Let the Lit Lead!

Using Children’s Literature to create dynamic lessons that target a variety of individual student goals in a single group therapy setting

Students and clients are often scheduled for Therapy based on their age or teacher, not by individual needs or goals.

This can be very beneficial to all students in the group!

Research Supporting the use of Literature in Therapy

“Children's literature was seen as effective because of the naturalness, meaningfulness, context and motivation, as well as flexibility in targeting almost any language goal.”

““You Know, I Just Don’t Know What Else You’d Do”; Five Speech Language Pathologists’ Perspectives on Children’s Literature in Language Intervention

The two primary characteristics of good multi-goal therapy books:

• Vocabulary Rich
• Reoccurring themes

Vocabulary, Vocabulary, Vocabulary!!

• Generic Vocabulary
  • Multiple vocabulary words unrelated outside of the text in the book

• Categorical Vocabulary
  • Vocabulary terms are related by category

• Unspecified Vocabulary
  • Picture based books, minimal vocabulary in text

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• I graduated Longwood College (now Longwood University) in May 1995 with a degree in Speech Pathology and Audiology and minor in Special Education.
• I began working for Spotsylvania County Public School in Fall of 1995. (I was one of the last classes to be allowed to work in the public school system with a Bachelor’s degree.)
• I graduated James Madison University in May 2003 after completing a part time program while I “speeched” for the school system.
• I worked for Williamsburg James City County Schools form 2011 until 2017 where I held positions as both a Speech Pathologist and an Instructional Specialist for Assistive Technology.
• I currently work for Stafford County Public Schools with all Head Start, Early Childhood Special Education and Preschool Speech-Only students.

I have no financial disclosers to report.
Reoccurring Theme

• Books with a reoccurring theme most often include a repeated phrase or sentence.

Repeating lines are perfect for the inclusion of students using Alternative and/or Augmentative Communication!

Creating Lessons

Retell
Use the same vocabulary and/or theme presented in the story

Expand
Use the theme of the story to continue beyond the books' ending

Design
Use the vocabulary and/or theme as inspiration to create a new story

Retell

Alexander and the Terrible, Horrible, No Good, Very Bad Day
Group Activity: Using pictures from the story, create a timeline of Alexander's day

Articulation: Find items or actions that contain target sounds from the book

Language: Using the book, sequence events as they happened in the story

Pragmatics: Discuss how the different events would make the student feel

Retell

Group Activity:
Use construction paper, or whatever is handy (I love wallpaper samples!) to make a tree

Articulation: Fill the tree with objects in the story that contain target sounds

Language: Select items to place in the tree when given it's use or descriptive concept

Pragmatics: Explain better options for getting selected items out of a tree

Retell

Group Activity:
Using pictures from the story, create a timeline of Alexander's day

Articulation: Find items or actions that contain target sounds from the book

Language: Using the book, sequence events as they happened in the story

Pragmatics: Discuss how the different events would make the student feel

Retell
No David!

Group Activity:
Make a book retelling David's adventures using student drawn illustrations or picture cues.

Articulation: find/draw items or actions that contain targets sounds from the book.

Language: describe what is happening on selected pages using complete sentences.

Pragmatics: explain what David has done that is not appropriate and draw/tell better choices.

Design

The Very Lazy Ladybug

Group Activity:
Play "Ladybug Says" using cards with action words.

Articulation: find target sounds in action words for peers to perform.

Language: follow directions to do actions in the game.

Pragmatics: participate in turn taking with peers.

Design

Kiss Me, I'm Perfect!

Group Activity:
Using cut-outs of students wearing "Kiss Me, I'm Perfect" shirts, create a bubble map using targets.

Articulation: Have the students choose animals that contain target sounds to surround their person.

Language: Have the students choose animals and then have them tell characteristics of them.

Pragmatics: Have the students choose animals, would you like a kiss from that animal? What would you do if it happened?

Design

The Very Hungry Caterpillar

Group Activity:
Make a poster, include food for the caterpillar to eat.

Articulation: Have the students choose foods that contain target sounds.

Language: Have the students choose foods based on target characteristics.

Pragmatics: Have the students choose foods they like and foods they don't like to eat. What should they do if someone gives them a food they don't like.

Core Boards

Create Core Boards using nouns, verbs and adjectives reflected in the stories to promote understanding and use of language with all learners!
Core Board for The Very Lazy Ladybug

Core Board for Froggy Gets Dressed

Core Board for The Mitten

Core Board for No David!

A few tricks of the trade…

Learn to read upside down!
Adapt books to make them more interactive!

Feel free to abridge books, when necessary, to keep students' attention!

Pause when reading to comment on the story, have the students identify items or to ask questions!

Add movement whenever possible!

Questions? Comments? Book Suggestions?