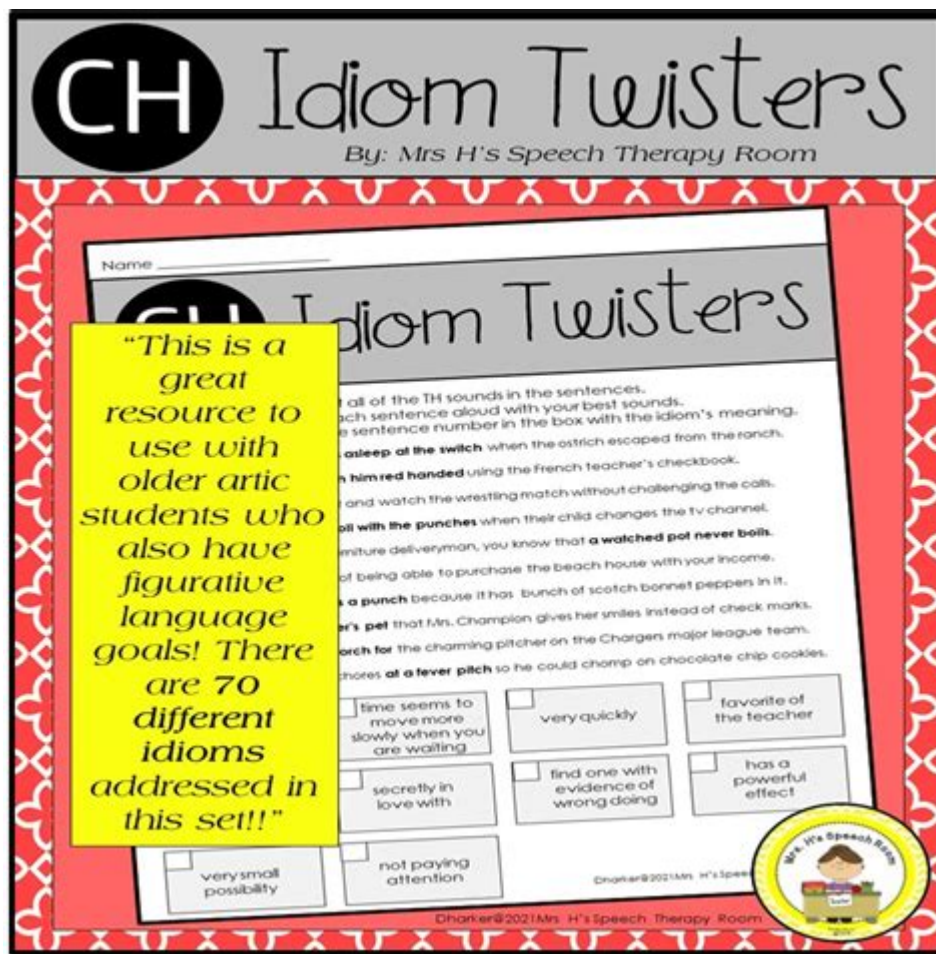


# Figurative Language Goals Speech Therapy



## Figurative Language Goals: A Speech Therapist's Guide to Enhancing Communication

Unlocking the power of language goes beyond literal meanings. Figurative language, the vibrant tapestry of metaphors, similes, and idioms, is crucial for effective and engaging communication. For speech-language pathologists (SLPs), mastering the implementation of figurative language goals in therapy is key to helping clients develop richer, more nuanced communication skills. This comprehensive guide will equip you with the knowledge and strategies needed to effectively integrate figurative language goals into your speech therapy sessions, leading to significant improvements in your clients' communication abilities. We'll explore various types of figurative language, assessment strategies, goal setting techniques, and engaging therapeutic activities.

## Understanding Figurative Language and its Importance

Figurative language breathes life into our conversations. It adds depth, color, and personality to our expressions, making them memorable and impactful. But for individuals struggling with language processing or comprehension, understanding and using figurative language can be a significant challenge. This difficulty can impact various aspects of their social, academic, and professional lives.

#### #### Types of Figurative Language Addressed in Speech Therapy:

Similes: Direct comparisons using "like" or "as" (e.g., "He's as strong as an ox").

Metaphors: Implicit comparisons without "like" or "as" (e.g., "He's a bulldozer").

Idioms: Expressions whose meanings are not literal (e.g., "It's raining cats and dogs").

Proverbs: Short, wise sayings expressing a general truth (e.g., "A bird in the hand is worth two in the bush").

Hyperbole: Exaggeration for effect (e.g., "I'm so hungry I could eat a horse").

Personification: Giving human qualities to inanimate objects (e.g., "The wind whispered secrets").

## **Assessing Figurative Language Skills: A Foundation for Goal Setting**

Before developing targeted interventions, a thorough assessment is vital. This involves observing the client's spontaneous language use and employing formal and informal assessments to gauge their understanding and production of various figurative language forms.

#### #### Assessment Methods:

Informal Assessment: Observing language samples during conversation, storytelling, and play activities.

Formal Assessment: Utilizing standardized tests designed to assess figurative language comprehension and production. These tests often provide age-appropriate norms and detailed profiles of individual strengths and weaknesses.

Curriculum-Based Measurement (CBM): Analyzing the client's performance on tasks related to their academic curriculum, such as interpreting figurative language in reading passages.

## **Developing Effective Figurative Language Goals in Speech Therapy**

Once you've assessed your client's skills, crafting specific, measurable, achievable, relevant, and time-bound (SMART) goals is crucial. These goals should be tailored to the client's individual needs and progress.

#### #### Goal Examples:

Comprehension: "The client will correctly interpret the meaning of 8 out of 10 presented similes with 80% accuracy across three consecutive sessions."

Production: "The client will spontaneously use at least one simile or metaphor during conversational speech in 5 out of 7 therapy sessions."

Application: "The client will correctly identify and explain the meaning of three idioms within a given context in a short story writing activity."

## **Engaging Activities for Figurative Language Therapy**

Therapy sessions should be interactive and fun to promote client engagement and maximize learning.

#### Activity Ideas:

Card Games: Matching idioms to their meanings, creating similes based on picture prompts.

Storytelling: Incorporating figurative language into narratives, interpreting figurative language in stories read aloud.

Role-Playing: Using figurative language in different social scenarios.

Art Therapy: Creating visual representations of metaphors and similes.

Games: Employing commercially available games that focus on vocabulary development and language comprehension.

## **Monitoring Progress and Adapting Interventions**

Regular monitoring of the client's progress is essential for ensuring the effectiveness of the chosen intervention strategies. This involves tracking data from therapy sessions, adjusting goals as needed, and celebrating achievements along the way. Regular feedback loops with the client and their caregivers are also vital for fostering motivation and supporting generalization of skills to real-world settings.

## **Conclusion**

Integrating figurative language goals into speech therapy is pivotal for fostering well-rounded communication skills. By combining thorough assessment, targeted goal setting, and engaging therapeutic activities, SLPs can empower clients to communicate effectively, enriching their lives and building confidence. Remember to tailor your approach to each client's individual needs, utilizing a combination of strategies to maximize their progress.

# FAQs

1. What age is appropriate to start targeting figurative language in speech therapy? Figurative language development typically begins in early elementary school, but intervention can be initiated earlier if significant deficits are observed. The specific age depends on the child's overall language abilities and developmental level.
2. How can I differentiate figurative language instruction for students with different learning styles? Use a multimodal approach! Incorporate visual aids, auditory input, hands-on activities, and kinesthetic experiences to cater to diverse learning preferences.
3. How do I know if my figurative language goals are effective? Track progress using data collected during therapy sessions. Regularly assess comprehension and production skills and adjust goals as needed. Observe generalization of learned skills in real-world contexts.
4. Are there any specific resources or materials available for figurative language therapy? Many commercial resources exist, including workbooks, games, and software specifically designed to target figurative language skills. Search online for "figurative language therapy resources" to find a variety of options. Consult with experienced speech therapists for recommendations.
5. What if my client struggles with understanding even literal language? Figurative language intervention should be implemented after foundational literal language skills have been established. Prioritize addressing core language deficits before introducing more complex concepts. Address literal comprehension first.

**figurative language goals speech therapy: Boo Hoo Bird** Jeremy Tankard, 2009 When Bird gets hit on the head while playing ball, his friends have many suggestions to try to make him feel better.

**figurative language goals speech therapy: *Speech Practice Material*** Thomas, Jack E., 2008-07-01 This book features materials that are not based on or related to any particular treatment program. They are intended to be versatile, flexible, and used in many ways for many populations. Some of the stimuli are tried-and-true with some new variations. Decisions about whom to use it with, how, and why, are in the hands, judgment, and creativity of the clinician. This book invites therapists to think critically and study and apply the best evidence and practice guidelines from the current professional literature.

**figurative language goals speech therapy: Special Education in Contemporary Society** Richard M. Gargiulo, 2012 Special Education in Contemporary Society: An Introduction to Exceptionality is designed for use by preservice and inservice teachers who will teach students with special needs in the general classroom. The text provides a rare glimpse into the lives of persons 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.

**figurative language goals speech therapy: *Introducing Autism*** Ruth Eren, 2024-06-01 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.

**figurative language goals speech therapy: Language Intervention for School-Age Students** Geraldine P. Wallach, 2007-09-25 Language Intervention for School-Age Students is your working manual for helping children with language learning disabilities (LLD) gain the tools they need to succeed in school. Going beyond the common approach to language disorders in school-age populations, this innovative resource supplements a theoretical understanding of language intervention with a wealth of practical application strategies you can use to improve learning outcomes for children and adolescents with LLD. Well-referenced discussions with real-life examples promote evidence-based practice. Case histories and treatment strategies help you better understand student challenges and develop reliable methods to help them achieve their learning goals. Unique application-based focus combines the conceptual and practical frameworks to better help students achieve academic success. Questions in each chapter encourage critical analysis of intervention methods for a deeper understanding of the beliefs behind them. In-depth coverage of controversial topics challenges your understanding and debunks common myths. Realistic examples and case studies help you bridge theory to practice and apply intervention principles. Margin notes 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.

**figurative language goals speech therapy: Clinical Computing Competency for Speech-language Pathologists** Paula S. Cochran, Christine L. Appert, 2005 Paula Cochran, one of ASHA's leading computer experts, guides speech-language pathologists through key competencies that improve intervention and assessment.

**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: Listening and Spoken Language Therapy for Children With Hearing Loss** Sylvia Rotfleisch, Maura Martindale, 2021-12-07 Listening and Spoken Language Therapy for Children With Hearing Loss: A Practical Auditory-Based Guide is a

well-organized and practical textbook based on a proven spoken language, speech, and listening model for teaching children with hearing loss. Supported by decades of research and experience, the stage-based model is presented with clear steps for intervention. Written in easy-to-understand language, this textbook is accessible to university students who are new to the field of hearing loss, as well as to new and experienced professionals. It is a highly applicable tool for providing auditory-based therapy which supports professionals to empower parents and caregivers. The stages emphasized in this textbook are developmental in nature, starting with the prelinguistic level and ending with advanced communication. Unlike the traditional age approach, this unique system can address any child regardless of age intervention. Operating based on the understanding that language is acquired through meaningful social interaction, the “stages not ages” system can be used for late starters, English learners, and children with additional disabilities. Key Features: \* A color-coding system for the model and a consistent presentation of content and tables provide clarity and a streamlined experience \* A comprehensive case study for each stage puts the approach into context \* Easy-to-use resources, in the form of tables and handouts for parents, give professionals ready-made tools for working with families \* Explanations of proven strategies, including speech acoustics applications, Rainbow audiogram,  $E=mc^2$ , Activities of Daily Living (ADL) theory, cookie 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: 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.

**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: 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: Language Disorders from Infancy Through Adolescence - E-Book** Rhea Paul, Courtenay Norbury, 2012-01-14 Language Disorders from Infancy Through Adolescence, 4th Edition is the go-to text for all the information you need to properly assess childhood language disorders and provide appropriate treatment. This core resource spans the entire developmental period through adolescence, and uses a descriptive-developmental approach to present basic concepts and vocabulary, an overview of key issues and controversies, the scope of communicative difficulties that make up child language disorders, and information on how language pathologists approach the assessment and intervention processes. This new edition also features significant updates in research, trends, instruction best practices, and social skills assessment. Comprehensive text covers the entire developmental period through adolescence. Clinical application focus featuring case studies, clinical vignettes, and suggested projects helps you apply concepts to professional practice. Straightforward, conversational writing style makes this book easy to read and understand. More than 230 tables and boxes summarize important 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.

**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:** *IEP Goal Writing for Speech-Language Pathologists* Lydia Kopel, Elissa Kilduff, 2020-06-15 IEP Goal Writing for Speech-Language Pathologists: Utilizing State Standards, Second Edition familiarizes the speech-language pathologist (SLP) with specific Early Learning Standards (ELS) and Common Core State Standards (CCSS) as well as the speech-language skills necessary for students to be successful with the school curriculum. It also describes how to write defensible Individualized Education Plan (IEP) goals that are related to the ELS and CCSS. SLPs work through a set of steps to determine a student's speech-language needs. First, an SLP needs to determine what speech-language skills are necessary for mastery of specific standards. Then, the SLP determines what prerequisite skills are involved for each targeted speech-language skill. Finally, there is a determination of which Steps to Mastery need to be followed. It is through this process that an SLP and team of professionals can appropriately develop interventions and an effective IEP. The text takes an in-depth look at the following speech-language areas: vocabulary, questions, narrative skills/summarize, compare and contrast, main idea and details, critical thinking, pragmatics, syntax and morphology, and articulation and phonological processes. These areas were selected because they are the most commonly addressed skills of intervention for students aged 3 to 21 with all levels of functioning. For each listed area, the text analyzes the prerequisite skills and the corresponding Steps to Mastery. It provides a unique, step-by-step process for transforming the Steps to Mastery into defensible IEP goals. The key is to remember that the goal must be understandable, doable,



measurable, and achievable. This text provides clear guidelines of quantifiable building blocks to achieve specific goals defined by the student's IEP. School-based SLPs are instrumental in helping students develop speech and language skills essential for mastery of the curriculum and standards. All SLPs working with school-aged children in public schools, private practice, or outpatient clinics will benefit from the information in this text. New to the Second Edition: \* Ten Speech and Language Checklists for determining speech and language needs of an individual, 3-21 years of age, as well as measuring progress. \* Material on measuring progress including five performance updates. \* Goal writing case studies for four students of different ages and skill levels. \* A thoroughly updated chapter on writing goals with up-to-date examples. \* Revised Prerequisite Skills and Steps to Mastery to reflect the current state of research. \* Expanded focus on evidence-based practice. Disclaimer: Please note that ancillary content (such as documents, audio, and video, etc.) may not be included as published in the original print version of this book.

**figurative language goals speech therapy:** Mooseltoe Margie Palatini, 2001 Moose thinks he has all his Christmas preparations taken care of, but at the last minute he must come up with a substitute for the Christmas tree.

**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:** Here's How to Provide Intervention for Children with Autism Spectrum Disorder Catherine B. Zenko, Michelle Peters Hite, 2013-10-01

**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:** Mosby's Review Questions for the

**Speech-Language Pathology PRAXIS Examination E-Book** Dennis M. Ruscello, Mosby, 2009-12-03 With approximately 1,400 practice questions – more than any other exam review – this book provides the most complete, reliable preparation available for the PRAXIS II subject assessment examination. Review questions can be selected to match the style and question distribution of the real exam to familiarize you with the examination experience and help you build test-taking confidence. This title includes additional digital media when purchased in print format. For this digital book edition, media content is not included.

**figurative language goals speech therapy: *Supporting Speech, Language & Communication Needs*** Kate Ripley, Jenny Barrett, 2008-09-23 Designed for all those who support older children and young adults with speech and language difficulties, this resource provides ideas, practical strategies and detailed information about the speech, language and communication needs (SLCN) of older students. Both authors have over 20 years experience of delivering courses to teachers, Special Needs Co-ordinators (SENCOs) and Specialist Outreach teachers in different local authorities, further education colleges and university departments. Kate Ripley is an Educational Psychologist, trainer and national and international conference speaker on themes related to speech, language and communication needs. Jenny Barrett is a Speech and Language Therapist with internationally recognised expertise in her field, who now works as a freelance consultant.

**figurative language goals speech therapy: *Linguistics and Language Behavior Abstracts***, 2005

**figurative language goals speech therapy: *Acquired Neurological Speech/Language Disorders In Childhood*** Bruce E Murdoch, 2017-07-28 The long-held belief that acquired aphasia in children is primarily of the non-fluent type has been challenged in recent years. This book discusses language problems arising from cerebro-vascular accidents occurring in childhood, and from other

**figurative language goals speech therapy: *Language Disorders from Infancy Through Adolescence*** Rhea Paul, 2007-01-01 This text provides students with the information needed to properly assess childhood language disorders and decide appropriate treatments. The book covers language development from birth to adolescence.

**figurative language goals speech therapy: *Thesaurus of ERIC Descriptors***, 1975

**figurative language goals speech therapy: *The Miraculous Journey of Edward Tulane*** Kate DiCamillo, 2009-09-08 The #1 NEW YORK TIMES bestseller -- now in a digest edition (Age 7 and up) Once, in a house on Egypt Street, there lived a china rabbit named Edward Tulane. The rabbit was very pleased with himself, and for good reason: he was owned by a girl named Abilene, who adored him completely. And then, one day, he was lost. . . . Kate DiCamillo takes us on an extraordinary journey, from the depths of the ocean to the net of a fisherman, from the bedside of an ailing child to the bustling streets of Memphis. Along the way, we are shown a miracle -- that even a heart of the most breakable kind can learn to love, to lose, and to love again. This beloved classic is now available in an accessible digest edition with black-and-white interior illustrations.

**figurative language goals speech therapy: *Treatment Companion*** Inna Itskovich, Megan Meyer, Miriam Shaffer, 2023-04-14 Whether you're working with a new student and don't know where to begin, or you have a long-term client and you're feeling stuck, *Treatment Companion: A Speech-Language Pathologist's Intervention Guide for Students With Developmental Delays and Disorders* provides ideas and strategies for a variety of common language goals. Speech-language pathologists (SLPs) often face the challenge of adapting interventions to meet the needs of students with severe or complex disorders and diagnoses. As seasoned clinicians, the authors fuse their real-world experience with up-to-date research to create a robust road map for customizing SLP intervention strategies. User friendly and straightforward, the *Treatment Companion* offers a conversational approach to identifying options and goals that meet students where they are, whether they are visual or kinesthetic learners, oral speakers or AAC users, engaged or distracted, from birth to age 21. With easy-to-navigate headings, examples, and visuals, this guide can be consulted on an as-needed basis. The suggestions and strategies are accessible and innovative, often not requiring any specialized supplies to implement. The *Treatment Companion* offers both novice and

experienced clinicians a valuable tool to support their clients in achieving the highest level of communication possible. Key Features: Language goals are divided into four levels that are aligned with developmental milestones Detailed figures feature examples of intervention resources and strategies (color versions provided on the companion website) Steps Toward Mastery outlines a progression for guiding students to mastery of a goal, from introduction of a skill to achieving independence and generalizing the skill Activities in Treatment offers suggestions for working on skills through specific therapy activities Demystifying Augmentative and Alternative Communication appendix provides an approachable overview and example scenarios for those new to AAC

**figurative language goals speech therapy: Related Services in Special Education** Lisa Goran, David F. Bateman, 2023-07-03 *Related Services in Special Education: Working Together as a Team* is a resource for anyone who works with school-age children with disabilities to showcase the professional expertise and value-add related services providers bring to the IEP team and school community. With a theme of intentional collaboration and communication, this book is written and organized for educators and administrators and designed as a go-to resource—a conversation starter for professional development and ongoing learning about how to increase the effectiveness of the school-based teams who support students with disabilities. The core chapters define related services, review the legal requirements and considerations, offer examples of related services and their providers, and provide strategies to effectively leverage the professional knowledge of all team members. This book is rich in resources, including end-of-chapter thinking and reflection questions, information on the law and Supreme Court cases that guide understanding of related services, an entire chapter of recommended resources to extend learning, and case-study examples to support connection of concepts to practice.

**figurative language goals speech therapy: Writing Useful, Accessible, and Legally Defensible Psychoeducational Reports** Michael Hass, Jeanne Anne Carriere, 2014-03-24 *PRACTICAL GUIDANCE ON WRITING USEFUL, ACCESSIBLE, AND LEGALLY DEFENSIBLE PSYCHOEDUCATIONAL REPORTS* From clearly identifying reasons for referral to making recommendations based on assessment results, *Writing Useful, Accessible, and Legally Defensible Psychoeducational Reports* offers practical guidance for creating reports that enhance the understanding of children and their strengths and challenges in order to better meet their educational and functional needs. The authors offer step-by-step guidelines for developing an assessment plan in a collaborative process with parents, teachers, and other professionals, choosing appropriate assessment and data collection tools, gathering relevant information, and providing clear and feasible individualized recommendations that directly respond to referral concerns in a format easily understood by parents and teachers. Ideal for graduate students in school psychology, school psychologists, and other professionals in related fields who work with children in a school setting, *Writing Useful, Accessible, and Legally Defensible Psychoeducational Reports*: Provides specific suggestions for increasing the usefulness and accessibility of reports including readability, positive phrasing, and vocabulary Illustrates how to develop well-formed questions and how to choose assessment tools to answer referral questions Reviews the legal mandates of report writing and discusses what must be included Demonstrates how to accurately document and integrate data from record review, interviews, observations, and tests Discusses how the use of the referral-based consultative assessment and report writing model can promote more active involvement in collaboration, prevention, and intervention Features numerous real-world cases, helpful checklists, examples of question-driven referral reports, and a model interview protocol

**figurative language goals speech therapy: Here's How to Do Accent Modification** Robert McKinney, 2019-03-15 *Here's How to Do Accent Modification: A Manual for Speech-Language Pathologists* is designed for speech-language pathologists (SLPs) working with clients on accent modification in American English. A growing number of non-native speakers are interested in improving their communication skills and SLPs need preparation to work with this clientele. The text provides copious advice and many diverse techniques for teaching accent modification, from the level of basic sounds to the level of discourse. The text emphasizes realistic goal setting, so that

clients focus on becoming effective communicators as opposed to sounding exactly like native speakers. The objective is a balance between clear and natural speech. Many SLPs favor intelligibility over naturalness because of their backgrounds working with speech delayed children, but with non-native speakers this often leads to unnatural speech and listeners focus on how something is said as opposed to what is said. Here's How to Do Accent Modification is uniquely geared toward the skills and backgrounds of SLPs working with clients in a one-on-one setting, but is also an excellent introductory text for any English as a Second Language (ESL) teacher. Robert McKinney brings this unique perspective as a speech-language pathologist with degrees in both Communication Disorders and Teaching English as a Second Language. Also included with the text are numerous practical activities and worksheets for working with clients. The ebook includes audio files and video clips to demonstrate working with non-native speakers.

**figurative language goals speech therapy: *Healing with Stories*** George W. Burns, 2007-05-04 An invitation to observe and learn the therapeutic art of storytelling *Healing with Stories* brings together a stellar collection of some of the world's most prominent practitioners, taking you inside their thinking and processes for working with metaphors. They represent the panorama of metaphor practice in psychotherapy today with considered, humorous, and compassionate case examples that step you through the intricacies for replicating their work in your own. This is a book for family therapists who work with children, adults, and families, as well as for hypnotherapists, cognitive behavioral therapists, narrative therapists, dynamic therapists, solution-focused therapists, and child therapists. In fact, all therapists who wish to communicate their therapeutic messages with the greatest effectiveness will find this book to be an essential and useful clinical tool. Contributors include: \* Richard Kopp \* Julie H. Linden \* Mikaela J. Hildebrandt \* Lindsay B. Fletcher \* Steven C. Hayes \* Michael D. Yapko \* Valerie E. Lewis \* Gregory Smit \* Joy Nel \* Christine Perry \* Joyce C. Mills \* Rubin Battino \* Carol A Hicks-Lankton \* Wendel A. Ray \* Jana P. Sutton \* Robert McNeilly \* Roxanna Erickson-Klein \* Angela Ebert \* Hasham Al Musawi \* Teresa Garcia-Sanchez \* George W. Burns Praise for *Healing with Stories* George Burns has done an expert job of compiling a definitive work that demystifies the ever-versatile metaphor. Whether you are a novice or an expert clinician, you will find a treasury of story interventions along with the 'inside scoop' on how each was created and applied to bring success in nineteen unforgettable case chapters. Better yet, you'll be able to create your own healing metaphors thanks to the expert guidance of a wide range of talented storytellers. Don't miss out on this one! --Maggie Phillips, PhD, author of *Finding the Energy to Heal* and coauthor of *Healing the Divided Self* If you want to be inspired, entertained, and enlightened, *Healing with Stories* is the book to read. George Burns, a master storyteller, has assembled a creative, diverse group of clinicians to share their ideas about how metaphor can be used with a variety of problems and clients. The result is a fascinating array of insights into metaphor's role in the healing process. --Richard G. Whiteside, MSW, author of *Becoming Dragon*

**figurative language goals speech therapy: *The Great Race*** Dawn Casey, 2018-09-01 Race with the animals of the Zodiac as they compete to have the years of the Chinese calendar named after them. The excitement-filled story is followed by notes on the Chinese calendar, important Chinese holidays, and a chart outlining the animal signs based on birth years.

**figurative language goals speech therapy: *Resources in Education*** , 1998-07

**figurative language goals speech therapy: *Journal of Speech-language Pathology and Audiology*** , 1997

**figurative language goals speech therapy: *Voices on the Margins*** Yenda Prado, Mark Warschauer, 2024-05-14 A rich view of inclusive education at the intersection of language, literacy, and technology—drawing on case study research in a diverse full-inclusion US school before, during, and after the COVID-19 pandemic. Despite advancing efforts at integration, the segregation of students with disabilities from their nondisabled peers persists. In the United States, 34 percent of all students with disabilities spend at least 20 percent of their instructional time in segregated classrooms. For students with intellectual or multiple disabilities, segregated placement soars to 80 percent. In *Voices on the Margins*, Yenda Prado and Mark Warschauer provide an ethnography of an

extraordinary full-inclusion public charter school in the western United States—Future Visions Academy. And they ask: What does it mean to be inclusive in today's schools with their increasingly pervasive use of digital technologies? *Voices on the Margins* examines the ways digital technologies support inclusion and language and literacy practices for culturally and linguistically diverse children with and without disabilities. A wide range of qualitative data collected in the case study illuminates three central themes: (1) the kinds of social organization that allow a fully inclusive environment for children with disabilities to thrive, (2) the ways that digital technologies can be used to help students express their voice and agency, while developing language and literacy skills, and (3) the ways that digital technologies can be used to foster stronger networks and connections between students, teachers, staff, and parents.

**figurative language goals speech therapy:** *Communication Therapy* Scott J. Bally, 1996 The information presented in this book is excellent. Highly recommended for upper-division undergraduate and graduate students, faculty, and practicing professionals.

**figurative language goals speech therapy:** *Thesaurus of ERIC Descriptors* , 1977

**figurative language goals speech therapy:** *Asha* American Speech-Language-Hearing Association, 1993

**figurative language goals speech therapy:** *Speech and Language Disorders in Children* 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.

**figurative language goals speech therapy:** *Introduction to Aural Rehabilitation* Raymond H. Hull, 2019-06-03 *Introduction to Aural Rehabilitation*, Third Edition provides comprehensive preparation for future audiology and speech-language pathology professionals to serve children and adults with hearing loss. The information is presented in a logical and readable sequence by first introducing the nature of aural rehabilitation, and then discussing considerations for children, adults, and older adults with impaired hearing. This thoroughly updated third edition includes the latest research and findings for each chapter topic: from hearing aid technology, non-hearing aid assistive technology, cochlear implant surgery and benefits, to techniques in speech and language development on behalf of children with impaired hearing and techniques for adult aural rehabilitation. Each chapter is authored by internationally recognized authorities on the topics of

working with those with impaired hearing, hearing aids for children and adults, the influence of hearing impairment on communication, family counseling, educational management, cochlear implantation, and many others. Introduction to Aural Rehabilitation highlights the most important clinical and practical aspects of providing aural rehabilitation services, while avoiding the technical detail of theoretical texts. Key Features: \* Contributions from more than 15 experts in the field of aural rehabilitation \* Chapter outlines begin each chapter and highlight key topics \* 15+ appendices with materials and scales for communication assessments New to the Third Edition: \* All chapters have been significantly revised, including updated and expanded references \* The latest information on cochlear implantation for children, surgical procedures and benefits, hearing aids, and non-hearing aid assistive listening devices \* Updated end-of-chapter study questions for use as test materials or as quizzes to test student retention of information

**figurative language goals speech therapy: The Cambridge Handbook of Psycholinguistics** Michael Spivey, Ken McRae, Marc Joanisse, 2012-08-20 Our ability to speak, write, understand speech and read is critical to our ability to function in today's society. As such, psycholinguistics, or the study of how humans learn and use language, is a central topic in cognitive science. This comprehensive handbook is a collection of chapters written not by practitioners in the field, who can summarize the work going on around them, but by trailblazers from a wide array of subfields, who have been shaping the field of psycholinguistics over the last decade. Some topics discussed include how children learn language, how average adults understand and produce language, how language is represented in the brain, how brain-damaged individuals perform in terms of their language abilities and computer-based models of language and meaning. This is required reading for advanced researchers, graduate students and upper-level undergraduates who are interested in the recent developments and the future of psycholinguistics.

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