



Away with Words

BEFORE AND AFTER Manual

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REVISED FROM LOVE AND REILLY'S ORIGINAL RESOURCE. AWAY WITH WORDS

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ABOUT THIS RESOURCE There are three parts to this resource: MANUAL (this document), PART A and PART B.

They have been developed from the original “Before and After” section of the complete AWAY WITH WORDS program by Love and Reilly.

Part A contains 25 large pictures in PDF format to be viewed on a laptop, tablet or interactive whiteboard.

Part B contains the same pictures, but formatted so they can be printed and made into cards. (The yellow background has been removed on each card so save your print cartridges!) In addition to the pictures, several word cards are provided. These can be used as starting prompts.

THE LANGUAGE TASKS

Display one scene. In your own words, instruct the student to:

1. View the picture and take some time in order to look at all the parts.
2. State what is happening in the scene.
3. State what might have happened just before the current scene.
4. State what might happen after the current scene.



Some students are reluctant to respond as they find it very difficult to guess or predict. Give students the courage to TRY. Stress that there is no one correct answer. Sometimes it helps to model some possible responses.

If a student attempts to respond, but is challenged by the complex language demands, simply repeat back the response using correct language forms.

For example:

You: *What do you think might happen next?* **Student:** *Bear jump out and eat boy up.* **You:** *You think that the bear might jump out and eat the boy? Maybe!*

You can then further expand.

You: *Or maybe the bear will just scare the boy... and maybe the boy will pick up that stick and defend himself with it?*

The more students hear clear models of complex language structures, the more likely they are to use these structures themselves.

If there are several students doing the task together, different ideas about the past and future can be discussed. Each student might be instructed to decide upon the sequence of events they liked the best, and retell the “story” or write it down.

THE CARDS: Print the pictures on to card and cut them up to make a pack of cards. You can laminate them for durability.

The cards can be used as above – viewing one card at a time. Alternatively, after each large picture is viewed and discussed, the student finds the corresponding card and adds it to their “completed” pile. In time, when several cards have been added to the pile, they can be revisited. Students who struggled with the task originally, benefit from going back and talking about the scenes again. Use prompts such as “*Do you remember what you decided happened in this one? What happened before? And what will happen after this?*”

The word cards can be used as starting prompts that can be shown as students view the large pictures or the small cards. Read them to students who are not yet able to do so themselves.

WHAT THIS RESOURCE PROMOTES

GESTALT PERCEPTION: A **gestalt** is “an organized whole that is perceived as more than the sum of its parts”. Some individuals have great difficulty observing situations as a gestalt and instead, see individual unrelated fragments. They have trouble piecing the parts together to make meaning. Gestalt perception is important for interpreting social situations and comprehension of stories. It is required for *understanding things that are insinuated, for hypothesising and for predicting.*

Students with autism spectrum disorder frequently have difficulty with gestalt perception.

ADVANCED LANGUAGE STRUCTURES: In order for a student to accurately express 1) what they think might have happened before and 2) what might happen after the displayed scene, they are required to use language structures that include:

- Use of cognitive verbs (I think.... I am guessing... I predict that...)
- Use of complex conjunctions (after, before, if, provided that, so that, while...)
- Use of the modal verb “might”
- Use of past, future tense.

SEQUENCING A SHORT STORY: After the current event, the event before and the event after has been discussed, a complex sequence can be presented orally or written down.

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