

Overview

General Suggestions for Use

Remediation of language processing deficits is critical to the academic success of any student evidencing the disability. Learning is based on competent use of language, specifically the abilities to attach meaning to information presented verbally in the classroom and formulation of expressive responses. Deficits in the processing aspect of language result in a student who is often confused, frustrated, and not achieving his or her potential. Everyone involved becomes perplexed as a student who seems to understand, struggles to achieve satisfactory progress. While the importance and impact of language processing problems cannot be disputed, the time involved to remediate and compensate for the disability can present difficulties.

Language Processing Treatment Activities was designed with the busy speech-language pathologist (SLP) in mind. Ideas for remediation sessions throughout a wide ability and age range are provided. Long- and short-term objectives are written in measurable terminology for inclusion in Individual Educational Programs. Activities follow an established format which is comfortable, pragmatic, and motivating for both the student and the SLP. Language processing therapy should be both fun and challenging.

Variations in three basic levels of activities are utilized to achieve the learning objectives provided in *Language Processing Treatment Activities*. The three levels are described below.

- Three-modality activities incorporate visual, tactile/motor, and auditory stimuli. Objects are used to provide concrete input, utilizing all sensory modalities. Specific expectations within the language processing tasks are delineated in hierarchical order for success. Treatment should always begin at this level so the student can utilize multiple input modalities to attach meaning to the auditory information.
- Two-modality activities utilize visual and auditory input. Pictures are used to transition the student from actual objects to a visual representation of the verbal stimulus.
- One-modality stimuli represent the ultimate goal in language processing treatment. The objective is to develop the ability to attach meaning to auditory-only input. Once a student can accurately process auditory stimuli, then efficiency in processing speed can be addressed.

As a student achieves success within specific levels, a time pressure is applied to facilitate carryover into the normal pace of expressive language demands without allowing accuracy to be compromised.

Language Processing Treatment Activities maintains the hierarchy of cognitive demand within language processing that parallels normal development of language competency.

Sample Activities by Short-Term Objective, *continued*

7. When verbally presented with a situation, the student will generate three to five associated items with 90% accuracy.

- State a situation and ask the student to generate three to five items associated with it. Tally responses to earn a turn at a motivational game. Some suggested situations are:

boating	going on a picnic	making a bed
camping	going on vacation	making popcorn
cleaning house	going to a party	playing at a playground
eating breakfast	going to a toy store	playing baseball
eating at a restaurant	going to a video store	playing football
fingerpainting	going to school	playing video games
flying in an airplane	going to the circus	shopping
fishing	going to the doctor	swimming
gardening	going to the library	taking a bath/shower
getting a haircut	going to the zoo	visiting a farm

- State a situation and ask the student to name as many associated items as possible within 30 seconds.

8. When given associated pairs, the student will explain the associations with 90% accuracy.

- State two items that are associated. Ask the student to explain why they are related. Some suggested pairings are:

actor—singer	clock—watch	morning—evening
ball—sun	coat—sweater	pen—pencil
baseball—bat	dog—bone	pitcher—catcher
bathtub—shower	door—window	pony—horse
blanket—sheet	firefighter—police officer	refrigerator—stove
brush—comb	gas station—store	salt—pepper
butter—jelly	glove—mitten	stamp—envelope
cash register—money	golf—tennis	sugar—flour
cashier—waiter	hamburger-bun	sun—moon
charcoal—grill	hammer—nail	tent—house
chef—artist	helmet—shoulder pads	touchdown—home run
cherry—strawberry	hockey stick—golf club	trumpet—piano
chicken—egg	ketchup—mustard	wheelchair—hearing aid

Rationale for Stimulus Materials

- The items chosen should be common in the student's everyday environment.
- Similarities and differences represent a conceptual relationship that requires the student to receptively recognize likenesses and differences and expressively explain the shared or contrasting characteristics that best represent the relationship. The stimuli items you choose should begin with obvious concrete comparisons (e.g., *acorn* and *leaf* are both parts of a tree but they are different in size and appearance) and gradually transition to more subtle similarities and differences within the relationship (e.g., an *oak leaf* and a *maple leaf* are both leaves but they are from different trees and the shape difference is more subtle).
- Teach similarities and differences in context whenever possible.
- An effective prompt for teaching similarities and differences is to name an attribute, such as size, shape, color, or function, and ask the student to think about the two items in relation to the named attribute. This provides a focus for the student's thinking.

➔ Pictures Provided (Reduced pictures are on pages 99-101. Print full-sized, color pictures from the CD-ROM.)

arm/leg	hit/kick
baby/adult	kite/bird
baseball/football	knife/saw
bicycle/tricycle	pants/shorts
bowl/plate	road/trail
button/zipper	run/walk
car/bike	shoe/sock
car/taxi	shoes/sandals
car/truck	sit/stand
cat/dog	soccer/tennis
coffee/soda pop	squirrel/bird
elephant/tiger	sun/lamp
eyes/ears	swing/slide
hamburger/hot dog	tree/flower
handlebars/steering wheel	zebra/horse

Picture Cards



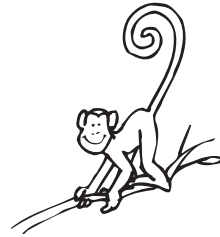
1-AL

baseball



7-AL

flower



13-AL

monkey



19-AL

shirt



2-AL

bed



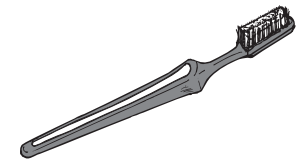
8-AL

goldfish



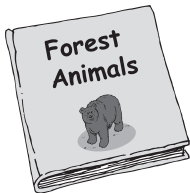
14-AL

mother



20-AL

toothbrush



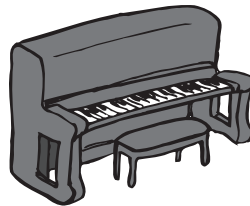
3-AL

book



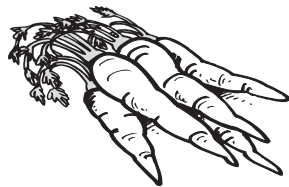
9-AL

grandfather



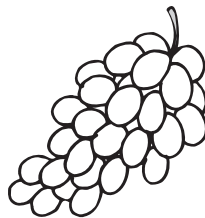
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piano



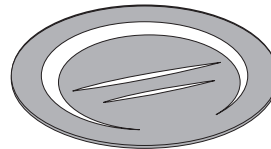
4-AL

carrots



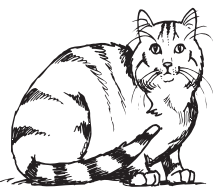
10-AL

grapes



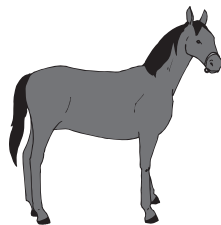
16-AL

plate



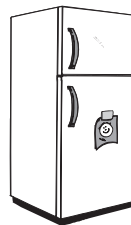
5-AL

cat



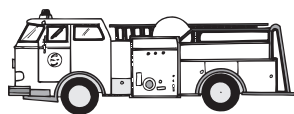
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horse



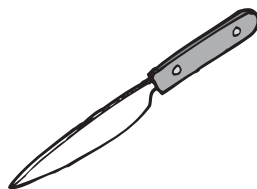
17-AL

refrigerator



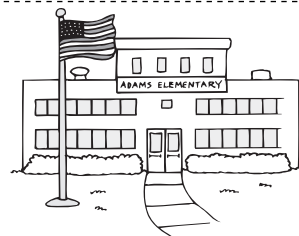
6-AL

fire truck



12-AL

knife



18-AL

school