allow time to process auditory/visual information
- Gradually build up expectations in what you want your students to say
  - Number of words
  - Length of utterance

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### Training Others = “Say That with Core” Activity

- Have someone “read” the story to the group
- Improvise on phrasing it with core
- Determine target functions/vocabulary (that will become critical in later steps)
  - What you’ll model
  - What you’ll ask
  - What you expect from your students
    - Behaviors (sit, attention, mediate)
    - Receptive language
    - Expressive engagement with you and the story

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### Step 3: Re-Read/Re-Tell the Story

- Do MULTIPLE re-reading and re-telling activities (at least 5 before expecting the child to do the story narrative)
- Engage the person at the level appropriate to his/her current language ability
  - Mediate book reading (easiest)
  - Discuss/Comment on the story (Q & A provided)
  - Re-Read (with help of the book and/or VSM)
  - Re-Tell the story (w/o book or VSM)

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### Step 3: Re-Read/Re-Tell the Story (cont.)

- Provide graphic “story-map” Visual Support Materials to help the person VISUALIZE and MANIPULATE the re-telling of the story

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### Example 1: Story Board

- Developed by Maureen Casey (2004)
- Useful for people with single sheet manual communication boards or devices
- Great for stories with 1 or 2 repeated lines
  - For learning the vocabulary (concept, location)
  - For emerging reading

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### Example 2: Story Mats

- A variation of “Talking Mats” by Joan Murphy
- Core vocabulary picture cards are attached to a textured mat (can remove from Pixon Wall Chart)
- The student selects from the picture cards to build a composite message
  - Match to story strip samples
  - Develop own sentence

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### Example 3: Story Strips

- Pre-selected lines from the story
  - 1 word to 1 or more lines per page in book
  - Use to “make” a simplified book
- Put the lines on a Story Chart (a form of a graphic story map)
  - Define story events, sequence of events, etc.
- Use the lines with the book
  - Affix directly to book pages
  - Add something to the book to hold the strips

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### Step 4: Story Re-Enactment

- Helps immerse the person into the story
- Stretches the person’s “comfort level” with the language through a pretend activity
- Allows experiencing of the story in different modalities of learning

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### Prep Word for Re-enactment

- Collect props, costumes
  - Can be very impromptu
- Create “sets” or make scenery
  - Determine your actors “lines” and visual support materials needed
  - Act out the story wearing costumes or character masks

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### Step 5: Story Expansions

- Are “related” activities
  - For learning across modalities
  - That reflect the culture and experiences of the person
- Take the KEY language of the story (context) and use in new contexts (process of de-contextualization)

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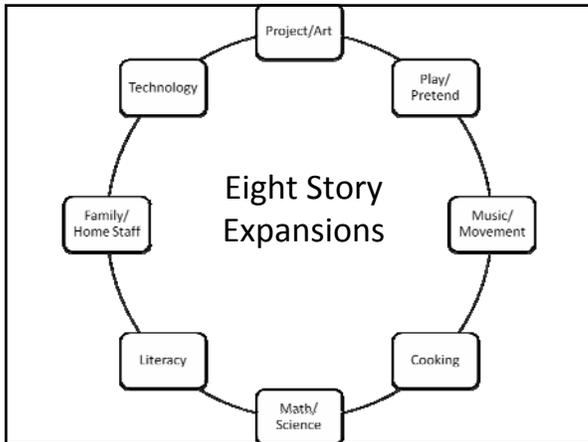
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### 1 - Project/Art

- Pattern
  - Make costumes/scenery (if you haven't already for the re-enactment)
  - Make something else from or related to the story
- Target Vocabulary
  - Words to mediate any activity
  - Colors & Art Words

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## 2 - Play/Pretend

- Pattern
  - Re-tell the story
  - Do a related play/pretend activity from the story (different from the re-enactment)
- Target Vocabulary
  - Verbs

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## 3 – Music/Movement

- Pattern
  - Sing for fun and provide ALgS of target words
  - Do a movement found in the story
    - Invite the OT/PT to be involved
- Target Vocabulary
  - Words to mediate any activity
  - Adjectives - to direct condition of listening to music or moving (loud, quiet fast, slow)
  - Prepositions - to direct movement

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## 4 - Cooking

- Pattern
  - Make a simple food somehow related to the story
  - Make a simple food you can tie to the story
  - Bring family or OT into the activity
- Target Vocabulary
  - Words to mediate any activity
  - Negatives – sabotage the activity
  - Colors & Body Parts

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## 5 – Math/Science

- Pattern
  - Do a math activity if there is a “number” concept in the story
    - Math - jumps from pond to house = How many will it take to get there? (more, again, #) (Boy/Dog/Frog)
  - Do a science activity if there is a “science-like” concept in the story
    - Science – catching things in a net (Boy/Dog/Frog)
    - Experiment with wind (Three Little Pigs)
- Target Vocabulary
  - Core (Varies)
  - Numbers

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## 6 - Literacy

- Pattern
  - Target core words from the story
    - Find printed words on Storyboard
    - Compare words in print form
    - Print words out on the computer
    - Use spell features in the device
    - Associate letters and icons; e.g., " A" is for Andy the owl
- Target Vocabulary
  - Core (Varies)
  - Coordinate with Reading Program

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## 7 – Family/Home Staff

- Pattern
  - Help the family apply the core words and concepts from the story into their home routine
  - Ideas: cooking, shopping, games, reading
- Target Vocabulary
  - People and family words to direct specific people
  - Customize based on needs of family (places, games, people)

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## 8 - Technology

- Pattern
  - Work with OT/PT on switch skills, scanning, etc.
  - Use computer-based applications
    - PowerPoint “book”
    - On-line stories
  - Use simple technology
    - Example – Step-by-Step with repeated line, switch to a fan
- Target Vocabulary
  - Core (Varies)

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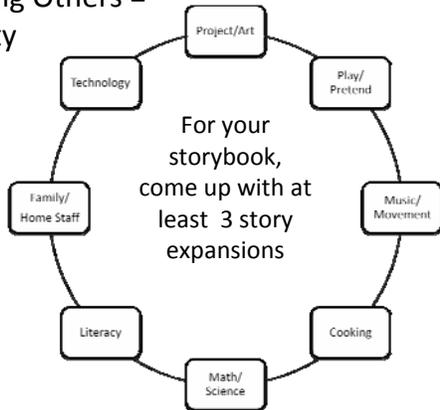
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## Training Others = Activity



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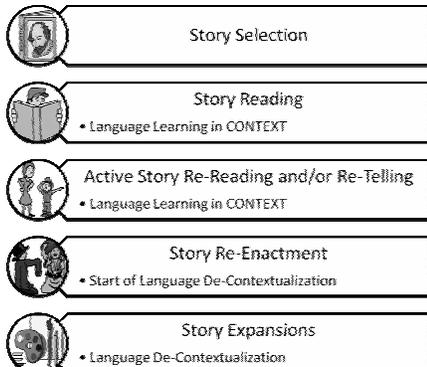
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## Review-Stories & Strategies Model



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