

Expressive Language Growth Techniques

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• Learning Targets:

- To empower Speech Language Pathologists, Special Education Teachers, and Regular Classroom Teachers in assisting students in better expressing themselves.
- Today you will leave with
 - An understanding of how to increase student's expressive language
 - Activities to use for students preschool through 21 including students with complex communication needs

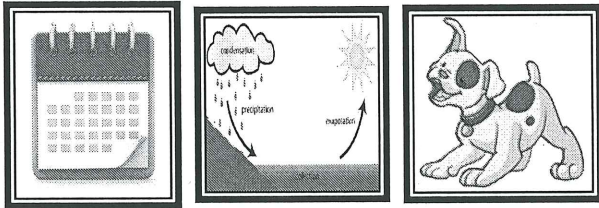
- Danielson Framework Domain 3:
 - Engaging Students in Learning

- Vision 2015
 - Goal 1: Every student progresses in his or her learning and meets or exceeds proficiency in all subjects.

Norms

- Two feet rule
- Phones to silent
- Share in large group as well as participate and share in small group activities
- Remember we are all here to learn from one another.

Your Turn



Snap your fingers if you ever....

- Had a student say/write 3 words to describe an item and then say "I am done"
- Say, "I don't know what to say".
- Your upper level elementary, middle, or high student's expression reminds you of a kindergartner?

Stand up if you have ever...

- Felt like you taught every single adjective in the universe and yet your students continually chose "good" as a descriptor?
- Knew your student has been exposed numerous times to the same content but yet all they can do is repeat words they don't truly understand?
- Have had great success in your resource room but the regular classroom teacher doesn't see the skills generalizing?

What this is

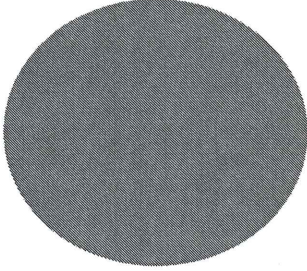
We are here today to give you the needed tools to increase your students ability to express themselves across content areas and within social situations.

• What this isn't

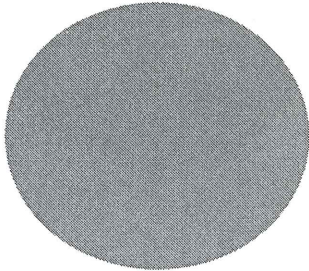
- This is not the Expanding Expression Techniques training. It is a training based on the idea and philosophy of EET. This training was inspired by attending a session at KSHA, conversations with colleagues who used EET or used their own version of the program as well as internet research in such forums as Pinterest and TeachersPayTeachers.

The Visuals

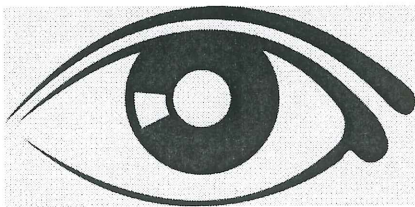
Green = Group



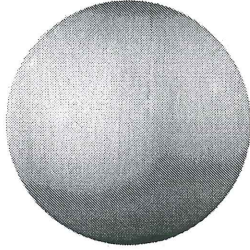
Blue = Do



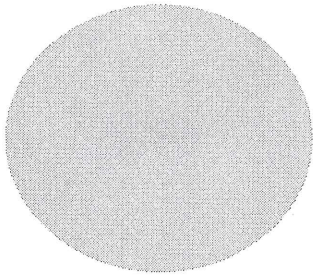
What does it look like?



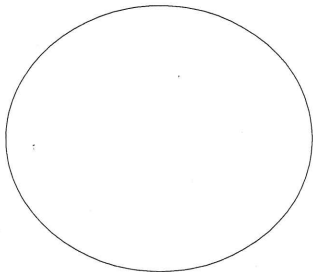
What is it made of?



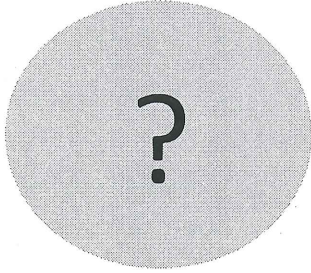
Pink = Parts



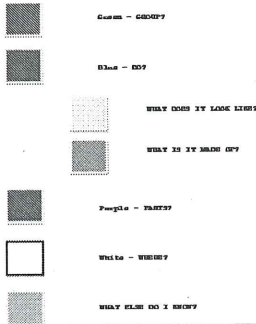
White = Where



What else do I know?



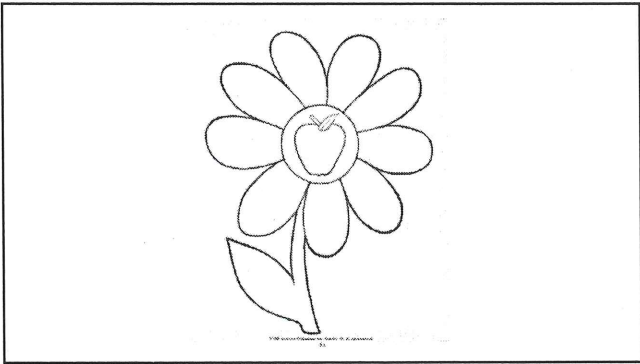
EXPANDING EXPRESSION

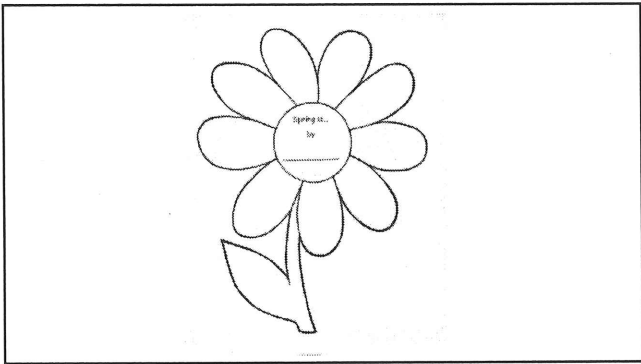


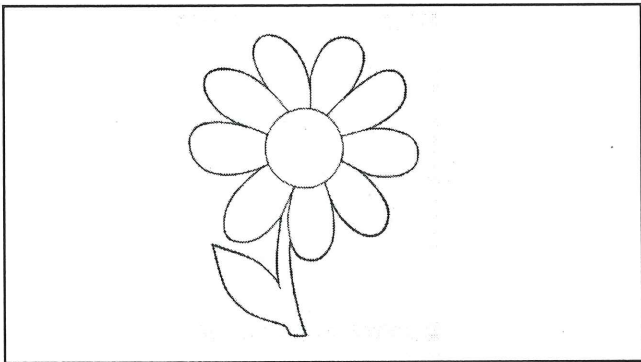
Chant



Expanding
Expression
Flower
Activity







Examples

GREEN - Group

To which category does the word or concept belong?

Categories could include:

school supplies	colors
holidays	months/seasons
farm animals	jungle animals
tools	kinds of trees
states	cities
presidents	careers

BLUE - Do

What does it do? (You naturally get a lot of third person singular expressions.)

A flower grows, blooms	A firecracker explodes
A bird chirps	An egg cracks
A frog jumps	A cell replicates

What does one do with the item?

I peel the banana.	I strum the guitar.
Oxygen is used for breathing.	Cells perform necessary life functions.

What do people do?

Kings rule.	Soldiers march.
Teachers explain.	Plumbers fix.

What is done there?

There is horse racing in Kentucky.	Bats are manufactured in Louisville.
Surfers ride waves at the beach.	Children build sandcastles at the beach.

What does it look like?



Use attributes to describe. Really a great opportunity to expand the use of attributes.

Pencil long, yellow, unsharpened, has an eraser

Notebook full of paper, spiral bound, rectangular, blue, contains my notes

Use words to express what is seen in a certain place.

Park slides, swings, friends laughing, picnics going on, dogs barking

Kitchen refrigerator, stove, water running into the sink, bread popping out of the toaster

Use words to express what a person looks like.

Lincoln tall, thin man, wore a tall black top hat, had a beard

Grandma wore glasses, had gray hair, sat in a rocking chair, read a book

What is it made of?



Mirror, jar, vase are made of glass. Screwdriver, statue, nickel are made of metal.

Cells are made from cytoplasm and a nucleus

OR What does it come from?

Baby chick comes from an egg.

Butterflies come from a cocoon.

OR What is a person made of?

Organs like stomach, heart, blood, hair, cells, brown skin

OR What are the person's personality traits?

Friendly, talkative, quiet, energetic

ALSO, what about time concepts?

A month is "made" of 30 days. A day has 24 hours.

Winter usually consists of cold and snowy weather.

PINK - parts

Parts of objects and concepts will expand vocabulary.

Cup/handle mouth/lips

Cherries/pits, stems bed/mattress, sheets, pillows

Book/"table of contents" lunch/ fork, spoon, soup

Day/ morning, noon, night month/weeks, days, holidays

States/landmarks, rivers house/kitchen, roof, porch, awning

Describe the parts of events, seasons, jobs, or a biography.

Biography/ Where is person from? What are the important parts of his life?

Describe the parts of events like "starting school," or "taking care of a library book."

Where would you find these items?
 nose/on your face car/garage shoes/under the bed
 desk/classroom ice cream/freezer books/library

Where would you see these people?/ Where would you see these places/concepts?
 nurse/hospital SpongeBob/cartoons, TV soldier/Fort Knox, battlefield
 mayor/city hall beaches/by the ocean zero gravity/on the moon

A more advanced activity may include expressing specifically "where" a city is, or where an object is located.

Louisville is south of the Ohio River.


The name is written on the right-hand corner of the notebook below the date.

The "volume" button is to the left of the "mute" button.

What else do I know ??

This is a good time to "fill in the blanks" and talk about something the students may have wanted to say that did not fit into a category.

15 minute break

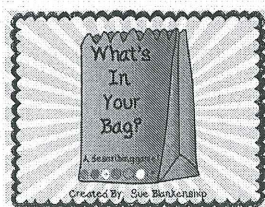


Preschool

Expanding Expression with Preschoolers

- Show and Tell
 - *could partner with a teacher or try in pull-out speech therapy
 - *model process for a while with items from home or classroom
 - *send home worksheet with colored dots/questions at the beginning of the week for child to complete with parents
 - *child shares clues from the worksheet with class to see if they can guess the item in the bag

Expanding Expression with Preschoolers

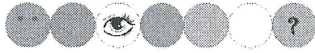


- What group is it in?
- What does it do?
- 👁️ What does it look like?
- What is it made of?
- What are its parts?
- Where is it found?
- ❓ What else do you know?

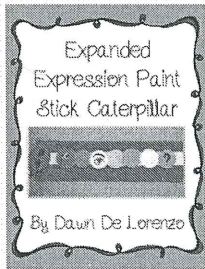
Expanding Expression with Preschoolers

An idea:

Address each "color" separately. Add a colored circle on the wall to create a caterpillar as you address each area. There are tons of activities on Teacherspayteachers.com and Pinterest that address each area.



Expanding Expression with Preschoolers



Free download from Teacherspayteachers.com
Also on Pinterest.

Each leaf has a different picture for the child to describe.

Elementary

K, 1, 2, 3

4th and 5th graders

Special Populations

Elementary Activities
Expand 7th Language

K-2 "Keeping it Basic"

- * Games: Madbanz, Memory, DIY game boards (check out Pinterest!)
- * Use dice for any other existing game board (Chutes and Ladders, Candyland, etc.); Numbers 1-6 correspond to 6 primary descriptive elements.
- * Grab bag or Show-n-Tell
- * Kickball or Wiffle Ball: Bases correspond to descriptive elements. Next batter picks up where previous batter left off.
- * Go Fish with paired items: Ask for objects based on descriptive elements
- * Simple worksheets to promote development of specific descriptive elements

3rd-5th Elevating Expectations

- * Try to incorporate into curriculum when possible (content related texts, vocabulary, etc.)
- * Encourage mix of verbal and written responses
- * Can use this method to then address additional grammar/syntax goals
- * Use graphic organizers modified to fit the 7 descriptive elements

Graphic Organizers

- * Can be used for note taking, organizing a written report, or preparing for an oral presentation
- * Can also be used by teachers during class-wide discussion
- * Find a teacher you feel comfortable with, and encourage implementation within the classroom.

1	2	3	4	5

Writing from Prior Knowledge

- * Once basics are established, the system can be expanded to help with writing skills.

1	2	3	4	5

Biographies

1	2	3	4	5

Summarizing

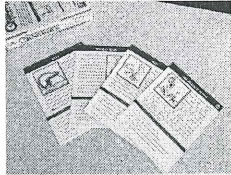
1	2	3	4	5

Language Expansion for 3rd-5th grade students

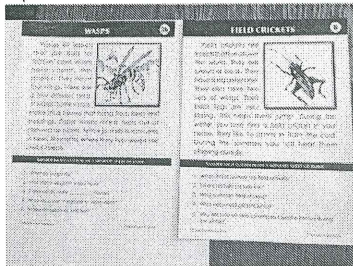
- Summarizing informative, non-fiction articles
- Helps intermediate students organize their thoughts and put a "picture" in their heads
- Gives visuals for students to allow them to examine the characteristics of the different "circles" (7 descriptive elements)
- Students are then better able to answer comprehension questions on the articles; compare and contrast the topics in the articles; and expand their knowledge into written form.

Choosing the Informative Articles

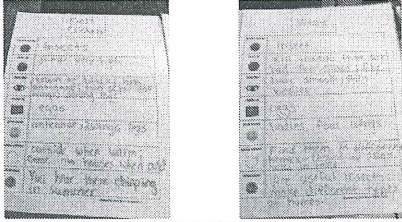
- I often use "Comprehension Quickies" to introduce this activity.
- Once familiar with the process, I move on to using more complex articles, such as those found in Scholastic News; articles they are reading in their classrooms; and sections from their science and social studies books.



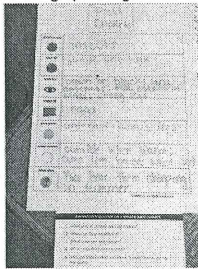
- Pick out two stories and introduce what "summarizing" means to your groups.



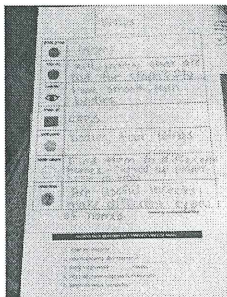
- This process usually takes place over 2-3 sessions, depending on the reading/writing abilities of the group of students.
- During the first session, read the first article with the students and then take out the graphic organizers and dry erase markers. Complete the second organizer during the second session.
- Together complete the Green-group, Blue-do, What does it look like?, What is it made of? (or Where does it come from?), Pink-Parts, White-where, What else do I know? (You may need to do some online research if you cannot find the answers to a circle section within the article).



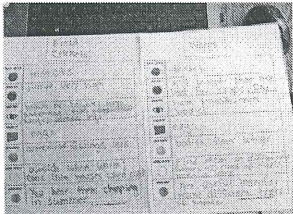
- Once both articles have been read and graphic organizers completed, I will often go over the comprehension questions with the students and have them use the graphic organizers to help answer the questions.



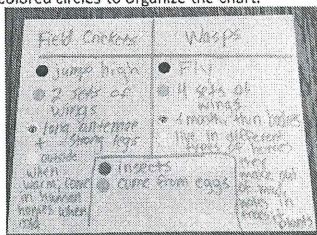
Second Article comprehension questions



- With both graphic organizers completed, I have students place them side by side so that the descriptive elements line up and then pass out the T-chart or Venn Diagram organizers in order to assist in comparing and contrasting.



- We then transfer the information into the T-chart and Venn Diagrams, using the colored circles to organize the chart.



- To elevate expectations, students can then answer open response questions comparing and contrasting the two topics in written form.

Data sheets for Classroom Lesson:

Date:

Student name	VA Targets	Response	Green	Blue	Leak	Red	White	Other

Special considerations for students with hearing impairments:

- Students with hearing impairments have varying degrees of speech and language deficits including, but not limited to:
- Articulation impairments
 - Vocabulary deficits
 - Errors with syntax including word order
 - Omission of morphological markers
 - Omission of articles
 - Decreased MLU
 - Difficulty with sequencing information and organization of language

Benefits of using a vocabulary program in the self-contained classroom:

- Focus on carryover and generalization of individual targeted speech and language goals
- Collaboration with the teacher of record
- Using the mnemonic device provides visual and tactile cues for improved language organization
- Provides a formula for students to increase MLU and improve sentence structure in a meaningful way

Introducing the mnemonic system to the classroom

- Get a baseline for all students
- Start with simple vocabulary to introduce the mnemonic device
- Use of sentence strips if needed to practice correct sentence structure
- Use of word wall to improve vocabulary and give struggling students a vocabulary bank of words to choose from if needed
- Make sure the students understand their individual speech and language goals that will be focused on in the classroom for carryover


Free resources from TPT

- [Back to School Vocab & Worksheet FREEBIE](#) By Lauren LaCour
- [Record Sheet to use with Expanding Expression Tool \(EET\)](#) By Amy Paul
- [EET Research Paper Rubric Grades 2, 3, 4, 6](#) By Speech like a duck
- [EET Writing](#) By Brooke Wagner
- [EET Companion Sheet](#) By Doyle Speech Works
- [Expanding Expression Tool \(EET\) Companion and Visuals](#) By Creative Communicators
- [\(FREEBIE!!!\) EET Descriptive Language Packet - St. Patrick's Day](#) By Strictly Speaking
- [EET Bookmark Freebie!](#) By KJ Speech and Teach
- [FREE! Expanded Expression Paint Stick Caterpillar](#) By TeachingResourceResort
- [Expanding Expressions Tool \(EET\) Visual Aid](#) By QuirkySpeech

Middle/High

How to find vocabulary terms using the Gheens Curriculum Maps on JCPS website.
www.jefferson.k12.ky.us
Employee Groups
Teachers
Under Resource Links go to Gheens Curriculum Maps
Choose a subject and grade level

7th grade Math and Science
Techniques to increase expression for the vocabulary terms
"Absolute Value" for math and
"Microorganism" for science.

A cartoon illustration of a scientist with wild hair and a mustache, wearing a lab coat and holding a test tube. Small particles are floating around the test tube.

"Absolute Value"

Green-Group: numbers
Blue-Do: a numbers distance from zero
What Does it Look Like? [x]
What is it Made of/Come from? Mathematics
Pink-Parts: [], x, a number
Where Would you find it? Mathematics, a number line
What Else Do You Know? Other names for it are numerical value or magnitude

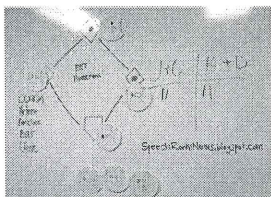
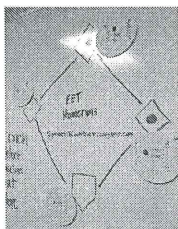
"Microorganism"

Green-Group: living organisms
Blue-Do: vital role in all ecosystems, vital to humans
What Does it Look Like? unicellular or multicellular
What is it made of/Come From? biology, nature
Pink-Parts: one cell or many
White-Where: lives in every habitat on earth bottom of ocean, in the atmosphere, in our bodies
What Else Do You Know? bacteria in our bodies aides in digestion

Expanding Utterances
in
High School
Low Incidence Classrooms

Activities

Baseball Activity

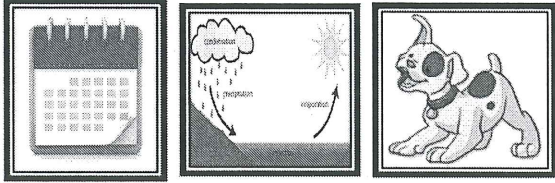


<http://thespeechroomnews.com/2012/04/eet-baseball.html>

Turn and Talk



Your Turn



Questions?
