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Following verbal directions

For preschoolers and children in special education



***Maria Paphiti, M.A., CCC-SLP, ECSF
Speech-Language Pathologist***

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Nicosia – Cyprus, 2015



ISBN: 978-9963-2231-3-8

About the author

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Maria Paphiti holds a dual Bachelor of Arts in Elementary Education and Communication Arts and Sciences (Cum Laude) from Queens College of the City University of New York (1994) and a Master of Arts in Speech Language Pathology from the same university (1996). She holds a Certification of Clinical Competence (ASHA) since 1997. She has 19 years of clinical working experience, mostly with children. After working for 2 years in Special Education Schools in N.Y., she moved to Cyprus. For the last 17 years she has been providing services to children in the public school system of the Cyprus Ministry of Education and Culture. In 2011, she completed the European Specialization Course on Fluency Disorders. She is a certified member of ASHA and a registered speech-language pathologist in Cyprus. She has been a member of many organizing committees for seminars and conferences in Cyprus and has also served in the past as President of the Association of Registered Speech-Language Pathologists of Cyprus. She has recently become involved in research. She is a member of a research team which works towards the official translation, adaptation and standardization of the BAB test and the KiddyCat test (Brutten & Vanryckeghem) for fluency.

Special interests: Fluency, Early Intervention, Phonology and Apraxia of Speech.

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Individualized Educational Program goals

This manual can be used by speech-language pathologists, special educators, occupational therapists and kindergarten teachers. All the material that I have produced is based on my clinical experience of working with children with special educational needs both in the United States and in Cyprus. My inspiration, of course, has been each and every one of my students.

I believe that learning begins when we learn to listen carefully. The worksheets in this manual can be used in two different ways. They can be used either at the beginning of therapy, in order to grasp the child's attention –get him/her to settle down and start working, or for teaching specific concepts. The manual is designed in such manner as to address the individualized needs of each child it is used with. Below, I am listing a number of long-term goals and short-term goals that can be accomplished through the use of the materials provided in this eBook-manual.

Long-term goal:

- To improve the child's ability to comprehend simple verbal directions.

Short-term goals:

The child will be able to...

- identify objects that go together (1:2), in 9 out of 10 times,
- identify objects that go together (1:4), in 9 out of 10 times,
- follow one-step verbal directions, in 9 out of 10 times,
- follow one-step verbal directions with the verb "circle", in 9 out of 10 times,
- follow one-step verbal directions with the verb "underline", in 9 out of 10 times,
- follow one-step verbal directions with the verb "cross out", in 9 out of 10 times,
- follow one-step verbal directions in 9 out of 10 opportunities (identifying big),
- follow one-step verbal directions in 9 out of 10 opportunities (identifying small),
- follow one-step verbal directions in 9 out of 10 opportunities (identifying medium).

Big

Listen carefully.

Point to the big duckling.



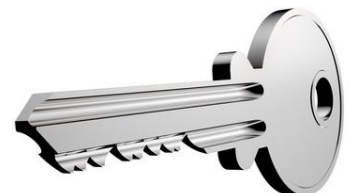
Listen carefully.

Point to the medium-size doghouse.



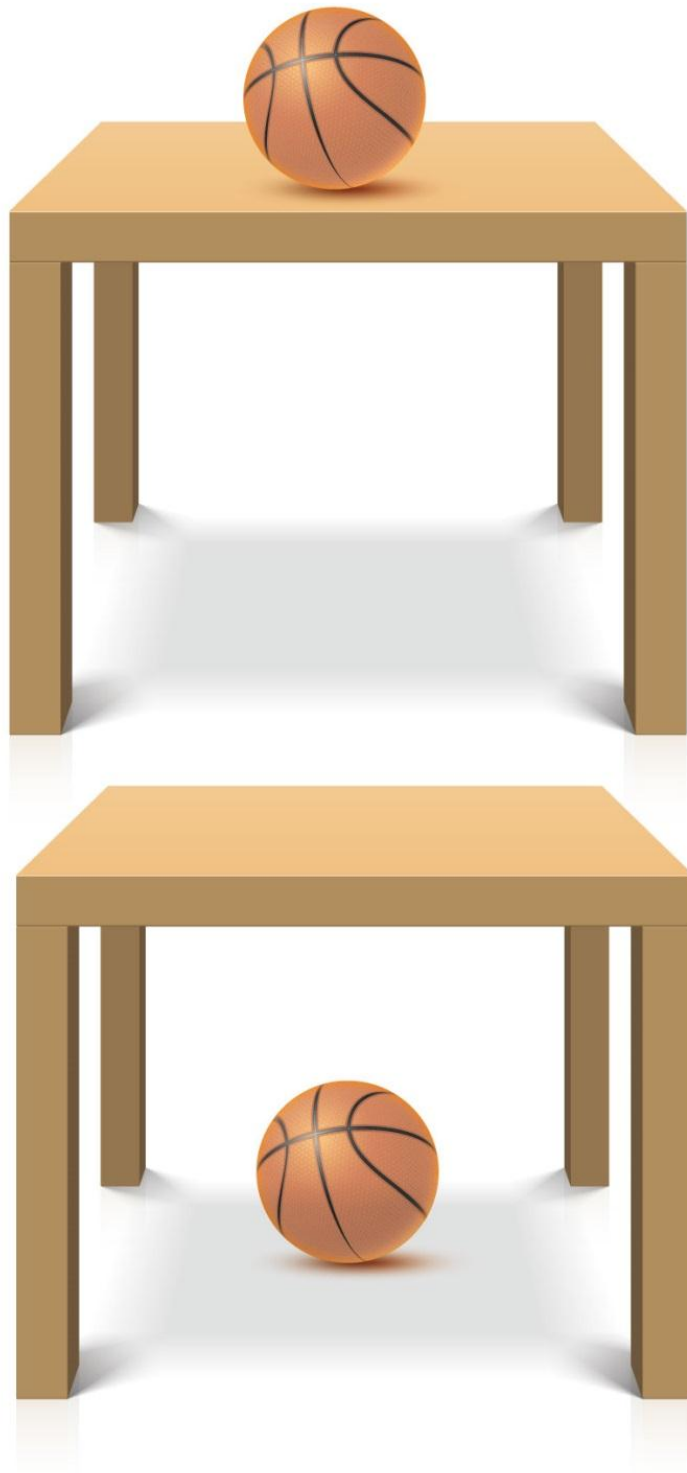
Listen carefully.

Draw a line to connect the two pictures that go together.



Listen carefully.

Circle: the basketball is under the table.





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Listen carefully.

Circle: the apple is under the table.



Circle: the cup is under the table.



Circle: the bowl is under the table.



Listen carefully.

Circle the baby.



Circle the wallet.



Circle the jam.



Circle the car.



Circle the key.



Listen carefully.

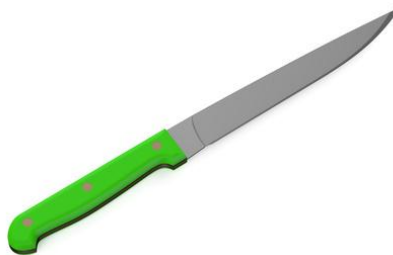
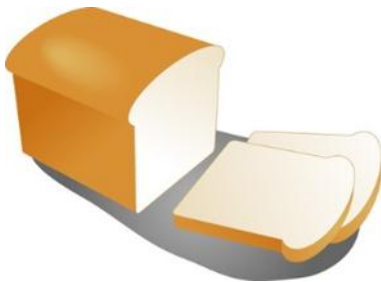
Circle with a green pencil what we put on our feet when it's raining.

Circle with a green pencil what we hold over our head when it's raining.



Circle with a red pencil what helps us with spreading.

Circle with a brown pencil what we spread on the bread.



Circle with a green pencil what lives in a pond.

Circle with a yellow pencil what lives in the ocean.



Listen carefully.

Cross out the jar on the left.



Circle the wallet on the left.



Underline the green board on the left.





ISBN: 978-9963-2231-3-8