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Verbal Reasoning Training Workshop

Understanding the concrete to the
abstract



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Course Aims

- What is verbal reasoning?
- How does verbal reasoning develop?
- How do professionals record this development?
- Does verbal reasoning development matter?
- Activities to support the development of verbal reasoning
- Verbal reasoning and behavior.

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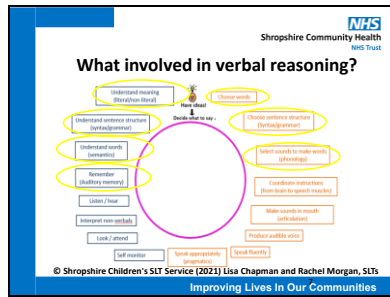
Has your SLT ever mentioned Verbal Reasoning?



LANGUAGE

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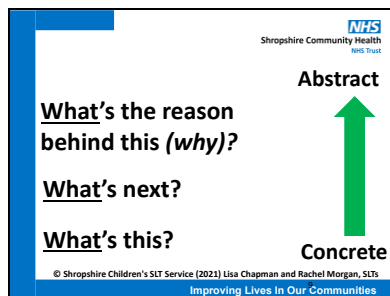
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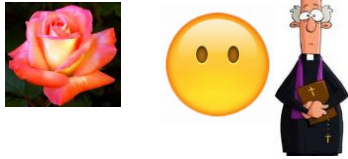


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Bloom & Blank & Parsons



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A Word on Levels

Blank = Levels 1-4

Parsons = Levels A - C
 A = Blank Level 1 & 2
 B = Blank Level 3
 C = Blank Level 4

Bloom = Levels 1-6
 1 = Knowledge/ Remembering Blank Levels 1 & 2 (+ 4)
 2 = Comprehension Blank Level 3 & 4
 3 = Application Blank Level 3 & 4
 4 = Analysis Blank Levels 3 & 4
 5 = Evaluation Blank Level 3 & 4
 6 = Synthesis Blank Level 3 & 4

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Stages

Blank L4 Parsons C	Solving problems and answering Why? How?
Blank L3 Parsons B	Talking about stories and events
Blank L2 Parsons A	Describing things Who? What? Where?
Blank L1 Parsons A	Naming

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Stop and think...
Does the question
match your child's
ability?

Setting the bar too high

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What's This?: Blank 1/ Parsons A

NAMING

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Blank 1: Naming

- Objects are in view
- Looking at the whole object
- Language matches the materials

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Word connections...an example

Building word knowledge occurs over time, as we make **connections** to other words.

Vocabulary ← linked → **verbal reasoning**

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Blank Level 2: Questions

Function	What things do we eat with?
Sentence completion	You drink water from a
Things together	What goes with fork?
Sorting + categorising	What else can grow on trees?
Give an example (Examples in sight)	Name another fruit

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Blank Level 2: Questions (cont)

Linguistic concepts (2 ICW)	Find a red fork Find a big plate
Describe a scene	What is happening? What is happening in the picture?
Who?	Who ate the cake?
What?	What did she eat?
Where/ Where?	Where was she?

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What's next?: Blank Level 3/ Parsons B
RETELLING & SEQUENCING









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Blank Level 3: Retelling/ Sequencing

- Memory - Language does not map directly to materials (objects not necessarily in view)
- Experience is also important

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Sequencing Activity

To be able to put pictures in the right order, it helps to have had experience of the activity

Some children may need to watch or act out the steps in an activity, before being able to sequence pictures.

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Can you put these pictures in order?

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Raku Pottery Routine

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It's good to have a go

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Blank Level 3: Questions

Follow a set of directions	Put the spoon in the cup, stir slowly and then put the spoon on the saucer
Give another example BUT listen to extra conditions	Find me something else you can eat that is not a fruit
Arrange pictures in a sequence	Sequence a set of 3 or more pictures

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Blank Level 3: Questions (contd)

Tell a story or describe an event	Tell me how to make a sandwich
Summarise the story/event in one sentence	What have you done?
Predict	What might happen next?

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Blank Level 3: Questions (contd)

What does a character say?	What does Mum say if her cakes don't rise?
How does a character feel?	How does Mum feel when her cakes don't rise?
Define a word	What does 'rise' mean?

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Blank Level 4: Questions (contd)

Make an inference from an observation	<u>How</u> can you tell that this cooking pot is old?
Explain why something cannot be done	<u>Why</u> can't you bake a cake on top of the stove?
Select a relevant means to a	<u>What</u> do we need to make a cake? (choose not more than 3)

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Recap: Concrete to abstract

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Different levels for the same Question word

<u>What's</u> this?	Level 1/ A
<u>What</u> else?	Level 2/ A
<u>What's</u> next?	Level 3/ B
<u>What's</u> the reason behind this (<i>why</i>)?	Level 4/ C

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A bit more practice....

Where are they? **Level 2/ A**

How do they feel? **Level 3/ B**

How do you know it is broken? **Level 4/ C**

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Verbal reasoning Every Day

DAILY ROUTINE

7:00	Breakfast
8:00	Get ready
9:00	Chores
10:00	School Work
11:00	Free Time
12:00	Lunch
1:00	Reading
2:00	School Work
3:00	Snack
4:00	Free Time

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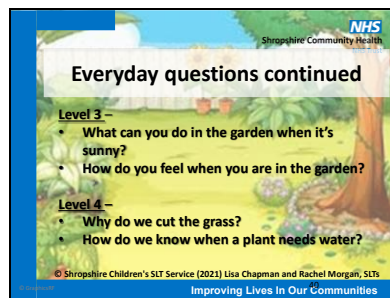
Questions in everyday situations

Level 1 –
Show me the tree

Level 2 –
Find a yellow flower
You can dig with a

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Everyday questions continued

Level 3 –

- What can you do in the garden when it's sunny?
- How do you feel when you are in the garden?

Level 4 –

- Why do we cut the grass?
- How do we know when a plant needs water?

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Level 1 - Point to the crab.

Once there were a fish and her name was Tiddler. Her mom's name to look at, with his plate grey scales. But Tiddler was a fish with a big imagination. His little crab buddies had to add tall tales.

Level 2 - Find two orange fish. Where are the fish? What else could we see in the sea?

Level 3 - How are these two fish different? How does Tiddler feel?

Level 4 - Why are the little fish swimming away from the big fish?

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*Be healthy
be strong
eat smart!*

Healthy diet can make you as healthy as those who don't eat their food.

eat things you think are good for you, eat things you enjoy, and have them sometimes

This might be a sandwich

@ Mrs Karyl, The Happy Grammarian

Level 1 – Find the cheese

Level 2 – Show me a food we can like?

What else could he eat?

Level 3 –
Point to the cheese, ice cream and cupcake.
How are the sausage and salami the same?

Level 4 – Why should we put the ice cream in the freezer?

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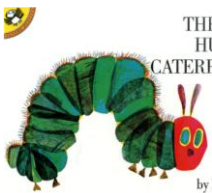
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A bit of PRACTICE



THE VERY HUNGRY CATERPILLAR

by Eric Carle

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Questions	Blank Level
Who turned into a butterfly?	
What can you see?	
Why is this called an ice cream?	
Find me something that is not green?	
If the caterpillar could talk, what might he say in this picture?	
What size the first fruit that the caterpillar ate?	
What does 'hungry' mean?	
Look at the food name. What food goes with cheese?	
Why is a cocoon like a small house?	
How does the caterpillar feel now that he has found some food?	
How does the caterpillar know that he is ready to build a cocoon?	
What other foods does the caterpillar eat?	

What level are these questions?

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Questions	Blank Level
Who turned into a butterfly?	Level 2
What can you see?	Level 1
Why is this called an ice cream?	Level 4
Find me something that is not green?	Level 3
If the caterpillar could talk, what might he say in this picture?	Level 3
What size the first fruit that the caterpillar ate?	Level 2
What does 'hungry' mean?	Level 3
Look at the food name. What food goes with cheese?	Level 2
Why is a cocoon like a small house?	Level 4
How does the caterpillar feel now that he has found some food?	Level 3
How does the caterpillar know that he is ready to build a cocoon?	Level 4
What other foods does the caterpillar eat?	Level 2

Answers...

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Practice Ideas for Home & School



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Reading bookmarks

	When
	Who
	Where
	What happened
	The End

- Support reading
- Just the right level to engage
- Prompt different questions
- Narrative skills
- Sequencing

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We can show by modelling

- Watching the TV or YouTube
- Reading / sharing a story



'Let me see if I can remember what happened...well...'

'She is sad ...because'

'I think that they are going to...because...'

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Apps to support the development of verbal reasoning skills

- Speech with Milo – Sequencing
- Things that go together
- Splingo Language Universe – 1-4 ICW instructions

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Twinkl **Shropshire Community Health NHS Trust**

Twinkl has resources which target all four levels

English • Grammar • Spelling • Punctuation

Farm Scene Blanks Level 2 Questions

★★★★★ (2 member reviews)

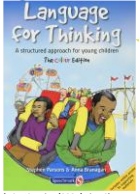


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Language for Thinking



Schools

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Verbal Reasoning and Behaviour...

What's the link?



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Verbal Reasoning and Behaviour

Blank Level 1 & 2 Parsons A	Basic Recounting  	- Who was there? - What were you doing? - Where were you? - You were talking to....?
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Verbal Reasoning and Behaviour

Blank Level 3 Parsons B	Retelling and Sequencing  	- What happened first/ next/ last? - What does x look like? - What did they say? - What were they thinking? - What might they do next? - How do you / they feel?
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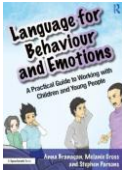
Blank Level 4 Parsons C	Justifying/ problem solving 	- What could you do to make things better? - What could you say the next time this happens? - Where could you go to calm down? - Why do you think this keeps happening?
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Language for Behaviour & Emotions




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The End

We appreciate your feedback.

Please follow the link in the chat

<https://www.on-screen.com/ShropshireCommunityHealth/competition/submissions/default.aspx?slide=1428&id>

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