

SLP-chosen for you, from the Nicespeechlady.com library



SPEECH PATHOLOGY PATIENT: _____

SPEECH PATHOLOGIST: _____

SPECIAL INSTRUCTIONS: _____

DATE: _____

Nice Speech Lady SESSION MATERIALS: Naming Nesting Patterns as Visuals For Addressing Categorization

(Instructions, page 1)

Utilizing visual cues, as well as incorporating creative imagery can assist in improving learning, as well as improve understanding of the concept of how categories “nest” within other more expansive categories.

In this resource, [Nice Speech Lady](#) has provided a unique session material guide for this purpose.

The objective is to demonstrate to patients how specific categories of words can be housed in more generalized categories, and vice versa.

This activity involves using nesting containers to represent different categories that can be “folded-into” one another, becoming more and more specific with additional nested container movements. This symbolic task can finalize with the ultimate container representing a final item “example” in the most specific category.

Different types of nesting containers can be used to this end, including:

- Russian nesting dolls,
- same-brand but different sizes of larger-to-smaller cups or bowls,
- larger-to-smaller socks that can be stacked upon each other,
- a full set of measuring cups of differing sizes of containers,
- larger-to-smaller plates that can be nested in one another,
- larger-to-smaller stackable totes, or:
- other nestable/inter-stackable items, such as progressive sizes of spoons, mats, buckets, sacks, boxes, etc.

These sets of tasks can be a helpful support for adolescents and adults, as described below, for supporting how to define words, as well as how to expand category relationships.

These tasks could additionally be modified in a simplified format for children.



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(Instructions, page 2)

GENERATING MORE SPECIFIC CATEGORY NESTING (left to right):

- Print out/write out a plethora of category names on slips of paper – choose words which are subsets of higher categories related to the patient’s own environment, interests, history, culture and lifestyle. Use simpler choices at the initial introduction of this task, and chose words based upon patient language deficits and assessment, and progress as needed over time. When choosing available target words for this activity, attempt to list of larger and smaller categories that are connected to each other, as well as “end” examples of more specific categories.
- Take care to modify the size of the typing or handwriting, as needed -- for visual accommodation.
- Spread these word slips out on a large table-space – in order to be able to view all of them.
- Plan to utilize any of the above listed containers for taping different category names to the vessels or use the provided visual sheet options -- so to demonstrate a regression of larger containers, for represent larger categories, to smaller/more specific containers (reflecting more detailed/specific categories).
- If the SLP/clinician chooses using the visual guides provided in this resource (not 3-D stackable items, such as bowls, cups, spoons, etc.), it is suggested to ask the patient to choose if they would prefer nesting with containers down – or up (as viewed below).
- Explain to the patient that as sizes of containers become smaller – the categories become more pinpointed and specific. Eventually, the results will be a final example from the most specific category. Provide an example, such as: “food → produce → vegetables → roots→ sweet potatoes.” This is an opportunity for addressing naming/productions verbally or via A/AC.
- Once a thread of category words to a specific item in a category is established – clinicians could let the patient know that the clinician will be taking away the pieces of paper, and then disorganize the order. Ask the patient to re-organize them as previously arranged, visually.
- Provide another large category and ask the patient to find or create what would be the next “most general/expansive” category next.
- Repeat this several times with different vocabulary terms, providing cues as needed. Let the patient know that new categories that could work more effectively can always be written on blank slips. This is an opportunity for addressing naming/productions verbally or via A/AC.



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(Instructions, page 3)

GENERATING MORE GENERAL CATEGORY NESTING (right to left):

- Choose word slip items that are the specific “end-examples” of categories -- and move back to more progressive category descriptor terms by asking the patient to find or create a specific category and inform them that task now is to advance to more and more general categories -- that would continue in the progression to the most expansive/large category.
- Provide an example, start with “ocelot,” and then move to the left and the eventual thread would include: “animals \leftarrow mammals \leftarrow cats \leftarrow jungle cat \leftarrow ocelot.” Start with “ocelot” and then plan back, ending in “animals.”
- Once a specific item in an “end category” back-threads to more general categories is achieved – let the patient know you will be taking away the pieces of paper, and then disorganize the order. Ask the patient to re-organize them as previously arranged.
- Provide another “end” example word from a specific category and ask the patient to find or create would be the larger/more expansive category next. This is an opportunity for addressing naming/productions verbally or via A/AC.
- Repeat this several times with different vocabulary terms, providing cues as needed.

Ideas for simplifying:

- Utilize a smaller number of nesting containers for demonstrating the relationship between different categories.
- Choose common words or words previously addressed in treatment visits.

Ideas for a home practice program task for additional reflection:

- Obtain photos/scan the final product visual and print/send to the patient for review/study, prior to the next visit.
- Provide blank copies of the nesting page and ask the patient to find words in their home environment that mirror how categories can be housed in categories – ultimately ending in a final item in a most specific category.

Ideas for facilitating a dynamic session:

- Ask for family participation in the process, if possible.
- Utilize physical objects in the tasks, if possible, especially for “end” words representing the thread of categories to the specific item.

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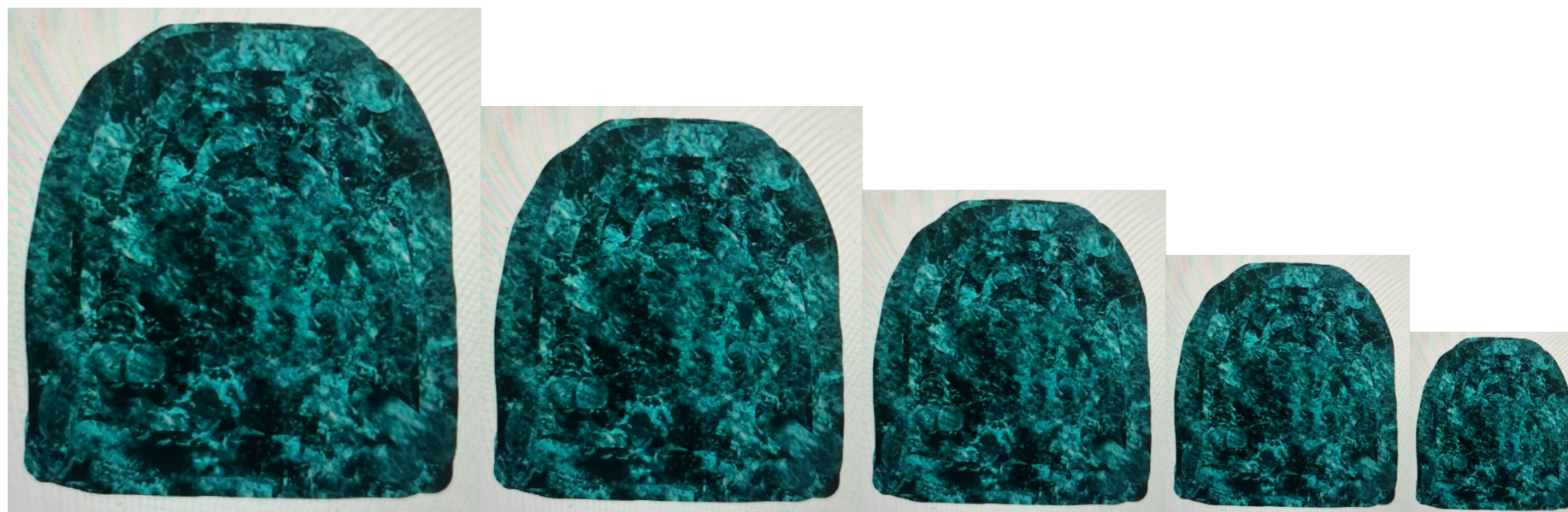
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Visuals



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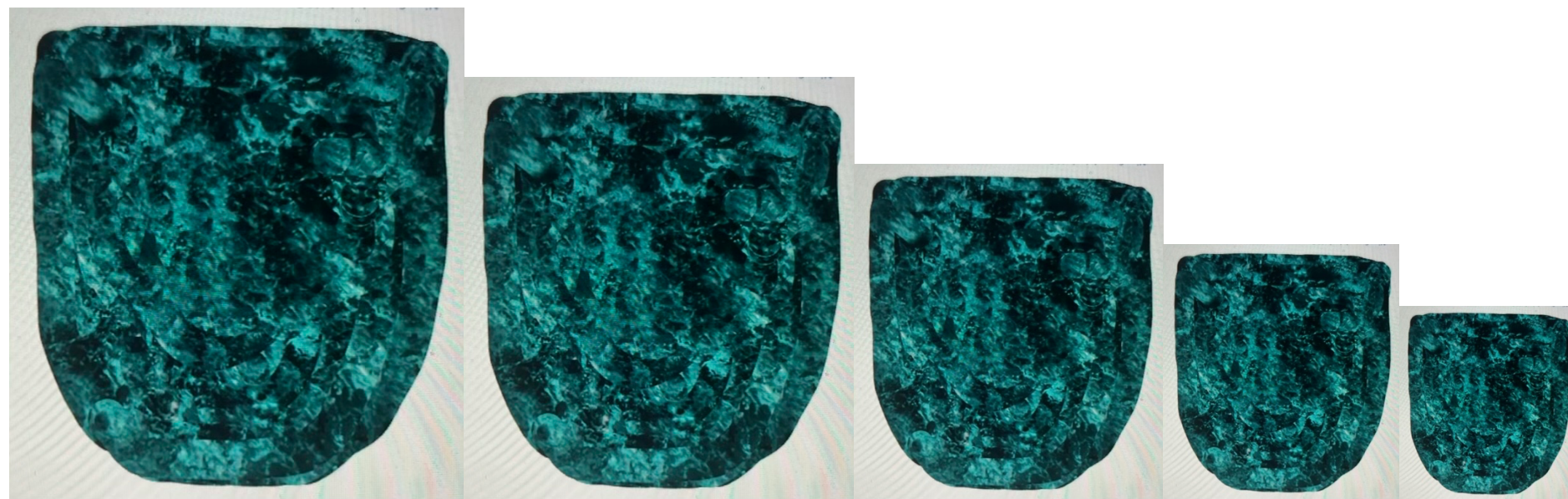
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Visuals



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References:

Hashimoto, Naomi. [“The Use of Written Naming and Repetition to Treat Naming Deficits in Aphasia.” American journal of speech-language pathology](#) 2020): 1-22.

Kiran S, Thompson CK. [The role of semantic complexity in treatment of naming deficits: training semantic categories in fluent aphasia by controlling exemplar typicality.](#) *J Speech Lang Hear Res.* 2003 Jun;46(3):608-22. doi: 10.1044/1092-4388(2003/048). PMID: 14696989.

Waxman, S. R. (1990). [Linguistic biases and the establishment of conceptual hierarchies: Evidence from preschool children.](#) *Cognitive Development*, 5(2), 123–150.

Wisenburn, Bruce and Kate S. Mahoney. [“A meta-analysis of word-finding treatments for aphasia.” Aphasiology](#) 23 (2009): 1338 - 1352. <https://pubmed.ncbi.nlm.nih.gov/33281721/>