



All rights reserved. Except for the inclusion of brief quotations in a review, no part of this book may be reproduced or utilized in any form or by any means, electronic or mechanical, including photocopying, recording or by an information storage and retrieval system, without permission in writing from the author. This book is intended to be printed only by its owner and to be used during therapy or teaching.

Nicosia – Cyprus, 2015



ISBN: 978-9963-2231-4-5

About the author

*Maria Paphiti, M.A., CCC-SLP, ECSF
Speech-Language pathologist
European Specialization on Fluency Disorders*

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 KiddyCat test (Brutten & Vanryckeghem) for fluency.

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

Table of Contents

Individualized Educational Program goals	4 – 5
Auditory Processing games.....	7 - 35
Two-step verbal directions (repeated verb).....	36 - 44
Two-step verbal directions (two verbs).....	45 - 53
Two-step verbal directions (repeated verb - four elements).....	54 –64
Two-step verbal directions (two verbs - four elements).....	65 –78
One-step written directions (three elements)	79 - 86
One-step written directions (four elements)	87 - 94
One-step written directions (five elements).....	95 - 99
Two-step written directions (five elements)	100 – 104
Two-step written directions (five elements)	105 – 112
Two-step written directions (seven elements).....	113 - 120
Two-step written directions (eight elements).....	121 - 127
Two-step written directions (nine elements)	128 - 133

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. In addition, I was inspired by the book of Margaret John Maxwell (educator), entitled «Listening Games».

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 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 auditory comprehension of one-step verbal directions.

Short-term goals:

The child will be able to...

- identify and name two out of four objects/words/concepts that belong to a given category, after being told twice, in 9 out of 10 times.
- identify and name two out of four objects/words/concepts that belong to a given category, after being told once, in 9 out of 10 times.
- identify and name two out of four objects/words/concepts that don't belong to a given category, after being told twice, in 9 out of 10 times.
- identify and name two out of four objects/words/concepts that don't belong to a given category, after being told once, in 9 out of 10 times.

Long-term goal:

- To improve the child's comprehension of written directions with visual cueing.

Short-term goals:

The child will be able to...

- follow two-step written directions with a repeated verb, with visual cueing, in 9 out of 10 times.
- follow two-step written directions with two verbs, with visual cueing, in 9 out of 10 times.
- follow two-step written directions with a repeated verb, with no visual cueing, in 9 out of 10 times.
- follow two-step written directions with two verbs, with no visual cueing, in 9 out of 10 times.

Long-term goal:

- To improve the child's comprehension of simple written directions with no visual cueing.

Short-term goals:

The child will be able to...

- follow one-step written direction with three elements, with no visual cueing, in 9 out of 10 times.
- follow one-step written direction with four elements, with no visual cueing, in 9 out of 10 times.
- follow one-step written direction with five elements, with no visual cueing, in 9 out of 10 times.
- follow one-step written direction with six elements, with no visual cueing, in 9 out of 10 times.
- follow one-step written direction with seven elements, with no visual cueing, in 9 out of 10 times.
- follow one-step written direction with eight elements, with no visual cueing, in 9 out of 10 times.
- follow one-step written direction with nine elements, with no visual cueing, in 9 out of 10 times.

Auditory Processing games

Listen carefully to the category name. After that, please tell me the two words that don't belong to it.

1. **cold** – snow, ice, oven, fire.
2. **hard** – rock, wood, pillow, soup.
3. **heavy** – napkin, bus, piano, feather.
4. **tall** – giant, building, puppy, baby.
5. **yellow** – sun, sky, banana, coffee.
6. **liquid** – desk, smoke, soup, tea.
7. **appliances** – dishwasher, glass, plate, television.
8. **school** – desk, scarf, book, dog.
9. **smelly** – table, perfume, flower, telephone.
10. **shiny** – lamp, night, darkness, sun.

--

Learning to listen carefully

First, listen carefully to the word I am about to tell you. Then tell me two more words that begin with the same sound.

1. pot			11. lamp		
2. man			12. vet		
3. book			13. fish		
4. lake			14. pink		
5. cat			15. thief		
6. tent			16. teacher		
7. elephant			17. net		
8. umbrella			18. food		
9. chair			19. soup		
10. ant			20. eat		

Success Rate:

Two-step verbal directions (repeated verb)

Follow the directions

Underline the books and the armchair.



Underline the owl and the whale.



Cross out the present and the bus.



Underline the glass and the bed.



Underline the money and the cat.



Two-step verbal directions (repeated verb - four elements)

Follow the directions

Circle the small and the big cap.



Circle the medium-size and the big t-shirt.



Underline the small and the big pencil sharpener.



One-step written directions (three elements)

Follow the direction

Take a pencil. Read each direction once.

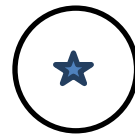
1. Write number nine. _____
2. Write number three. _____
3. Write number one. _____
4. Write number seven. _____
5. Write number eight. _____
6. Write number twelve. _____
7. Write number five. _____
8. Write number two. _____
9. Write number eleven. _____
10. Write number zero. _____

Success Rate:

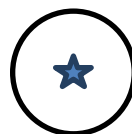
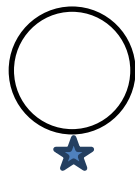
One-step directions (four elements)

Follow the direction. Read it only once.

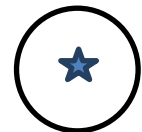
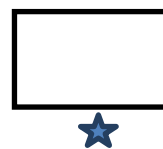
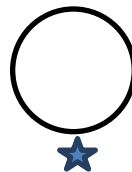
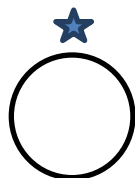
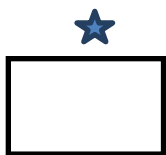
Circle the star which is inside the rectangle.



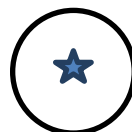
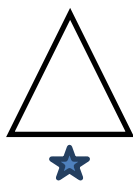
Circle the star which is next to the circle.



Underline the star which is above the circle.



Cross out the star which is inside the triangle.



Two-step written directions (eight elements)

Follow the direction. Read it only once.

Take a red, green, blue, orange and black colored pencil.

1. Draw one black circle around a red circle.
2. Draw two green squares around a red rectangle.
3. Draw one blue triangle around a black circle.
4. Draw one black triangle around a green square.
5. Draw one red circle around a blue circle.

Success Rate:



λογουεργα
www.logouerga.com

ISBN: 978-9963-2231-1-4