Verb Network Strengthening Treatment (VNeST)

Protocol Cheat Sheet

Step 1: Generation of Multiple Scenarios Around the Trained Verb

1. Name “Who” and “What” and place word in columns. “Say it before you write it.”
   a. “Who can/might (verb) something/someone?”
   b. “Can you think of a person that (verbs) something?”
   c. Offer a semantic or contextual cue, increasing cue information as needed.
   d. Max cue: Provide 4 written cards to patient (3 foils, 1 correct). The patient should read 1 at a time and determine if the card is appropriate or not. This can reduce to 1 foil and 1 correct answer if field of 4 choices is too difficult.
   e. If that patient picks a wrong word, just say “Is it a ______’s job to (verb)?”

2. Continue until you have 3-4 short sentences.

*Note: The patient is encouraged to use 1 personal “Who” (e.g. David, My husband, etc) but not all examples should be personal.

Step 2: The Participant Reads the Triads Aloud (Who-Verb-What)

1. “Read each sentence aloud.” They do not have to be grammatically correct (e.g. Chef measure egg).
   a. If patient can not read independently, use choral reading or have the patient repeat each word.
   b. For an additional challenge for verb retrieval, you may remove the Key Verb card from the table and have the patient say it each time without the visual cue

Step 3: The participant answers 3 “Wh” questions about 1 Triad.

1. Participant chooses 1 of the created scenarios to discuss in more detail.
   a. Cue as needed to address comprehension challenges, word retrieval difficulty, etc
   b. If appropriate for patient, provide cues to be more specific for “Why” answers if answers are overly general

3. Participant reads sentence aloud: If patient can not read independently, use choral reading or have the patient repeat each word.


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**Step 4:** The clinician reads simple, active sentence containing the target verb, and the participant decides whether each sentence is semantically correct.

1. Clear the table.
2. The clinician reads the sentences one at a time and the participant will answer yes or no for correctness.
   a. To increase difficulty for a high-level patient, you can have them identify the error and correct the sentence.

**Step 5:** The participant is asked what verb/action they have been working on.

1. “What verb or action have we been talking about?”
   a. “Think about everything we’ve been talking about.”
   b. Show participant written Key Verb and have them read aloud.

**Step 6:** Step 1 is repeated with no cues given.

1. “Let’s go back to the beginning. Can you tell me who (key verb)?
   a. “Think about everything we’ve been talking about. You don’t have to remember the sentences we used previously, just name anything you can think of that (key verb).”
2. When the patient names a “Who”, ask them for the “What” if they did not name it.
3. Stop with inability to provide independent responses.
4. End on a positive note for every verb.

At this point, you may start a 2nd Verb and repeat steps 1-6.