

HELP[®] 2

Handbook of Exercises for Language Processing

by Andrea M. Lazzari and Patricia Myers Peters

Skill	Ages
■ language	■ 6 through adult
	Grades
	■ 1 and up
Evidence-Based Practice	
<ul style="list-style-type: none">■ Communication is a fundamental human need. Meeting this need by facilitating and enhancing communication in any form can be vital to a client's well-being (NSA, 2005).■ Intervention for word finding should include retrieval strategies, word finding accommodations, and patient self-awareness (German, 2009).■ Therapy should include tasks that focus on semantic processing, including semantic cueing of spoken output, semantic judgments, and categorization (RCSLT, 2005).■ Asking wh- questions is a common method of teaching. Difficulty answering wh- questions affects a child academically, linguistically, and socially (Parnell, Amerman, & Hartin, 1986).■ A study by Feng and Powers (2005) found that grammatical mini-lessons targeting students' error patterns resulted in improved short- and long-term accuracy.	
<p>HELP 2 incorporates these principles and is also based on expert professional practice that is functionally based.</p>	
<p>References</p>	
<p>Feng, S., & Powers, K. (2005). The short- and long-term effect of explicit grammar instruction on fifth graders' writing. <i>Reading Improvement, 42</i>(2), 67-72.</p>	
<p>German, D.J. (2009). Child word finding: Student voices enlighten us. <i>ASHA Leader, 14</i>(2), 10-13.</p>	
<p>National Stroke Association (NSA). (2005). <i>Clinical guidelines for stroke rehabilitation and recovery</i>. Retrieved September 30, 2009, from www.nhmrc.gov.au/publications/synopses/_files/cp105.pdf</p>	
<p>Parnell, M.M., Amerman, J.D., & Hartin, R.D. (1986). Responses of language-disordered children to wh- questions. <i>Language, Speech, and Hearing Services in Schools, 17</i>, 95-106.</p>	
<p>Royal College of Speech & Language Therapists (RCSLT). <i>Clinical guidelines for speech and language therapists</i>. Retrieved September 30, 2009, from www.rcslt.org/resources/clinicalguidelines</p>	



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Dedication

This book is respectfully dedicated to Russel Murphy and the Reverend Curtis Robertson.

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Specific Word Finding

Specific word finding tasks are used as a means of building vocabulary and word retrieval skills through association of certain words with common phrases and/or contextual cues. Stimulation of this area through repeated practice of word finding exercises will aid the student in recall of specific words in conversation when common associative cues are present, as well as enhancing speed of recall of common vocabulary words in conversation. Some students may have an adequate receptive knowledge of the vocabulary presented in this section, but need repeated drill work in order to facilitate retrieval of this vocabulary for expressive use.

For some students, it may be helpful or necessary to provide initial phonemic cues for the target words when first working with these exercises. These cues should be gradually faded until word retrieval is accomplished solely with contextual cues.

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Specific Word Finding

Task A: Phrase Completion for Initial Verbs

Fill in the blank to finish each phrase. The first one is done for you.

- | | |
|-------------------------|----------------------------|
| 1. <u>Open</u> the door | 25. _____ the phone |
| 2. _____ the light | 26. _____ a bubble |
| 3. _____ dinner | 27. _____ an airplane |
| 4. _____ a car | 28. _____ a mountain |
| 5. _____ a story | 29. _____ a fire |
| 6. _____ the television | 30. _____ a knot |
| 7. _____ a game | 31. _____ a movie |
| 8. _____ a cake | 32. _____ a bicycle |
| 9. _____ the floor | 33. _____ a package |
| 10. _____ a snowman | 34. _____ the trash |
| 11. _____ the leaves | 35. _____ the horn |
| 12. _____ your hands | 36. _____ a ladder |
| 13. _____ a book | 37. _____ the lawn |
| 14. _____ a bow | 38. _____ the steps |
| 15. _____ a letter | 39. _____ your belt |
| 16. _____ your eyes | 40. _____ a balloon |
| 17. _____ your shoes | 41. _____ a phone call |
| 18. _____ the plants | 42. _____ some seeds |
| 19. _____ a milk shake | 43. _____ the window shade |
| 20. _____ your hair | 44. _____ a bill |
| 21. _____ a ball | 45. _____ a test |
| 22. _____ your feet | 46. _____ the salt |
| 23. _____ a kite | 47. _____ a match |
| 24. _____ a fish | 48. _____ a photograph |

Specific Word Finding

Task H: Completion of Comparative Phrases

Fill in the blank to complete each phrase. The first one is done for you.

1. As quiet as a mouse
2. As busy as a _____
3. As cold as _____
4. As easy as _____
5. As sly as a _____
6. As stubborn as a _____
7. As free as a _____
8. As quick as a _____
9. As clear as _____
10. As tame as a _____
11. As clean as a _____
12. As good as _____
13. As slow as _____
14. As dark as _____
15. As smooth as _____
16. As mad as a _____
17. As skinny as a _____
18. As fit as a _____
19. As hard as a _____
20. As straight as an _____
21. As cool as a _____
22. As old as the _____
23. As pretty as a _____
24. As pleased as _____
25. As high as a _____
26. As gentle as a _____
27. As happy as a _____
28. As hairy as an _____
29. As light as a _____
30. As tough as _____
31. As big as _____
32. As strong as an _____
33. As sharp as a _____
34. As right as _____
35. As fresh as a _____

I.E.P. Goal: The client will complete comparative phrases with an appropriate noun with 90% or greater accuracy.

Specific Word Finding

Task I: Completion of Common Sayings and Proverbs

Complete each sentence with the best word or words. The first one is done for you.

1. Put on a happy face.
2. That's the way the _____ crumbles.
3. Don't count your chickens before they _____.

Categorization

Task A: Completion of Categories

List one or more things that belong to the same category as the words listed. The first one is done for you.

1. apple, cherry, banana, lime, lemon, strawberry
2. roast beef, chicken, pork, _____
3. ankle, foot, neck, _____
4. shoe, hat, dress, _____
5. chalk, desk, notebook, _____
6. bird, helicopter, kite, _____
7. ice, snow, Popsicle, _____
8. fire, stove, sun, _____
9. water, juice, milk, _____
10. ball, plate, button, _____
11. cake, pie, pudding, _____
12. cat, dog, skunk, _____
13. seesaw, jacks, slide, _____
14. brick, barbells, bowling ball, _____
15. bed, chair, table, _____
16. candy, potato chips, pretzels, _____
17. hammer, axe, saw, _____
18. fish, coral, seaweed, _____
19. ring, bracelet, locket, _____
20. bat, mitt, mask, _____
21. John, Alex, James, _____
22. Susan, Jennifer, Tammy, _____
23. Smith, Johnson, Myers, _____

Wh-Questions

This section consists of a variety of questions which incorporate reception, discrimination, association, vocabulary, and memory skills. Answering a specific question involves many language processing skills, and the inability to answer questions can be due to a deficit in one or more of these skill areas.

In order to answer a question, the question must be received by the student, discriminated from other questions, and associated with past experience or knowledge. Specific and appropriate vocabulary must be recalled and the question and answer must be retained for a sufficient amount of time for this assimilation, comparison, and response to occur.

Difficulty is most often encountered in discrimination of the type of question asked. Students may give a *who* response to a *where* question, or tell *how* instead of *why*. For this reason, drill with contrasting *Wh*-Questions is recommended and is included in this section to be used after practice with the various groups of *Wh*-Questions has been done and the various forms have been mastered by the student.

Answering *Wh*-Questions is a fundamental conversational tool and therefore should be incorporated into plans for remediation of expressive language deficits.

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Grammar

Task D: Generation of Possessive Forms

Read the first sentence in each set. Complete the other sentences with a possessive pronoun. The first one in each set is done for you.

I.

1. The boy was given a brand new bicycle.

The bicycle belongs to him. The bicycle is his.

2. For her birthday, Maria received a book from her aunt.

The book belongs to _____. The book is _____.

3. The little girl had on a pink sweater.

The sweater is _____. The sweater belongs to _____.

4. Mike and George saved their money and bought a wagon.

The wagon belongs to _____. The wagon is _____.

5. In Teddy's room, there is a set of battleships.

The battleships are _____. The battleships belong to _____.

6. Helen's new sneakers were blue and white.

The sneakers belong to _____. The sneakers are _____.

7. Marta bought a chair for the kitchen.

The chair is _____. The chair belongs to _____.

8. Mark wrote a story for the school newspaper.

The story belongs to _____. The story is _____.

9. The flowers were picked out of Lin's garden.

The flowers are _____. The flowers belong to _____.

10. The tourists bought a tour map of the area.

The map belongs to _____. The map is _____.

11. The children made cookies for the dinner.

The cookies are _____. The cookies belong to _____.