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Creating Family and Patient Friendly Materials, presented in partnership with Cincinnati Children's



Presented By:
Marlo Wahle, MS, CCC-SLP &
Christine Lackey, MS, CCC-SLP

August 25, 2016

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Learning Objectives

After this course, participants will be able to:

- Identify the main reasons for creating written materials.
- List the steps for creating written materials.
- Describe the different methods for writing family friendly materials.

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Why would an SLP create materials?

- To educate families regarding a particular disorder
- To provide families with home program information and materials
- To better serve families through gathering information via a survey
- To provide supplemental information as part of a home program
- To relate to others (storytelling or narratives)
- To provide older kids with home programs, materials and stories

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Steps to Writing Family Friendly Documents

- **Write down your goal for the material (example: To educate families on spring social activities).**
- At Cincinnati Children's Hospital Medical Center (CCHMC) we have E-Chirp:

Parent/Family Education (Speech specific):

- [Brochures](#)
- [Knowing Notes / Handouts](#)
- [Patient / Family Videos](#)
- [Editing Clinical Documents for Patients, Families and the Public](#)

Cincinnati Children's Hospital Medical Center. (2003-2016). CenterLink Speech-Language Pathology Retrieved from: <http://centerlink.cchmc.org/templates/centerlink/2014/portal/tab1.aspx?pageid=32895>

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Steps for General Documents

- Check for documents already in place.
At CCHMC: Speech CenterLink and Blackboard
- Organize your thoughts and information:
 1. type of document
 2. target audience
 3. rationale for document
- **Follow your location's guidelines for obtaining approval.**
- Ask an editing committee or 1-3 colleagues to review your document.

Cincinnati Children's Hospital Medical Center. (1999-2016). *Speech Language Pathology* Retrieved from: <http://www.cincinnatichildrens.org/service/s/speech/default>

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Family Newsletter

The screenshot shows the 'Speech-Language Pathology' page for Cincinnati Children's. The main heading is 'STAR: A Newsletter for Families'. Below it, a list of newsletter issues is provided, including 'Read the Summer 2016 Issue', 'Read the Spring 2016 Issue', 'Read the Winter 2016 Issue', and 'Read the Fall 2016 Issue'. A sidebar on the right contains 'Important Phone Numbers' for Referrals, Appointments, Assistance with Insurance, and Financial counseling.

Cincinnati Children's Hospital Medical Center. (1999-2016). *Speech Language Pathology* Retrieved from: <https://www.cincinnatichildrens.org/service/s/speech/patients/newsletter>

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continued™

Family Newsletter example for *proofreading*

Checklist:

- ☐ The reading level is **7th grade level or lower**
- ☐ The document contains “**family friendly language**”
- ☐ No evidence of clip art
- ☐ No websites were listed (exception: ASHA if needed).
- ☐ Everything is in your own words so there’s no need to cite sources.
- ☐ The document is short; ½ page to 1 page
- ☐ If a patient, volunteer or family member picture is taken, a HIPAA release has been collected and stored (example: Feature Patient).

Readability Level

- Grade level at which an individual can read.
- Regardless of education level or intelligence:
families prefer materials that are simple to read.
- Focus on using: Short sentences with simple vocabulary words, avoid passive sentences, run-on sentences and multisyllabic words
- **Examples:**
 - The more the child practices between sessions, the faster progress will be.
Readability Grade Level: 5.8
 - The more you practice with your child between speech sessions, the faster he will make progress.
Readability Grade Level: 6.1
 - Practice as much as possible between speech therapy sessions so that your child will progress quickly.
Readability Grade Level: 9.0

Readability



Checking the Readability Level

Selecting readability using Word 2007 and beyond:

To set-up Word to tell you the reading statistics, when reviewing the document :

- Click on File, then select "options".
- Click on "proofing"...this takes you to the page where you will see several groups of info - some with green check marks.
- Go to the second "group" of info and look for "show readability level". Click on it and then save it (hit ok)

To check the reading statics, each time you finish a document:

- Click the review tab at the top
- Click: ABC/Spelling (on the top left)
- The readability stats will show after the proofing is finished.

Grammar

- Common Errors: internet and intranet (*both lowercase*), avoid therapist, clinician and speech therapist use: speech-language pathologist, email (*not E-mail, e-mail or Email, except at the beginning of a sentence.*)*
- Take credit for your work: by Sallie Star, MS, CCC-SLP
- Bullet Lists: Capitalize the first word in a bullet list. Do not use periods at the end of a bulleted list of items or phrases, unless the bulleted item is a full sentence.
- Accept vs. except – Accept means “to receive with consent”; except means “to exclude or to object.”; We do not *accept* unfinished homework. No one outside of the Division *except* you knows about the policy.
- Affect vs. effect – Affect means “to have an influence on”; effect means “to make; to bring about.”; Your attendance will *affect* your grades.; The sports program had positive *effects* on the children.

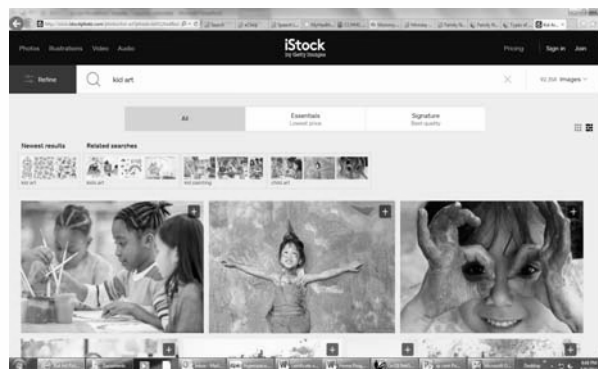
Clip Art: To Clip or Not to Clip?

- We don't own the right to clip art images in Microsoft or on the web.
- Most of the time, clip art is not necessary.
- Professional Photos: CCHMC has a photo bank. They have taken care of the HIPAA releases. Almost all photos are a “approved for general use” and you can use them for any CCHMC material. Photos with a gold background are not approved for general use and have usage restrictions.
- When Clip Art or pictures are needed: iStockphoto.com has royalty free illustrations and pictures that we can purchase. The site is Marketing approved at our site. Example: iStockphoto.com designated, small size pictures and/or illustrations in the 2 to 8 credit range. Each credit costs about \$15.



Getty Images. iStock (2016). Retrieved from: iStockphoto.com

iStock Photos



<http://www.istockphoto.com>

Getty Images. iStock (2016). Retrieved from: [istockphoto.com](http://www.istockphoto.com)

Other Clip Art Sources

Finding Free Sources:

<http://www.inc.com/jeff-haden/where-to-find-free-stock-photos-online.html>

Haden, J. (2013, July 15). Where to Find Free Stock Photos Online 29 sites to check out. Retrieved from:
<http://www.inc.com/jeff-haden/where-to-find-free-stock-photos-online.html>

Refrain from Citing Sources

- Why? When you place your Division's name or logo on the materials, you are claiming them as our own.
- You are an experts. You know and understand the best methods for educating families! ☺
- References do not go on family documents.
- Websites do not go on family documents. There are some exceptions, such as ASHA.

Making something your own; Top down approach

Scenario: I found a craft that I want to use for the family newsletter on a website.

1. Look over the craft and read the directions.
2. Make the craft yourself without the directions.
3. Write the directions using your own words.
4. Using your own expertise, write home program suggestions.
5. Take your own picture of the finished product.

Making something your own; Bottom up approach

1. Picture something in your mind that you want to create, say or do.
2. Think: How would I retell this to families in a simple, step by step method?
3. How can families use the information and work on goals related to speech-language pathology?
4. Take your own picture.

Newsletter Example: Craft; bottom up approach

Summer Wind Mobile Craft

By: Deepa Agrawal
Bajaj, BA

Supplies:

- A paper plate (both small or large sizes will work)
- String or yarn
- Multi-colored tissue paper
- Two to four cotton balls
- Scissors
- Glue Stick, Tape or Stapler

Directions:

1. Cut the paper plate in half. Use both halves to make two wind mobiles.
2. Cut large strips of the tissue paper to the desired lengths (see picture above).
3. Glue each strand of tissue paper onto the straight edge of the paper plate. You may also use tape or a stapler.
4. Pull apart the cotton balls to look like clouds. Glue the cotton onto the paper plates.
5. Make holes in the rim of the paper plate, and pull the string or yarn through. Tie the string in a loop.
6. Hang in any window and Enjoy!

Speech Sound Wind Mobile:

- With your child, write the speech sounds that your child is learning on each cloud.



- Twirl the wind mobile with your child as they practice various speech sounds.

Story Wind Mobile:

- Read one of the books listed below. Write the title on the cloud part of the mobile.
- After reading, ask your child to retell the story. On a sheet of paper, add the various topics your child shared and tape it on the tail of the mobile.
- Your child can use the mobile to retell the story to others.

Books about Wind Mobiles:

- *The Wind and the Blows* by Bethany Erin
- *Where Does the Wind Blow* by Cindy Rink

Preschool Language and Literacy

By: Barb Sansone, MA,
CCC-SLP and Rose
Pietrzyk, MS, CCC-SLP

Read the book: *We're Making Breakfast for Mother*, By: Shirley Neitzel

Preschool Language and Literacy

- Activities:
 - Answer questions about the items in the book.
 - Practice early reading and sight word.



Cincinnati Children's Hospital Medical Center. (1999-2016). Speech Language Pathology Retrieved from:
<https://www.cincinnatichildrens.org/service/s/speech/patients/newsletter>

Keep it short and simple

- **Families prefer materials that are simple to read.**
- Sometimes less is better. If you can say it in a half page, often that is plenty!
- Consider a bullet list to tie the information together.
- Avoid jargon: expressive language/what your child says; receptive language/what your child understands; articulation/speech sounds; pragmatics/social skills, literacy/reading,
- **Avoid multisyllabic words:** preferences/what your child likes, accurate/correct; frequently/often



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Keep your audience in mind

- At CCHMC: The newsletter has a yearly parent survey. New material is incorporated based on the survey results. Parent feedback regarding the newsletter is taken into consideration.
- Consider asking a patient or family member what they would be interested in knowing.
- Consider asking a parent if they thought a handout was useful. Do they have any feedback?

Division of Speech-Language Pathology Family Newsletter Feedback Form*

Please take a few minutes to read and review our family newsletter. An optional prize coupon is located on the next page. We will keep your information completely anonymous. Please fold your feedback form and place it in the feedback form envelope. Please place the raffle coupon in the raffle envelope. We will pick out a few lucky winners from all the entries to receive prizes. The deadline for submitting coupons is **October 30, 2015**. THANK YOU!

I am a: ☐ Patient ☐ Family member of a patient ☐ Parent education advisor

I've attend speech-language pathology services at the following location(s):

☐ Anderson ☐ Drake ☐ Fairfield ☐ Kentucky ☐ Perlman Center
☐ Base ☐ DDBP ☐ Green ☐ Mason
☐ College Hill ☐ Eastgate ☐ Home Care ☐ Liberty

How long has your child been receiving speech therapy? ____ months / ____ years

What story did you enjoy the most?

What story did you enjoy the least?

Do you have any topics/ideas that you would like to see addressed in future issues of STAR?

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Newsletter in Action

- Completing a newsletter submission as part of a therapy session. Video with patient.

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Newsletter in Action

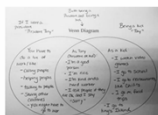
Presidents By Tony

I chose to learn about Presidents in speech-language pathology. I already knew many things about presidents so this was an easy topic for me.

I wanted to share with you the following facts:

- George Washington was the first president. He was a good president. He was president for eight years and he liked books.
- Abraham Lincoln liked to do farming. He learned by himself. He liked books and he ended slavery. He was shot by John Wilkes Booth.

I wrote a story describing a problem and solution that might occur if I was president. I chose to write about a possible war between the people in Ohio and Texas. The Texans tried to put the people of Ohio in danger. They said they would all be slaves. The people in Ohio fought back, especially my brothers. They won the war. I gave everyone in Ohio food for defeating the Texans.



Finally, I compared and contrasted being a president with being a kid (see above). As a kid, I play video games, go to school, go to restaurants, go on field trips and I go to parks like King's Island. As president, I would have to work really hard, and do things like calling people, helping people, talking to people, saving other countries and I might have to go to war. As both a president and a kid, I would still be a good person, a nice person; I would be kind and a hard worker. I also ask people if they are OK and I would say that I'm sorry.

I am Tony's speech-language pathologist (Marlo Wahle), and I am proud of Tony for all his hard work on presidents and everything we work on during our sessions.

Families may adapt the activity above to work on language skills with an early elementary child. Let your child choose a topic of interest. Gather facts about the topic. Write a creative story and compare and contrast your main topic with another similar person, place or thing.

Cincinnati Children's Hospital Medical Center. (1999-2016). Speech Language Pathology Retrieved from: <https://www.cincinnatichildrens.org/service/s/speech/patients/newsletter>

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Newsletter Example: Feature Patient

Speech-Language Pathology



STAR

Speech Therapy: Awareness and Recognition

Summer 2015

A newsletter for families:

STAR Feature Patient



Gabriel was diagnosed with aphasia several years ago, following a surgery that removed the left side of his brain due to seizures. Aphasia is a disorder that makes it difficult to understand and to express thoughts and ideas. It can improve with speech and language therapy and a family's commitment to success. Gabriel is now 11 years old. He is the perfect example of what it means to be committed to therapy.

Gabriel loves to share stories during speech therapy. Sometimes he will stop himself and say, "we have to do our work first." I love hearing Gabriel's stories. They are fun to hear, and they show all of the great progress he has made in therapy. Gabriel's stories include memories of the Bengals game with his Dad and the time that he won a free iPod! It is fun to hear his news of "A+" marks on his quizzes at school.

Cincinnati Children's Hospital Medical Center. (1999-2016). Speech Language Pathology Retrieved from: <https://www.cincinnatichildrens.org/service/s/speech/patients/newsletter>

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Newsletter Example: Informational article



The quiet cost of electronic devices by Ann Kummer PhD, CCC-SLP, Senior Director of Speech-Language Pathology at Cincinnati Children's

Use of gadgets and games, especially at younger ages, can prevent kids from developing healthy speech skills and communication. We see children staring down who would benefit greatly from looking up and opening up.

Many of these children are in our waiting rooms. Their eyes are glued to the electronic devices that take over their attention spans. They miss opportunities that help them to develop speech and language skills.

The parents' faces are also often buried in their smartphones, iPads and tablets. Children mimic the behaviors of their parents. They pass time together but are worlds apart. These kids have language disorders, and there's no interaction with

They end up spending too much time looking at electronic devices. It's largely passive learning, like watching TV. Communication is nowhere to be found.

Even with children who aren't speech-delayed, there is a generational divide. They don't have the social skills they could have, and that's a subtle part of language development. How do you learn to maintain eye contact and have a conversation if you are focused on an electronic device rather than the people around you?

Interactive, voice-activated electronic programs can have a role in speech development. We even use iPads in speech therapy. The key difference is that the programs are educational and require a child to verbally respond back and forth. It's also time-restricted.

Watching videos on YouTube or TV is passive. Some games are educational and valuable, but you don't want to let your child do this all day long. You have to have a balance. There is a difference between active and passive learning. It's like the difference between listening to someone play the piano and being able to do it yourself.

Cincinnati Children's Hospital Medical Center. (1999-2016). Speech Language Pathology Retrieved from: <https://www.cincinnatichildrens.org/service/s/speech/patients/newsletter>

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Student Video

- Student volunteer describes her experience as a volunteer and helping with the newsletter project.

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Parent Video

- Speech-language pathology parent describes her experience with reading newsletters.

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Research

Print-based self-help interventions for smoking cessation (Review)

By: Hartman-Boyce, Lancaster and Stead, 2014

Cochrane Review

Author's Conclusions:

- Standard, print-based self-help materials increased quit rates when compared to no intervention; the effect is likely to be small
- No additional benefit – when used with advice from a professional or with nicotine replacement therapy
- Materials tailored for individual smokers are more effective than non-tailored materials

Hartman-Boyce, Lancaster and Stead (2004). Print-based self-help interventions for smoking cessation (Review). *The Cochrane Library*, 6, 1-119

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Research

The importance of being Authentic: Persuasion, Narration and Dialogue in Health Communication and Education by: Petraglia, 2009

- Professional opinion article
- Narratives: help families to integrate new information about new behaviors (make associations, cause-effect relationships and experiences).
- Nonnarrative: attract attention, deliver information and may prompt reflection but do not allow people to engage with the message and consider how the information functions in real life. Don't authenticate the information.
- Feedback from our surveys: Families always LOVE patient of the month stories

Petraglia, J (2009). The importance of being Authentic: Persuasion, Narration and Dialogue in Health Communication and Education. *Health Communication*, 24, 176-185

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Research

Narratives and Cancer Communication by: Green, 2006

- Professional opinion article
- Transportation into a narrative can be used for persuasion
- **Mechanism for behavioral change**
- Provides role models for behavior change
- Creates strong attitudes based on cognition and emotion

Green, M.C. (2006). Narratives and cancer communication. *Journal of Communication*, 56 (Suppl.), S163-S183

Creating Therapeutic Materials for a “Creativity Connections” Folder



Promoting Individualized Resources

Patients benefit from ***clinician created*** activities highlighting the following:

- Specific target areas of language or speech instruction
- Preferred topics of interest
- FUN and engaging games
- Levels of success in comprehension and expression
- Ways that the parent can assist in practice
- Effective clinical strategies for the SLP



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Providing a “Go To” source for SLP’s in your organization

Creativity Connection is a CCHMC hospital website containing a page for the Division of Speech-Language Pathology

- Includes activities by focus of treatment: behavior, pragmatics, social stories, speech sound production, expressive language, receptive language, reading and writing.
- “Tweaking” given activities for individual patients
- Large Literacy Section: activities to accompany books
 - “Literacy Lesson Plans” include activities to target each area: speech sound production, phonological/phonemic awareness, expressive & receptive language and pragmatic language.
 - Divided by topic and or holiday
- Adolescent activities for reading, study skills and writing.
- Graduate Student Projects



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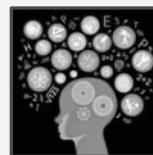
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What Can the SLP provide?

SLP's tend to be creative and innovative people!

- Ask staff SLP's to send ideas for games, activities,
- literacy ideas, treatment tips or strategies



WHY?

- Other SLP's may find your ideas helpful
- The activity is available in a "pinch"
- Activities can spark new ideas!
- We can target the specific speech or language needs of our patients using an individualized approach.
- We can provide high interest activities to promote the patients' enthusiasm.

What is the Process?

- Create an activity for a patient based on his/her interests.
- Test out the activity and make revisions, if needed.
- Check the activity to make certain that directions are clearly stated at the top of the page.
- Use Arial font in at least size 12. I usually use a larger font for the younger patients.
- Include free clipart or approved photographs.
- Place your first initial and last name with the year in the footer of the document.
- The coordinator of the *Creativity Connection* site can format documents according to the organization's standards



What Should SLP's Avoid?

- Sending copies of published materials
- Sending games or worksheets **without** directions for use.
- Being hesitant to send your own activities. (I encourage all contributions)
- Thinking the activity is not "good enough".
- Not Checking out ***Creativity Connection***.



Creativity Connection

- **Website:** Managed by support staff and coordinating SLP
- All activities checked for copyright infringements. Clipart checked and changed to royalty free; or CCHMC photo
- Activities placed on CCHMC letterhead
- **Activities coordinated and organized by SLP:**
Christine Lackey MS, CCC-SLP
 - Previews activities
 - Includes directions, acknowledges SLP in footer
 - Places activity in appropriate headings on the site for language goals


Christine Lackey Change User Feedback | Help Enter Search Term

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Speech-Language Pathology | Creativity Connection Creative Ideas for children's activities

Creativity Connection

Welcome to Creativity Connection!
It is a compilation of creative ideas for children's literary works, social stories, songs, pragmatic language, written language, and student reference pages. I invite all Speech Pathology Staff to add creative ideas to share within the department.



Most of the activities on these pages have been developed to expand the language and speech needs of individual patients over the years. I have added instructions to each page, but feel free to deviate.

If you have an **original** activity to share, please indicate your name in the "footer" and provide directions for use. Forward the activity to [Christine Lackey](#). I will send the activities to Mary Gilene for placement on eChirp.

Thank you. I look forward to **your** creative contributions!

- Behavior**
 - Behavior
- Expressive Language**
 - Expressive Language
- Games**
 - Games
- Groups**
 - Groups
- Receptive Language**
 - Receptive Language
 - Visual Supports
- Literacy**
 - Literacy
 - Literacy 2
 - Holiday-Themed
- Pragmatics**
 - Pragmatics
 - Social Stories
- Resources - Adolescent / Parent and Patient**
 - Adolescent
 - Resources
- Songs**
 - Songs
- Student Projects**
 - Student Projects
- Written Language**
 - Reading Comprehension
 - Written Language
- Websites**
 - 2 Girls Talk ... about speech therapy
 - Crafts for Kids
 - Flashcards

Rate This Page ★★★★★ Average 0 out of 5 4.2 Last Modified: 12/3/2015 4:55:49 PM

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Creativity Connection: Headings

Main Headings:

- **Expressive Language:** vocabulary, descriptions, explanations, opinions, organizational frameworks
- **Receptive Language:** following directions; memory; sentence completion
- **Literacy:** Children's books with activities; literacy lesson plans
- **Pragmatic Language:** Social Stories, Conversations, Resolving Conflicts
- **Reading Comprehension:** Strategies for reading with comprehension
- **Written Expression:** sentence structure; graphic organizers; paragraph development
- **Behavior:** focused attention; Social Stories for compliance; emotional regulation
- **Parent & Clinician Resources:** language modeling, vocabulary building
- **Student Projects:** graduate student internship projects (group/individual Tx)
- **Games:** card and board games developed for language or speech targets
- **Websites:** links to frequently used SLP websites

Christine Lackey Change User Feedback | Help Enter Search Term

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Speech - Language Pathology | Creativity Connection Behavior Update

Behavior

Anger / Frustration <ul style="list-style-type: none"> • Bad Mood • Dealing with My Frustration • Frustration • Hitting and Biting • Responding to No • Responding to No - Scenarios • Responding to No - Taking Perspectives • Stopping My Anger • Taking Turns Talking • Time Alone • When I am mad Created by one of our patients 	Compliance <ul style="list-style-type: none"> • Compliance Social story • Dealing with Poor Choices • Following Others Directions • Ignoring 2 Social Story • Making a Good Choice
Attention <ul style="list-style-type: none"> • Getting the job done 2 • Getting the job done 3 • Job stoppers • Job stoppers - distractions • Ready for My Job 2 	Visual Supports - <ul style="list-style-type: none"> • Bedtime Routine • Break Cards • Coping Skills • Frustrated - Angry • Getting Dressed • My Calming Plan • Stop and Think

Rate This Page ★★★★★ Average 0 out of 5 Last Modified: 12/3/2015 4:55:08 PM

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Dealing with "Poor" Choices

Why should I think about my "poor" choices?

- I can learn from my mistakes.
- I can think about the outcome. (good or bad?)
- I can understand how I made others feel.
- I can change my behavior and responses.

What did I learn from my mistake?


What outcome did I have?

How did I make my family feel?

How can I change my behavior or actions?

Why should I change?

- To feel better about yourself
- To improve the way my family thinks about me.
-



STOP & THINK

Behavioral Supports & Activities



















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Verbal Expression

Descriptions <ul style="list-style-type: none"> Describe Your Animal Describe Your Animal 2 Describe Your Fruit 	Possessives and Plurals <ul style="list-style-type: none"> Irregular Plurals Possessive noun practice Winter possessive practice
Giving Directions - Barrier Games <ul style="list-style-type: none"> Beach Language Activity Barrier Game Directions Spring Barrier Game Winter Barrier Game 	Responding to Questions <ul style="list-style-type: none"> Responding to Questions - template
Explanations/Thinking Topics <ul style="list-style-type: none"> Christmas Thinking Topics Christmas Functions with Choices My Opinion - Winter Pumpkin Report Shamrock Questions St. Patrick's Day Thanksgiving Expressive Language Talking Time - Snow Winter Zoo Animal 'Tell Me' Questions 	Speech Sound Production <ul style="list-style-type: none"> Final Consonants Oral Motor Sequences
Humor Explanations <ul style="list-style-type: none"> Humor Explanation Why / How Questions 	Verbs <ul style="list-style-type: none"> Verb Tense Cue Cards
Frameworks <ul style="list-style-type: none"> Communication Cafe Concept Web Concept Web 2 Explanation Game Playing How-To Humor Opinion What-If Visual 	Vocabulary <ul style="list-style-type: none"> Dinosaur Roar Password Directions Halloween Password Spring Fill-In Spring Password Summer Password Thanksgiving Password Fall Vocabulary Valentine Vocabulary Winter Vocabulary Professional Vocabulary Zoo - Same / Different
Opinions <ul style="list-style-type: none"> Ocean Animals Ocean Animals - World 	"What If" Questions <ul style="list-style-type: none"> Winter 'What If' Spring 'What If' Fall 'What If'

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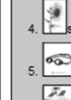


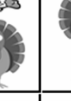



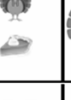








 Word Definitions	 Describe Your Fruit
 Category:	1. Main Parts =   
 Important Parts:	2. Taste  = sweet, juicy, SOUR
  Material:	3. Shape =   
 It goes with... :	4. Skin Type  peel, thin —, THICK —
 Function: (use)	5. Feels: SMOOTH;  Bumpy  Fuzzy

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
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Turkey Guess Who


Summer Password

1.  backpacking
2.  sandcastle
3.  thunderstorm
4.  sunflower
5.  swim goggles
6.  waterpark


1.  Frisbee
2.  sunscreen
3.  season
4.  4th of July
5.  voyage
6.  road trip

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Receptive Language



Visual Supports/Parent info

- Concept Web
- Concept Web 2
- Direction Following Strategies
- Parent Information
- Helping Your Child Follow Directions
- Listening Strategies

Memory

- Memory Strategies
- Cartoon Memory
- Spring Memory
- Fall Memory
- Winter Memory
- Zoo Memory
- Ocean Memory
- Christmas Memory

Executive Function

- Calendar activities
- Task Analysis

Crafts

- Make a Gingerbread House 1
- Make a Gingerbread House 2
- Make a Snowflake Ornament
- Spring Egg Draw
- Spring Eggs - Animals that hatch from eggs
- My Pumpkin Man - Complete
- My Pumpkin Man - Template only

Process of elimination

- Find the Real Easter Bunny
- Find the REAL Frosty
- Find the REAL Pot of Gold

Auditory Directions

- Spring Directions color, shape, before / after
- Spring Directions before / after
- Spring Eggs guessing game
- Fall Complex Directions
- Winter Directions perspectives
- Winter Directions inferences / vocab
- Winter Complex Directions
- Leprechaun Card Game St. Patrick's Day
- Leprechaun Hide-n-Seek St. Patrick's Day
- Beach Language Activity
- Dog Directions
- Farm Directions
- Frog Directions
- "Granny Says" Directions
- Insect Directions
- Monkeys in the Tree - Spatial Concepts

Giving Directions - Barrier Games

- Beach Language Activity
- Barrier Game Directions
- Spring Barrier Game
- Winter Barrier Game

Christmas

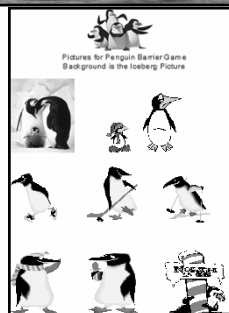
- Christmas Fill-In Sentences RV
- Christmas Questions RV
- Christmas Same-Different RV
- Christmas Wreath Map RV
- Santa Directions for Template RV

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Winter Memory

Directions: Listen as the clinician names pictures. Put a chip on each picture in the order that it was named. Work on visual strategies, associations, rehearsal, chunking and mnemonics.



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Literacy

All books have at least one language activity attached. The extended lesson plans include expressive language, receptive language, phonological & phonemic awareness, pragmatic language and speech sound production.

Literacy Links:

1. [Books to target speech sounds in speech therapy](#) - Cached page of a non-functioning Amazon link
2. [www.learningsland.org](#) - 15 minute books; e-books for purchase
3. [www.hubbardscupboard.org](#) - emergent readers and activities for reading
4. [www.speech-language-therapy.com](#) - Caroline Bowin, PhD
5. [www.speakingofspeech.com](#) - articulation; materials exchange

Talking Books: Web sites with reading strategies (hierarchies) for parents:

1. <http://www.readingrockets.org/article/3479/>
2. <http://www.princeton.edu/mcgraw/library/for-students/remember-reading/>
3. http://www.busyteacherscafe.com/literacy/comprehension_strategies.php
4. <http://www.idonline.org/article/86>
5. <http://www.idonline.org/article/68>

Body Parts

- From Head To Toe
- Parts of My Body
- Rhythmic Action Song

Dinosaurs

- Dinosaur Roar
- How Do Dinosaurs Eat
- How Do Dinosaurs Eat?
- How Do Dinosaurs Eat Their Food
- Literacy Lesson Plan
- If Dinosaurs Came Back

Everyday Activities

- Cookie's Week Sentence Strip & Sequence Pictures
- Froggy Eats Out
- Literacy Lesson Plan
- The Relatives Came
- Literacy Lesson Plan

Fall / Winter

- Apple Pie Tree
- Bear Snores On
- Literacy Lesson Plan
- Big Hungry Bear
- If You Were A Penguin
- Find Jack-O-Lantern Combo
- The Jacket I Wear in the Snow
- Martin MacGregor's Snowman
- Literacy Lesson Plan
- Martin MacGregor's Snowman
- LLP for Preschool
- The Mitten
- Mrs McNosh and the Great Big Squash
- Receptive Language
- Mrs McNosh and the Great Big Squash
- Literacy Lesson Plan

Make-Believe

- Paper Bag Princess

Preschool Literacy

- Apple Farmer Annie
- Dear Zoo
- Feet Are Not For Kicking
- Five Little Monkeys Combo
- The Napping House
- Ten on the Sled
- There Was an Old Lady Who Swallowed a Clover
- We're Going on a Bear Hunt
- Why Should I Listen?
- Wide Mouthed Frog Combo

School

- Bully B.E.A.N.S.
- Miss Nelson is Missing
- Literacy Lesson Plan
- The Teacher from the Black Lagoon
- Literacy Lesson Plan

Spring / Summer

- The Best Nest Spring
- Its Not Easy Being A Bunny
- There was an Old Lady Who Swallowed a Chick
- How Will We Get to the Beach Summer
- How Will We Get to the Beach
- Literacy Lesson Plan
- Ocean Categories
- Ocean Yes/No
- One Lonely Sea Horse
- Picnic Language Activity 1 Summer

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Snow Dance

By Lezie Evans
Receptive Language: Associations















Directions: Cut out the picture strips. Ask the child to tell you what picture does not belong. Why?

1. 		
2. 		
3. 		
4. 		
5. 		

Snow Dance


By Lezie Evans
Phonological & Phonemic Awareness: Rhyming

Directions: Find words that rhyme. Draw a line from the word on the left to a word in the right-hand column.

Prancing 	quicker 
Swirling 	blowing 
Glimmer 	gleaming 
Baking 	shimmer 
Thicker 	dancing 
Showing 	twirling 
Streaming 	making 

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Snow Dance




By Lezie Evans
Speech Sound Production




Directions: Add a part to your snow fort every time you say your ____ sound correctly. Build a GREAT snow fort!




PARTS:









Snow Dance


By Lezie Evans
Pragmatic Language: Social Situations

Directions: Read each scenario. Tell what you would say and what you would do in each situation.

-  You are throwing snowballs with your friend. You accidentally hit your friend in the face with a snowball. You notice that your friend is beginning to cry. What would you say? What would you do?
-  You want to make the biggest snowman ever! You start to roll a large snowball, but now you are stuck. You can't push the snowball anymore. You see two neighbors out in their yard. What would you say? What would you do?
-  Your brother is planning to play snowball tag with his friends. You really want to play, too. What would you say? What would you do?
-  You go to your friend's house to ask if he/she can go sledding with you. His mom answers the door. What would you say? What would you do?

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Pragmatics

Sp

Behavior

- Bullying
- Compliance
- Dealing with Put Downs
- How Do I Deal With Disrespectful People?
- Mistakes
- Monitoring My Anxiety Level
- My Toolbox
- Not Beginning My Work
- Playing a Game
- Halloween Social Situations Role Play
- School Social Situations Role Play
- Taking Responsibility for Mistakes Role Play

Conversations

- Asking Questions
- Conversation Comments
- Conversations (Relevant / Irrelevant)
- Giving Feedback - Social Situations Role Play
- Making Awesome Comments
- Speaker / Listener Jobs
- Starting a Conversation - Framework
- Strengths and Interests
- Taking Turns Talking
- Talking About an Experience
- Thanksgiving Talking Time
- Thinking Bubble Scenarios
- Valentine Compliments
- What is Conversation?
- Why Do I Need to Ask


Expressing Emotions


- Back to School: How Do You Feel?
- Commenting About Feelings Role Play
- Expressing Emotion Statements Role Play
- Feeling Comments - 1
- Feeling Comments - 2
- Feeling Comments - 3
- Feeling Comments II Role Play
- Feeling Situations Role Play
- Happiness
- Name That Emotion
- When I Feel Happy
- When I Feel Frustrated
- When I Get Frustrated
- When I am Mad Patient created
- My Feelings Journal - page 1
- My Feelings Journal - page 2
- My Feelings Journal - page 3
- My Feelings Journal - page 4
- My Feelings Journal - page 5
- My Feelings Journal - page 6

Resolving Conflicts

- Compromise
- Conflicts
- Compromise Techniques
- Compromising and Negotiating Do's and Don'ts

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 Developing Relationships

 Making Deposits in YOUR Relationship Bank (RB)

HOW?

Through small DEPOSITS:


- Keeping Promises
 - Builds trust
 - If you can't keep a promise, let the other person know.
- Do small Acts of Kindness
 - a small thing can make a BIG difference
 - think about what the other person needs
- Be Loyal
 - Keep secrets
 - Don't gossip ("talk behind someone's back")
 - Stick up for your friend(s)

My Rating Scale for

RATING	Looks Like (Face/body)	Feels Like (inside)	I can try to CPE by...
5 Most Intense			
4			
3			
2			
1 Least Intense			


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True ☒ False ☐



Dealing with Put-Downs

Assertive Thinking: The Truth about Me!


People say negative things to us every day. We need to stand up for ourselves in our minds! Fill in the chart below with some negative comments you have heard. However, focus on what is the REAL Truth about WHO you are. You deserve to be respected for who you are!

Things I hear from others...	The TRUTH about ME...

1. **Name It:** Tell the person that it was an "insult".
The friend may have thought it was a joke or he did not realize that he vented his anger on you.
2. **Use Logic:** Use logic to negate the statement.
Example: "You're so small you'd need a ladder to step over the curb."
You say, "I guess I would if I was the size of an ant!"
3. **Ask the Other Person to Solve the Problem:**
Example: "Yes, I am this..." "Yeah, I did this..."
"What should I do about it?"
4. **Agree with the Put-Down:** Just agree with what the person says. This action often stops the taunting.
Examples: "Yeah, I did do that."
"Yeah, I did fail that test."
5. **Clarify:** Ask for more information.
Examples: "What do you want from me?"
"Tell me, why is this bothering you?"
6. **Use Humor or Sarcasm:** Make a joke out of it.
"Wow you're a real comedian!" "I wish I could be as funny as you."
7. **Ignore it!** Correct the negative comment using your own positive internal thoughts.
Examples: Internal thoughts: "That's not worth my time."
"Big deal. I know I'm not like that."
"Who cares what they think?"

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Christine Lackey Change User

Feedback | Help

Enter Search Term



Employees

Managers

Medical Staff

Patient Services



Residents

Research

Phone Directory

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Social Stories

Social Stories


A-M

- Calling My Name
- Changing Perspectives
- Christmas
- Compliance
- Don't Want to Play
- Frustrating Situations
- Giving Feedback
- Halloween
- I Can Answer Questions - template
- Ignoring
- Making Friends at School
- Making Friends Happy
- Meeting Friends
- Moving Time
- My Own Space

N-Z

- Not Doing My Work
- Riding the School Bus
- Playing with My Friends 1
- Playing with My Friends 2
- Saying 'Hi!'
- School
- Silliness
- Taking Responsibility for Mistakes
- Taking Turns Talking
- Teasing
- Touching
- What to Say When a Friend is Mean

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

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Hitting and Biting


Sometimes I get angry. 



 I don't want to follow directions.



I hit  or bite  my Mom , my Dad  or my friends. 

 Hitting and biting hurts my Mom, my Dad or my friends. It makes them sad.

I need to stop  hitting and biting. 


When I get angry , I can...

- Say "No" and shake my head. 
- Say STOP! 


I can "take a break" to rest  or get a drink .

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Christine Lackey Change User
Feedback | Help



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Parent & Patient Resources


Parent Resources

- Defining Vocabulary
- Direction Following Strategies
- Helping Your Child Follow Directions
- Language Modeling
- Language Stimulation Tips
- Literacy Parent Handout
- Mgmt Tips for Parents - APD
- Tips for Improving Reading and Comprehension Skills Ages 10 and Up
- Vocabulary Building

Patient Resources

- Calendar Activities
- Plan for My College Success
- Plan for My High School Success

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<p>Tips for Improved Literacy for Students Ages 10 and Older Compiled by Christine Lackey, MS, CCC-SLP</p> <p>Literacy growth for older students involves the understanding of written material. Students are expected to be able to read and understand information in their school text books. In later school years, the teacher does not teach the child how to read. Instead, the teacher focuses on <i>learning the facts</i> in each subject area. To help students that struggle in understanding school subjects, the parent can help the student in the following ways:</p> <ul style="list-style-type: none"> • If your child needs extra help to understand his/her textbook, ask the doctor for a speech-language evaluation to look at your child's reading and writing skills. You can contact the CCHMC Division of Speech-Language Pathology at 838-4341 to schedule testing. • Many children need support to use the skills that he/she practiced in the early elementary grades. The parent can remind the child to use the following ideas when reading his/her textbook. <ul style="list-style-type: none"> ◦ Read short pieces of information rather than the whole page or chapter. Ask the child to read one paragraph at a time. ◦ After reading the paragraph, ask your child to tell you the important words ("key" words) and details from the section. They can write these words or underline them in the text (if allowed). ◦ Use the "key" words that your child picked. Ask your child to tell you what the paragraph was mostly taking about. (the main idea) ◦ Ask your child to look at the main headings of the chapter to help in finding the main ideas. Often, the first sentence of the paragraph tells the main idea. ◦ It is important that your child be able to tell you the main idea in his/her own words (paraphrase). You will be able to tell if your child understood what he/she read. ◦ Many students need to answer chapter questions for the teacher. Parents can ask the child to read through the chapter questions before reading the book to get an idea of what details he/she will need to find. ◦ If your child struggles to sound out words, you would want to have his/her speech-language pathologist check your child's awareness of sounds and syllables in words. (phonological-phonemic awareness skills) A referral to CCHMC's Reading Literacy Discovery Center may also be needed. ◦ Reading Fluency: A child that can read words well, but reads with stops and starts, may be helped by reading aloud with a parent. The parent reads the paragraph aloud with meaning. Then, the parent reads the same paragraph along with the child. The child should read the same paragraph one or two more times. This type of practiced reading helps the child to read more smoothly. The child will also be working on his understanding of the reading (reading comprehension). <p>Parents can show many helpful skills that will aid their child in understanding information in school books. Parents are excellent helpers for their child's reading!</p>	<p>FINDING Your Child's Approach to Reading for Comprehension</p> <p>Possible Strategies:</p> <p>Read each heading in the chapter to get a general picture of the relevant concepts. Begin by reading the paragraph. Review the illustrations as well as the captions.</p> <p> Choose { Take notes in paragraph, page or section heading segments. Select the segment of material in which you will be most successful. </p> <p> Choose { 1. Write a short note containing the "key" point or concept (trigger) in the margin. 2. Take notes of "key" words or phrases on a Map 3. Use Sticky Notes to write "key" words and phrases. </p> <p>Review: Attempt to recall facts using the "key" words or phrases</p> <p>Consolidate: Graph, Diagram, Chart, Map. Use a visual strategy to link ideas and concepts.</p> <p>Explain: Provide a verbal summary of information using your notes.</p>
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<p>Student Projects</p>		
<p>College Hill Pragmatic Language Group</p> <ul style="list-style-type: none"> • Emotions by Rachel Raney • Problem Solving by Rachel Raney 	<p>Pragmatic Language Group Lessons</p> <ul style="list-style-type: none"> • Conversations by Elizabeth Tippet • Friendship by Elizabeth Tippet • Tactful Communication by Marie Fisher 	<p>Self-Esteem by Sarah Stephenson</p> <ul style="list-style-type: none"> • Self-Esteem I • Self-Esteem II • Self-Esteem Journal I • Self-Esteem Journal II • Self-Esteem Situations • Self-Esteem Discussion Questions • Self-Esteem Question Game • My Shield Worksheet • My Shield Visual • Self-Esteem - Student Project - All Documents
<p>Pre-School Lesson Plan</p> <ul style="list-style-type: none"> • Pre-School Lesson Plan by Courtney Knudsen 		
		<p>Social Thinking by Sarah Stephenson</p> <ul style="list-style-type: none"> • Social Thinking 1 • Social Thinking 2 • Social Thinking Journal 1 • Social Thinking Journal 2 • Facial Expressions Poster • Figure Fill-In • Smart Guesses • Social Thinking Hot Potato • Think About You Game • Using Personal Memories Of Others Worksheet • Communication Group - Social Thinking - All Documents

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Speech-Language Pathology Reading Comprehension

Reading Comprehension

Adolescent Reading Comprehension

- My First Baseball Game
- The Red Apples
- Turkey Information

Reading Decoding

- Decoding Strategies
- My Reading Process
- Reading Rules

Reading Comprehension

- Giraffe Reading Comprehension Zoobooks Combo
- My Reading for Meaning Plan
- Reading Comprehension
- Turkey Information
- Zebra Reading Comprehension Zoobooks Combo

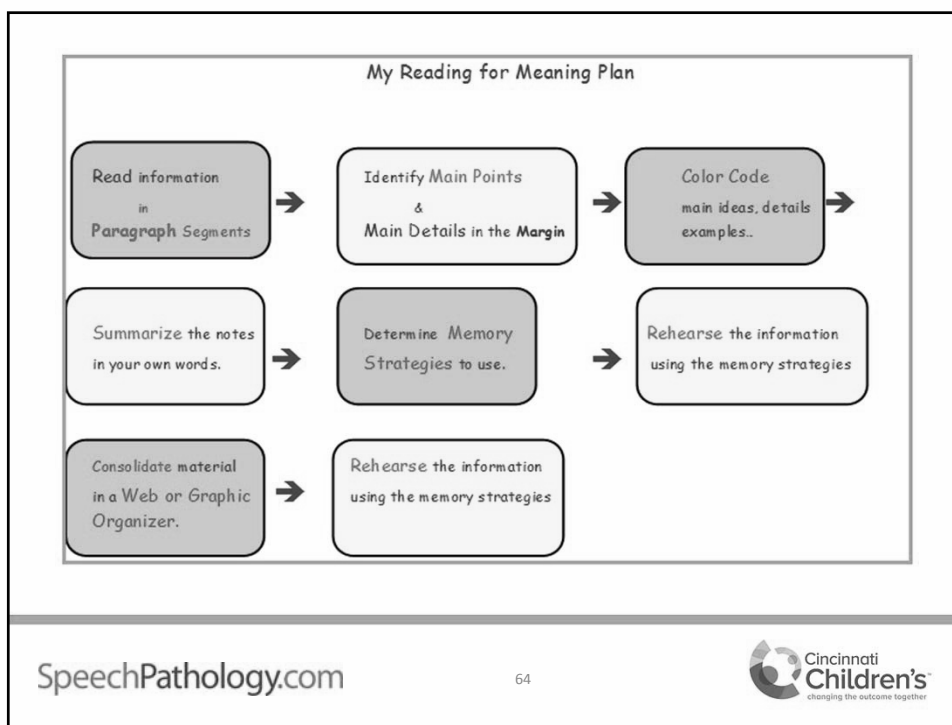
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Educate Staff

• How to Target Specific Evidence-Based Reading Comprehension Strategies



Zoobooks: Giraffes
Reading Comprehension: Pages 4-5

Reading Comprehension Strategies:

- Chunk the reading into small segments
- Underline "key" words in the sentences.
- Attempt to locate details to answer the WH-questions: Who, What Where, When, Why and How.
- Use your own background knowledge: What do I already know about this topic?
- Locate the Main Idea in the paragraph. Write it in the margin.
- Use a Map or Web to organize the material from the article.
- Make Connections between paragraphs by answering: What is the overall concept of the article? How are all of the main ideas connected?

Use the Reading Comprehension Strategies listed above to interpret the details and main points of the article.

1. Read in paragraph chunks - Divide into smaller reading parts if needed.
2. Underline the "Key" words that answer a WH-question.

Example: Paragraph beginning with "Everything about a giraffe is big."

Who: Male and female giraffes

What: size (14-16 feet) Males taller than females; weight: 3,000 lbs.
4 chambered stomachs

Why: Doesn't need to drink frequently, because it gets moisture from the leaves that it eats.

(Follow the same format for the remaining paragraphs.)

3. Write the Main Idea for each paragraph in the margin next to the paragraph.

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Written Language

Cohesive Words

- Cohesive Words and Phrases
- Key Cohesive Signal Words
- Cohesive Words in Paragraphs - Hiccups
- Cohesive Words in Paragraphs - Skateboarding
- Cohesive Words in Paragraphs - Soccer
- Cohesive Words in Paragraphs - Being a Teenager

Early Literacy

- Fathers Day Book Making Activity
- Santa Letter

Organization Frameworks

- Chapter Book Framework
- Hand Framework Paragraph Writing
- Note Taking Framework
- Paragraph Framework
- Spinners

Paragraph Level

Sentence Level

- Sentence Formulation - Giraffes - Zoobooks
- Simple Sentences
- Simple Sentences 2
- Simple Sentences - PowerPoint
- Simple sentences - subjects and verbs
- Complex Sentences
- Complex Sentences 2015
- Complex Sentences - Writing ppt Created by Marie Fisher
- Compound Sentences
- Compound Sentences - PowerPoint
- Combining Sentences
- Pro of Reading Visual
- Sentence Types
- Magic Sentences Conjunctions
- Interview with a Ghost
- Interview with a Leprechaun
- Interview with a Vampire
- Interview with a Witch
- Simple or Compound?
- Subordinate Conjunctions
- Verb Tense Cue Cards

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Frameworks or Scaffolds for Written Expression

Topic Sentence → Tells the Main Idea

Detail Sentence 1 → Gives more information about the main idea

Detail Sentence 2 → Gives more information about the main idea

Detail Sentence 3 → Gives more information about the main idea

Conclusion Sentence → Restates the main idea and "wraps up" the paragraph

Answering WHY Questions

Find and mark the "key" words in the question. Use the "key" words to begin the first part of your answer.

Give the reason that was mentioned in your reading or from your own experience.

Find two or more facts in the paragraph to support your reason.

Summary: That is why...

*If another reason is given in your reading, go through the middle two steps again. (Reason + 2 supporting details)

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Sentence Types

- Simple,
- Compound &
- Complex Sentences

Simple: SV; SSV; SVV; SSVV. **Compound:** SV, conjunction SV.

Simple or Compound?

1. The dog and the cat ate their food.
2. The dog ate his food, and the cat ate her food.
3. The dog was walking and barking.
4. The dog was walking, and he was barking.
5. The dog took a nap in the afternoon.
6. The dog got his toy and brought it back.
7. The dog got his toy, and he brought it back.
8. Andy and Anne went to the mall and the grocery.
9. Andy went to the mall, but Anne went to the grocery.
10. Andy and Anne went to the mall, and they went to the grocery.
11. Andy went to the mall, so Anne could go to the grocery.

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Complex Sentences

A complex sentence is made up of a dependent clause connected to an independent clause.

A dependent clause= a group of words that contains a subject and a verb. It does not express a complete thought and can NOT stand alone as a sentence. ("Because he was running")

An independent clause= a group of words that contains a subject and a verb. It is a complete thought and can stand alone as a sentence. ("He fell and sprained his ankle.")

Two Complex Sentence Formulas:

D.I.

or

I.D.

Needs comma

A subordinating conjunction is used to connect the two ideas together.

When the subordinating conjunction is **first** in the sentence, you have created a D,I sentence and will need to use a comma.

When the subordinating conjunction falls in the middle of the sentence, you have used the I,D formula and do NOT need a comma.

Table of Subordinating Conjunctions	
Time	After, As, As soon as, before, Once, Since, Until, When, While
Manner	As, As if, As though, Like
Cause and Effect	Although, Though, Whereas, While, Except, That
Condition	Because, In that, Now that, Since, So that
Condition	If, in case, Provided (that), Unless
Purpose	So that, in order that
Comparison	As, as, more than, Less than, Than

(Source: VanMar, Thomas P., Shultz, Winer R., Della Voide, Angela. *Advanced English Grammar*. Pearson Education, 2007.)


Directions: Connect the two ideas given below using a subordinating conjunction from the chart. Determine if your sentence is a D,I or an I,D formula. Use appropriate punctuation.

- The dog dug a hole. The dog buried his bone.
*The dog dug a hole **so that** he could bury his bone. ID*
- He grabbed a snack. He got home from school.
- The teacher double checked the test. She thought she had made a mistake.

Revising → Re-reading what I've written and finding ways to make it BETTER

CHECKLIST FOR REVISING MY WRITING:

- ☐ Do I have an interesting beginning?
- ☐ Do I have an interesting ending?
- ☐ Are there any sentences that don't make sense?
- ☐ Have I made good word choices? (precise, descriptive, lively, interesting)
- ☐ Did I stay on topic?
- ☐ Do my sentences flow well?
- ☐ Are the sentences interesting?
- ☐ Are important details included?
- ☐ Is this my best work?




Editing → Making my revisions to create the BEST product

CHECKLIST FOR EDITING MY WRITING:

- ☐ Have I read over my work?
- ☐ Are the words spelled correctly?
- ☐ Do I have correct punctuation for every sentence?
- ☐ Does each sentence give a complete thought?
- ☐ Have I used capital letters when needed? (beginning of sentences, names)
- ☐ Does the overall paragraph make sense?
- ☐ Is this my very best work?

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Positive Outcomes: We CAN Do It!

- We CAN provide a wealth of material for our patients!
- We CAN promote enthusiasm for language learning!
- We CAN target individualized goals!
- We CAN deliver motivating activities!
- We CAN support our fellow SLP's!



Questions?

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