From original paper in Language Disorders in Chuldren . Adults Ed by Chiats, Law J. Mashall J. 1997

Therapy Tasks - Gordon
1. Re-assembling sentences cut up into their thematic roles and individually colour codes
is eating Gordon
in the kitchen chips
2. Underlining, in the approriate colour, all the words that go with each thematic role in written sentneces
3. Writing sentences describing pictures on a colour coded sentence pattern. [ie an orange line, then yellow line, then green line]
4. Underlining a target thematic role in several sentences e.g 'Underline all the <i>doing</i> words in <i>yellow</i> '
4. Filling in missing thematic roles in sentences describing SVO pictures e.g is at school
5. Answering colour coded questions by writing on a colour coded sentence pattern e.g. "At snack time what do you eat?"
6. The child asks the therapist the cue questions related to a written sentence using the signs. The therapist then has to answer the question and colour code the correct thematic role.
7. The child dictates his sentence and the therapist writes down the appropriate coloured lines. The child then 'reads back' his sentence following the lines. He can then write it down on the lines. This was used particularly in writing Gordon's weekly 'news'.
ie "I didn't hear who / the orange word "
Alison Bryan 1996