Introduction

HELP for Word Finding represents the second volume in the *HELP for . . .* product series. Although specific word-finding skills are addressed in *HELP 2, HELP for Word Finding* was written in response to requests from educators and clinicians for more varied material within this area of language processing. *HELP for Word Finding* focuses exclusively on word-finding tasks designed to enhance not only the speed of word recall, but also the quality and variety of the words retrieved. *HELP for Word Finding* also enables a natural expansion of vocabulary within functional, everyday contexts.

The development of word-finding skills is essential to our ability to give meaning to our world, to develop functional semantics and syntax, and to effectively communicate with one another. This volume emphasizes six major areas involving word-retrieval skills — automatic associations, themes, definitions, answering questions, parts of speech, and using context.

Using stimulus items progressing in difficulty whenever possible within each task, *HELP for Word Finding* targets the six-year-old to adult population. Given the flexibility of the tasks and the stimulus items within those tasks, *HELP for Word Finding* can be used with individuals with language impairment, traumatic brain injury, and language deficits due to stroke, ranging from school age to adolescence to adult.

IEP goals are provided at the bottom of each page to clarify the task direction and to aid the busy professional in generating appropriate goals. Word-finding activities to augment individual therapy sessions and to provide suggestions for integrated therapy in classrooms or small group settings can be found on pages 167–169.

The following guidelines are offered for effective use of the tasks in *HELP for Word Finding:*

1. Most of the tasks in this volume can be used as auditory tasks, written tasks, or both. Blanks are provided for written responses. Use your own judgment to determine if a task should be presented orally or in writing. Depending on the age and the ability of the client, oral presentation may be followed up with written worksheets for review at home.

2. Every effort has been made to order each task from the easiest to the most difficult items; however, experiences vary as well as the overall skills of clients, so use your own judgment in choosing which portions of each section are appropriate for an individual client.

3. Many repetitions as well as varying amounts of cueing may be necessary to facilitate recall and internalization of the concepts. Keep track of accuracy rates to assess client performance and to determine when a change in difficulty or task is indicated.

4. Common, correct responses have been provided and are located in the answer key at the end of the book. As experiences vary, responses other than those listed may be appropriate. Again, use your discretion in logging client accuracy.

5. Focus on achieving carryover of concepts to everyday situations and conversations by questioning, repeating, and emphasizing specific concepts within contexts outside the therapy environment. These exercises may be successfully used by parents, other family members, and paraprofessionals with some guidance from the clinician. For carryover to be effective, communication between home and school or clinic is essential. Functional outcomes from the use of the *HELP* approach can only be realized if skills are generalized to a variety of communication environments.

In this volume, we have attempted to incorporate a variety of tasks that are interesting, informative, and, at the same time, challenging. Efforts have also been made to use as many practical, functional daily life skills and experiences as possible while approaching standard therapy targets. Current therapy trends emphasizing instruction within context are reflected in the Using Context section, pages 149–166.

As with our previous *HELP* products, we and LinguiSystems have attempted to respond to your growing needs as educators and clinicians, and to incorporate as many of your suggestions as possible. We hope you find *HELP for Word Finding* a valuable addition to the professional resources that address the communication needs of your clients.

Andrea and Patti