

HELP® 5

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">■ An efficient lexicon is not organized like a dictionary. Instead, words and their properties (e.g., semantic meaning) are interconnected and associative. Language-impaired children have fewer lexical entries than typically-developing peers and fewer connections among the words they know (Brackenbury & Pye, 2007).■ When information shares a semantic relationship and is associated, meaningful information is first extracted from the association between items (Rhodes & Donaldson, 2008).■ Students need the basic skills of listening in order to succeed in school, social situations, and later in the workplace. These skills include receiving, attending to, interpreting, and responding to verbal messages (U.S. Department of Labor, 1991).■ Students are expected to make inferences in authentic reading situations as well as on high-stakes standardized tests (McMackin & Lawrence, 2001).■ Reasoning skills encourage critical thinking and meta-awareness of internal thought processes. Reasoning skills support students' logical judgments based on conscious reflection (Little, 2002). <p>HELP 5 incorporates these principles and is also based on expert professional practice that is functionally based.</p> <p>References Brackenbury, T., & Pye, C. (2007). Semantic deficits in children with language impairments: Issues for clinical assessment. <i>Language, Speech, and Hearing Services in Schools</i>, 36, 5-16. Little, C. (2002). Reasoning as a key component of language arts curricula. <i>The Journal of Secondary Gifted Education</i>, 13(2), 52-59. McMackin, M.C., & Lawrence, S. (2001). Investigating inferences: Constructing meaning from expository texts. <i>Reading Horizons</i>, 42(2), 118-137. Rhodes, S.M., & Donaldson, D.I. (2008). Association and not semantic relationships elicit the N400 effect: Electrophysiological evidence from an explicit language comprehension task. <i>Psychophysiology</i>, 45, 50-59. U.S. Department of Labor. (1991). <i>What work requires of schools</i>. (A SCANS report from America 2000). Washington, DC: Retrieved October 15, 2009, from http://wdr.doleta.gov/SCANS/whatwork/whatwork.pdf</p>	



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Printed in the United States of America

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Table of Contents

Introduction	5
Processing Information	
Contents	7
Tasks	8
General Activities	57
Comparing and Contrasting	
Contents	59
Tasks	60
General Activities	103
Math Language	
Contents	105
Tasks	106
General Activities	142
Self-Expression	
Contents	145
Tasks	146
General Activities	179
Answer Key	181

Processing Information

During our daily activities at home, at school, and at work, we are constantly confronted with information. Information is presented in many contexts and forms from a variety of sources. Clients with communication disorders often have difficulty attending, processing, and acting upon information appropriately. As a result, they may miss information important to their safety, success, and interactions with others.

The tasks in this section provide clients with practice receiving, organizing, and relaying information. Throughout the tasks, opportunities are provided to help clients organize and retrieve information, enabling them to function more independently and effectively in their daily environment.

Task	Page
A Orienting to the Environment	8
B Relaying Personal Information	10
C Sequencing Instructions	12
D Ordering Information	15
E Making Plans from Written Descriptions	18
F Using Materials for Reference	20
G Handling Telephone Calls	23
H Understanding Signs	26
I Understanding Directional Concepts	30
J Identifying Healthy Choices	37
K Solving Health Problems	38
L Finding Irrelevant Information	40
M Completing Letters	42
N Constructing Letters	45
O Choosing Information for Messages	49
P Writing Messages	51
Q Condensing Information	54

Processing Information

Task D: Ordering Information

Follow each direction. Put the items in order. The first one is done for you.

1. Order these foods from biggest to littlest:

2

 orange

3

 pea

1

 watermelon
2. Order these items from smallest to largest:

 handkerchief

 bedspread

 pillowcase
3. Order these items from heaviest to lightest:

 shoe

 brick

 napkin
4. Order these items from longest to shortest:

 ruler

 golf club

 pen
5. Order these people from oldest to youngest:

 baby

 adult

 child
6. Order these items from hardest to softest:

 balloon

 cotton ball

 concrete
7. Order these items from quietest to loudest:

 jet plane

 electric razor

 lawn mower
8. Order these items from shortest to tallest:

 stop sign

 telephone pole

 fire hydrant
9. Order these items from fattest to thinnest:

 pencil

 carrot

 piece of spaghetti
10. Order these foods from coldest to hottest:

 ice cube

 crackers

 milk
11. Order these meals from earliest to latest:

 dinner

 breakfast

 lunch

I.E.P. Goal: The client will order items according to specified attributes, with 90% or greater accuracy.

Task H: Understanding Signs

Answer the questions for each sign.

1. What does this sign mean?

Where would you see this sign?

_____ on a car

_____ on a bottle at home

_____ on a doll



What should you do if you see this sign?

_____ Put the contents in a safe place.

_____ Rub the contents on your skin.

_____ Drink the contents.

What could happen if you opened a bottle that had this sign on it?

2. What does this sign mean?

Where would you see this sign?

_____ in the backyard

_____ in a store

_____ in the woods



What would you do if you saw this sign in a restaurant before you ate?

_____ Wash my hands.

_____ Look for another room.

_____ Get ready for a picnic.

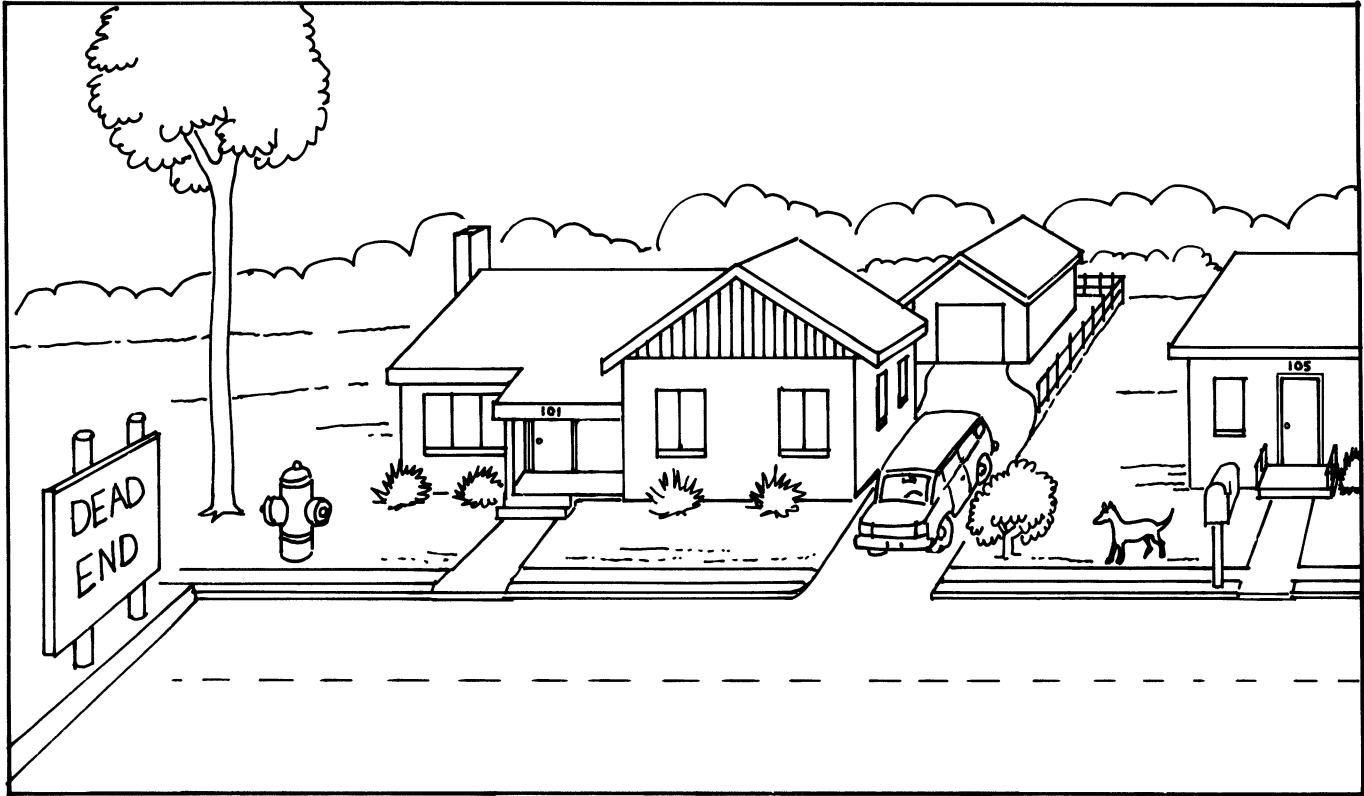
Where else would you see this sign?

Processing Information

Task I: Understanding Directional Concepts

Look at the drawing. Then, answer the questions correctly. The first one is done for you.

1. A Street



a. What is to the left of the fire hydrant?

a tree

b. Which house is to the right of the car?

c. What is third from the Dead End sign?

d. What is behind house number 101?

e. What is between the bush and the mailbox?

f. Which house is nearest the Dead End sign?

g. What is in front of house number 105?

h. What is the second object to the left of the mailbox?

i. What is closest to the Dead End sign?

j. What is to the left of the bush?

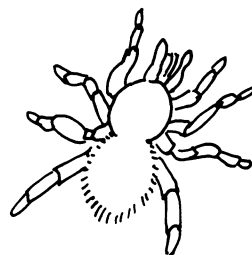
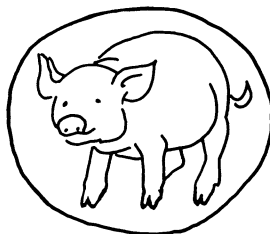
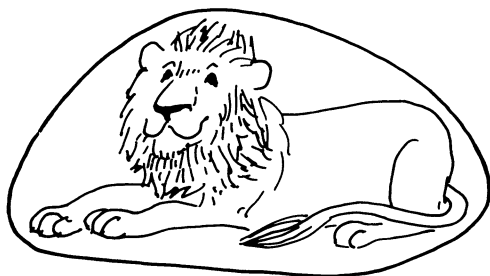
I.E.P. Goal: The client will answer questions about maps, with 90% or greater accuracy.

Comparing and Contrasting

Task A: Making Associations with Visual Cues

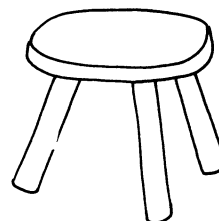
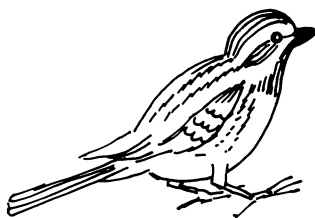
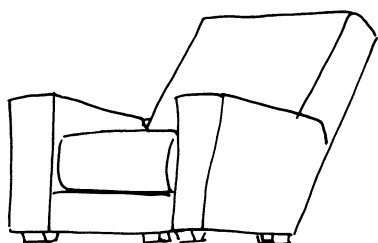
Circle the objects that go together and explain your reason. The first one is done for you.

1.

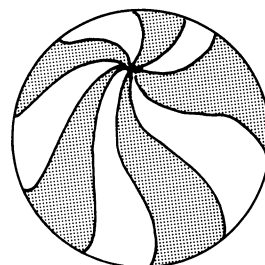
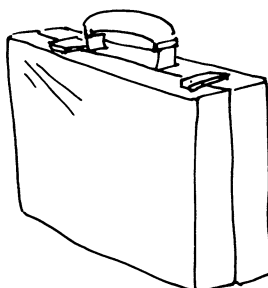
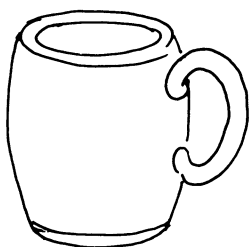


They both have four legs.

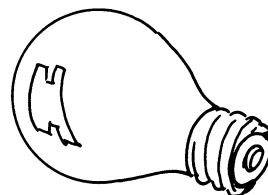
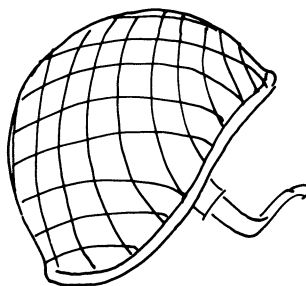
2.



3.



4.



I.E.P. Goal: The client will use visual cues to associate objects, with 90% or greater accuracy.