'Non- argument' question words

- *'When'* – gives information about time
- *'How'* – gives information about the manner of an action
- *'Why'* – gives causal information
- *'Whose'* – gives information on possessives

PLUS

Way to code surface grammar words
 e.g. '*auxiliary verbs like 'is'   'were'* ?

Additional [non argument coding]

Other information	Question	Colour/shape
Adjective / concept *i.e description related to noun*	What like? *Cloud words*	☁
Adverb [time]	When?	Brown
Adverb [manner]	How?	Black
Cause & effect	Why?	Purple arrow ➤
Sentence joining	[Joining up words]	Purple rectangle ▭
Auxiliary Verbs	[Little doing words]	Yellow + ◇
Possessives	Whose? *Star words*	💥

BASIC ORDER OF TEACHING

From original paper on GORDON 1998

SEE HANDOUT

1 participant + verb
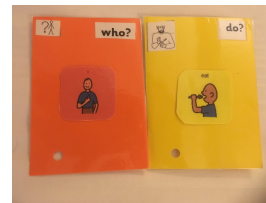
1 participant + verb

WHO + DOING
  I   +   eat

→ Then increase variety of nouns & verbs

Different -1 participant + verb

1 participant + verb

DOING + WHAT
  Eating + carrot

DOING + WHERE
   go   +   school

→ Then increase variety of nouns & verbs

2 participants + verb

WHO+DOING+WHAT
  I   +   eat + a carrot

WHO+DOING+WHERE
  I   +   go + to school

→ Then increase variety of nouns & verbs

Contrast with non-argument 'WHAT LIKE'

WHO + Diamond + CLOUD
e.g. He + is + cold

WHO + DO + CLOUD
e.g. He + feels + happy

3 participants + verb

WHO + DOING + WHAT + WHERE
I + put + a hat + on my head

Order of teaching (cont'd)

- **But** need to be child led &/or curriculum led

- Please don't teach arguments in isolation from verb !

- Higher level sentence coding will include more non-argument structures

"The Mantra" – not just at the start

- <u>Sign</u> the question word + <u>Ask</u> the question?
  → "What is she **doing?**"

- Establish the colour/shape link
  "Yes, that's what she's *doing* [+sign].
  →*"Yellow words tell us what she is doing"*

- Continue to emphasise repeatedly throughout activities. Encourage child to 'complete the 'mantra' [word and sign]
  →*"Yellow words tell us what she is …………"*

Variables

- Represent with **symbols &/or words**

- Can progress onto coding just using **coloured lines** once familiar with system

- If you want to focus on two key words in one argument then use 2 symbols/lines but keep colour the same

The same words may be used in **different roles** in sentences

E.G

Bob mended the chair

v

Bob the Builder sat in the chair

Principle ONE

Question words
ARE THE KEY TO CODING

Principle One :-
   "Find the verb and ask the questions"

→ Then choose the colour/shape that goes with that question

Principle TWO

Question words
ARE THE KEY TO CODING

Principle two :-

"ALL the words that answer the question are the same colour"

Why are the questions important?

▸ Link to the "**WHO DOES WHAT TO WHOM**" of sentences

▸ Link to the related lexical items [key words]

▸ See how the parts of the sentence are linked to give the sentence it's meaning
i.e.
WHO is it?   What are they DOING?
WHERE are they?   WHAT did they do it to?
Who did they do it TO?

EXAMPLE – Ashleigh

▸ 9 year old – PNI school
▸ Non verbal
▸ Cerebral palsy
▸ Right hemiplegia
▸ Single word level comprehension
▸ Expression – vocalisations + pointing

AIM
▸ Increase comprehension
▸ Enable symbol use to express herself

Plan – WHO, DOING, WHAT & WHERE

▸ Resources = symbols, toys, BPS action pics

▸ COMPREHENSION → moving toys to symbol line

▸ EXPRESSION → select symbols for line for adult actions with toys

1.   WHO + DOING

2.   DOING +WHAT

Plan – WHO, DOING, WHAT & WHERE

3.   Mixed 2 word level
   – COMP –select 1 /6 pictures to match symbol line
   – EXPRESS– chooses 2 symbols to describe picture

4.   3 word level [WHO + DOING + WHAT]
   – COMPREHENSION → selects 1/6 pictures to match symbol line
   – EXPRESSION → select symbols for line for action picture

Plan – WHO, DOING, WHAT & WHERE

3. Mixed 2 word level
   - COMP –select 1 /6 pictures to match symbol line
   - EXPRESS– chooses 2 symbols to describe picture

4. 3 word level [WHO + DOING + WHAT]
   - COMPREHENSION → selects 1/6 pictures to match symbol line
   - EXPRESSION → select symbols for line for action picture

5. Introduced WHERE   → WHO + DOING + WHERE

At end of the year

- Increased confidence
- Decreased anxiety
- Increased signing
- Less need to copy others
- Increased vocalisations
- Literacy skills now developing [50 sight words]
- Improvement in all areas of curriculum
- Increased attempts to communicate with staff and parents

Quote

" Having seen little, if any, improvement in Ashleigh's language over the past few years, we have noted significant progress since starting this programme in October"

OUTCOME – Oct → July

- Understands 23 verbs [sign, symbol and spoke word]

- Produces 3 symbol sentences to describe picture or action

- Understands a 3 symbol sentence

What is the Basic coding?

Each colour is linked with a **question word**

- *WHO*
- *WHAT*
- *WHERE*
- *DOING*
- *Who TO*

N.B
You don't have to be an expert at analysing sentences to find these essential word meanings!

Verbs are the core of the sentence

Principle One :– Find the verb, ask the questions

- 'Questions' can help us get to the 'deep structure' of that verb
       [i.e. argument structure/verb semantics]

- Your questions should give an answer that makes sense   e.g. *The girl ate a biscuit*

   WHAT did she eat →   a biscuit
   WHERE did she eat? →   a biscuit????

Which verbs fit ?

‣ The child _____ the flowers
   squashes, puts, falls, throws

‣ The cat _____
   knocks, grows, sleeps, kills,

Which verbs fit ?

‣ Our friends will _____
   congratulate, find, amuse, help

‣ You should _____ me a ticket
   send , put, keep, pay, accept

Verb Activity

‣ So lets look at some verbs
‣ Which of these questions **have** to be put with the verb for a sentence to make sense?

WHO   [is doing the action]
WHAT   [is the action done to]
WHERE   [is the action happening]
WHO to   [who is the action done to]

Verb Activity

'EAT' – what are the essential questions

✓   WHO ate ?
✓   WHAT did they eat?
x   WHERE did they eat?
x   Who did they eat TO ?

Verb Activity

'SIT' – what are the essential questions

✓   WHO sat?
x   WHAT did they sit?
✓   WHERE did they sit?
x   Who did they sit TO ?

Verb Activity

'GIVE' – what are the essential questions

✓   WHO gave?
✓   WHAT did they give?
x   WHERE did they give?
✓   Who did they give TO ?