Visualizing and Verbalizing: The basics and how to use it

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Why do we do Visualizing and Verbalizing?

(This video answers the question above very well in under 4 minutes. It’s worth watching.) https://www.youtube.com/watch?v=H2b73BSvGw8

To improve:

● reading and oral comprehension
● expressive language skills
● descriptive skills
● written expression
● critical thinking
Why do we do Visualizing and Verbalizing? Slide 2

- Oral Comprehension, written language and following directions is what we do most in life.
- Imaging in our mind underlies comprehension
- There are 2 different ways to create mental image:
  - Symbol Imagery
  - Concept imagery

(Visualizing and Verbalizing Training in Hillsborough 9/30/15)
1. Symbol imagery (is the ability to create mental imagery for the sounds and letters within words.)
   a. If a student has weak symbol imagery, then they have weak decoding

2. Concept images-
   a. Concept images- imaged whole (gestalt) for oral and written language
   ● imagery is a sensory/cognitive function that prevents language from going in one ear and out the other

(Visualizing and Verbalizing Training in Hillsborough, 9/30/15)
Why do we do Visualizing and Verbalizing? Slide 4

- Symptoms of a weak concept imagery; weaknesses in:
  - written language comprehension
  - oral language comprehension
  - critical, logical, abstract thinking and problem solving
  - following directions
  - expressing language orally
  - expressive language in writing
  - grasping humor
  - interpreting social situations
  - cause and effect
  - responding to a communicating world

(Visualizing and Verbalizing Training in Hillsborough 9/30/15)
Theory that lead to the development of V & V

- Based on the principle of the gestalt - a complex organized unit or whole that is more than the sum of its parts.
- A language comprehension disorder is a weakness in the ability to create an imaged gestalt (whole) and interferes with the connection to and interpretation of incoming language.
- Therefore, instead of creating a whole image, bits and pieces are processed and the “main idea” is lost.
- Getting the gestalt is vital for determining the main idea, predicting, drawing conclusions, making inferences, working out sequences of events, summarizing, evaluating and understanding humor.
- Researchers in reading and imagery have produced direct evidence linking reading and mental imagery as well as studied the relationship of imagery to prior knowledge and thinking processes.

The Socratic method is a give and take between the teacher and the student.

Error handling should be positive and specific - as a means helping students with problem solving

4 principles of errors handling

a. Note student response
b. Find a spot in response from which to positively engage her

Question to help her analyze her response.

d. Question to help her compare her response to the stimulus.

(Visualizing and Verbalizing Training in Hillsborough, 9/30/15)
Error handling

Recognize the student for giving a response. “great job for ___“ - positively engage

“Let’s check our text/picture”, “I’m not sure if the sentence said to picture a big tree or little tree.” “Let’s check the sentence. ..”

Use ‘Here I saw/pictured...’

When the student says: “Kinda, sort of,” it means that they are having difficulty with imaging, like a lack of confidence.

The woman in this video use praise and offering choices to help guide the student when his answers are off topic or incorrect.

- [https://www.youtube.com/watch?v=EnA0enxwThY](https://www.youtube.com/watch?v=EnA0enxwThY)

(Visualizing and Verbalizing Training in Hillsborough, 9/30/15)
V and V and Some Important Thoughts...

- Verbalizing occurs first.
  - Students need to create images quickly.
  - The speed of processing is more important for oral language than written language because oral language passes quickly.
- Gesturing can help students not be hampered by limited vocabulary.
- Nonverbal code:
  - Students are imaging if they have eye movement up and to the right or closed eyes.
  - If the students eyes are down, he or she is not focused.

(Visualizing and Verbalizing Training in Hillsborough, 9/30/15)
MATERIALS NEEDED FOR V AND V

Video from Gander Publishing

https://www.youtube.com/watch?v=MKQ_P5iNjB0
The Steps of Visualizing and Verbalizing

1. The Climate
2. Picture to Picture
3. Word Imaging
4. Single Sentence Imaging
5. Sentence by Sentence Imaging
6. Sentence by Sentence with HOTS
7. Multiple Sentence Imaging with HOTS
8. Whole Paragraph Imaging with HOTS
9. Paragraph by Paragraph Imaging w/ HOTS
10. Page Imaging with HOTS

HOTS= Higher Order Thinking Skills

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lbert-einstein
Getting Started

1. **Set the Climate**
   To briefly explain to the student what and why

2. **Picture to Picture**
   To describe and illustration

3. **Word Imaging**
   To visualize and verbalize content vocabulary

4. **Single Sentence Imaging**
   To develop the student’s ability to visualize and verbalize an imaged gestalt from oral and written language

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1. Setting the Climate

- Teacher draws a head with a thought bubble, and then draws the house in the thought bubble as she explains.
- “We will picture words in our minds.”
- “We can picture a house and we can say house.”
- “Words turn into pictures and pictures turn into words.”
- “This will help us remember what we read and hear.”
I found this and mostly like it.... I would not talk about test results though, necessarily...It is good for inquisitive, older students.

(2) Setting the Climate

Present this information to the students in your small group or class.

I'm going to explain what we are going to do and why we are going to do it.

From the test results, I can see that you find it difficult to understand what you read.

Do you find you have to read and reread to understand?

Let me show you how we can stop the words going in one ear and out the other.

We are going to make pictures like this.

Let's start I have a picture of a cat in my head.

How could I get you to picture the cat?

Right, I'll tell you.

After I've done that, how do I know that you have the same picture in your head? Right, you'll use your words to tell me.

Then I can tell if we have the same picture.

So now let me show you why we are going to make pictures.
I found this and mostly like it... It is good for inquisitive, older students. Setting the Climate

First we need to look at the brain to understand how talking and picturing can help you. Let's have a look at the brain from the top down. We have two parts, a right and a left side.

They think that when we talk, the left side of the brain works like this.

Some people only have one side of their brain working. We really need both sides working together so we can understand and remember better. We need to send information we read or hear from the left side to the right side.

I found this and mostly like it... It is good for inquisitive, older students. Setting the Climate
Continued (Slide 3)

You know how sometimes we listen to something the teacher says or reads and we can’t remember it well. Has that ever happened to you? This is what happens, the words go in one ear and out the other!

But if you make a picture of the words in your brain, an image, then the words will stay in your head like pictures. This will help you remember what you read or hear. So you will picture, or visualise, and then you will talk about or verbalise those pictures in your head.

Let’s start with the talking or verbalising part first because it is the easiest.

Pre Teaching Prior to Picture to Picture Level (not typically part of the program)

Having used V and V with students in the moderate LLD program for many years, I have come to begin visualizing and verbalizing a little differently.

1. I set the climate as previously described
2. Then prior to starting the picture to picture level, I teach the meaning of each structure word.
   ○ This is good for students who:
     ■ Might confuse ‘where/when’ questions
     ■ Have a limited expressive/receptive vocabulary
I often show the students how to actually verbalize using the structure words
  This for students who:
  - Have difficulty organizing verbal/written expression
  - Miss the big picture, but give random details from the picture
  - Often share information not relevant to the structure words/the picture
Pre-teaching how to use the structure words allows the students:

- To have success when they describe the picture, because they understand the method and vocabulary
- To remember how to use the structure words better in subsequent picture-to-picture lessons
- Hopefully, over time, carry over their better organized oral description skills to the classroom as well as writing tasks
How to pre-teach picture to picture level V/V:

1. Explain the meaning of each structure word
2. Explain the importance of starting with the most important item in the picture (at the Picture-to-Picture level it is an animal or person in the picture.)
   a. This leads to better success with main idea in the future
3. Have the students describe items in the pictures consistently from the top all the way down to the bottom to help them to better organize verbal expression
2. Picture to Picture

Lesson Summary

- Student describes a given picture.
- Teacher questions with choice and contrast.
- Student touches and verbalizes each structure word.
- Teacher summarizes, saying, "Your words made me picture..."
- Teacher looks at the picture.
- Teacher and student compare teacher summary to the picture.

Picture to Picture work

- This gives students practice verbalising from a given picture prior to verbalising from images (example pictures Appendix A)
- Students describe a simple picture you cannot see. You question to stimulate and refine the student’s verbalisation and introduce structure words (see Appendix B) as a guide for basic elements to be included in the description.
- Question the students eg “what should I see for the …,” give a choice “Is it _____ or ______?”
- Once the verbalisation is completed, you summarise and use the phrase “Your words made me picture….”
- As you describe the picture the student may modify it by altering or adding more information

When the description is completed, you look at the picture and discuss how it matched your image. If there is a discrepancy, accept responsibility by saying, “you know what, I didn’t picture the …."

**Picture to Picture Level - Teaching Use of Structure words**

Briefly teach each of the structure cards/concepts

Goal: to develop the students’ ability to verbalize from a given picture and to increase the length and complexity of the students’ expressive language

“Your words make me picture…”

**Number** – also goes to perspective, how many eyes do you see, how many arms. Etc.

**Shape**- round eyes, nose, pointy ears

**Where**- if the student says “outside”, the teacher should say “Great! What in the picture tells you that?” Student: “I see the sky and in grass.”

**Movement**- verbs

**Mood**- It is mood in the picture, not how the picture makes the student feel. For example, there is no mood in picture with a ball on the table.

**When**- “what in the picture tells us it’s daytime;” “You said morning. Great. how do you know…”

**Sound**- indication of sound

Example pictures for ‘picture to picture’ describing. Collect other interesting pictures with clear objects and actions to describe for your V&V kit, for example, from magazines, books, photos.

Choosing a picture
- One central figure
- Very little detail
- None or very little background
- Colour

Ref: Catriona Pine, Speech Language Pathologist allisonluff.global2.vic.edu.au/files/2014/03/Visualising_and_Verbalising-no2zk.doc
Picture to Picture Level - Video Sample Lesson

- In the Visualizing and Verbalizing Manual there is a sample lesson on pg. 71-79
- (Picture to Picture level where the picture is hidden from the teacher) [https://www.youtube.com/watch?v=iPTNJQnBUPg](https://www.youtube.com/watch?v=iPTNJQnBUPg)
- (A teacher endorsed by [Lindamood-Bell Learning Processes](https://www.lindamoodbell.com) checking through the structure words with students at Picture to Picture level) [https://www.youtube.com/watch?v=zK1G3G3yDqQ](https://www.youtube.com/watch?v=zK1G3G3yDqQ)
Structure Words

1. What
2. Size
3. Color
4. Number
5. Shape
6. Where
7. Movement
8. Mood
9. Background
10. Perspective
11. When
12. Sound

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Questioning

Think and Monitor
- Organized and with a purpose
- Use the words, “What are you seeing?” and “What do you picture?”

Choice Contrast
- T gives choices and some contrast within “Is the cowboy’s hat black or brown?”
- Question relative to the gestalt or main idea

Time to practice!
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Sample Video of questioning from me: https://youtu.be/Emn4gVcqB9U
Word to Picture to Imagery

- Goal: From a picture paired with a word, the students will create a visual and verbal representation without the assistance of the picture.
- (clown, doll, cowboy, pirate, Christmas tree, birthday cake, airplane, fish, cow, dog, cat, duck, pig, tiger, lion, bird)
- (see sample lesson plan 93-97)

1. Teacher says a word then shows a picture of the word
2. Students study the picture then the picture is turned over/taken away/hidden
3. Students verbalize their imagery recall
4. Teacher questions to extend the imagery recall
5. Students and teacher look at the picture as needed to image and recall specific details
6. When the verbal description is complete, the teacher presents the structure words to be sure all relevant details are included in the students' visualizing and verbalizing
7. Teacher and students summarize their collective imagery with the YOUR WORDS MADE ME PICTURE…
8. Teacher and students look at the picture to make sure they included all details

Page references are for book:
Word Imaging

- Goal: to develop the student’s ability to visualize and verbalize the smallest unit of language – a word
- Known work list: (clown, doll, cowboy, pirate, Christmas tree, birthday cake, airplane, fish, cow, dog, cat, duck, pig, tiger, lion, bird)
- (known noun imaging see sample lesson 100-105)

1. Teacher says a known noun (from the list) and asks the student to picture it.
2. Students verbalize their imagery
3. Teacher questions with choice and contrast to develop and extend the students’ imagery using WHAT ARE YOU PICTURING FOR...
4. Students check through the structure words for details
5. Teacher summarizes, YOUR WORDS MADE ME PICTURE...

Page references are for book:
Personal/Known Noun Imaging

- begin with a familiar word eg a pet or something in the student’s own home or environment
- work through the structure words. Remember to summarise with “your words make me picture...”
- use choice and contrast questioning
- encourage students to close their eyes to picture and gesture when describing
- don’t look directly at the student while he is trying to visualise
- model big gestures

Some ideas for nouns:

Tiger
Clown
Horse
Christmas tree
Snake
Aeroplane
Dog
Doll
Cat
Butterfly
Elephant
Fire engine
Bear
Umbrella
Glasses
Flower
Shoe

Also try fantasy imaging to develop detailed imagery.

Ask for students to summarise the group’s images using structure words as a guide. Have everyone contribute.

Summarise using the phrase ”Your words made me picture.....”
Goal: The students will visualize and verbalize a single sentence after creating imagery for a known noun. 
(SAMPLE LESSON 120-124)

1. Students create an imagery of a known noun (see word imaging step)
2. Teacher creates a simple sentence using the known noun just reviewed.
3. Teacher questions with choice and contrast to help the students develop detailed, vivid imagery and verbalizations.
4. Students check through the structure words for detailed imagery and again verbalizes
5. Teacher summarizes with YOUR WORDS MADE ME PICTURE…
6. Teacher notes signs of imagery

Page references are for book:
Single Sentence Imaging—Cont.

Ref: Catriona Pine, Speech Language Pathologist
allisonluff.global2.vic.edu.au/files/2014/03/Visualising_and_Verbalising-rno2zk.doc

(4) Sentence Level Imagery

Begin this step by overlapping from a known noun (e.g., cat) to a sentence (e.g., "The cat is under the chair").

Present in three modes:
- you read aloud to the students
- students read aloud
- students read silently

Underline key words—ask which are the main words to be imaged.

Example sentences:
The boy ran up the hill.
**The girl ran down the hill.**
The girl walked to the school.
The dog jumped across the water.
The girl throws the ball.
The elephant's trunk was swinging back and forth.
He drank a glass of water very slowly, then very quickly.

Use sentences from sources such as: readers, storybooks, textbooks, children's own story writing, class materials.

Five Principles of Questioning

- Do not ask yes or no questions
- Question with choice and contrast
- Respond to the student's response
- Question to the gestalt
- Ask interpretative questions
5. Sentence by Sentence Imaging and
6. Sentence by Sentence w/ HOTS p. 165

Goal: To develop the student’s higher order thinking skills.

Lesson Summary
- T or S reads the sentence.
- S places a colored square for her sentence-imagery, and then visualizes and verbalizes each sentence.
- T questions with choice and contrast, keeping in mind the importance of questioning to the imaged gestalt.
- S checks through the structure words to develop detailed imagery for the first sentence only.
- T reads each of the following sentences and helps the student form a gestalt with her imagery.

5) Sentence by Sentence Imagery

You need coloured felt or paper squares.

- Start with low level material (eg grade 3) and gradually increase complexity of sentences.
- For the initial sentence use detailed imagery with structure words. These images must be linked to each other. The initial sentence imagery is very important because short paragraphs are often written with the main idea as the first sentence.
- Coloured squares are used to represent each sentence.
- Ask a volunteer to give a “picture summary” of his/her image. The student points to each coloured square and describes each picture – “here I saw....”
- Another student can give a ‘word summary’ of the image which is a paraphrase of the actual words read. “This story is about...”
- Begin to use questions that aid in locating and remembering, getting the main idea, inferring, drawing conclusions, predicting and evaluating.

HOTS = Higher Order Thinking Skills

What is the main idea?

Was the main idea about _____ or _____?

What will happen next?

What can we conclude?

Do you agree or not?

Why?

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Catriona Pine, Speech Language Pathologist
allisonluff.global2.vic.edu.au/files/2014/03/Visualising_and_Verbalising-rno2zk.doc
Sentence by Sentence Imaging Video

● Video 1:
https://www.youtube.com/watch?v=u3w6Gvk9umA&list=PLD3mZodinpOFduRzCe3IDQnG8ooD_FVI2&index=40&t=15s

● Video sample lesson: having the student define words:
https://youtu.be/Txxu8-cki-0?t=3m57s
7. Multiple Sentence Imaging with HOTS

**Goal:** To develop the student’s ability to visualize and verbalize multiple sentences of language and use the imaged gestalt as a base for higher order thinking.

**Lesson Summary:**
- S visualizes and verbalizes two or three sentences at a time, placing one colored square for each chunk of imagery.
- S **does not** check through the structure words.
- T questions for relevant details and also to the gestalt.
- S gives a picture summary.
- S gives a word summary.
- T asks HOTS questions based on the student's imagery. “From all your images...?”

- Read p. 201
- Watch small group and whole class
- Practice

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Lindamood Bell Books you can buy - for higher level V and V

https://www.youtube.com/watch?v=H_pwt0a3AJ4
8. Whole Paragraph Imaging with HOTS
9. Paragraph by Paragraph Imaging w/ HOTS

Goal: To develop the student’s ability to visualize and verbalize multiple paragraphs of connected language, paragraph by paragraph, and to use the imaged gestalt to develop factual recall and higher order thinking.

Lesson Summary:
- S visualizes and verbalizes one paragraph at a time.
- S gives a word summary after each paragraph, placing a colored square to anchor the paragraph imagery.
- S touches each square and gives a QUICK picture summary to anchor the paragraph parts.
- S gives a page summary.
- T asks factual and HOTS questions based on the student’s imagery.

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10. Page Imaging with HOTS

Goal: To develop the student’s ability to visualize and verbalize a page of text/language and use the imaged gestalt to develop factual recall and higher order thinking.

Lesson Summary:
- S visualizes a whole page of connected text.
- S gives a sequential page summary.
- T asks specific imagery questions from the page of content just described in the page summary.
- T asks factual and HOTS questions based on the student’s imagery.

Note: Question for imagery to be certain the student is imaging and not paraphrasing.
Do you want to learn more about Lindamood-Bell’s programs?

- If you want to learn more about Visualizing and Verbalizing and other programs by Lindamood-Bell. They offer tons of interesting videos/lectures on their Youtube channel: Lindamood-Bell Learning Processes
- You can sign up for more training at: https://lindamoodbell.com/workshop-schedule