**(The Speechie Show Ep.22)**

Welcome to the Speechie Show! Being a speech-language pathologist often means having too much work and not enough planning time. To beat the overwhelm, we’re bringing you the tricks and tools that will make your job a little bit easier.

**Carrie**: Welcome to the species show. I am your host Carrie Clark from [SpeechandLanguagekids.com](https://www.speechandlanguagekids.com/) and I am here today to talk about inferencing with Hallie Sherman from speech time fun, how are you Hallie?

**Hallie**: I'm good thank you so much for having me!

**Carrie**: Good. I guess I should have asked this beforehand is it, Hallie or Holly?

**Hallie**: It's Hallie.

**Carrie**: Alright good. Alright, so we are talking about inferencing today. So, if you have some students you are working on inference saying about we would love for you to stick around with us and watch this video we are going to share five tips about how to work on inferencing and we're going to do some giveaways here in just a minute for those who are watching on Facebook Live. So, stay tuned share with your friends on Facebook so we can make sure everybody gets a chance to see this. Alright so why we're getting started here and getting everybody on, Hallie why don't you go ahead and tell us a little bit about you, what you're doing what you're up to these days and speech time fun.

**Hallie**: Sure. Hi I am a speech language pathologist in New York, Long Island but you can't tell by my thick accent. I currently work with older elementary students into middle school. Depending on where you are. A lot of my students are students with learning disabilities and students that have a lot of difficulties with inferencing, especially now that the curriculum is typical for them. They are having a really hard time accessing it due to their language difficulties. And I've had to learn how to be creative in ways to make my speech therapy sessions relevant to their academics and break it down in a way so that my students can be successful. So, a lot of times on my blog and on my social media I share a lot of therapy ideas for working on critical thinking skills such as inferencing because it is something I am doing quite often in my therapy group.

**Carrie**: Absolutely, absolutely. So Tammer says Hi, good afternoon. Welcome guys. If you are working on inferencing right now go ahead and type into the comments if you're using it for literacy work or for social skills or for something else. We want to kind of see how everyone else is using inferencing. So, go ahead and type those into the comments and if you have any questions along the way type those in, as well. Alright, so we're going to go ahead and talk about five steps today that you can do and therapy to work on inferencing. The first step that we're going to talk about is literal vs. inferential questions and teaching children the difference on those. Alright Hallie go for it.

**Hallie**: Our students really struggle with different types of questions. you know we start working with them in the younger grades and doing wh questions and then where do we go from there? Just because they can answer those doesn't mean they're ready to leave our side. In the classroom, I know for my students, the teachers are not even out to ask those types of questions. if they are asking basic wh questions and you know it's like a slap on the wrist. First, they struggle with question type and knowing the vocabulary and how to determine the different types of questions. So, if you think about what it entails to be able to answer a literal or inferential question you need to know the vocabulary, you need to understand what is expected. So, a lot of times for something as simple as getting students familiar and recognizing the different types and pinpointing the different types of vocabulary and wording used in the two different types so they can say, okay I see a question, it's just asking me who so there's no magic keywords in there so I'm going to just go back and look for a character. But there were some other words like probably or might have and then we have to show our students that this person asking the question is wanting more than just to look back into the story type of answer.

**Carrie**: Okay so how do you define for your children the difference between an inferential and a literal question? How do you explain that?

**Hallie**: I use a lot of visual aids. So, I like to show okay look this is a wh question and when we find it we're going to just look for it right in the story. I like to use a lot of props hahaha. Just to make it fun and Interactive. But just take the question and if you can find it right there in the story then it's a literal question. If it involves you to think a little bit, then I like to show them little, different keywords that they might see. I probably might have what would you assume or what would you infer or how would you guess. So, when you see those words there's not a definite answer and I use a lot of visual aids and a lot of modeling and prompting. And I like to show my students to think about their thinking and I would use a lot of speech bubble visuals above my head and show them oh I see the word probably. That means the answer is not right there in the story, that means I have to think a little bit.

**Carrie**: Absolutely. So, the first tip than is literal vs. inferential. Teaching them the difference between that. And then you touched on our second tip today which is to teach the vocabulary of inferencing. So, talk about how that looks.

**Hallie**: Okay so getting very familiar with it in the text and in their answers. So, like, I like to just drill. I mean I do have props and I have visuals. I think, I hope, I predict, I conclude, I would just drill and drill and drill and just bombard them with this vocabulary and I make them use it over and over. We just have conversations. We'll play different guessing games. We will play like, guess where Mrs. Sherman was this weekend and I'll bring in random artifacts. And I'll say to them you don't know you weren't there with me, you're guessing. I was probably, where was I. So, I like to do the basic different guessing games where I know they should know the answer but I want them to just use the vocabulary and get familiar with it and just make it part of their conversational language.

**Carrie**: Absolutely, I think that's really key for our children with language disorders because they don't necessarily have strong vocabulary skills. So, if you want to teach them a skill like inferencing you have to have kind of a base level of vocabulary before they're able to start picking that up. Okay, so we have.... Tamara is asking what age do you start working on the vocabulary?

**Hallie**: I would say fourth grade. By 4th grade, they're expected in their curriculum to be using you know inferencing skills. Before that it's a more basic type of guessing games. Even in younger grades you can still get them familiar with is it a basic question or are we guessing. You can do just like guessing games. But after that they're expected in the academic classrooms to know what a higher-level thinking question looks like. So, if they're expected in the classroom then we should be addressing as well to help piggyback off of what the teachers are doing and to make our therapy lessons relevant to the curriculum.

**Carrie**: Definitely. So that would be kind of hinting at it and exposing them to it before 4th grade. Just using it in your normal conversations with the students. And then at 4th grade really working on that formal instruction of teaching that vocabulary. That's what Hallie is saying here.

**Hallie**: And I like to use, I'll start with, I think that was my next tip, starting with pictures this way we're taking out the reading of the activities. A lot of my students are also poor readers. So, you want to determine is it a reading disability or is it a language learning disability. A difficulty that they need help with.

**Carrie**: Absolutely. I took a, on one of my pages on my website, I'll have to find the link to, but I just took a bunch of random pictures around my clinic and I knocked all the chairs over and I put some toys on the floor and I took a picture. So, you're going to have to use your background knowledge and what you're saying in the picture to try to make a guess or an inference about what's happening. So, I like that as well as using the pictures. I think that can be a really simple way to get started and talk about some of that vocabulary and kind of expose them to the idea of it. Perfect. Okay, so we have talked about using the difference between literal and differential questions. We've talked about teaching the vocabulary of inferencing. We talked about starting with pictures. And next, we're going to talk about using graphic organizers. Make sure if you were on Facebook Live that you are sticking with us. We're going to do some giveaways here in just a moment. And go ahead and type those questions in and share that on our Facebook page so we can make sure that everybody is getting to participate in this today. Okay so talk to us about graphic organizers and what you like to use for inferencing.

**Hallie**: Sure I like to use graphic organizers for students to pinpoint their answers and organize their thoughts, but also teach them what to be looking for. So, whether it's something more elaborate like you know what are your Clues, what do you see, what was the question, so they can point that vocabulary out in a question. And then they can make a guess and organize their thoughts; or something more basic as taking a piece of construction paper, nothing has to be that pretty all the time, and put it in a dry erase leave so we can use it over and over with pictures or YouTube videos or whatever they need. But it's really like what do you see. you're not guessing anything you're just putting exactly what you see. I see a girl on a bench. I see, you know, what facts from the story. There was you know a bear in the woods or whatever it may be. And write down whatever you know. This is where we pull our background knowledge. I know that there's are scary. I know that girl should be in school. I don't know whatever it may be. Then they know and we can teach them I know this because of the facts and the background knowledge. So, I like to use graphic organizers to teach them what to focus on and how to answer and also the recall of those facts.

**Carrie**: Exactly. I like using graphic organizers as well, because I feel like when you can see it and work through that process on paper it makes it so much easier for the students to internalize that and then be able to do it in their head eventually. Okay, we have one for you today and then we're going to do some giveaways. So, the last tip is teaching children to think about their thinking. Talk to us about how that looks.

**Hallie**: Basically like I said, you can either use a little speech bubble sign, but teaching them the inner dialogue, how we would answer a question and how we generated our thoughts. Because so many times I assume that, especially if it's multiple choice questions, they have no idea how they generated that answer and they can't, even if they got it right, they don't even know how. So, something as simple as - what do we know and I've heard this before. Giving them the dialogue and modeling like these were all my models it wasn't things that they said as we read a story. So just modeling out for them what they should be thinking like oh I've seen you know Mrs. Sherman has a tissue and I know the tissues are used to blow your nose and you blow your nose either when you have allergies or you're sick or maybe if you were crying. So, you know she's smiling so she's not sad. So, I like to teach them how I think about my thinking and the thought process and going to the different phases of developing my responses because they need that model. Just like they struggle with verbally saying their answers, they struggle with the internal language as well. Developing what should be said as they are coming up with their responses. So just modeling it out and doing a lot of role-playing and just a lot of examples. And let them recognize what's wrong. It's okay to let them do that to. Like pick a random thing that's completely irrelevant and can they pointed out, like that's not important we didn't need to know that and that has nothing to do with a question, something like that.

**Carrie**: Wonderful, I like that. Elizabeth says meta-skills are so important. They definitely are. I feel like it showing your work for language. You know like when you do a math problem and have to show how you got there. This is the showing the work of language…hahaha.

**Hallie**: How many Speech & Language kids would hate to show their work in math. I just want to get it done and it's the same thing with any language or reading passage, especially if reading is hard for them. But if we can teach them the different dialogues that's something that we're maybe they can get some credit. Where maybe their answer was off but if they can explain how they got it they kind of get credit for it because it teaches the kids to see the connection that they need.

**Carrie**: Yeah, I feel like that with my three-year-old sometimes. Like wow that was a really random thing you just said and then you kind of talk about why he said it. And I'm like, wow okay, I can follow your train of thought there.

**Hallie**: And if we can just teach our students to do that on their own, no one has to be a detective. And we can help guide them and model for them how they can guide their thoughts a little better.

**Carrie**: Wonderful alright let's see so Kathleen says thinking aloud strategy is very helpful. Absolutely. Okay well, those are five tips today. We are going to share some resources and some giveaways. So, if you are here watching with us on Facebook Live, as we are doing this then you get to participate in our giveaways today. Okay, so what is your favorite resource for inferencing? You had a ton of stuff over there so what's your favorite and where can people find all this?

**Hallie**: I have a ton of inferencing activities on my Teachers Pay Teachers store and I have tons of blog posts on inferencing and I will put links in the comments afterwards. I have an old blog post on Old Super Bowl commercials to work on inferencing which is just a fun way to bring out YouTube. Especially because it takes the reading outside of which students just love. I also have a pack of working on text evidence and this one comes with the literal vs. inferential visual aid. So, students can locate the evidence and also determine which question given our literal vs. inferential so it gives them that practice. And my students just find that because I created it that reading was a little bit easier they can be successful and just work on the language peace. And then also I have this is something free on my blog it's just these visuals on a stick which is emojis and this is just fun. And then there's other ones that I have as well, but it's just teaching literal vs. inferential. And then I also use one that is agree or disagree because I want all my students listening to each other's responses and piggybacking off of them and being able to share another piece of evidence another background knowledge piece second add to the answer. Because how many times do we you know one student is always the person that answers and we're like me to. Not in my speech room…everyone has to answer something.

**Carrie**: That's so fun. Okay so that is on [teacherspayteachers.com](https://www.teacherspayteachers.com/). Is your page called [Speech Time Fun](https://www.teacherspayteachers.com/Store/Speech-Time-Fun) over there?

**Hallie**: Yeah.

**Carrie**: Okay so go to [teacherspayteachers.com](https://www.teacherspayteachers.com/) and search for speech time fun and they have a whole....

**Hallie**: These are on my blog I'll put a link you know, afterwards.

**Carrie**: They also have a really cool feature on [teacherspayteachers.com](https://www.teacherspayteachers.com/) where you can search someone's store. So, go to [her store](https://www.teacherspayteachers.com/Store/Speech-Time-Fun) and type in inferencing in the search and you'll find all of the inferencing stuff that you have, right?

**Hallie**: Yeah and then I also have a custom category on the side for it.

**Carrie**: Well there you go. You are organized! I love it I love it.

**Hallie**: Here's a free resource on my store is a vocabulary of inferencing.

**Carrie**: Excellent! Okay, lots of fun resources for you then. We're going to go ahead and do our giveaways now. So, we're going to do two giveaways. I'm going to ask a question and the first person to answer will get Hallie's giveaway and the second person will get mine. So, Hallie what is your giveaway today?

**Hallie**: My giveaway is the express the inferential pack. It's a prep you can put visuals in a game in a file folder and it comes with a whole bunch of task cards and graphic organizers and it's everything you need in an easy to prep pack.

**Carrie**: I love it I love it. And where can people find that if they don't win today?

**Hallie**: [Teachers Pay Teachers](https://www.teacherspayteachers.com/Store/Speech-Time-Fun) and I'll put a link in the comment.

**Carrie**: Perfect. Alright, so that'll be the first giveaway. The second giveaway today will be two free months in the [Speech Therapy Solution](https://www.speechandlanguagekids.com/become-a-member/). This is my premium membership for speech-language pathologist. We are just starting our summer season right now and I just released the SLP survival kit in the membership area. So, this would be a great time to join up now. You are going to get emails each week to help you create your SLP survival kit which is a bank of resources and activities that are no prep. So, you can just pull it out at a moment's notice and have all of your therapy materials ready. So definitely head on over to [SpeechandLanguagekids.com/join](https://www.speechandlanguagekids.com/become-a-member/) to get in there and get started on your SLP survival kit for this summer so that you're ready to go in the fall. Okay, so we're going to do to giveaways then. The first one will get Hallie's. The second one will get two free months in the Speech Therapy Solution. So here is a question and this is not necessarily a right or wrong answer but a what do you do. So, the question is what grade do you start working on inferencing skills? Now Hallie talked a little bit earlier about what grade she starts working on it, but we like to hear from you what grade you start working on inferencing skills with your students. The first two people to type that into Facebook Live here we'll get. Now there's a little bit of a lag. Okay, so here we go. Heather Kelly McKay says that she starts at grade 2, so Heather is going to win Hallie's giveaway. Hallie, how do you want her to contact you?

**Hallie**: She can email me at speechtimefun@gmail.com.

**Carrie**: [Speechtimefun@gmail.com](mailto:Speechtimefun@gmail.com), perfect. And let's see who is next. Oh, we've got a lot of people chiming in. Becca Thompson says 3rd to 4th grade. Perfect Becca. Okay, you're going to win the two free months in my membership. You can email me at Carrie@speechandlanguagekids.com. and my assistant Kena will get you hooked up with your two free months. Excellent. we have so many people chiming in. That's wonderful. There are tons of you on here today, awesome. Okay, thank you all so much for joining us today for the Speechie Show. That is our show. Hallie thank you for joining us and where can people find more about you?

**Hallie**: People can find me on my blog [speechtimefun.com](http://speechtimefun.com/). They can find me on Instagram @speechtimefun. They can find me on Facebook, Speech Time Fun. I am everywhere. Feel free to send me a message if you have any questions. I'm happy to answer.

**Carrie**: Excellent! Alright and don't forget to head over [speechandlanguagekids.com/join](https://www.speechandlanguagekids.com/become-a-member/). Sign up for the membership so you can start your SLP survival kit and have your fall be so much less stressful. Alright thank you all and will see you next week, bye for now.

Thanks for joining us today on The Speechie Show. We hope today's tips have helped you feel a little less stressed and a little more confident about your work. If you’re looking for more stress busters and confidence boosters, we’d love to have you join us in The Speech Therapy Solution, where you’ll get access to a huge library of premium training videos and another library of print and go therapy materials. You can also get help with your tough cases by joining Carrie on the weekly Q&A calls, or by posting in the exclusive Facebook group. Plus, group members can join us for a monthly webinar that can be used for a continuing education credit. Head on over to SpeechandLanguageKids.com/join to check out all the amazing benefits of the speech therapy solution membership. Bye for now.