

Introduction

We are pleased to introduce our colleagues to *Language Processing Treatment Activities*. This book is a compilation and revision of the *Language Processing Kit* (1995) and *Language Processing Remediation* (1987). For teachers and speech-language pathologists who liked these products and found them useful for students with language-learning disabilities, we hope you will embrace the new product and find it just as useful.

You have heard the adage, “The more things change, the more they stay the same.” That is the best way to describe how *Language Processing Treatment Activities* evolved. The basic premise of our earlier products remained valid, but publishing costs became prohibitive to continue producing the *Language Processing Kit*. The hierarchy of language processing complexity and the compensatory cueing strategies continue to be the constructs of this treatment program, which is part of its success story; however, we were determined to format the material into a more concise package while maintaining the aspects we thought were most beneficial to busy clinicians. Some things have changed, but professionals who used the previous two products will note familiarity as they progress through this book. At the same time, we are excited about the revisions which make *Language Processing Treatment Activities* a completely new product! We believe the changes make the product more effective, versatile, and applicable in meeting the needs of students and busy professionals today.

Language Processing Treatment Activities is a comprehensive program for improving language processing skills in preschool through 10th grade students with language and/or learning disabilities. Students with language processing deficits have difficulty organizing what they hear and retrieving what they want to say. For the purposes of the book, “language processing” is defined as the ability to interpret or attach meaning to information received through the auditory channel which is then used to formulate a response.

Chapters in *Language Processing Treatment Activities* parallel units provided in the *Language Processing Kit*. The chapters are arranged in a developmental progression of simple to complex language processing demands, based on the standardization of the *Language Processing Test (LPT)* (LinguSystems, Inc., 1985), the *Language Processing Test–Revised (LPT-R)* (LinguSystems, Inc., 1995), and the *Language Processing Test–3 (LPT-3)* (LinguSystems, Inc., 2005). The chapters correspond to levels of language processing arranged in a hierarchical progression of language development and complexity. The chapters in this book include:

- Labeling
- Functions
- Associations
- Categorization
- Antonyms
- Synonyms
- Similarities and Differences
- Multiple Meanings
- Idioms
- Analogies

Each chapter includes:

- a definition of the language processing skill involved in that level
- a functional outcome description

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- the developmental age level for the language skill
- a long-term objective
- a progression of short-term objectives
- suggested therapy activities and materials to meet each short-term objective
- small black and white picture cards

Some units also contain small black and white word cards. The picture cards and word cards are also provided in full-color and in a larger size on the enclosed CD.

Rationale is provided for the choice of materials and activities. Activity procedures provide guidelines for using the materials. The picture stimuli serve as a primary stimulus for many of the activities and can be used to address treatment goals throughout the book.

Language Processing Treatment Activities addresses language processing across a hierarchy of complexity within remediation activities. The intent is to provide materials that sustain a sequence of increased language complexity as the modality input (i.e., tactile, visual, auditory) decreases across tasks.

The use of compensatory cues and questions to prompt responses is an essential part of an effective remediation strategy within language processing. The Compensatory Cueing section describes specific cueing techniques and explains how to use cues with students. These procedures are intended to help students compensate for language processing problems and should be used in combination with all the tasks throughout *Language Processing Treatment Activities*.

Another important component of this book is a collection of ideas and materials to integrate language processing therapy into the educational setting. Classroom teachers are an essential link in recognizing and identifying students who will benefit from the treatment activities provided in *Language Processing Treatment Activities*. A *Language Processing Behavioral Checklist* and a *Recording Form for Cueing* are included to assist the teacher in understanding language processing therapy and to provide easy, convenient materials to integrate therapy strategies into the classroom.

Our goal in writing clinical materials has always been to assist professionals in “making a difference” for the children with whom they work. It is our hope that you’ll discover that *Language Processing Treatment Activities* provides you with the organization needed for language processing remediation. With that organization in place, you can enjoy the challenges of language processing therapy and see the eyes of your students sparkle as they experience success.

Gail and Mary Anne