How to Use Movement Activities to Improve Literacy Skills

Kelly Vess, MA, CCC-SLP, MSHA, FRIDAY 3/34, 1:30PM

PRINT (1:30-2:30)

- Themes/Choice
- Planning
- Identifying Problems
- Taking Action
- Completing Tasks

FREE 'HOW TO WRITE IT' DOWNLOAD: KELLYVESS.COM/WRITEIT

PHONOLOGICAL AWARENESS (2:30-3:30)

- Multi-Modal Cueing for Rhyming
- Multi-Modal Cueing for Blending
- Multi-Modal Cueing for Elision
- Multi-Modal Cueing for Beginning vs. Ending Sounds

FREE 'MULTI-MODAL CUES' DOWNLOAD: KELLYVESS.COM/SPEECHCUES

NARRATIVE (3:45-4:45)

- Story Grammar for Activity Creation
- Step-by-Step How-Tos
- Executive Function Skills
- Embedding Speech Targets into Storytelling

FREE 'STORYTELLING CUES' DOWNLOAD: KELLYVESS.COM/STORYCUES

Digital Clips From Book: Speech Sound Disorders: Comprehensive Evaluation and Treatment Connect on Social: @KellyVessSLP Contact: kelly@kellyvess.com
Check Out The Preschool SLP: KellyVessSLP on YouTube or Your Fave Podcast Channel
Join Facebook Group: The Preschool SLP: KellyVessSLP

References

Crowe, K., Cuervo, S., Guiberson, M., & Washington, K. N. (2021). A systematic review of interventions for multilingual preschoolers with speech and language difficulties. Journal of Speech, Language, and Hearing Research, 1–26. https://doi.org/10.1044/2021_jslhr-21-00073

Gold, Z. S., Elicker, J., Evich, C. D., Mishra, A. A., Howe, N., & Weil, A. E. (2021). Engineering play with blocks as an informal learning context for executive function and planning. Journal of Engineering Education, 110(4), 803–818. https://doi.org/10.1002/jee.20421

Kapa, L. L., & Mettler, H. M. (2021). Language and executive function in preschoolers with developmental language disorder: The role of self-directed speech. Perspectives of the ASHA Special Interest Groups, 1–12. https://doi.org/10.1044/2021_persp-21-00010

Li, H., Wu, D., Yang, J., Luo, J., Xie, S., & Chang, C. (2021). Tablet use affects preschoolers' executive function: FNIRS evidence from the Dimensional Change Card Sort Task. Brain Sciences, 11(5), 567. https://doi.org/10.3390/brainsci11050567

Li, Q., Liu, P., Yan, N., & Feng, T. (2020). Executive function training improves emotional competence for preschool children: The roles of inhibition control and working memory. Frontiers in Psychology, 11. https://doi.org/10.3389/fpsyg.2020.00347

McLeod, S., & Baker, E. (2017). Children's speech: An evidence-based approach to assessment and Intervention. Pearson.

McLeod, S., & Crowe, K. (2018). Children's consonant acquisition in 27 languages: A cross-linguistic review. American Journal of Speech-Language Pathology, 27(4), 1546–1571. https://doi.org/10.1044/2018_ajslp-17-0100

Morris, B. J., & Zentall, S. R. (2014). High fives motivate: The effects of gestural and ambiguous verbal praise on motivation. Frontiers in Psychology, 5. https://doi.org/10.3389/fpsyg.2014.00928

Mundy, IR, & Hannant, P. (2020). Exploring the phonological profiles of children with reading difficulties: A multiple case study. Dyslexia., 26, 411– 426. https://doi.org/10.1002/dys.1667

Digital Clips From Book: Speech Sound Disorders: Comprehensive Evaluation and Treatment Connect on Social: @KellyVessSLP Contact: kelly@kellyvess.com
Check Out The Preschool SLP: KellyVessSLP on YouTube or Your Fave Podcast Channel
Join Facebook Group: The Preschool SLP: KellyVessSLP

References

Mulvey, K. L., Taunton, S., Pennell, A., & Brian, A. (2018). Head, toes, knees, skip! improving preschool children's executive function through a motor competence intervention. Journal of Sport and Exercise Psychology, 40(5), 233–239. https://doi.org/10.1123/jsep.2018-0007

Netelenbos, N., Gibb, R. L., Li, F., & Gonzalez, C. L. (2018). Articulation speaks to executive function: An investigation in 4- to 6-year-olds. Frontiers in Psychology, 9. https://doi.org/10.3389/fpsyg.2018.00172

O'Brien, J. C., Kuhaneck, H., & Ball, B. A. (2020). Case-smith's occupational therapy for children and adolescents. Elsevier.

Rehfeld, D. M., Kirkpatrick, M., O'Guinn, N., Renbarger, R. (2022). A Meta-Analysis of phonemic awareness instruction provided to children suspected of having a reading disability. Language, Speech, and Hearing in the Schools, 53(4), 177-1201.https://oi.org/10.1044/2022_LSHSS-21-00160

Storkel, H. L. (2018). The complexity approach to phonological treatment: How to select treatment targets. Language, Speech, and Hearing Services in Schools, 49(3), 463–481. https://doi.org/10.1044/2017_lshss-17-0082

Slot, P. L., Mulder, H., Verhagen, J., & Leseman, P. P. M. (2017). Preschoolers' cognitive and emotional self-regulation in pretend play: Relations with executive functions and quality of play. Infant and Child Development, 26(6). https://doi.org/10.1002/icd.2038

Vess, K. (2021). Speech sound disorders: Comprehensive evaluation and treatment. Thieme.

Williams, A. L., McLeod, S., & McCauley, R. J. (2021). Interventions for speech sound disorders in children. Paul H. Brookes Publishing Co.

White, R. E., & Carlson, S. M. (2021). Pretending with realistic and fantastical stories facilitates executive function in 3-year-old children. Journal of Experimental Child Psychology, 207, 105090.

White, R. E., Thibodeau-Nielsen, R. B., Palermo, F., & Mikulski, A. M. (2021). Engagement in social pretend play predicts preschoolers' executive function gains across the school year. Early Childhood Research Quarterly, 56, 103–113. https://doi.org/10.1016/j.ecresq.2021.03.005

Digital Clips From Book: Speech Sound Disorders: Comprehensive Evaluation and Treatment Connect on Social: @KellyVessSLP Contact: kelly@kellyvess.com
Check Out The Preschool SLP: KellyVessSLP on YouTube or Your Fave Podcast Channel
Join Facebook Group: The Preschool SLP: KellyVessSLP