HELP® 3

Handbook of Exercises for Language Processing

by Andrea M. Lazzari and Patricia Myers Peters

Skills

- concepts
- paraphrasing
- critical thinking
- social language

Ages

- 6 through adult

Grades

- 1 and up

Evidence-Based Practice

- Language issues that underlie and support the school curriculum need to be addressed (RCSLT, 2005).

- Impairments in the ability to comprehend concepts will negatively affect communication and should be targeted for intervention (ASHA, 2000).

- Summarization is a skill that helps students identify main ideas, generalize what they have read, and recall information needed to answer comprehension questions (NRP, 2000).

- Explicitly teaching and reinforcing inference skills, including understanding idioms, yields better overall text comprehension, text engagement, and metacognitive thinking. Students should cite evidence they used to draw conclusions in order to make the implicit process of making inferences more explicit (McMackin & Lawrence, 2001).

- Children with language impairments have greater deficits in social cognitive processing than children with normally developing language, particularly recognizing emotions, solving social problems, identifying the feelings of each participant in a conflict, identifying and evaluating strategies to overcome obstacles, and knowing when a conflict is resolved (Cohen et al., 1998).

- Reasoning and critical thinking are necessary skills for competence across the curriculum. They require students to examine, relate, and analyze all aspects of a problem or situation. Students engaged in critical thinking must make associations that connect problems with their prior knowledge (Pelligrini, 1995).

HELP 3 incorporates these principles and is also based on expert professional practice that is functionally based.

References

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About the Authors

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Concepts

Knowledge of basic concepts is the cornerstone of the intricate building known as the human language system. Without these building blocks of information, learning and experimentation with the environment cannot occur. Only after principle concepts have been acquired can verbal expression arise and meaningful communication result.

Within this section, various tasks are presented to enable the client to discern as well as to describe the relationships between individuals, time, places, things, events and situations. The material progresses from easier to more difficult concepts, incorporating simple to more complex tasks. Skillful use of this section will allow the client to discover and assimilate information about his environment.

Task B: Identifying Spatial Relationships

Choose the correct answer for each question. The first one is done for you.

1.	Do you find pictures on the wall or under the wall?	<u>on</u>	under
2.	Do you put dog food in a bowl or on a bowl?	in	on
3.	At a meeting, do people sit beside each other or below each other?	beside	below
4.	Do you put money under a bank or in a bank?	under	in
5.	When you stand in line, is the first person in front of you or behind you?	in front of	behind
6.	Do you use an umbrella on your head or over your head?	on	over
7.	Do fish swim on the water or in the water?	on	in
8.	Do people look through a window or around a window?	through	around
9.	Do you look through a mirror or at a mirror?	through	at
10.	If someone is last in line, does he stand after or before you?	after	before
11.	Do you cook on an oven or in an oven?	on	in
12.	Are oak trees planted inside or outside a house?	inside	outside
13.	Does flour go into or across cookie batter?	into	across
14.	Do you fill a glass up or down?	up	down
15.	Do you put toast on or in a toaster?	on	in
16.	Do you sit beside or behind your date in a theater?	beside	behind
17.	Do you sit on a booth or in a booth?	on	in
18.	When using a VCR, do you record a TV show on tape or in tape?	on	in
19.	Do you wear a coat under or over your clothes?	under	over
20.	Are headlights located on the front or on the back of a car?	on the front	on the back

I.E.P. Goal: Given a choice of response, the client will answer questions concerning spatial relationships, with 90% or greater accuracy.

Task F: Identifying Activities from Items Used

Name the activity you would do using the items below. The first one is done for you.

1. store, pants, money, cash register, receipt ___*buy a pair of pants*___

2. dust cloth, vacuum cleaner, mop, bucket, cleansers _____

3. tub, water, pet shampoo, towel, dog _____

4. hats, cake, ice cream, presents, games _____

5. telephone, coins, calling card, phone number, area code _____

6. letter, return address, envelope, stamp, mailbox _____

7. picture, hanging wire, hook, nail, hammer _____

8. camera, film, flash attachment, zoom lens, a subject _____

9. dirty clothes, detergent, washing machine, fabric softener, water _____

10. frying pan, chicken, flour, oil, stove _____

11. helmet, cleats, shoulder pads, football, field _____

12. shopping cart, grocery list, checkbook, coupons, food _____

13. marching bands, floats, clowns, balloons, baton twirlers _____

14. pattern, needles, thread, sewing machine, scissors _____

15. kindling, newspaper, logs, grate, matches _____

I.E.P. Goal: The client will identify the activity performed when using a list of items, with 90% or greater accuracy.

Task O: Answering Relational Questions — Two Variables

Answer yes or no to these questions. The first one is done for you.

1. Can John be both taller and older than Dorothy?   <u>yes</u>   no
2. Can Andy be both older and younger than Troy?   yes   no
3. Can Harry be heavier than Ethan but not taller?   yes   no
4. Can water be both in a glass and under it?   yes   no
5. Can dust be both on a table and over it?   yes   no
6. Can Jim be both in front of Carl and beside him?   yes   no
7. Can Linda be smarter than Ellen but not older?   yes   no
8. Can a candle be both short and tall?   yes   no
9. If a ribbon is tied around a package, does it go under it?   yes   no
10. Can someone be both first and last in a line of people?   yes   no
11. Can the sun be over the clouds but not behind them?   yes   no
12. If a ship is sailing on the ocean, is the ship in the ocean?   yes   no
13. If a car drives over a bridge, is the car on the road?   yes   no
14. If today is warmer than yesterday, is it also cooler?   yes   no
15. If you walk beyond the school, do you pass it?   yes   no
16. If a book is on the table, is it next to the table?   yes   no
17. If a rug is beneath your feet, are you on the rug?   yes   no
18. If Kate is at the door, is she near it?   yes   no
19. Does your belt fit around both your waist and your wrist?   yes   no
20. Can Barbara be both smaller and older than David?   yes   no
21. If you drive across a bridge, do you drive below it?   yes   no
22. Can a Ping-Pong ball be bigger than a marble but not heavier?   yes   no
23. If you pour milk on cereal, is the milk in the cereal bowl?   yes   no
24. If you ride through a tunnel, do you ride around it?   yes   no
25. If a rope is inside the car, does it surround the car?   yes   no

I.E.P. Goal: When presented with relational questions containing two variables, the client will answer yes or no, with 90% or greater accuracy.

Task H: Paraphrasing Words in Sentences

Rephrase each sentence, replacing the underlined word with a word or phrase that means the same thing. The first one is done for you.

1. Jerome is <u>sick</u>.

    _____ *Jerome is ill.* _____

2. Randa is <u>pretty</u>.

    _____

3. Wendy was <u>cold</u> sitting outside.

    _____

4. Chad wanted to <u>speak</u> to the police officer.

    _____

5. Tom was <u>glad</u> to see his mom.

    _____

6. Jan was too <u>angry</u> to listen.

    _____

7. Len was <u>scared</u> of ghosts.

    _____

8. Ben <u>ripped</u> the paper.

    _____

9. An elephant is <u>big</u>.

    _____

10. Fred got the job done <u>quickly</u>.

    _____

11. The wading pool is <u>shallow</u>.

    _____

12. This steak is <u>tough</u>.

    _____

I.E.P. Goal. The client will replace a specific word in a sentence while maintaining the same sentence meaning, with 90% or greater accuracy