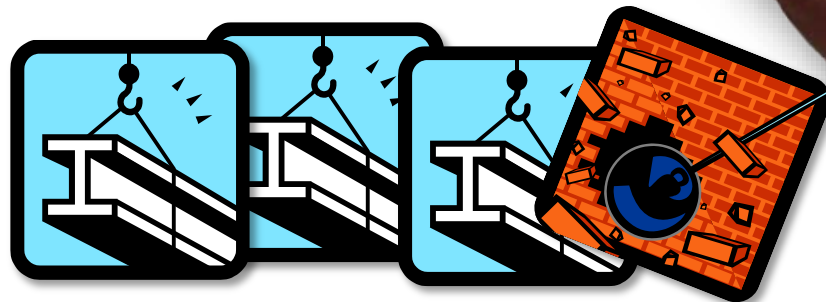


Using chain visuals and building images to teach coherence in conversation

DIY, hands-on speech activities

Joel Shaul, LCSW



These are engaging, hands-on activities to help children with ASD and other conditions to increase their awareness of non sequiturs in conversation and how to avoid them.

Select large format (pages 9-19) or small format images (pages 20-23). Print out the chain images, or the building images, cut them out and laminate them.

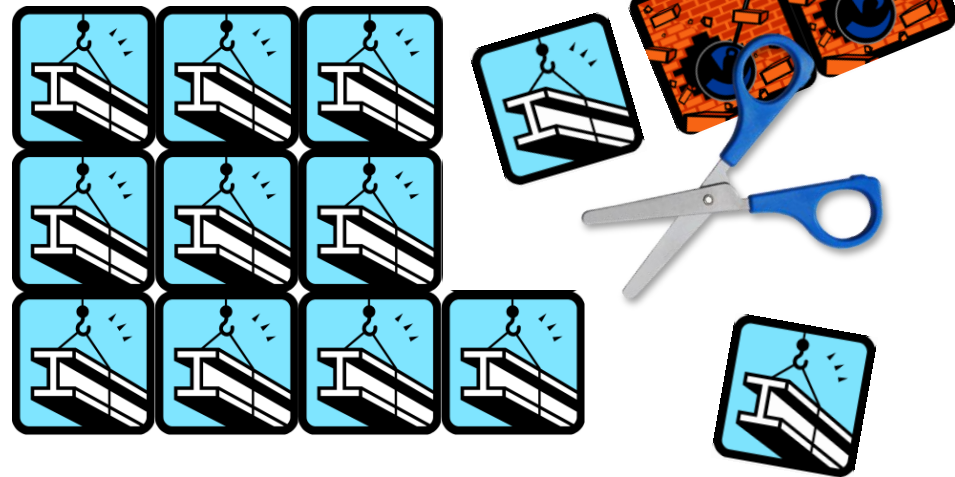
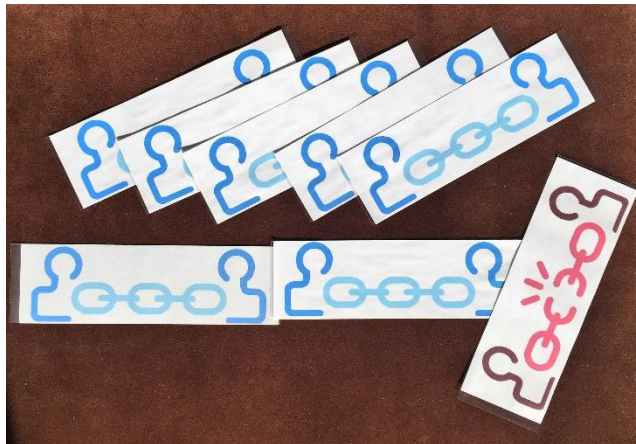
Introduce the activity to one child, or a group of several children, with words like these:

“When people talk together, it is something like a long chain with each chain link connected to the next. People don’t just say whatever they are thinking – they connect their words to what the other person is saying.

This is an activity to help us get better at talking in a good, connected way.”

The activity employing the girders and wrecking balls is just the same. You “build” conversations and the wrecking balls represent the off-topic statements.

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Derived from a method described in: [Relationship Development Intervention with Children, Adolescents and Adults](#), Steven Gutstein and Rachelle Sheely, 2006, Athenaeum Press.

Ways to use the chain visuals:

1. Place the chains in a series in real time while you and a child talk together

What do you like in the cafeteria?

Pizza and chicken nuggets.

The desserts are gross. Like the pudding.

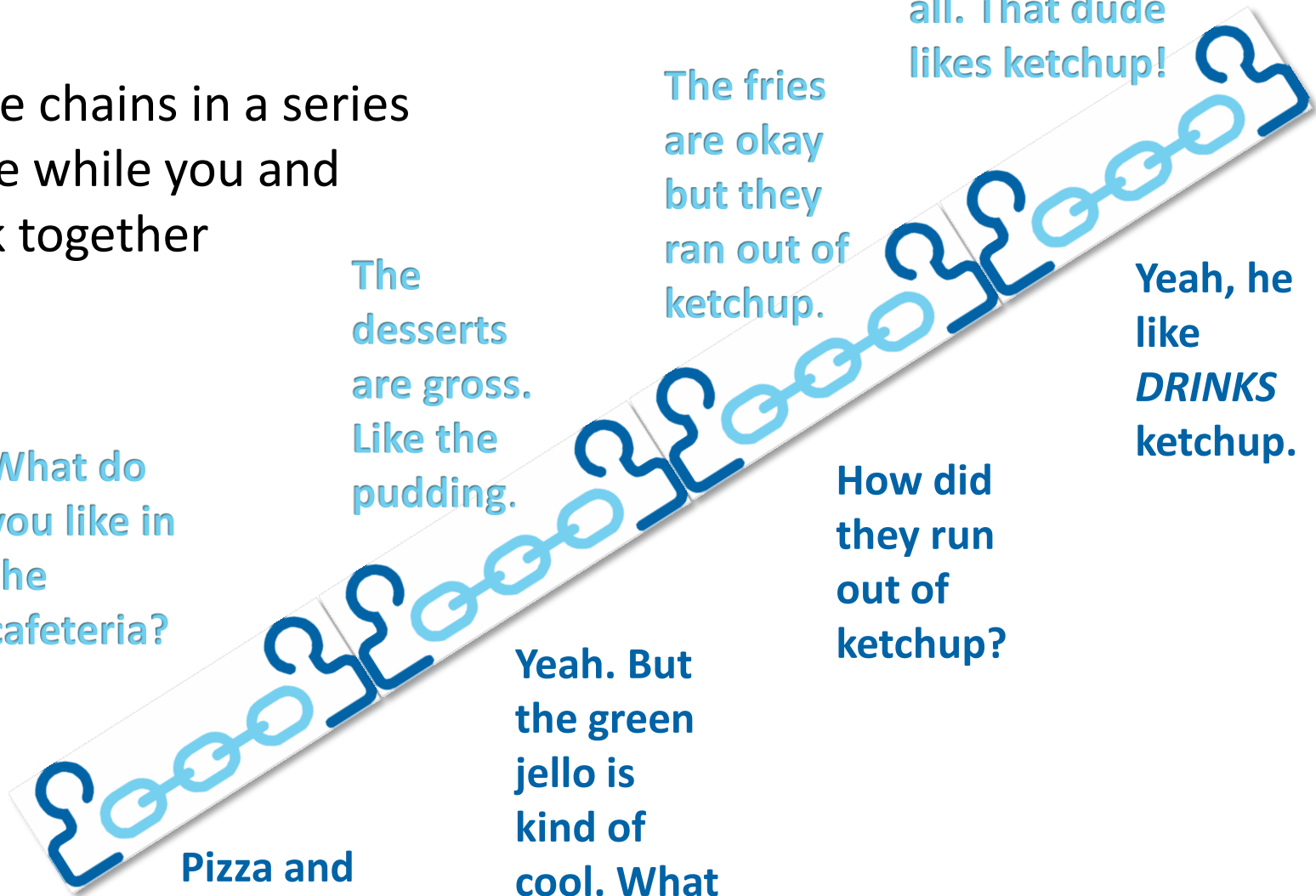
Yeah. But the green jello is kind of cool. What else to you like?

The fries are okay but they ran out of ketchup.

How did they run out of ketchup?

Andy probably ate it all. That dude likes ketchup!

Yeah, he like *DRINKS* ketchup.



2. Have the child place the chains in sequence while two people are talking (such as you and another student, or two students)

What are you doing this weekend?

My uncle is coming over to show me how to make pancakes.

On Sundays, I get to sleep late.

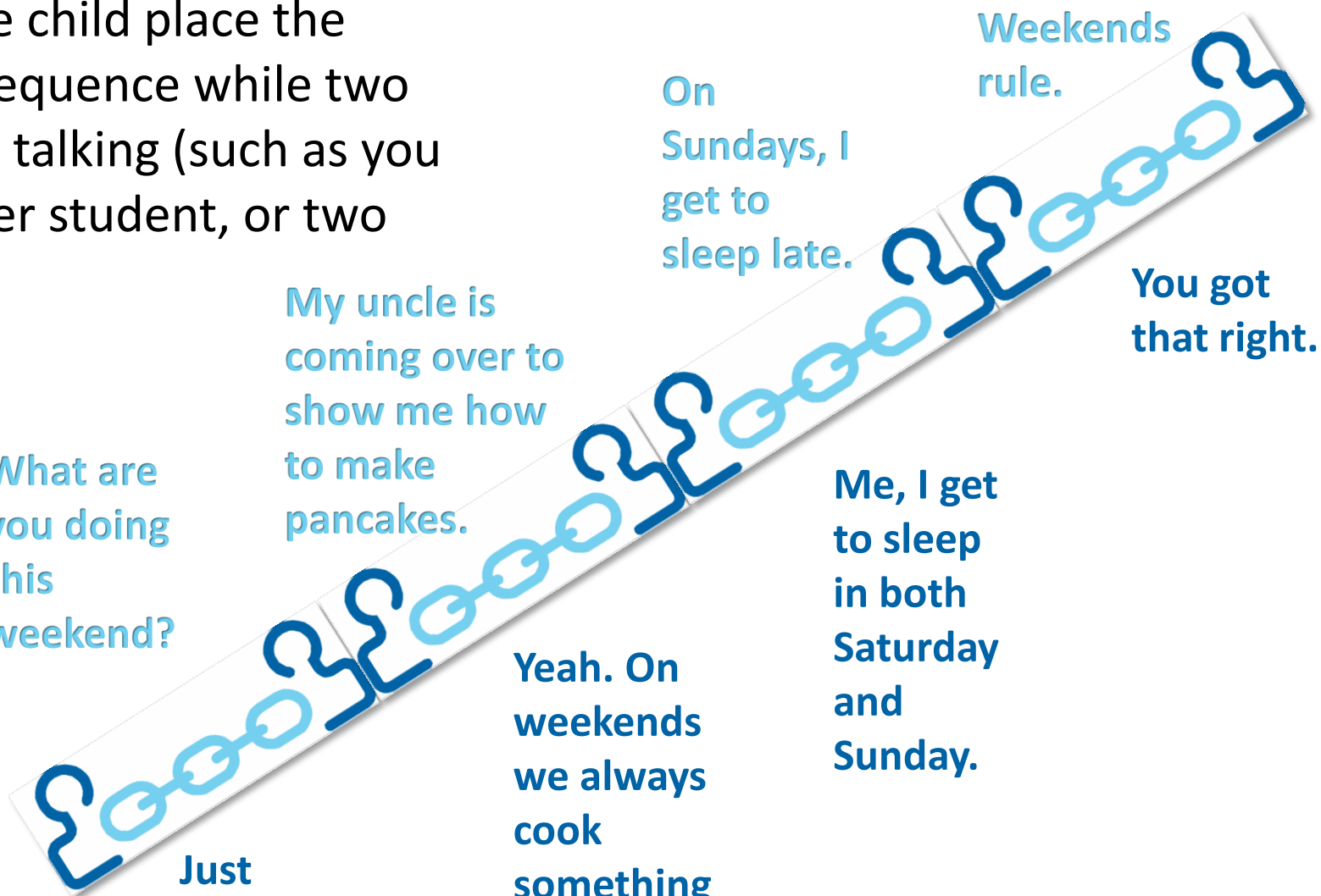
Weekends rule.

You got that right.

Me, I get to sleep in both Saturday and Sunday.

Yeah. On weekends we always cook something good.

Just hanging out. You?



3. Have two children place the chains in sequence while they are talking together. (This is advanced but I have seen kids do it!)

I like playing Sonic.

What game system to you have?

Game Stop. Used games are cheap there

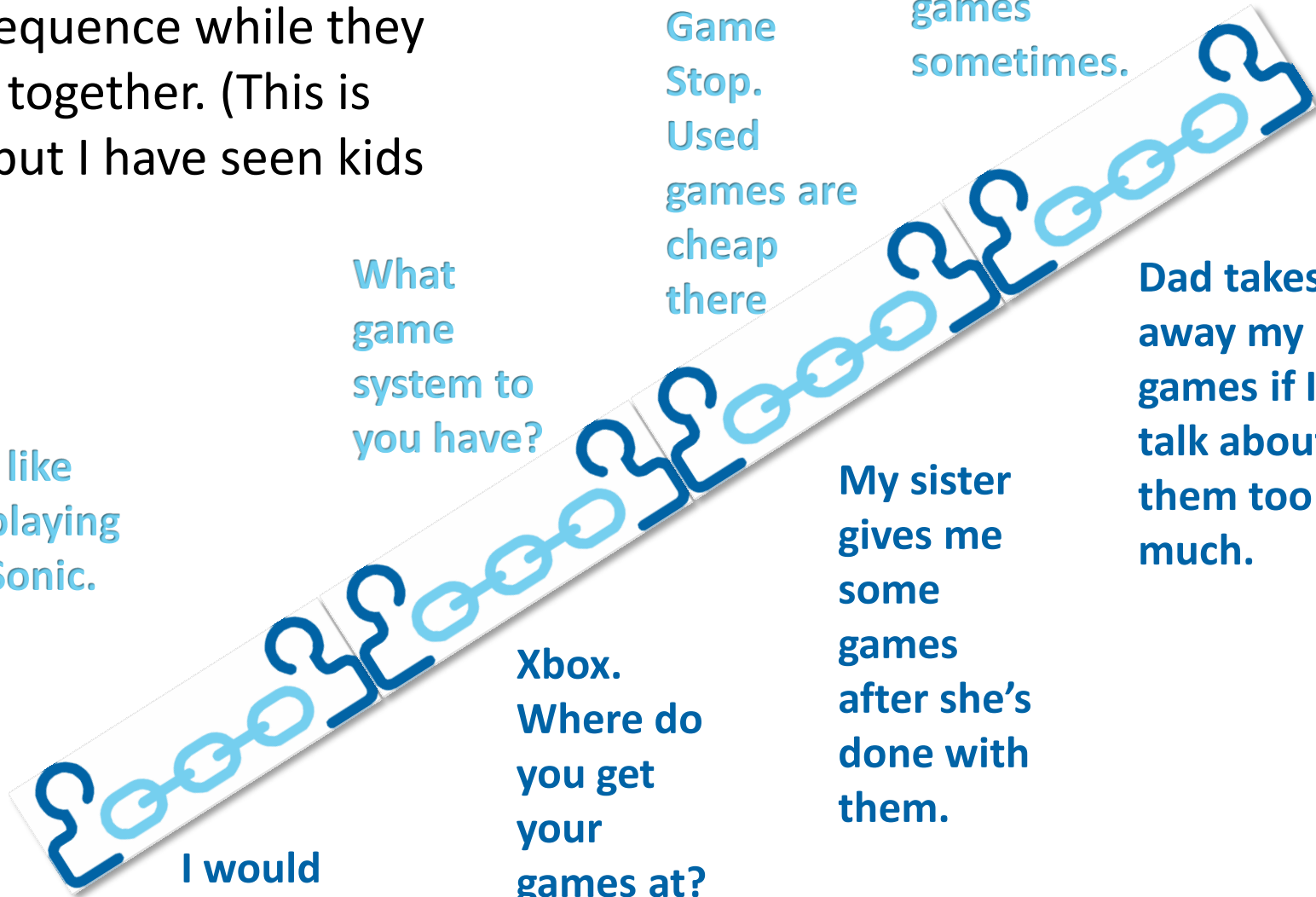
Mom takes away my games sometimes.

Dad takes away my games if I talk about them too much.

I would rather play Smash Bros.

Xbox. Where do you get your games at?

My sister gives me some games after she's done with them.



Demonstrate what it is like when there is a “broken chain” comment. Demonstrate it as shown below. Have a discussion with the children about what kinds of topics they tend to bring up that are often “broken chains.”

What do you like in the cafeteria?

The desserts are gross. Like the pudding.

The fries are okay but they ran out of ketchup.

The Sonic movie is cool!
I saw it twice!



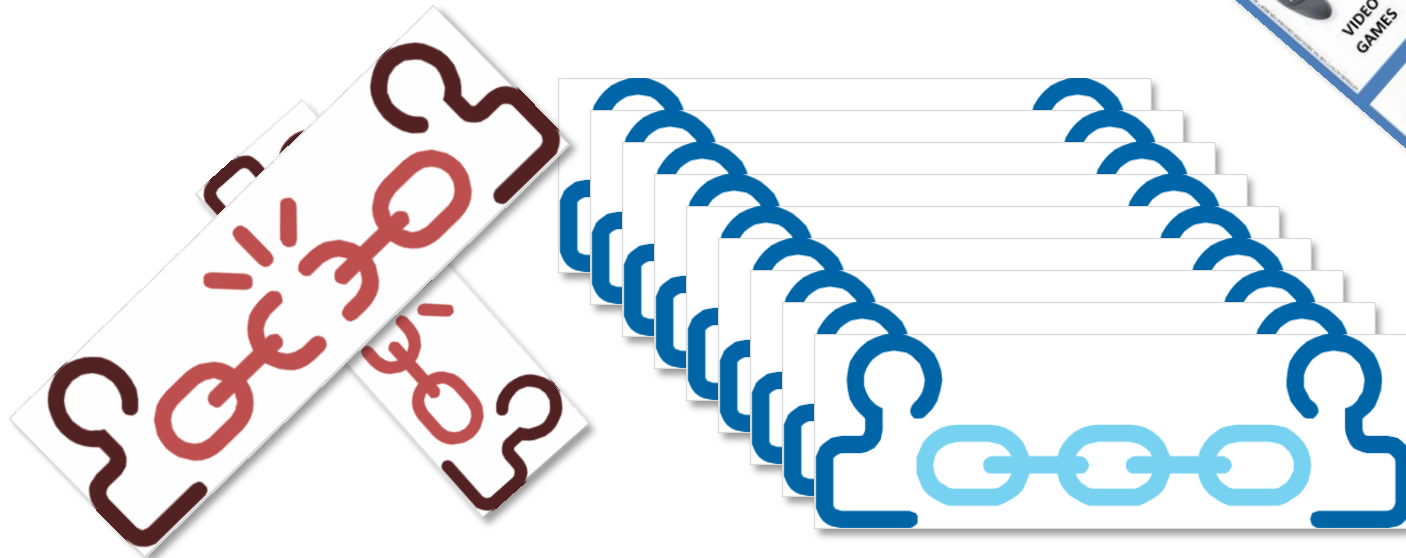
Pizza and chicken nuggets.

Yeah. But the green jello is kind of cool. What else to you like?

I don't eat ketchup anyhow.

This activity will work best if you keep picture prompts on hand to suggest conversation topics. You can use these Green Zone Cards <https://bit.ly/2OZICNd> .

Note: Find a very large table for these activities, or set it up on the floor.

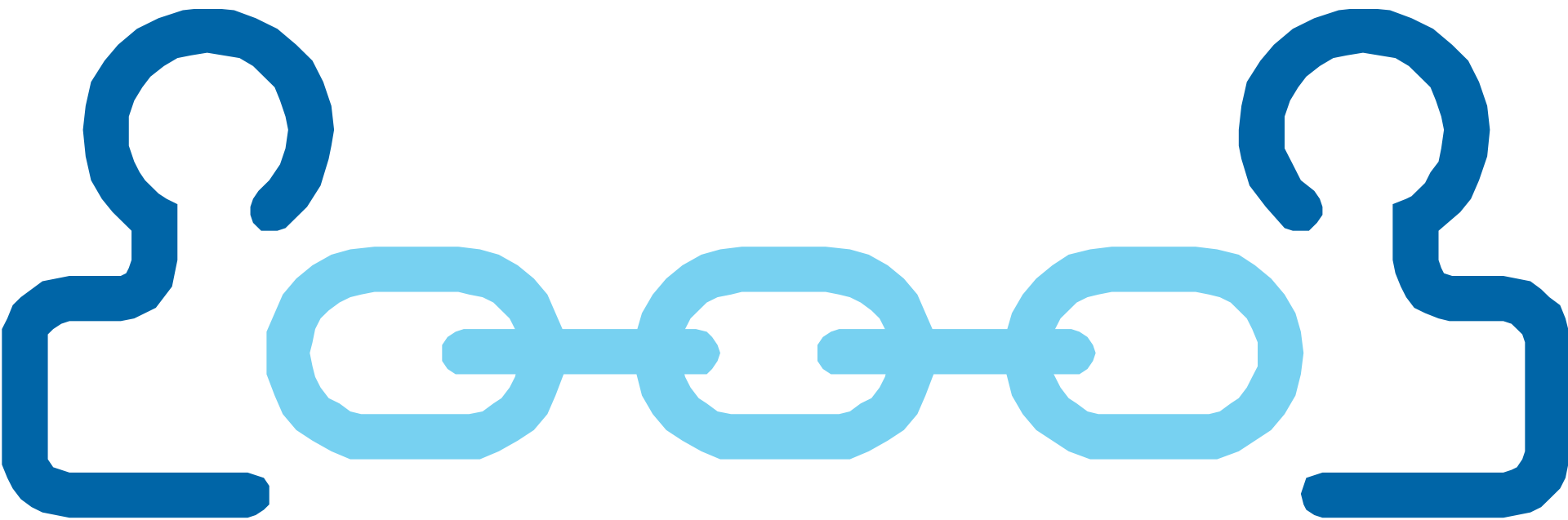
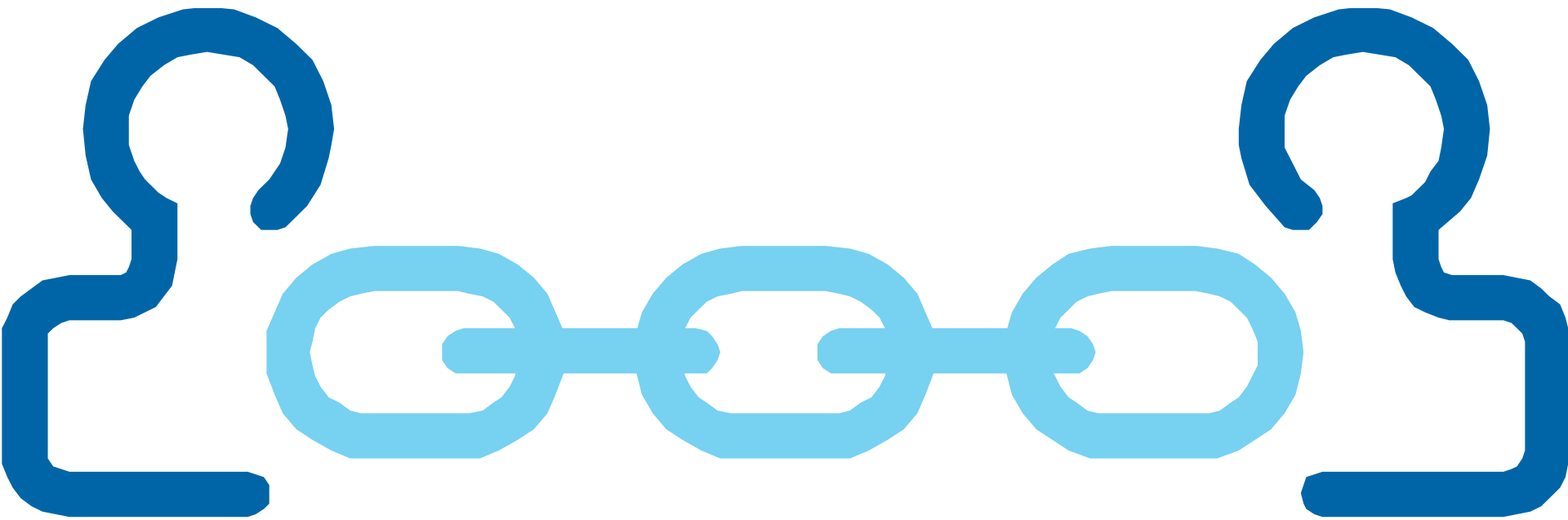


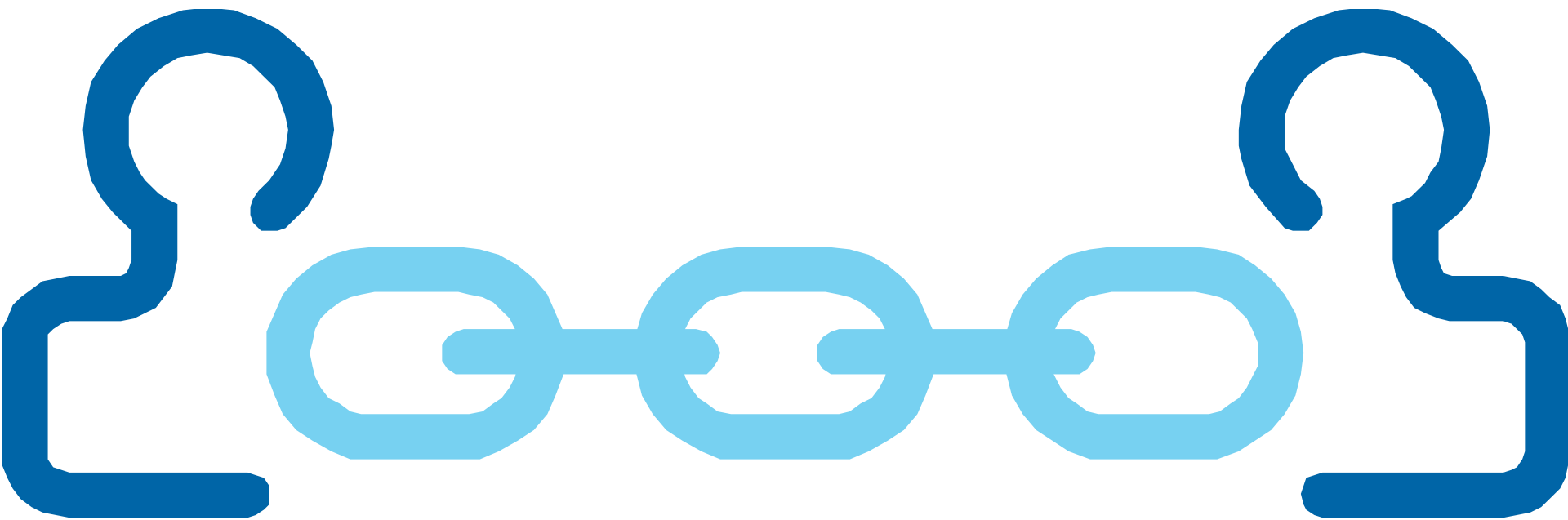
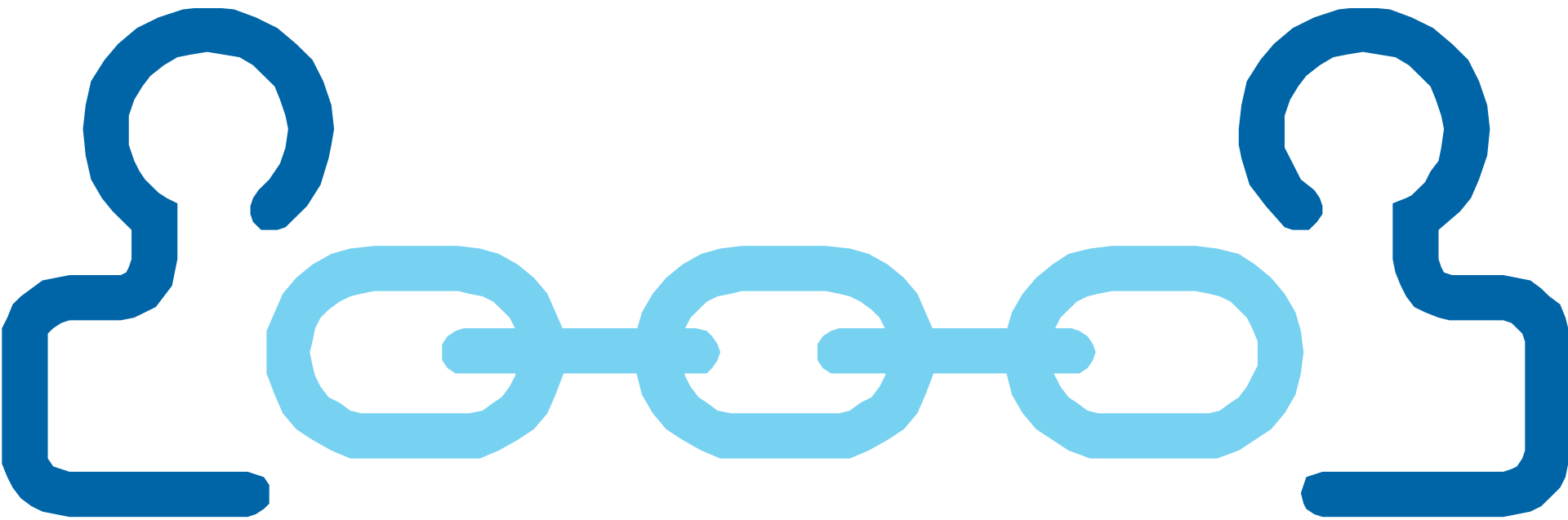
The building girders and wrecking balls are used in more or less the same way as the chain visuals. You pick which set of visuals work best for you.

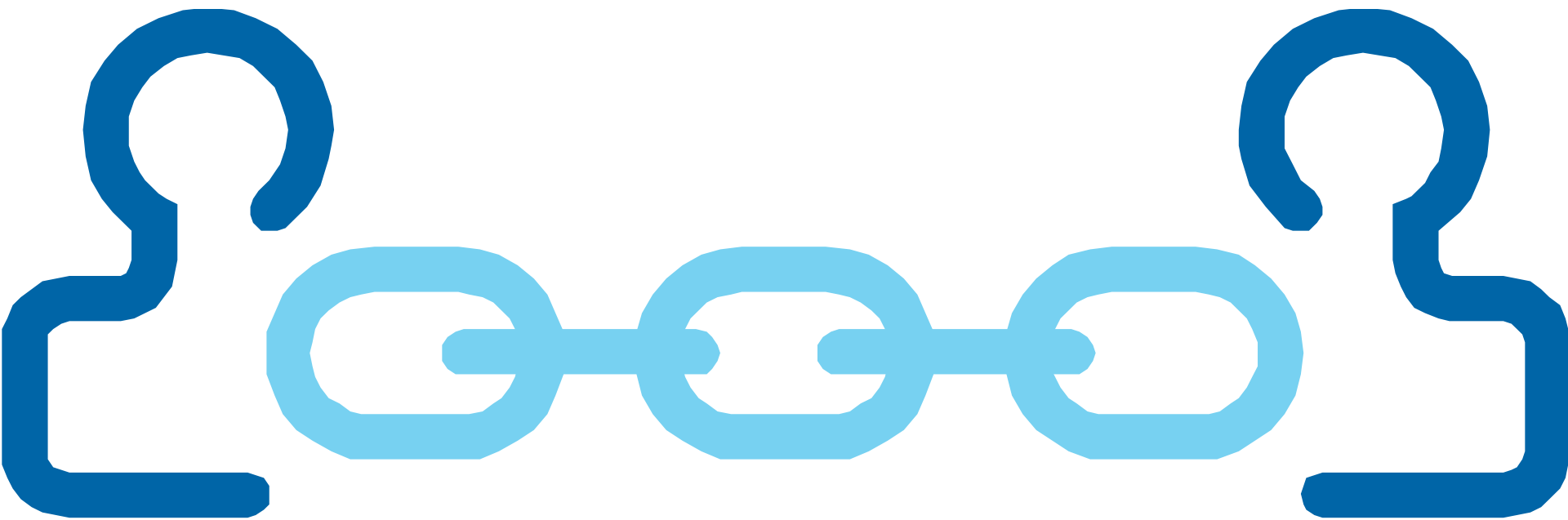
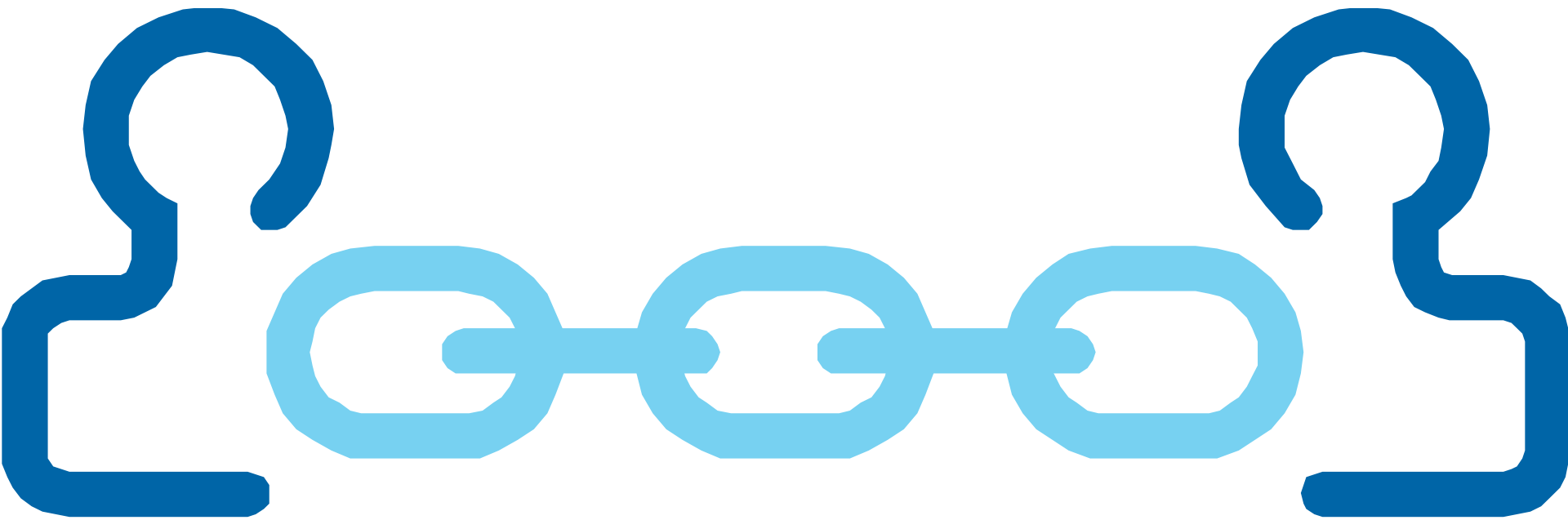
Best of luck with these activities.

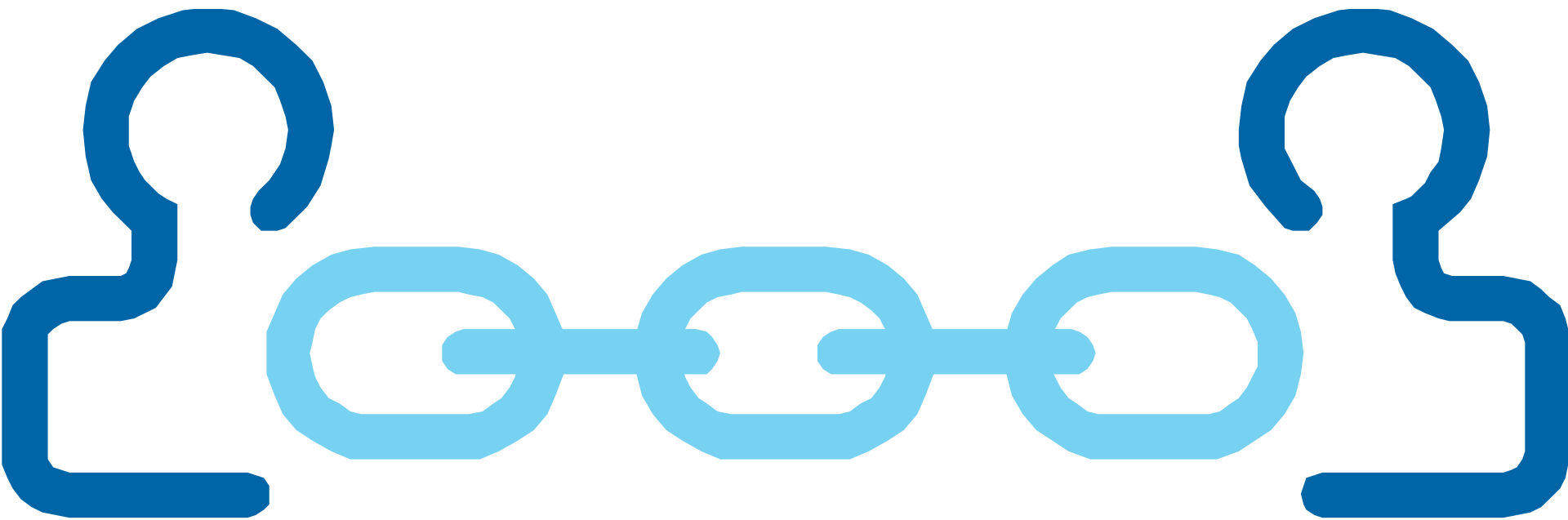
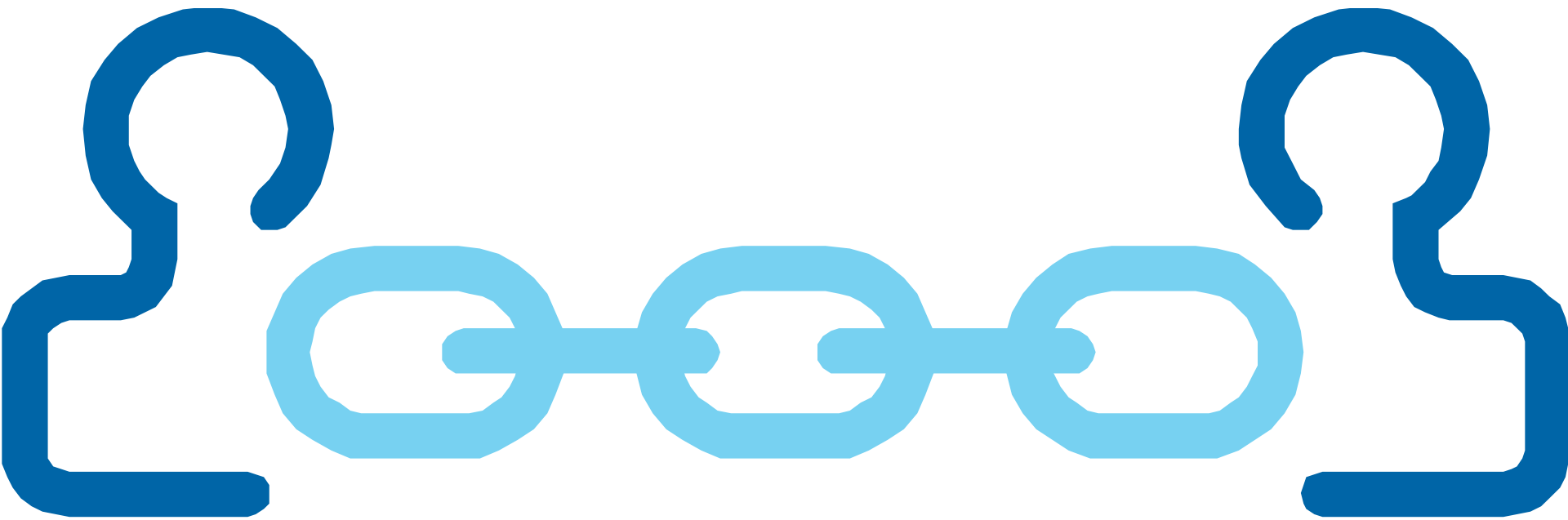
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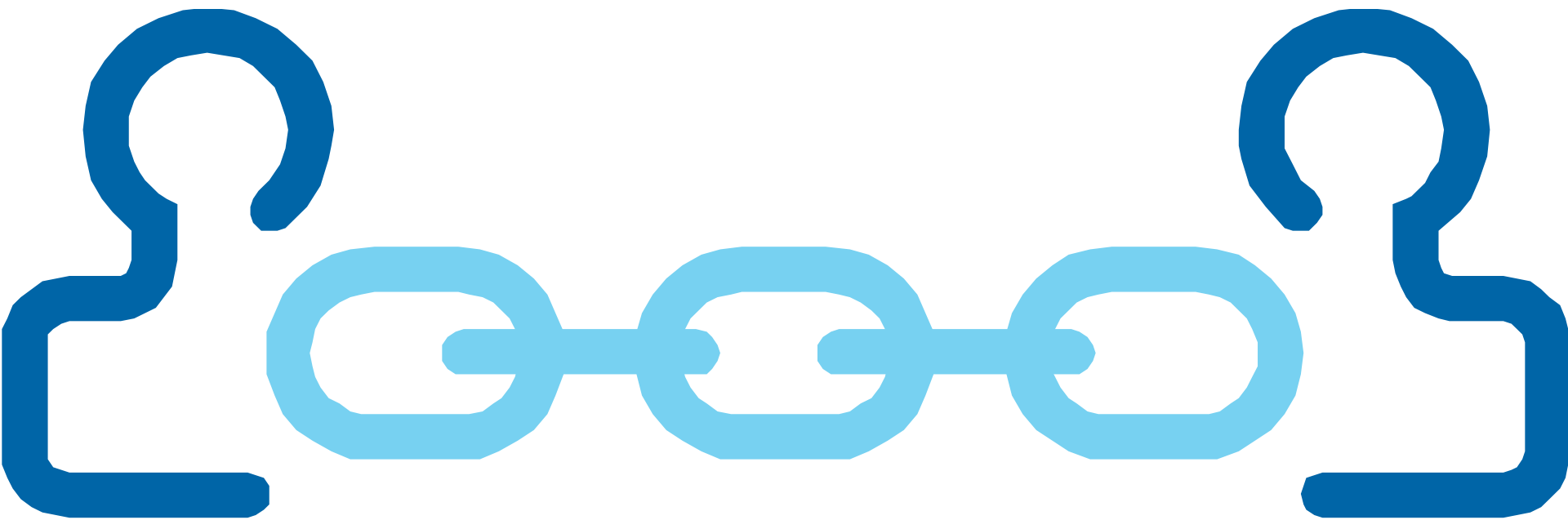
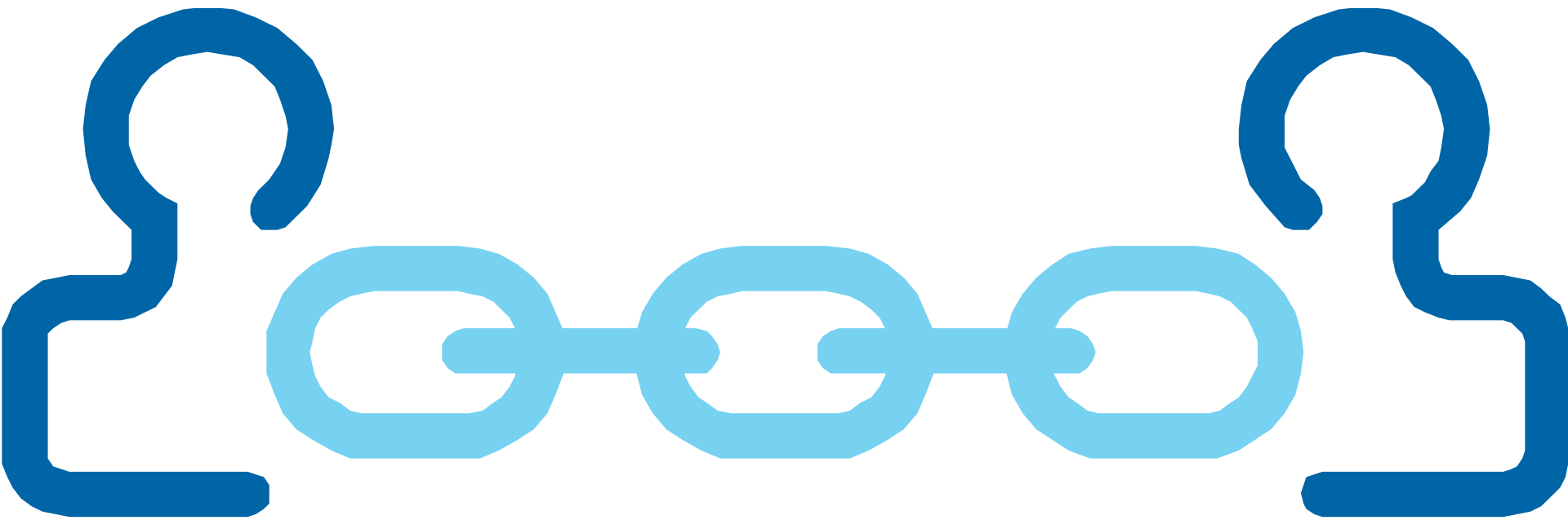


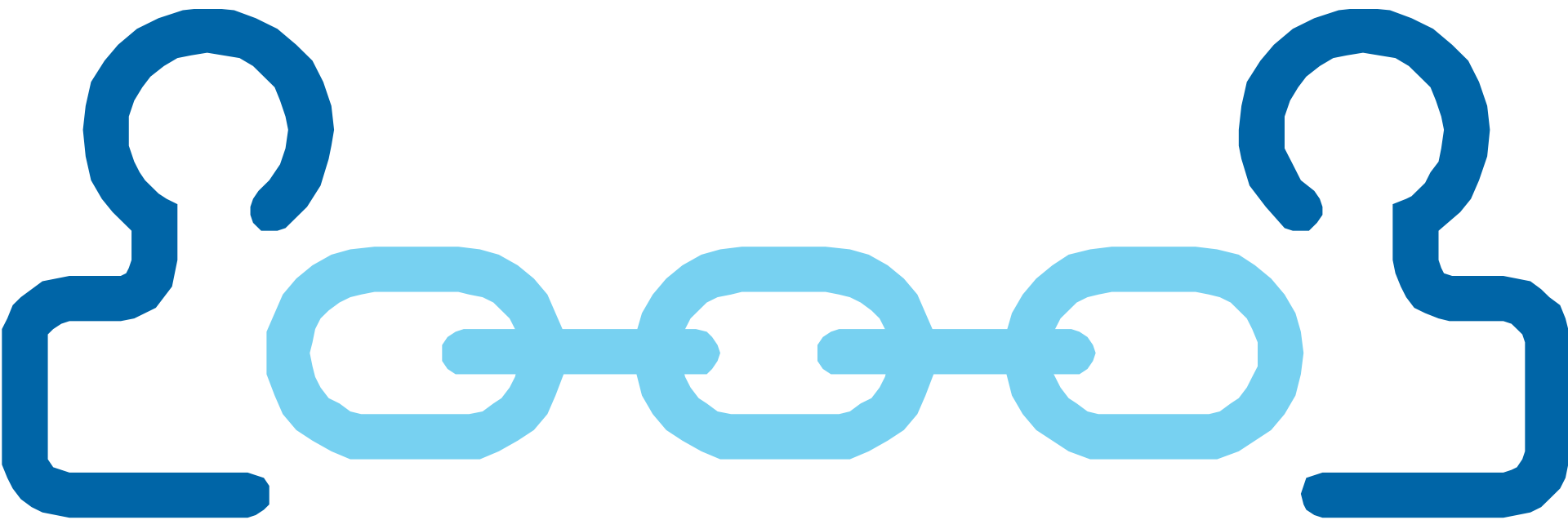
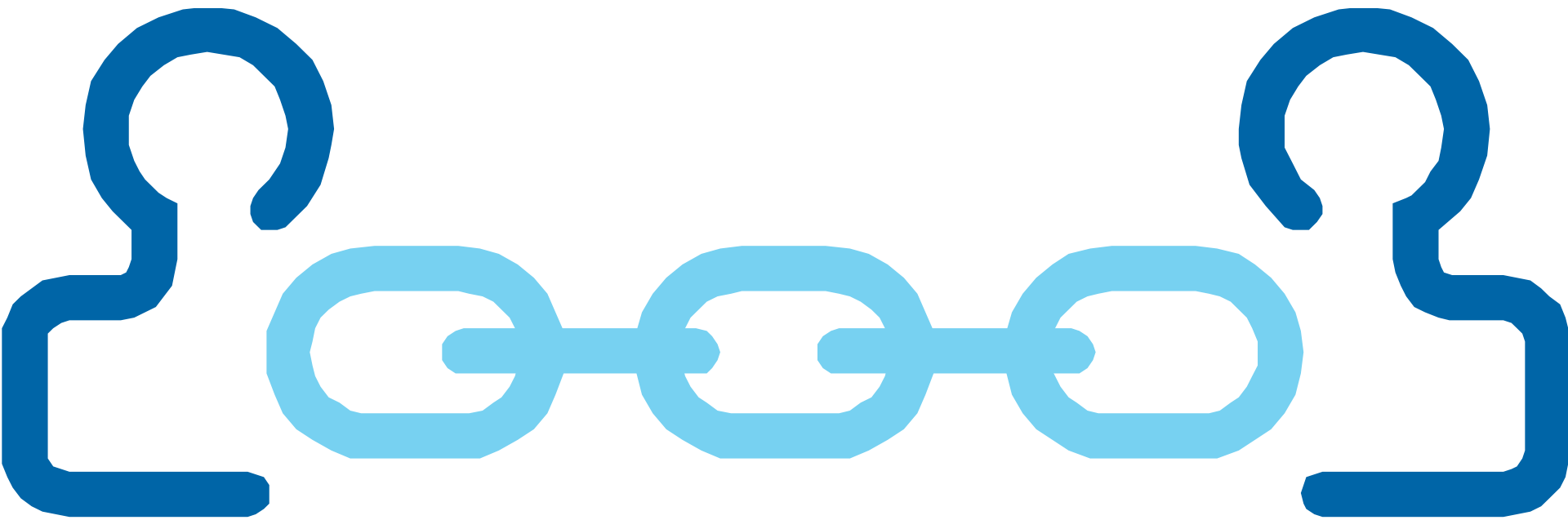


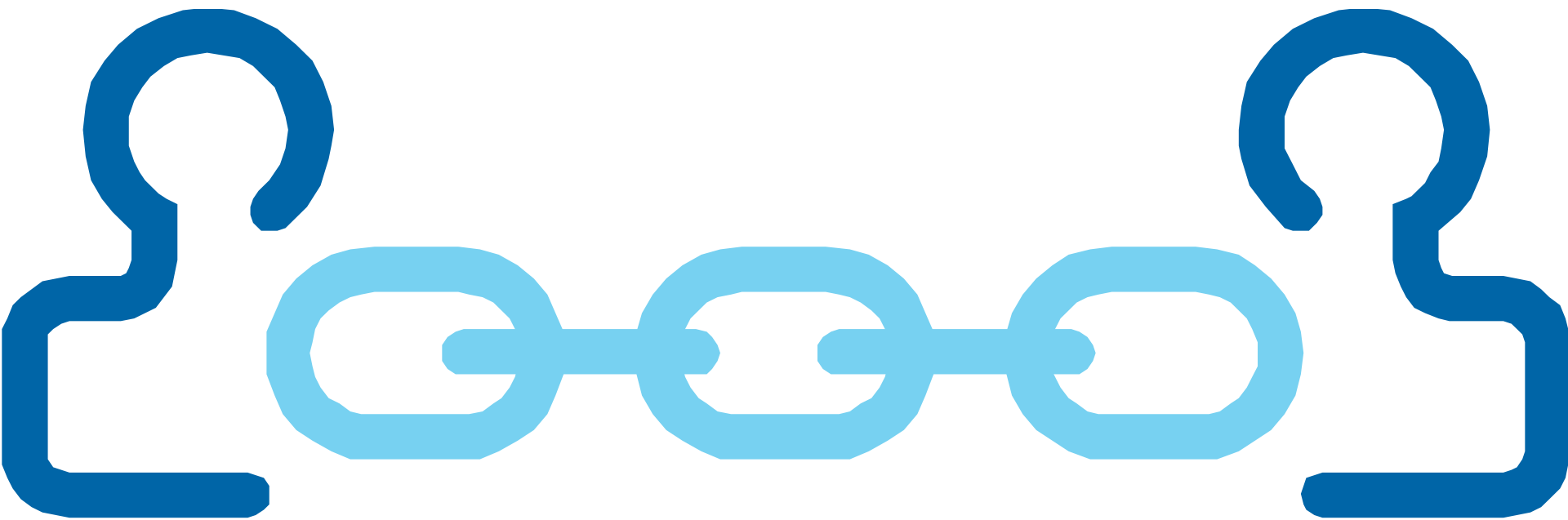
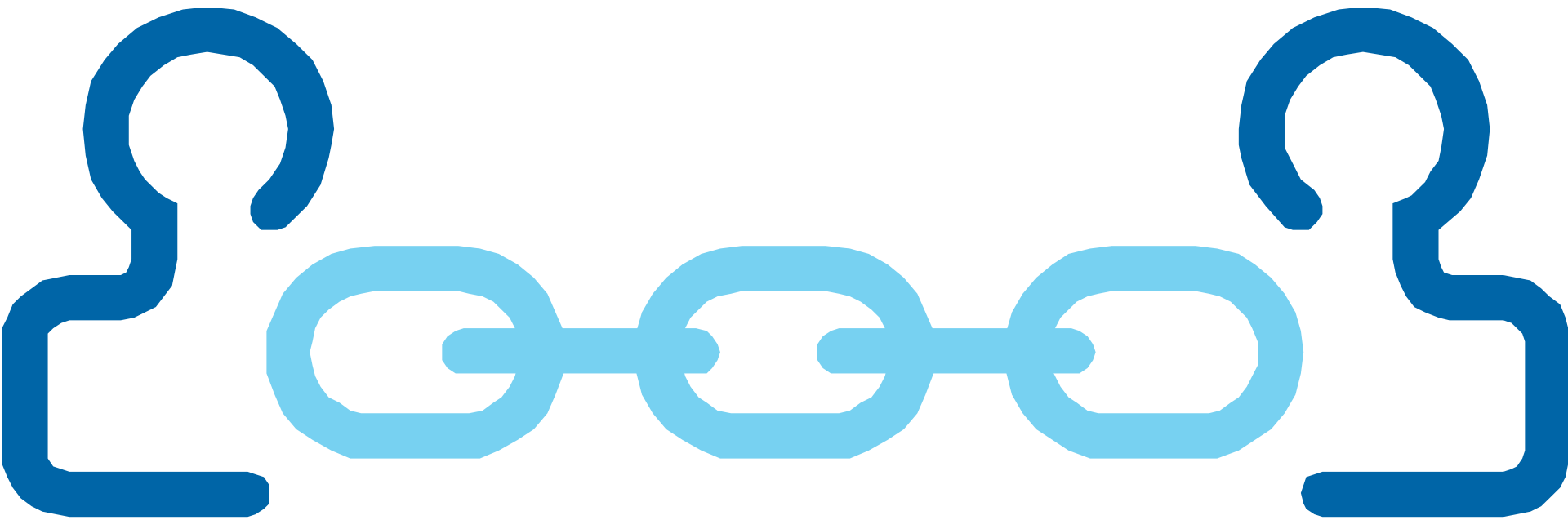


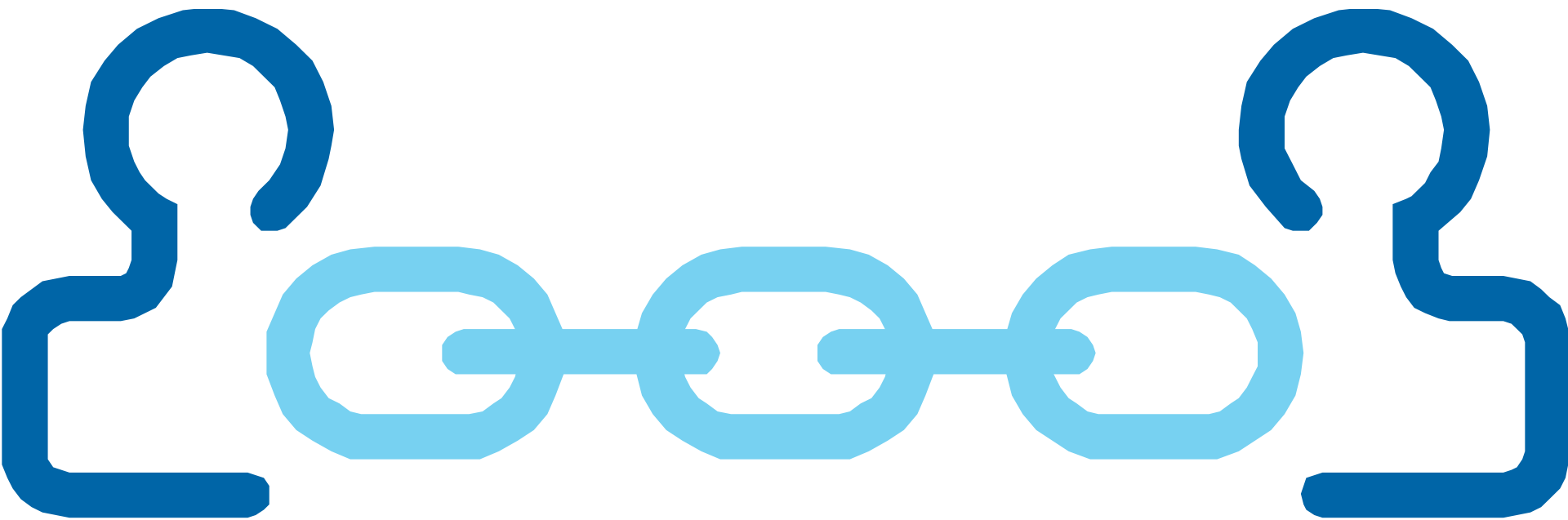
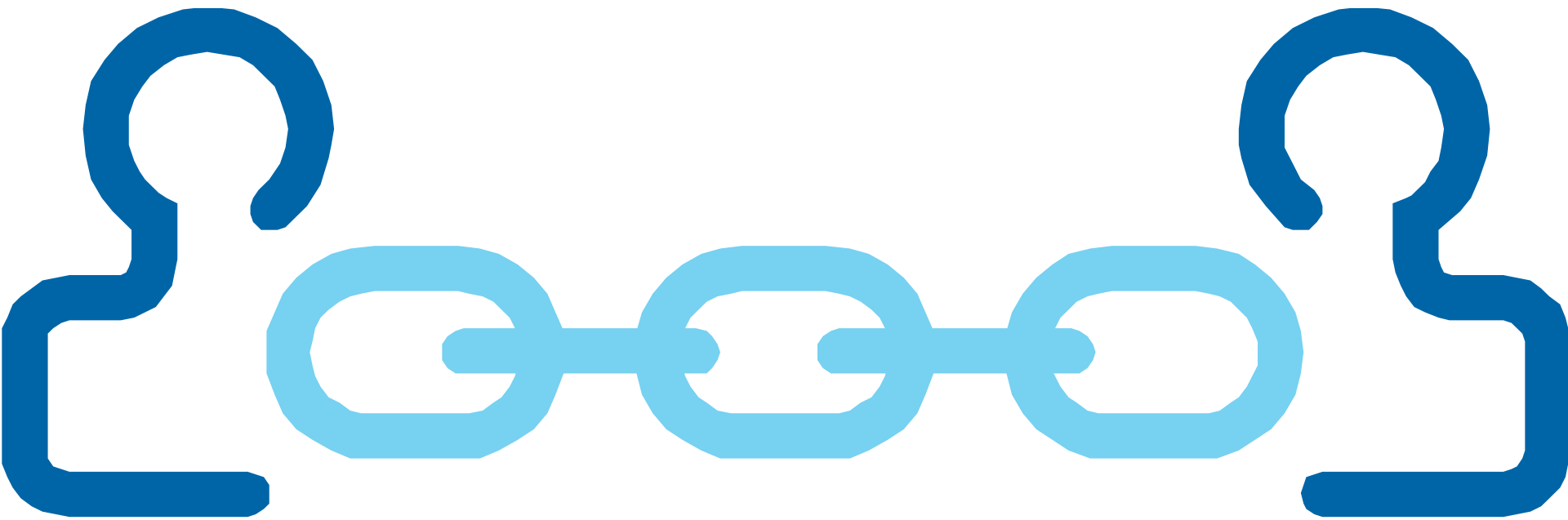


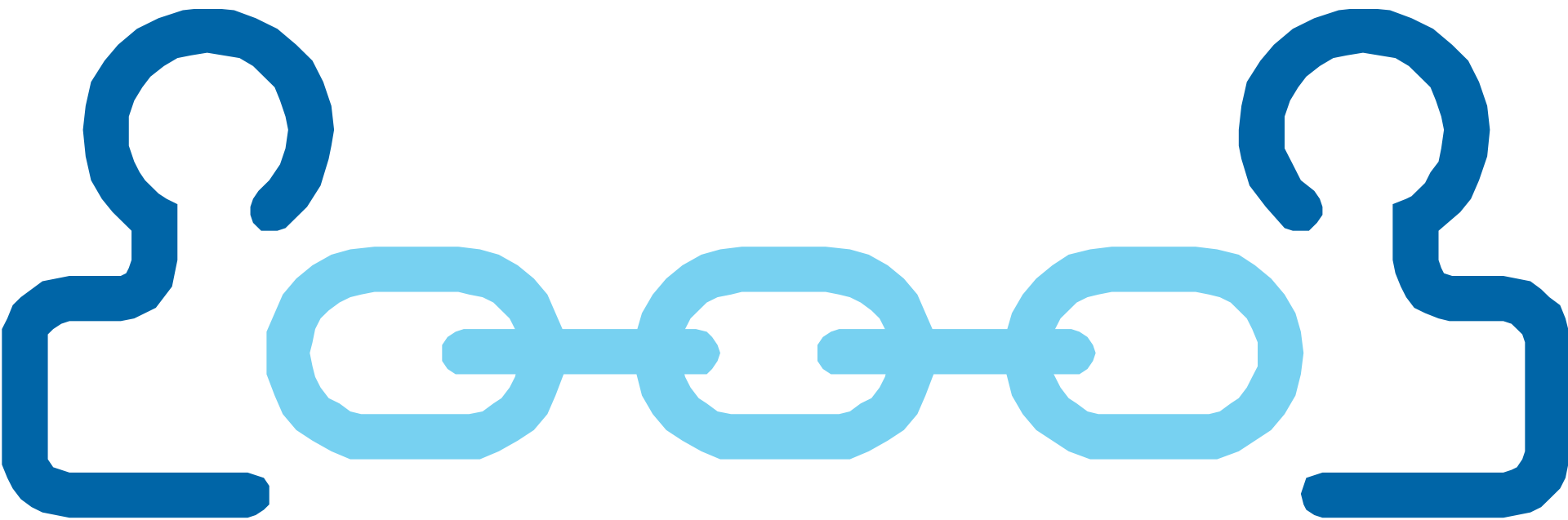
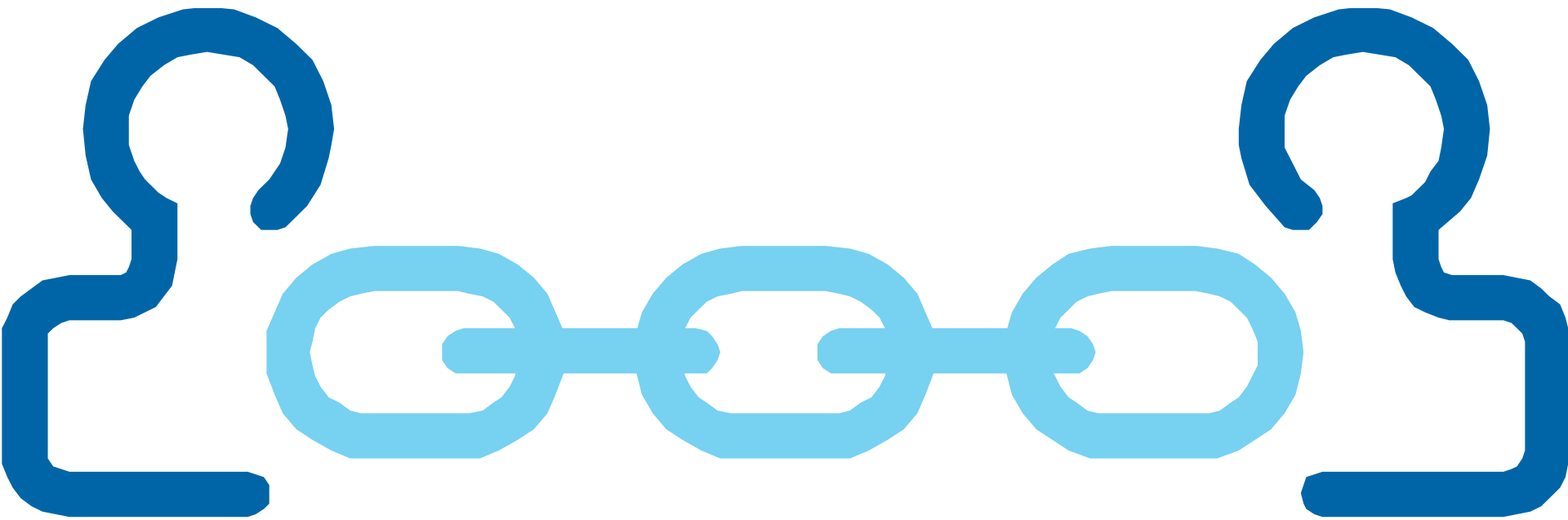


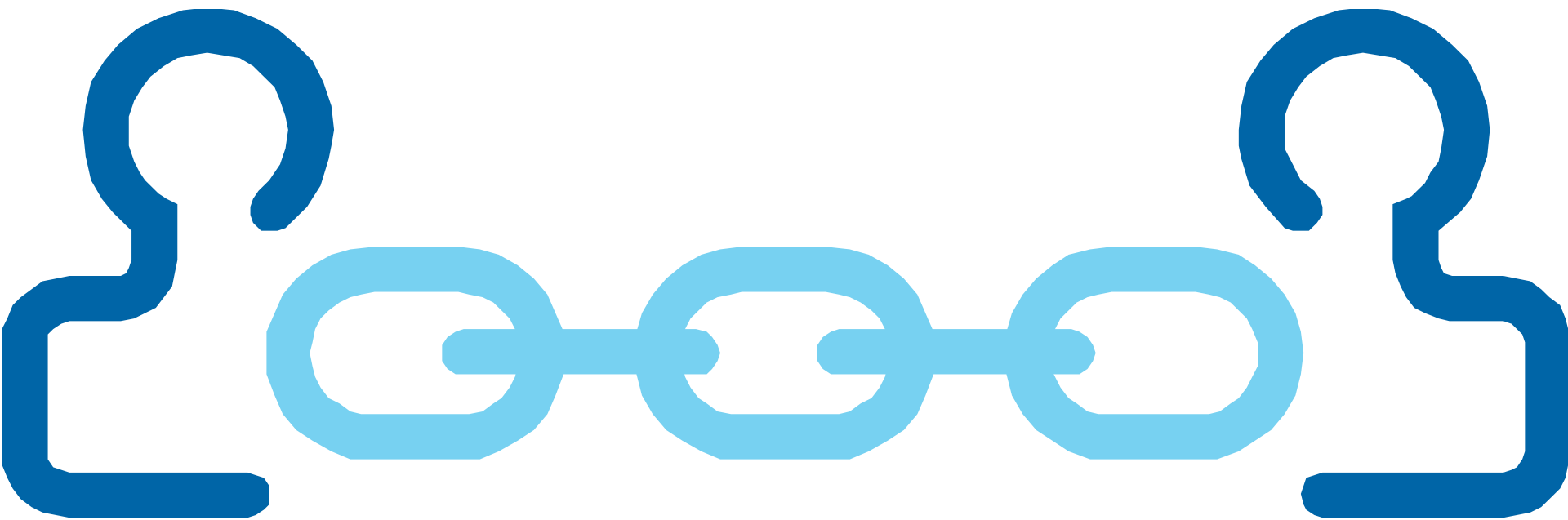
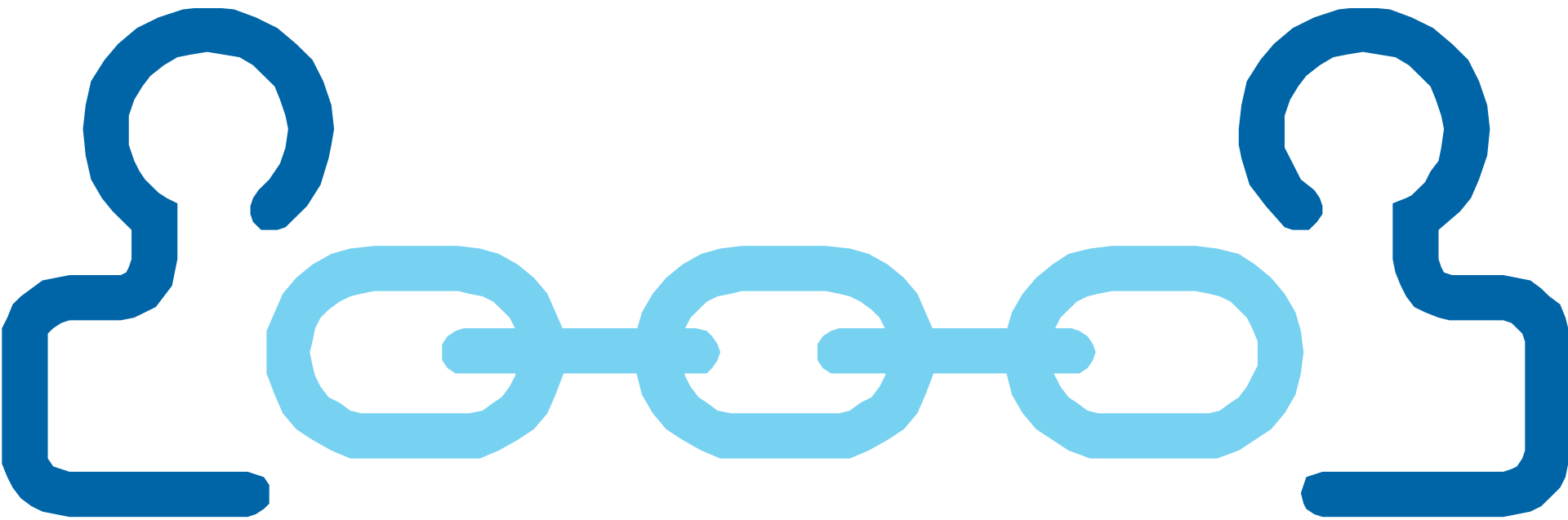


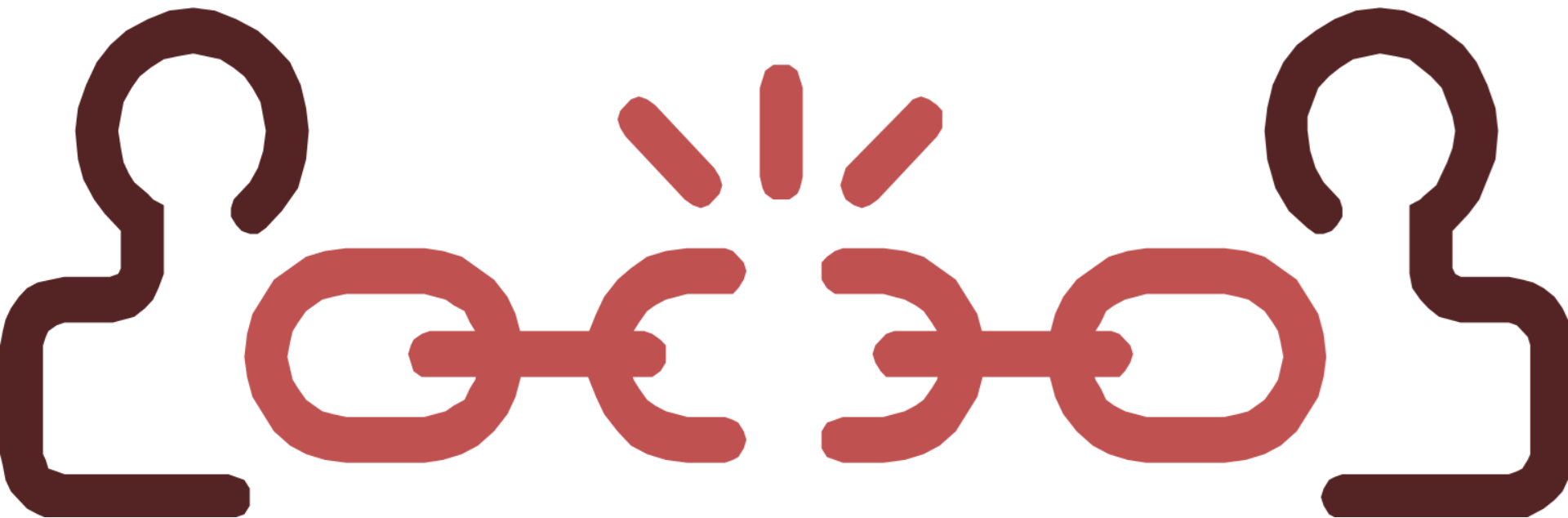




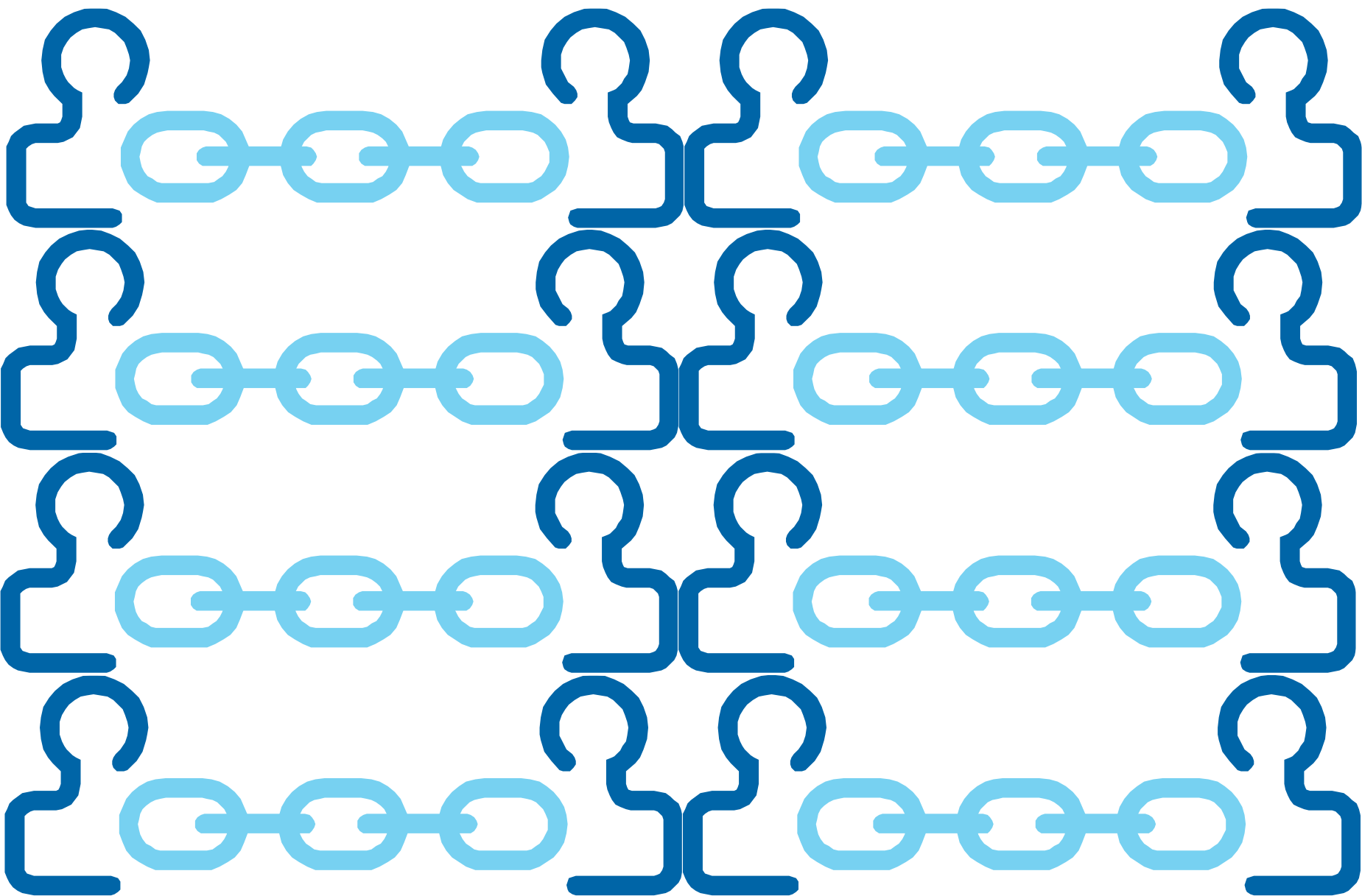




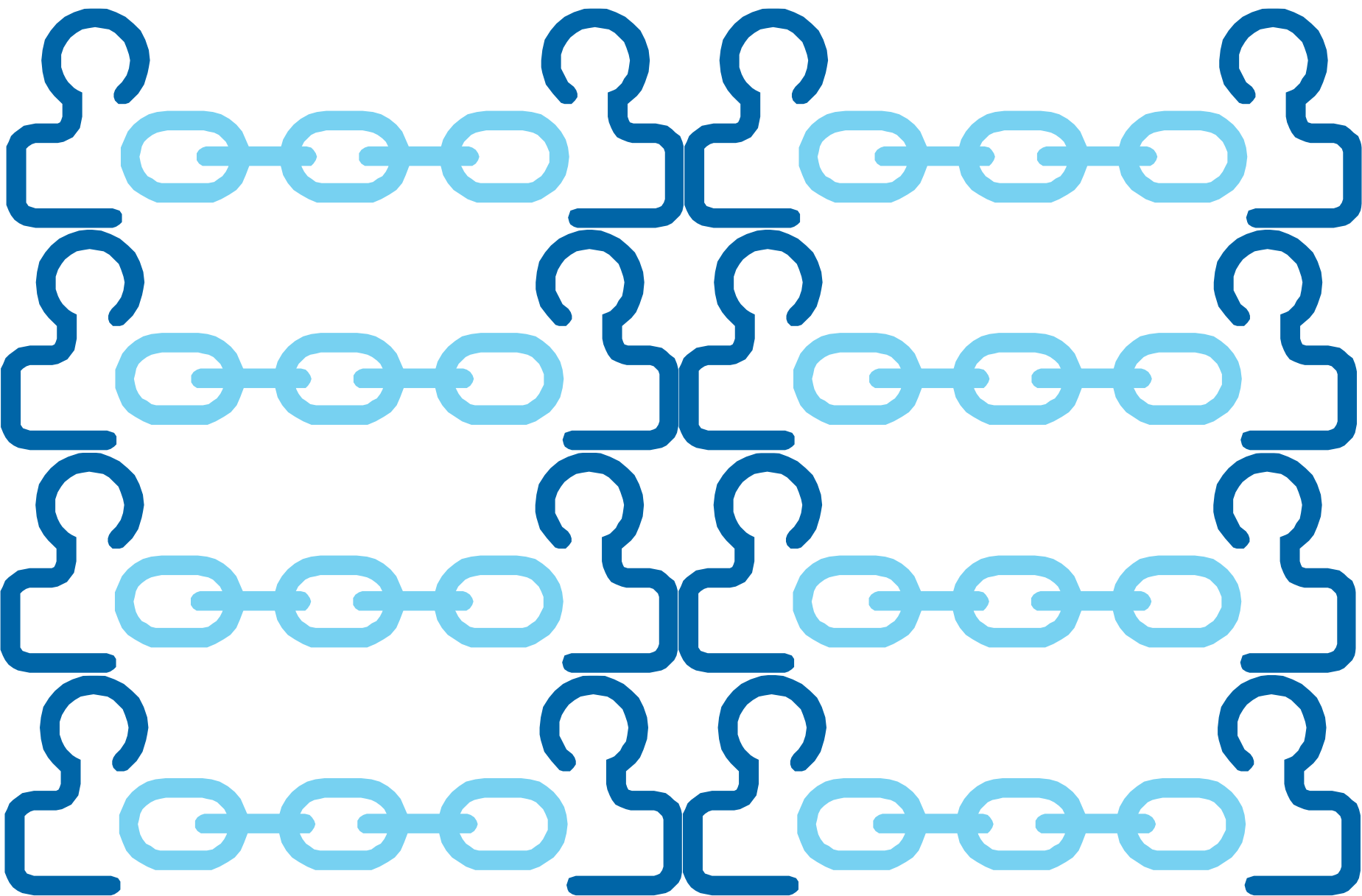




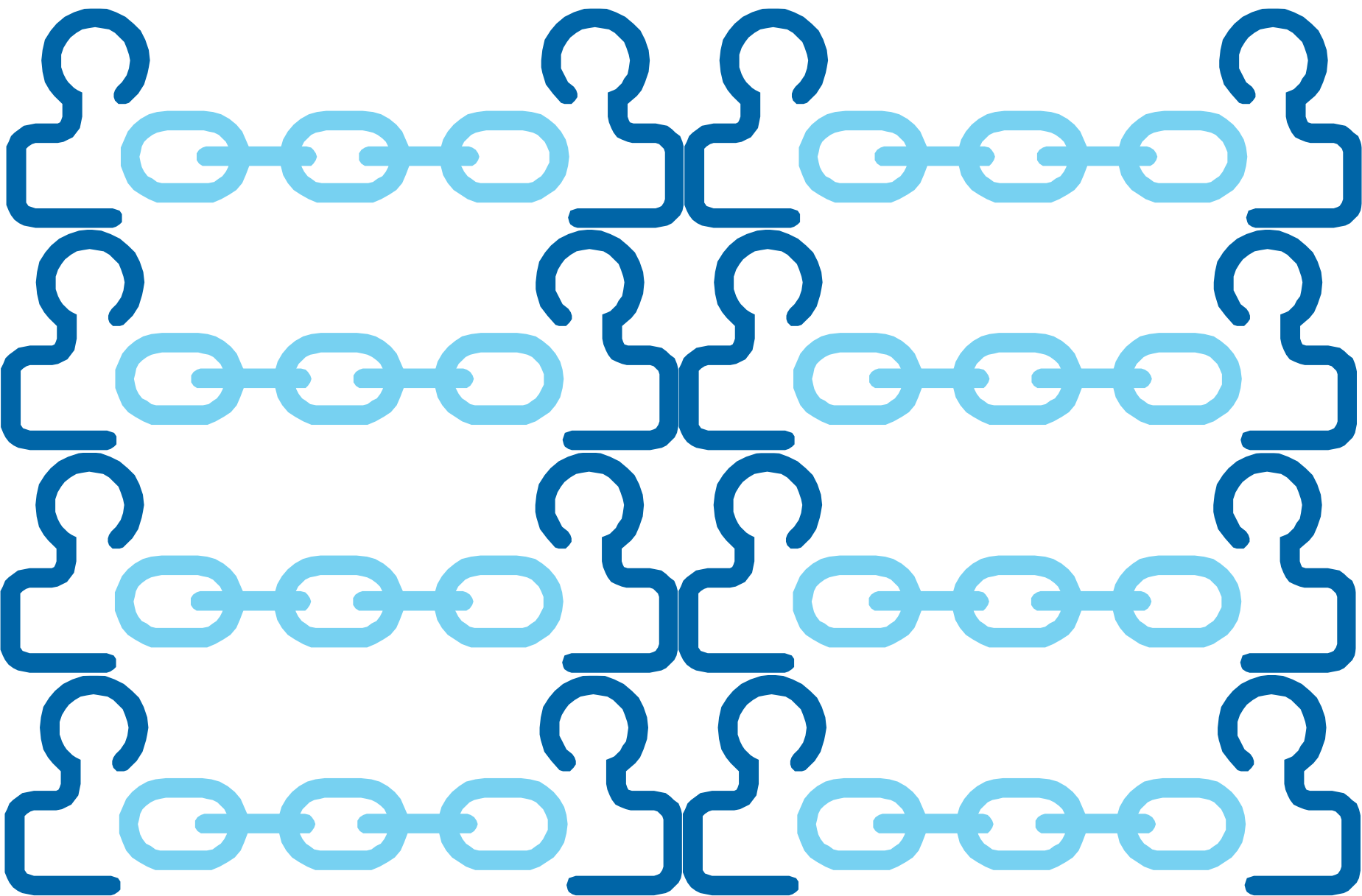
Use these smaller chain images if you want a set of visuals that fit more easily in a small working space.



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