

Slide 1

Addressing  
Speech/Language Goals  
Through Literacy:  
Moving Beyond Book Companions

Mary Cooper, MEEd, CCC-SLP   Erin Moore, BS, SLP/A   Elizabeth Weathersby, MA, CCC-SLP

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Slide 2

Disclosures:

Mary Cooper, Elizabeth Weathersby, and Erin Moore receive intellectual property rights as independent contractors with Teachers Pay Teachers.

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Slide 3

OBJECTIVES:

Participants will be able to:

- immediately implement articulation therapy techniques using books during therapy sessions,
- immediately implement language therapy techniques using books during therapy sessions, and
- immediately implement therapy techniques across a variety of grades and ability levels using books.

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Slide 4

**Overview:**

1. Why use books in your therapy sessions?
2. Books: What skills can be addressed
3. Book Companions
  - a. Advantages
  - b. Disadvantages
4. Moving beyond book companions
5. Activity
6. Wrap up

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Slide 5

**Why use books in your therapy sessions?**

"Literacy-based intervention allows us to account for many of the cultural, linguistic and socio-economic differences and *pre*-reading activities lay a strong foundation for narrative abilities to blossom."

- Scott Prath, M.A., CCC-SLP

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Slide 6

**Research**

-Some children who have been dismissed from Speech Therapy continue to struggle with underlying linguistic deficits that cause difficulty with literacy in and out of the classroom. (Kelly Farquharson, 2015, Perspectives on School Based Issues)

-Language intervention involving oral narratives may boost children's reading comprehension as well as carry over to later written language skills. (Rachel L. Wellman, et al., 2011, LSHHS)

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Slide 7

**Research**

- Explicit instruction on simple story elements (character, setting, initiating event, attempts, complications, consequences) and complex episodic structures provides children with a framework upon which to learn and practice oral language skills. (Gillam, Olszewski, Fargo, and Gillam)
- Instruction in story comprehension with an explicit focus on improving vocabulary has been associated with improvements in reading comprehension over time. (Gillam, Olszewski, Fargo, and Gillam)

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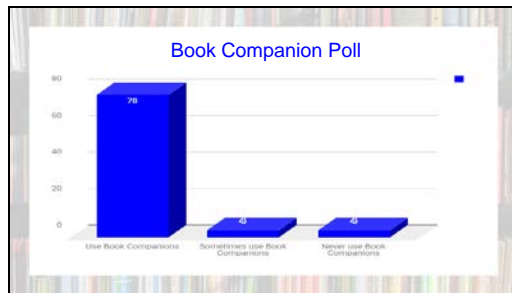
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Slide 8



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Slide 9

**What skills can be addressed?**  
**Articulation**

- Discrimination
- Sound Level
- Word Level
- Sentences Level
- Reading Level
- Carry-Over with Story Retell

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Slide 10

What skills can be addressed?  
Language

- Auditory Comprehension
- Comprehension (and showing text evidence)
- Inferencing
- Object Functions
- Negation
- Pronouns
- Verbs (labeling, past/present/future tense, regular/irregular)
- Nouns (labeling, singular/plural, regular/irregular)
- Yes/No Questions

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Slide 11

What skills can be addressed?  
Language (cont.)

- Prepositions
- Vocabulary (antonyms, synonyms, defining words)
- Following Directions
- Describing
- Compare/Contrast
- Oral Narrative
- Sequencing
- Story Elements (story grammar)
- Temporal Concepts

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Slide 12

What skills can be addressed?  
Social Skills

- Appropriate/Inappropriate Actions
- Emotions
- Perspective Taking
- Tone of Voice
- Reading Body Language
- Identifying Problems and Solutions
- Size/Level of a Problem
- Emotional Regulation
- Learning About Cultures Differences

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Slide 13

What skills can be addressed?  
Fluency

- Teaching Fluency Strategies
- Practice Fluency Strategies in Reading
- Fluent vs Disfluent Speech

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Slide 14

Book Companions

Advantages:

- Decreased planning time
- Structured approach to address multiple skills
- Visuals and tangible items
- Works for mixed therapy groups
- May cover various ability levels
- Engaging to most students

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Slide 15

Book Companions

Disadvantages

- Initial prep time
- May not address every goal on your caseload
- Students may require more concrete visuals (open the book!)
- Format may not be appealing to your therapy style
- May not have needed books or materials
- Difficulty transporting when serving multiple buildings/locations.

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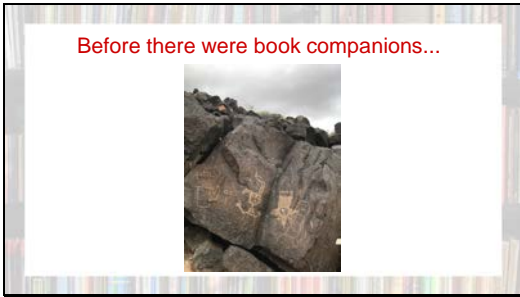
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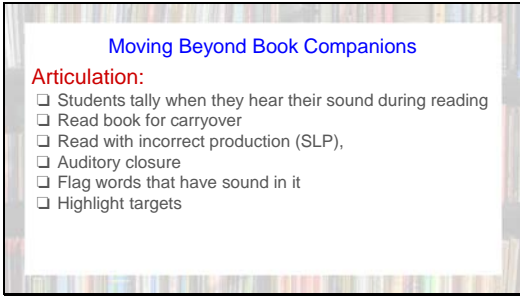
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Slide 17



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Slide 18



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Slide 19

**Moving Beyond Book Companions**

**Before you read:**

- ❖ Songs
- ❖ Graphic Organizers for determining vocabulary the student already knows (write/draw/tell me all of the vehicles you can think of)
- ❖ Discussions (Relate the book to their experiences)
- ❖ Drawing or painting to describe (can be a group activity with the students working together)

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Slide 20

**Moving Beyond Book Companions**

**Language:**

- Picture walk (describing, making predictions)
- Act out vocabulary
- Nonfiction passages with the same/similar theme
- Readers' Theater
- YouTube Videos
- Written/Oral completion of story for inferencing
- Figurative Language

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Slide 21

**Moving Beyond Book Companions**

Wordless picture books for oral narrative skills



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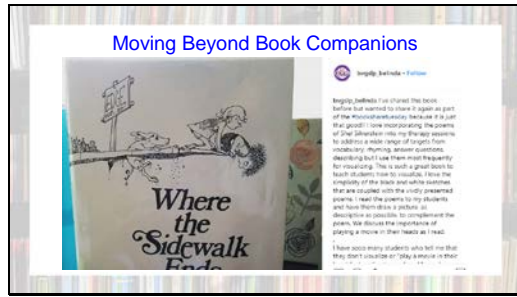
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Slide 22



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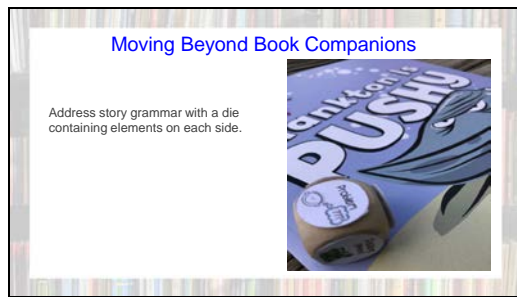
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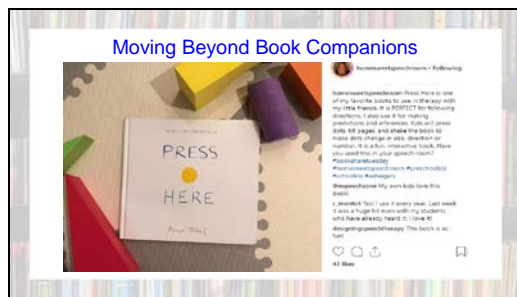
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Slide 28



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Slide 29



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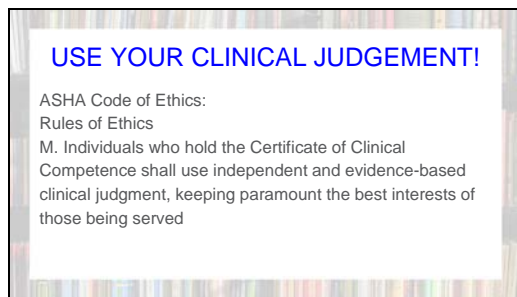
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Slide 30



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Slide 31

List of books for various targets:  
<https://bilinguistics.com/books-for-speech-therapy/>

Songs for various topics:  
<https://bilinguistics.com/music-for-speech-therapy/>

Follow #booksharetuesday on Instagram for more ideas

Doodle Buddy App (Free) allows you to take a picture and have the student highlight or draw on it.

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**References**

Farquharson, K. (2015). After Dismissal: Examining the Language, Literacy, and Cognitive Skills of Children With Remediated Speech Sound Disorders. *Perspectives on School-Based Issues*, Volume 16, April 2015.

Wellman, R.L., et al. (2011). Narrative Ability of Children With Speech Sound Disorders and the Prediction of Later Literacy Skills. *Language, Speech, and Hearing Services in Schools*, 42, 561-579.

Gillam, S.L., Olszewski, A., Fargo, J., and Gillam, R. (2014). *Language, Speech, and Hearing Services in Schools*, 45, 204-219.

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