

figurative language goals speech therapy

figurative language goals speech therapy are essential components in helping individuals improve their communication skills, especially for those who struggle with understanding and using non-literal language. Figurative language includes metaphors, similes, idioms, hyperbole, and other expressions that convey meanings beyond the literal interpretation of words. In speech therapy, targeting these skills is crucial for enhancing comprehension, social communication, and expressive language abilities. This article explores the importance of figurative language goals in speech therapy, effective strategies for intervention, and examples of measurable objectives to support clients' progress. By addressing these goals, speech-language pathologists can empower individuals to navigate everyday conversations with greater ease and confidence. The following sections provide a comprehensive overview of the types of figurative language, assessment techniques, therapy approaches, and practical activities to implement in clinical practice.

- Understanding Figurative Language in Speech Therapy
- Assessment of Figurative Language Skills
- Setting Effective Figurative Language Goals
- Intervention Strategies for Figurative Language
- Examples of Measurable Goals in Figurative Language Therapy
- Activities and Resources for Therapy Sessions

Understanding Figurative Language in Speech Therapy

Figurative language encompasses various forms of expression that convey meaning beyond the literal definitions of words. It plays a critical role in everyday communication, literature, and social interactions. In speech therapy, understanding the different types of figurative language is foundational for designing targeted interventions.

Types of Figurative Language

Common types of figurative language include:

- **Metaphors:** Direct comparisons between two unrelated things (e.g., "Time is a thief").
- **Similes:** Comparisons using "like" or "as" (e.g., "As brave as a lion").
- **Idioms:** Expressions with meanings that cannot be deduced from the literal words (e.g., "Break a leg").

- **Hyperbole:** Exaggerated statements for emphasis (e.g., "I'm so hungry I could eat a horse").
- **Personification:** Giving human qualities to non-human objects (e.g., "The wind whispered").

Recognizing these forms helps speech-language pathologists (SLPs) tailor therapy goals to address specific challenges clients might face in interpreting or using figurative language appropriately.

Assessment of Figurative Language Skills

Accurate assessment is a vital step in identifying an individual's strengths and weaknesses related to figurative language. This process informs the development of personalized therapy goals and intervention plans.

Standardized and Informal Assessment Tools

SLPs utilize a combination of standardized tests and informal assessments to evaluate figurative language comprehension and expression. Some approaches include:

- **Standardized Tests:** Tests like the Comprehensive Assessment of Spoken Language (CASL) include subtests for figurative language.
- **Observation:** Monitoring spontaneous use and understanding of figurative expressions during conversation.
- **Language Samples:** Collecting and analyzing speech samples to identify figurative language usage.
- **Questionnaires and Checklists:** Gathering information from parents, teachers, or clients about difficulties with non-literal language.

These tools help SLPs establish baseline performance and track progress throughout therapy.

Setting Effective Figurative Language Goals

Well-defined figurative language goals in speech therapy should be specific, measurable, attainable, relevant, and time-bound (SMART). Goals must address the particular needs of the individual to maximize therapy outcomes.

Considerations for Goal Development

When formulating figurative language goals, consider the following:

- **Client's Age and Developmental Level:** Goals should be age-appropriate and aligned with

cognitive abilities.

- **Severity of Deficits:** Tailor goals to the complexity of figurative language the client can handle.
- **Functional Relevance:** Prioritize goals that impact everyday communication and social interactions.
- **Generalization:** Ensure goals promote skills that transfer beyond therapy sessions to real-life contexts.

By integrating these factors, SLPs can create impactful goals that facilitate meaningful improvements.

Intervention Strategies for Figurative Language

Effective intervention strategies are essential for helping clients comprehend and use figurative language proficiently. Techniques should engage multiple modalities and provide clear explanations and practice opportunities.

Common Therapeutic Approaches

Several research-supported strategies include:

- **Explicit Instruction:** Teaching the meanings and usage of different types of figurative language directly.
- **Contextualized Learning:** Using stories, conversations, and real-life scenarios to illustrate figurative expressions.
- **Visual Supports:** Employing pictures, graphic organizers, or gestures to reinforce understanding.
- **Modeling and Role-Playing:** Demonstrating figurative language use and practicing through interactive activities.
- **Metacognitive Strategies:** Encouraging clients to think about language use and self-monitor comprehension.

Combining these approaches can enhance engagement and promote deeper learning of figurative language concepts.

Examples of Measurable Goals in Figurative Language Therapy

Measurable goals enable objective tracking of progress in figurative language skills during speech therapy. Examples below illustrate how to structure these goals effectively.

Sample Goals

- By the end of 12 weeks, the client will accurately identify the meaning of 8 out of 10 common idioms presented in a structured task.
- Within 10 therapy sessions, the client will generate at least 5 original similes related to familiar objects or experiences with 80% accuracy.
- The client will interpret metaphors in short stories with 75% comprehension during guided reading activities over the next 8 weeks.
- Given a list of hyperbolic expressions, the client will explain the exaggeration purpose in 4 out of 5 instances during conversational tasks.
- During role-play exercises, the client will appropriately use personification in descriptive sentences in 3 consecutive sessions.

These goals emphasize clarity, relevance, and measurable outcomes, critical for effective therapy planning.

Activities and Resources for Therapy Sessions

Incorporating engaging activities and resources is vital for reinforcing figurative language concepts in speech therapy. Varied materials can cater to diverse learning styles and maintain client motivation.

Therapy Activities

- **Figurative Language Matching Games:** Matching idioms or metaphors with their meanings.
- **Storytelling and Book Reading:** Identifying and discussing figurative expressions within narratives.
- **Creative Writing Tasks:** Encouraging clients to write sentences or short paragraphs using figurative language.

- **Visual Art Integration:** Drawing or illustrating figurative expressions to deepen understanding.
- **Interactive Technology Tools:** Utilizing apps and software designed to teach figurative language concepts.

These activities support a multi-sensory approach, enhancing both comprehension and expressive use of figurative language in therapy.

Frequently Asked Questions

What are common figurative language goals in speech therapy?

Common figurative language goals in speech therapy include improving understanding and use of idioms, metaphors, similes, sarcasm, and other non-literal language forms to enhance social communication and comprehension.

Why is targeting figurative language important in speech therapy?

Targeting figurative language is important because many individuals with language impairments struggle to understand non-literal meanings, which can affect their social interactions, academic success, and overall communication effectiveness.

How can speech therapists assess figurative language skills?

Speech therapists can assess figurative language skills through standardized tests, informal assessments, story retelling tasks, and analyzing the individual's ability to interpret and use idioms, metaphors, and other figurative expressions in context.

What strategies are effective for teaching figurative language in speech therapy?

Effective strategies include using visual supports, explicit teaching of figurative expressions, providing multiple contextual examples, role-playing social scenarios, and incorporating multimedia resources to enhance understanding and generalization.

At what age should figurative language goals be introduced in speech therapy?

Figurative language goals are typically introduced in early elementary years when children begin to encounter more complex language in academics and social settings, but the specific timing depends on the individual's developmental level and language abilities.

Additional Resources

1. *Figurative Language in Speech Therapy: Strategies and Activities*

This book offers a comprehensive guide for speech therapists to address figurative language challenges in children. It includes practical activities and intervention techniques designed to enhance understanding of metaphors, similes, idioms, and other figurative expressions. The strategies are suitable for various ages and speech-language disorders, making it a versatile resource in clinical practice.

2. *Unlocking Figurative Language: A Speech Therapy Approach*

Designed specifically for speech therapists, this book focuses on methods to help children grasp abstract language concepts. It features step-by-step lesson plans and interactive exercises that promote the recognition and use of figurative language. The author emphasizes real-life applications to improve social communication skills.

3. *Figurative Language Goals for Speech Therapy: A Practical Guide*

This guide is tailored to assist clinicians in setting measurable and achievable goals related to figurative language. It provides assessment tools and example goal statements that cover a range of figurative language types. The book also discusses progress monitoring techniques and how to adapt goals based on individual client needs.

4. *Speech Therapy Activities: Mastering Metaphors and Similes*

Focusing on metaphors and similes, this activity book offers engaging tasks that encourage children to identify and create figurative expressions. It supports therapists with ready-to-use worksheets and games that can be adapted for group or individual sessions. The activities aim to boost language comprehension and expressive skills.

5. *Idioms and Expressions: Teaching Figurative Language in Speech Therapy*

This resource concentrates on idioms and common expressions, which are often difficult for children with language impairments. It provides strategies for teaching meaning, context, and usage through storytelling and visual aids. The book is ideal for therapists working with children who struggle with social language nuances.

6. *Social Language and Figurative Speech: Speech Therapy Techniques*

Addressing the intersection of social communication and figurative language, this book explores how figurative speech impacts conversational skills. It offers intervention methods to help children interpret and use figurative language appropriately in social contexts. The text includes case studies and practical tips for overcoming common challenges.

7. *Enhancing Figurative Language Comprehension in Speech Therapy*

This book presents research-based approaches to improve figurative language comprehension among children with language delays. It highlights the cognitive and linguistic processes involved and suggests targeted exercises to strengthen these areas. The author also reviews assessment options to identify specific figurative language deficits.

8. *Figurative Language for Kids: Speech Therapy Resource Book*

Aimed at younger children, this colorful and engaging book introduces basic figurative language concepts through stories and illustrations. It provides speech therapists with fun activities that integrate learning with play. The book supports early intervention efforts to build foundational language skills.

9. *Advanced Figurative Language Goals and Interventions in Speech Therapy*

This resource is intended for clinicians working with older children and adolescents who need support with complex figurative language. It covers advanced metaphors, sarcasm, irony, and humor, offering sophisticated strategies and goal-setting tips. The book also includes guidance on fostering self-awareness and pragmatic language use in therapy.

Figurative Language Goals Speech Therapy

Figurative Language Goals in Speech Therapy: A Comprehensive Guide to Enhancing Communication Skills

This ebook delves into the crucial role of figurative language in speech therapy, exploring its significance for improving communication, cognitive skills, and overall language development, emphasizing practical strategies and the latest research findings.

Ebook Title: Mastering Figurative Language: A Speech Therapist's Guide to Enhancing Communication

Contents:

Introduction: Defining Figurative Language and its Importance in Communication

Chapter 1: Types of Figurative Language: Exploring Metaphors, Similes, Idioms, Proverbs, and Hyperbole

Chapter 2: Assessment and Diagnosis: Identifying Figurative Language Deficits and Tailoring Interventions

Chapter 3: Therapeutic Techniques and Strategies: Practical Approaches to Teaching Figurative Language

Chapter 4: Integrating Figurative Language into Daily Life: Real-world Applications and Generalization Strategies

Chapter 5: Case Studies and Examples: Illustrative Examples of Successful Interventions

Chapter 6: Addressing Challenges and Individual Needs: Adapting Strategies for Diverse Learners

Chapter 7: The Role of Technology and Digital Resources: Utilizing Apps and Software for Figurative Language Development

Conclusion: Recap and Future Directions in Figurative Language Therapy

Detailed Outline Explanation:

Introduction: This section will define figurative language, differentiating it from literal language and highlighting its importance in nuanced communication, social interaction, and cognitive development. It will also briefly discuss the prevalence of figurative language difficulties and the impact on various aspects of life.

Chapter 1: Types of Figurative Language: This chapter provides a detailed explanation of various types of figurative language, including metaphors (direct and indirect), similes, idioms (their cultural significance and variations), proverbs (their wisdom and application), hyperbole (its impact on emphasis and humor), and personification. Each type will be explained with numerous examples.

Chapter 2: Assessment and Diagnosis: This chapter focuses on the methods used to assess a client's understanding and use of figurative language. It will cover standardized tests, informal assessments, and observation techniques. It will also discuss how to differentiate between true comprehension difficulties and other potential underlying issues.

Chapter 3: Therapeutic Techniques and Strategies: This chapter outlines practical, evidence-based therapeutic strategies for teaching figurative language. Techniques will include direct instruction, contextualized learning, visual aids, role-playing, storytelling, and the use of games and activities. Specific examples and detailed explanations of each technique will be provided.

Chapter 4: Integrating Figurative Language into Daily Life: This chapter will explore strategies to encourage the use of figurative language in everyday conversations and activities. It will include ideas for incorporating figurative language into therapy sessions, homework assignments, and interactions with family and friends. This section will also discuss the importance of generalization and maintenance of skills.

Chapter 5: Case Studies and Examples: This chapter showcases real-life case studies illustrating the application of the techniques discussed. Each case study will demonstrate the challenges faced, the interventions used, and the outcomes achieved, providing therapists with practical examples to adapt to their own clients.

Chapter 6: Addressing Challenges and Individual Needs: This chapter addresses the diverse needs of clients, including those with language disorders, learning disabilities, autism spectrum disorder, and traumatic brain injuries. It will discuss adapting strategies based on age, cognitive abilities, and individual learning styles.

Chapter 7: The Role of Technology and Digital Resources: This chapter explores the use of technology to enhance figurative language therapy. It will discuss various apps, software, and online resources that can be used to supplement traditional therapy methods. It will also delve into the benefits and limitations of using technology in this context.

Conclusion: This section summarizes the key points of the ebook, reiterating the significance of figurative language in communication and highlighting the effectiveness of evidence-based interventions. It will also suggest areas for future research and development in this field.

Keywords: Figurative language, speech therapy, communication skills, metaphors, similes, idioms, proverbs, hyperbole, assessment, intervention, therapeutic techniques, case studies, language disorders, cognitive development,

digital resources, speech-language pathologist, SLP, language acquisition, communication disorders

FAQs

1. What is figurative language? Figurative language uses words in a way that is different from their literal meaning to create a vivid or imaginative effect.
2. Why is figurative language important for communication? Figurative language adds depth, creativity, and emotional impact to communication, enhancing understanding and making language more engaging.
3. How can I assess a child's understanding of figurative language? Assessments can range from standardized tests to informal observations and targeted questioning using examples of various figurative language types.
4. What are some effective strategies for teaching figurative language? Effective strategies include direct instruction, using visual aids, storytelling, role-playing, and incorporating games and real-world applications.
5. How can I help my child generalize their figurative language skills? Encourage regular practice in different settings – conversations, reading, writing, and play – to ensure skills transfer beyond therapy sessions.
6. What are some common challenges faced in teaching figurative language? Challenges can include varying comprehension levels, cultural differences influencing idiom understanding, and cognitive limitations.
7. What technological resources are available for figurative language therapy? Many apps and software programs offer interactive exercises and games focused on improving understanding and usage of figurative language.
8. How do I adapt figurative language therapy for students with different learning styles? Tailor your approach by using various methods – visual, auditory, kinesthetic – to cater to individual learning preferences.
9. What are the long-term benefits of improving figurative language skills? Enhanced communication, improved comprehension, stronger literacy skills, and better social interaction are all long-term benefits.

Related Articles:

1. The Impact of Idiom Comprehension on Academic Success: This article explores the link between understanding idioms and overall academic performance, particularly reading comprehension and vocabulary.
2. Figurative Language and Autism Spectrum Disorder: This article focuses on the unique challenges and interventions for children with ASD regarding figurative language acquisition and use.
3. Metaphor Comprehension in Bilingual Children: This article investigates the development of metaphor comprehension in children learning two languages.
4. Using Storytelling to Enhance Figurative Language Skills: This article highlights the power of storytelling as a therapeutic tool to improve understanding and usage of figurative language.
5. Assessment of Figurative Language: A Practical Guide for SLPs: This article offers a detailed guide on different assessment methods for figurative language, suitable for speech-language pathologists.
6. Technology-Assisted Figurative Language Intervention: This article reviews current technological tools and resources specifically designed for figurative language intervention.
7. The Role of Context in Figurative Language Comprehension: This article examines the influence of context on the interpretation and understanding of figurative language.
8. Figurative Language and Cognitive Development: This article explores the connection between figurative language skills and overall cognitive development in children.
9. Case Studies in Figurative Language Intervention: This article presents detailed case studies illustrating successful interventions for various clients with different figurative language needs.

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highlight important facts, questions, and vocabulary for quick reference. Key Questions in each chapter put concepts into an appropriate context and help you focus on essential content. Summary Statement and Introductory Thoughts sections provide succinct overviews of chapter content for quick familiarization with complex topics.

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information such as dialogue examples, sample assessment plans, assessment and intervention principles, activities, and sample transcripts. UNIQUE! Practice exercises with sample transcripts allow you to apply different methods of analysis. UNIQUE! Helpful study guides at the end of each chapter help you review and apply what you have learned. Versatile text is perfect for a variety of language disorder courses, and serves as a great reference tool for professional practitioners. Highly regarded lead author Rhea Paul lends her expertise in diagnosing and managing pediatric language disorders. Communication development milestones are printed on the inside front cover for quick access. Chapter objectives summarize what you can expect to learn in each chapter. Updated content features the latest research, theories, trends and techniques in the field. Information on autism incorporated throughout the text Best practices in preliteracy and literacy instruction The role of the speech-language pathologist on school literacy teams and in response to intervention New reference sources Student/Professional Resources on Evolve include an image bank, video clips, and references linked to PubMed.

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with exceptionalities, including their families and teachers. Focusing on human exceptionalities across the life span, the text employs a traditional organization beginning with four foundations chapters that introduce teachers to special education, followed by 10 categorical chapters each on a different disability. Each categorical chapter features sections on transition, cultural diversity, technology, instructional strategies, and family considerations.

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National Academies of Sciences, Engineering, and Medicine, Division of Behavioral and Social Sciences and Education, Institute of Medicine, Board on Children, Youth, and Families, Board on the Health of Select Populations, Committee on the Evaluation of the Supplemental Security Income (SSI) Disability Program for Children with Speech Disorders and Language Disorders, 2016-05-06 Speech and language are central to the human experience; they are the vital means by which people convey and receive knowledge, thoughts, feelings, and other internal experiences. Acquisition of communication skills begins early in childhood and is foundational to the ability to gain access to culturally transmitted knowledge, organize and share thoughts and feelings, and participate in social interactions and relationships. Thus, speech disorders and language disorders-disruptions in communication development-can have wide-ranging and adverse impacts on the ability to communicate and also to acquire new knowledge and fully participate in society. Severe disruptions in speech or language acquisition have both direct and indirect consequences for child and adolescent development, not only in communication, but also in associated abilities such as reading and academic achievement that depend on speech and language skills. The Supplemental Security Income (SSI) program for children provides financial assistance to children from low-income, resource-limited families who are determined to have conditions that meet the disability standard required under law. Between 2000 and 2010, there was an unprecedented rise in the number of applications and the number of children found to meet the disability criteria. The factors that contribute to these changes are a primary focus of this report. Speech and Language Disorders in Children provides an overview of the current status of the diagnosis and treatment of speech and language disorders and levels of impairment in the U.S. population under age 18. This study identifies past and current trends in the prevalence and persistence of speech disorders and language disorders for the general U.S. population under age 18 and compares those trends to trends in the SSI childhood disability population.

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Bedelia, the housekeeper with a literal mind, merrily upsets the household when she dresses the chicken and trims the steak with ribbons and lace.

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Communication David R. Beukelman, Pat Mirenda, 2012 The fourth edition of the foundational, widely adopted AAC textbook Augmentative and Alternative Communication is the definitive introduction to AAC processes, interventions, and technologies that help people best meet their daily communication needs. Future teachers, SLPs, OTs, PTs, and other professionals will prepare for their work in the field with critical new information on advancing literacy skills; conducting effective, culturally appropriate assessment and intervention; selecting AAC vocabulary tailored to individual needs; using new consumer technologies as affordable, nonstigmatizing communication devices; promoting social competence supporting language learning and development; providing effective support to beginning communicators; planning inclusive education services for students with complex communication needs; and improving the communication of people with specific developmental disabilities and acquired disabilities. An essential core text for tomorrow's professionals--and a key reference for in-service practitioners--this fourth edition prepares readers to support the communicative competence of children and adults with a wide range of complex needs.

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Written by educators for educators, Introducing Autism: Theory and Evidence-Based Practices for Teaching Individuals With ASD is an introductory text offering a broad picture of Autism Spectrum

Disorder for students, teachers, related service providers, and other school personnel who are engaged in the education of individuals with ASD. Introducing Autism imparts knowledge and understanding of the broad spectrum of ASD and suggests evidence-based practices to support this population. Editor Dr. Ruth Eren and the text contributors provide readers with a firm foundation of facts, strategies, and processes that help explain and address the complex profile of an individual with ASD. As a result of this understanding, current and future practitioners will be equipped with the skills and strategies to work collaboratively and effectively with their school team as they create a program for a student on the spectrum. What's included in Introducing Autism: Content supported by case studies based in authentic educational settings Evidence-based practices suggested for use in the classroom Voices from the Spectrum sections in each chapter which feature the viewpoints from individuals on the spectrum Introducing Autism: Theory and Evidence-Based Practices for Teaching Individuals With ASD will enable universities to offer a comprehensive course that provides a strong foundation of knowledge and understanding of ASD to prepare teachers and related service providers for certification.

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dough theory, three-act play, and the dangling carrot * A deep conversation about the role of culture provides a uniting thread throughout the text Disclaimer: Please note that ancillary content such as handouts, learning activities, and discussion questions may not be included as published in the original print version of this book.

figurative language goals speech therapy: I'm a Dirty Dinosaur Janeen Brian, 2013-04-24 From award-winning author Janeen Brian and award-winning illustrator Ann James, comes this gorgeous rhyming picture book about a naughty little dinosaur who loves to get dirty. Bright simple illustrations and rounded corners perfect for the very young. Stomp, splash, slide, dive . . . This little dinosaur just loves mud!

figurative language goals speech therapy: A Spectrum of Solutions for Clients with Autism Rachel Bedard, Lorna Hecker, 2020-07-29 This book is a comprehensive resource to guide work with individuals on the autism spectrum. It reflects the true range of needs presented by individuals with autism, pulling together the most salient aspects of treatment with invaluable information from several disciplines synthesized to guide your work. Divided into topical sections with chapters from three field experts in each, this book features contributions from therapists, educators, and medical doctors, as well as financial planners, health advocates, and innovators. The diverse disciplines and backgrounds of each author lend a different voice and perspective to each chapter, reflecting the continuum of care necessary when working with clientele on the autism spectrum, and that, for clients on the spectrum, one solution does not fit all. For use by psychotherapists, counselors, applied behavioral analysts, occupational therapists, social workers, teachers, and more, this text presents readers with expertise from various contributing disciplines to give them a treatment resource that can inform and guide their daily work with clients on the autism spectrum.

figurative language goals speech therapy: Problem Solving & Comprehension Arthur Whimbey, Jack Lochhead, Ron Narode, 2013-06-17 This popular book shows students how to increase their power to analyze problems and to comprehend what they read. First, it outlines and illustrates the method that good problem solvers use in attacking complex ideas. Then, it provides practice in applying these methods to a variety of comprehension and reasoning questions. Books on the improvement of thinking processes have tended to be complicated and less than useful, but the authors of this renowned text emphasize a simple but effective approach. The Whimbey Method of teaching problem solving is now recognized as an invaluable means of teaching people to think. Problems are followed by their solutions, presented in easy-to-follow steps. This feature permits students to work without supervision, outside the classroom. As students work through the book they will see a steady improvement in their analytical thinking skills, and will develop confidence in their ability to solve problems--on tests; in academic courses; and in any occupations that involve analyzing, untangling, or comprehending knotty ideas. By helping students to become better problem solvers, this book can assist students in achieving higher scores on tests commonly used for college and job selection, such as: * Scholastic Aptitude Test (SAT) * Graduate Record Examination (GRE) * ACT Work Keys * Terra Nova * Law School Admission Test (LSAT) * Wonderlic Personnel Test * United States Employment Service General Aptitude Test Battery * Civil Service Examination New in the 6th edition: A totally new chapter--Meeting Academic and Workplace Standards: How This Book Can Help--describes changes in the educational system in the past 20 years and shows how the techniques taught in this book relate to the new educational standards and tests. Changes throughout the book reflect current educational and social realities: the names of some characters have been changed to represent more accurately the cross-section of students attending today's schools; dates in some problems have been changed; in other problems the technology referred to has been updated.

figurative language goals speech therapy: Come Down, Cat! Sonya Hartnett, 2013-11-20 From the combined talents of Sonya Hartnett and Lucia Masciullo comes this tale of friendship and bravery, and the things we are capable of doing for those we treasure most. The day is ending, night is falling, and Nicholas's cat won't come down. High on the roof she licks her paws while Nicholas worries about her up there all alone. How does he coax her into the safe, warm house? She doesn't

even want to come down from the roof... or does she?

figurative language goals speech therapy: Literacy-Based Speech and Language Therapy Activities Scott Prath, 2017-04-28 Successfully Use Storybooks to: Reduce Planning Time Easily Work in Groups Simultaneously Target Communication and Academic Goals Storybooks provide a platform to address academic needs and therapeutic goals simultaneously while accounting for social and cultural factors. This book is over 200 pages of templates, activity ideas, and materials you need to powerfully change how students tell stories. We all love using storybooks in intervention but the question is: How do we do use them effectively? Literacy-Based Speech and Language Therapy Activities makes improving your therapy and reducing your planning time a reality. This 200-page book is full of templates, explanations, and examples for you to experience the same success we do with our busy, diverse caseloads. Section 1 highlights The Research Behind Why Literacy-Based Intervention Works so well. In Section 2 we learn how to decide if language difficulties are due to an impairment, second-language influence, or cultural difference. After reading Section 3, you will be able to take any activity including your favorite storybook and design therapy that will last for several weeks. We provide pre-, during, and post-reading explanations and activities to assist in making your literacy-based intervention applicable to all age groups and disorder classes. Taking data and measuring progress are some of the most difficult things to do well. In Section 4, we walk step-by-step through a child's story to see what is present or missing, and how to write concrete, measurable goals. Section 5 is 50 pages of easily reproducible templates to be used individually or in groups. Lastly, in Section 6, we harness the power of high engagement and make Incredible Games that Match Story Content. And a bonus! We end this book listing some of the best storybooks for intervention that are divided by age, grade, topic, and goals.

figurative language goals speech therapy: Long Way Down Jason Reynolds, 2017-10-24 "An intense snapshot of the chain reaction caused by pulling a trigger." —Booklist (starred review) "Astonishing." —Kirkus Reviews (starred review) "A tour de force." —Publishers Weekly (starred review) A Newbery Honor Book A Coretta Scott King Honor Book A Printz Honor Book A Time Best YA Book of All Time (2021) A Los Angeles Times Book Prize Winner for Young Adult Literature Longlisted for the National Book Award for Young People's Literature Winner of the Walter Dean Myers Award An Edgar Award Winner for Best Young Adult Fiction Parents' Choice Gold Award Winner An Entertainment Weekly Best YA Book of 2017 A Vulture Best YA Book of 2017 A Buzzfeed Best YA Book of 2017 An ode to Put the Damn Guns Down, this is New York Times bestselling author Jason Reynolds's electrifying novel that takes place in sixty potent seconds—the time it takes a kid to decide whether or not he's going to murder the guy who killed his brother. A cannon. A strap. A piece. A biscuit. A burner. A heater. A chopper. A gat. A hammer A tool for RULE Or, you can call it a gun. That's what fifteen-year-old Will has shoved in the back waistband of his jeans. See, his brother Shawn was just murdered. And Will knows the rules. No crying. No snitching. Revenge. That's where Will's now heading, with that gun shoved in the back waistband of his jeans, the gun that was his brother's gun. He gets on the elevator, seventh floor, stoked. He knows who he's after. Or does he? As the elevator stops on the sixth floor, on comes Buck. Buck, Will finds out, is who gave Shawn the gun before Will took the gun. Buck tells Will to check that the gun is even loaded. And that's when Will sees that one bullet is missing. And the only one who could have fired Shawn's gun was Shawn. Huh. Will didn't know that Shawn had ever actually USED his gun. Bigger huh. BUCK IS DEAD. But Buck's in the elevator? Just as Will's trying to think this through, the door to the next floor opens. A teenage girl gets on, waves away the smoke from Dead Buck's cigarette. Will doesn't know her, but she knew him. Knew. When they were eight. And stray bullets had cut through the playground, and Will had tried to cover her, but she was hit anyway, and so what she wants to know, on that fifth floor elevator stop, is, what if Will, Will with the gun shoved in the back waistband of his jeans, MISSES. And so it goes, the whole long way down, as the elevator stops on each floor, and at each stop someone connected to his brother gets on to give Will a piece to a bigger story than the one he thinks he knows. A story that might never know an END...if Will gets off that elevator. Told in short, fierce staccato narrative verse, Long Way Down is a fast and furious, dazzlingly brilliant look at

teenage gun violence, as could only be told by Jason Reynolds.

figurative language goals speech therapy: Common Core State Standards and the Speech-Language Pathologist Lissa A. Power-deFur, 2015-10-01 Common Core State Standards and the Speech-Language Pathologist: Standards-Based Intervention for Special Populations is a tool for the analysis of the Common Core State Standards (CCSS) and the development of interventions to meet student-specific needs. The CCSS is an education initiative in the United States that details what K-12 students should understand in English language arts and mathematics by the end of each grade. The initiative seeks to establish consistent education standards across the United States and ensure that graduating students are prepared to enter college or the workforce. As of 2015, forty-three states had adopted the CCSS. With the implementation of the CCSS, it is critical that speech-language pathologists collaborate with educators to enable the success of students with communication disorders as well as English language learners. This text offers a practical approach for application of the CCSS with a parallel analysis of children's strengths and needs to create a template for intervention. It addresses strategies to facilitate the success of students in accessing and achieving the expectations of the general curriculum, with a focus on students with communication disorders, hearing loss, vision loss, deaf-blindness, specific learning disabilities, autism, multiple disabilities, and English language learners. Key features include: Background and implications of the CCSS Chapters written by experts in the field Tools for analysis of the language expectations of the CCSS and a framework for aligning intervention (both direct and classroom-based) with the CCSS for students at elementary and secondary levels Collaboration strategies to facilitate success in the classroom Multiple case studies Common Core State Standards and the Speech-Language Pathologist is a must-have resource for any speech-language pathologist working with children, as well as their education and administration partners.

figurative language goals speech therapy: Piecing It Together Martha Frimer Cheslow MS CCC-SLP, 2015-02-04 Speech-language pathologists are always rethinking their standards about what constitutes language and about their part in students academic and social success. But what has been lacking is a clearer, more orderly way to work with language- learning disorders. Building on decades of experience in the field, author Martha Frimer Cheslow presents just that in *Piecing It Together*. Designed for SLPs working with language-impaired children, this practical guide considers the abstract and sometimes puzzling world of language therapy. It focuses on teaching systematically in a clear and organized way and includes features such as valuable background information on each language area, fourteen language skills broken down into manageable objectives, and strategies that SLPs can use to guide themselves through individual goals. an actionable, effective and customizable methodology for language disordered clients...the author presents a systematic approach to teaching the most basic components of a skill. She explains her methodology with laser-like precision as it pertains to skill areas such as pragmatic language skills, phonological awareness, expressive language skills, and many others. US Review of Books A reliable resource for therapists at all levels, this manual can be used in either special education or mainstream population environments. *Piecing It Together* provides therapists with methods for making good intervention choices and making therapy easier and more satisfying for their clientele and for themselves. The personal, compassionate touch to this manual is what makes it more humane, less technical, and more applicable in its sincerity. She manages to be informative without becoming preachy. *Piecing It Together* should be required reading for language therapists as well as traditional classroom teachers. Pacific Book Review

figurative language goals speech therapy: Auditory-Verbal Therapy Warren Estabrooks, Helen McCaffrey Morrison, Karen MacIver-Lux, 2020-04-29 Edited by world renown experts with contributions by a global cohort of authors, *Auditory-Verbal Therapy: Science, Research, and Practice* is highly relevant to today's community of practitioners of Auditory-Verbal Therapy (LSLS Cert. AVT), and to those who are working towards LSLS Cert. AVT certification. It is also an excellent resource for audiologists, speech-language pathologists, teachers of children who are deaf or hard of hearing, administrators, psychologists, cochlear implant surgeons, primary care

physicians, social workers, and other allied health and education professionals. Although written primarily for practitioners, it will be a welcome resource for parents, family members, and other caregivers who love children who are deaf or hard of hearing, and for whom the desired outcomes are listening, spoken language, and literacy. The book is divided into five parts: Part I: Overview of Auditory-Verbal Therapy: Foundations and Fundamentals This section covers the philosophy, history, and principles of AVT, including outcome data, results of a new survey of LSLS Cert. AVT community on global practice patterns in AVT, information on auditory brain development, and evaluation of evidence-based and evidence-informed practice for the new decade. Part II: Audiology, Hearing Technologies, and Speech Acoustics, and Auditory-Verbal Therapy This section covers audiology and AVT, hearing aids, implantable and hearing assistive devices, and in-depth speech acoustics for AVT. Part III: Developmental Domains in Auditory-Verbal Therapy This section covers the development of listening, three-dimensional conversations, speech, play, cognition, and literacy, as applied to AVT. Part IV: The Practice of Auditory-Verbal Therapy Here strategies for developing listening, talking, and thinking in AVT are covered, including parent coaching, the AVT Session: planning, delivery and evaluation, music and singing, assessment, and inclusion of "AVT children" in the regular preschool. Part V: Extending and Expanding the Practice of Auditory-Verbal Therapy The final section includes information on children with complex hearing issues, children with additional challenges, multilingualism, children and families experiencing adversity, tele-practice, coaching and mentoring practitioners, and cost-benefit of AVT.

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figurative language goals speech therapy: No Glamour Language Middle School Catherine E. Keeney, 2002-08-01

figurative language goals speech therapy: Autism Spectrum Disorder Christopher J. McDougale, 2016 The Primer on Autism Spectrum Disorder provides a quick yet comprehensive overview of clinically-relevant topics related to autism spectrum disorder (ASD) for the medical or mental health student, trainee, or recent graduate who seeks efficient learning. Aspects of diagnosis, etiology, treatment and care delivery systems are covered by leading experts. Clinical vignettes, highlighted Key Points, and illustrative photos, figures and tables are used to enhance the learning experience for the reader.

figurative language goals speech therapy: Speech in Action Jim Elliott, Lois Jean Brady, America X. Gonzalez, 2011-07-15 Children, particularly those on the autism spectrum, are able to acquire communication skills much more easily when their learning incorporates movement. Even very simple actions such as tapping and hand clapping can have a noticeable impact on their speech and language development. Speech in Action is an innovative approach to learning that combines simple techniques from speech and language pathology with physical exercises that have been carefully designed to meet the individual child's particular needs and abilities. This practical workbook describes the approach, and how it works, and contains 90 fully-photocopiable lesson plans packed with fun and creative ideas for getting both mouth and body moving. Suitable for use either at school or at home, the activities can be dipped into in any order, and are organised by level of ability, with something for everyone. The final chapter contains the success stories of children the authors have used the activities with, demonstrating how the approach can be used in practice. This will be a useful resource for teachers, occupational therapists, and other professionals who work with children with delayed communication skills, as well as parents and carers who would like to support their child's speech and language development at home.

figurative language goals speech therapy: School-Age Language Intervention Teresa A. Ukrainetz, 2014-11-15

figurative language goals speech therapy: Who Sank the Boat? Pamela Allen, 2007 Besides the sea, on Mr Pepper's place, there lived a cow, a donkey, a sheep, a pig, and a tiny little mouse. One warm sunny morning for no particular reason, they decided to go for a row in the bay . . .

figurative language goals speech therapy: A Guide to Clinical Assessment and Professional Report Writing in Speech-Language Pathology Cyndi Stein-Rubin, Renee Fabus, 2024-06-01 Learning to assess speech and language disorders and write diagnostic reports may be an overwhelming experience, especially when most texts don't cover both topics at once. With that in mind, *A Guide to Clinical Assessment and Professional Report Writing in Speech-Language Pathology*, Second Edition combines the latest assessment protocols and diagnostic techniques with vital diagnostic report writing tools into a single definitive guide. Cyndi Stein-Rubin, Renee Fabus, and their contributors recognize that clinical assessment is inextricably linked to report writing and have updated this Second Edition to synthesize the two. Following the introductory chapters, which discuss the basics of assessment and report writing, each subsequent chapter focuses on a particular disorder, provides in-depth assessment tools, and presents a corresponding sample report. Key Features: An inventory and explanation of formal and informal assessment measures A glossary of key vocabulary Sample case histories with assessment tools Relevant and useful interview questions Each disorder's background and characteristics Assessment parameters A differential diagnosis section A model report The accessible format of *A Guide to Clinical Assessment and Professional Report Writing in Speech-Language Pathology*, Second Edition will help students learn how to assess and document speech and language disorders and will also make for a perfect reference for them as clinicians for years to come.

figurative language goals speech therapy: Treatment Resource Manual for Speech-Language Pathology Froma P. Roth, Colleen K. Worthington, 2018-05-15 Reprint. Originally published: Clifton Park, NY: Cengage Learning, [2016].

figurative language goals speech therapy: *Handbook of Treatment Planning for Children with Autism and Other Neurodevelopmental Disorders* Pamela McPherson, 2022-10-25 This handbook addresses treatment planning for children with autism spectrum disorder (ASD) and other neurodevelopmental disabilities (NDDs) using a medical home perspective. It examines the medical home model, which has been promoted as the standard of care by the American Academy of Pediatrics since 2002, emphasizing collaboration between patients, families, and providers to optimize care. The handbook addresses treatment planning, including the coordination of the care provided by multiple specialists with a clear, shared vision for maximizing each child's potential. Key areas of coverage include: · Elements of treatment planning, history of the medical home model, documentation, and strategies to facilitate communication. · Goals of treatment from the perspectives of the family, person served, care providers, and fiscal and regulatory bodies. · Role of each specialist, highlighting the most common conditions experienced by children with ASD and other NDD with expectations for assessment and treatment. · Detailed recommendations for making referrals and assisting the child and family in preparing for appointments. The *Handbook of Treatment Planning for Children with Autism Spectrum Disorder and Other Neurodevelopmental Disabilities* is a must-have resource for researchers, professors, and graduate students as well as clinicians, therapists, and other professionals across such interrelated disciplines as clinical child, school, and developmental psychology, child and adolescent psychiatry, social work, rehabilitation medicine/therapy, pediatrics, and special education.

figurative language goals speech therapy: *Alexander's Outing* Pamela Allen, Jenny Seedsman, 1994 'Stay close, take care,' quacked Alexander's mother. But Alexander was a wayward duckling - he straggled behind ... and disappeared down a deep dark hole ...

figurative language goals speech therapy: *Language Theatre for Group Therapy* Ana Pula G. Mummy, Claudia Doan, 2019-08

figurative language goals speech therapy: *When a Dragon Moves In* Jodi Moore, 2015-01-01 On a beautiful day at the beach, a young boy brings his bucket, shovel, and imagination, and builds a perfect sand castle. Right away, a dragon moves in. The boy decides to befriend his dragon and they spend time roaming the shore, flying a kite, braving the waves, defying bullies, and roasting marshmallows—all while Dad is busy sunbathing and Mom is engrossed in her book. Unfortunately, no one believes the boy when he tries to share the news of this magnificent creature.

That's when the mischief begins, and the dragon becomes a force to be reckoned with. While adults will recognize the naughty antics as a ploy for attention, children will dissolve into giggles as the dragon devours every last sandwich, blows bubbles in the lemonade, and leaves claw prints in the brownies. Maybe the dragon really is running amok on the beach, or maybe it's a little boy's imagination that is running wild.

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