Summary:  
Step 3  
Word Imaging

**Goal:** The goal is to develop the student’s ability to visualize and verbalize the smallest unit of language—a word.

1. **Word to Picture to Imagery**
   - Teacher says a word and then shows a picture of the word.
   - Student studies the picture, and then the teacher turns the picture over.
   - Student verbalizes her imagery recall.
   - Teacher questions to extend the student’s imagery recall.
   - Student and teacher look at the picture as needed to image and recall specific details.
   - When the student’s verbal description is complete, she checks through the structure words to be sure all relevant details are included in her visualizing and verbalizing.
   - Teacher and student summarize their collective imagery with the teacher beginning, “Your words made me picture...”
• Teacher and student look at the picture to be sure they included all details.

2. Personal Imaging (optional)

• Student recalls, images, and describes something personal but simple, such as a pet, room, toy, etc.

• Teacher questions with choice and contrast.

• Student checks through the structure words for details and reverbalization.

• Teacher gives a verbal summary using the phrase: “Your words made me picture...”

3. Object Imaging (optional)

• Object imaging is for students who have difficulty understanding what it is to image.

• Student looks at an object, closes her eyes, and recalls and describes it.

4. Known Noun

• Teacher says a known noun and asks the student to picture it.

• Student verbalizes her imagery.

• Teacher questions with choice and contrast to develop and extend the student's imagery, now using the phrase, “What are you picturing for...?”

• Student checks through the structure words for details.

• Teacher summarizes, “Your words made me picture...”

• Teacher looks for signs the student is visualizing.
5. **Fantasy Imaging (optional)**

- Teacher begins with a known noun image and interacts to create fanciful, humorous imagery.

- Teacher encourages student to add to the fantasy image.

**Group Instruction**

This step can be applied to small groups of three to five students or a whole class. Give one word to be described by all individuals in the group. Set the task as: *All students will help create one composite image, not separate images.* Each student will take a turn verbalizing different aspects of the word to the group. You will question, choose individuals to go through three or four structure words at a time, visualize, and summarize the composite image.
Our journey on the *Visualizing and Verbalizing* imagery bus moves from the Word Imaging step to the Single Sentence step, in which a known noun that has just been imaged and concretized functions as the subject of a sentence.

The goal of Single Sentence Imaging is simply to develop visualizing and verbalizing for a sentence. The instructional procedures are the same as in Word Imaging and therefore familiar and comfortable for you and your student.

Begin the step with a known noun that was just imaged and build a sentence with that well-imaged noun as the subject. This is beneficial even if you only do one single sentence and then move to the next step of *Visualizing and Verbalizing—Sentence by Sentence Imaging*. Many students can be moved from the Word Imaging step directly into the Sentence by Sentence Imaging step, with one Single Sentence Imaging lesson as a link between the steps. However, there are young or more severe students who may profit from numerous lessons in this step or who may benefit from the *Talkies* program.

The following lesson demonstrates how to have the student visualize the parts of a sentence—the words—and construct a sentence gestalt. Sofie has just visualized and verbalized the known noun *cat*, and I need only to do one Single Sentence lesson as a lead into Sentence by Sentence Imaging. We are still only a few days into *Visualizing and Verbalizing* and she seems much the same as when we began except
that she appears more comfortable with me and with the learning environment. Still sweet and cooperative, Sofie continues to sit quietly and appear attentive, something I'm very grateful for since I've done *Visualizing and Verbalizing* with many students whose inattentive and highly distracted behavior made the lesson more challenging.

**SAMPLE LESSON**

**Single Sentence Imaging**

**Setting the Lesson**

Nanci: “We’re going to move from visualizing a word to visualizing a sentence. Let’s use the word you just pictured. *Cat*. I’ll say a sentence with our cat in it. He may be doing something different or be someplace different, but I want you to picture your same cat. Got it?”

Sofie: Moving her head, looking at me with a little smile on her face, “Yes.”

**Beginning the Lesson**

Nanci: “*The cat climbed up the big tree.* Use the cat you just visualized. What do those words make you picture?”

Sofie: “I see the cat climbing up a tree.”

Nanci: “Those were the words I said. Tell me more about what you picture, like what do you picture for the cat climbing, and what do you picture for the tree?”

Sofie: “Oh. I picture that black and white cat and now he is climbing up a tree.”

Nanci: “Good. What does climbing look like? What do you picture for that? Can you see him moving or...?”
Sofie: “Yes.” Eyes up, “He is moving. Like he is walking up the tree but he is holding on.”

Nanci: “Great.” Gesturing my question, “Do you picture him climbing up the tree fast, like this? Or slow, like this?”

Sofie: “Slow.”

Nanci: “Good. Show me that.”

Sofie: Mimicking my movement, she moves her hands slowly upward.

Nanci: “Good. Now what do you picture him climbing on? What does your tree look like?”

Sofie: Staring at me for a second, “The tree is big and it has lots of green leaves... and the cat is climbing up the trunk, the brown trunk.”

Nanci: “Great. Keep going. Think of your structure words and tell me things like *where, background, mood...*”

Sofie: “Okay. I see some red apples on the tree and the sky is blue.” Eyes up, “And it is sunny outside. The cat is starting to run up the tree like he is scared!”

Nanci: “Great. Can you hear anything in your picture?”

Sofie: Smiling, “I can hear him scratching along the trunk and he is meowing really loud.”

The lesson continued, Sofie checked through the structure words, and I gave a summary, certain I could overlap her to connected sentences in the next step of *Visualizing and Verbalizing.*
Lesson Summary:
Single Sentence Imaging
- Teacher creates a simple sentence using the known noun just visualized and verbalized in the Word Imaging step.
- Teacher questions with choice and contrast to help the student develop detailed, vivid imagery and verbalization—looking for signs the student is imaging.
- Student checks through the structure words for detailed imagery and re-verbalizes.
- Teacher summarizes, “Your words made me picture…”
- Teacher notes signs of imagery.

Visualizing and Verbalizing a Phrase
If you have a student you believe can benefit from visualizing and verbalizing a specific phrase, you can move easily into phrase imaging. The instructional sequence is similar to Word and Single Sentence Imaging, but with more gesturing from the student. You may choose to have the student visualize and verbalize a phrase without a noun, though these phrases are more abstract than simple sentences.

The phrases we’ll use are primarily small units of language consisting of basic prepositional concepts such as up, down, in, out, over, under, before, after, etc. If your student does not have imaged vocabulary for those concepts, the Talkies program is designed to develop the dual coding of imagery and language and may be helpful in establishing the nonverbal code of imagery for those concept words.

Lesson Summary:
Phrase Imaging
- Teacher says a phrase using basic concepts such as up the chair, on the table, down your leg, etc.
- Student pictures the phrase, gestures any action (such as running her hand up the chair), and verbalizes it.
Error Handling

To establish dual coding, you must question the student to bring the sensory input of imagery to a conscious level that can be perceived, stored, and accessed with language. However, a questioning interaction with the student means the student must respond, and some of those responses may be incorrect.

An incorrect response should not be feared, as it is an opportunity to help your student self-monitor and self-correct. This opportunity should not be missed by just telling the student the correct answer. An incorrect response can be used to help your student compare her response to the question—the stimulus. She becomes aware that her responses are directly connected to the language in the question, and her responses close a circle of interaction.

To remind you, here are the principles of error handling: (1) note the student's response, (2) find a spot in the student's response from which to positively engage her, (3) help her analyze her response, and (4) help her compare her response to the stimulus.

In the following lesson, Sofie experiences difficulty when checking through the structure words in the Single Sentence Imaging of *The cat climbed up the big tree*. Not surprisingly, she has difficulty with the exact part of the lesson where I assumed she visualized rather than asking her to specify her imagery. Imagery is directly related to memory. In her description, she had said the tree was big, but I neglected to ask her for more detail, such as how big, or big as compared to something else. Consequently, she has lost the image of a big tree. Notice that even though I feel pressured for time, wanting to move into the next step of Visualizing and Verbalizing, I value the “error opportunity.”

I know better than to say, “No, Sofie. The tree was big.” Telling your student “no” and then giving the answer serves little purpose and in the long run it doesn’t even save time. A negative response may cause her to feel less enthusiastic about the lessons, interfering with her much needed attention and interaction, and the next time you ask a question she may feel less eager to respond. Lastly, and most importantly, giving her the answer doesn’t teach her to analyze and compare her response to a stimulus, a necessary prerequisite to self-correction and independence.

Watch me note Sofie’s response, engage with her on a positive, and then help her compare her response to the stimulus.
SAMPLE LESSON

Single Sentence Imaging Error Handling

STIMULUS: The cat climbed up the big tree.

ERROR: Sofie changes a detail in the sentence when checking through the structure words.

Sofie: Touching the size structure word card, “The cat was big and the tree was little.”

Nanci: “Right, our black and white cat was big, not a kitten. Let’s see if the sentence said to picture the tree little or big. Let me say it to you again, The cat climbed up the big tree.”

Sofie: “Oh. The tree is big.”

Nanci: “Right. Tell me what you picture for a big tree. How big? Big like as tall as this room or taller, or as big as…”

Sofie: “I picture the tree big like the trees in the park. They are really big. Taller than this room.”

Practice and Pacing

Most students won’t require more than one lesson in Single Sentence Imaging and that lesson will link the known noun lesson to the next step of V/V—Sentence by Sentence Imaging. If you have decided to spend valuable instruction time practicing this step, be sure to look for the signs of imagery and automaticity we have previously discussed, and don’t stay here too long. The instruction time is better spent doing low level, short sentences in the Sentence by Sentence Imaging step. If your student is quite severe, please consider Talkies as a primer to Visualizing and Verbalizing.
"The cat climbed up the big tree." Use the cat you just visualized. What do those words make you picture?

1. Teacher creates a sentence using a previously imaged known noun.

...and the cat is climbing up the trunk, the brown trunk...

Great. Keep going. Think of your structure words.

2. Student visualizes imagery; teacher aids by questioning.
3. Student checks through structure words, and teacher summarizes.