

Language, testing, and goals

- How to connect to abstract thought and cognition
- A Developmental Process
- We do not “stand alone” we are a “TEAM”

LANGUAGE DEFINED

- Implication of language disorders
- What language enables us to become
- LANGUAGE is essence of ART and Culture
- LANGUAGE is embodiment of who we are and how we define ourselves as humans.
- NEUROTRIBES by Steve Silberman and introduction by Oliver Sacks
- THE INTEGRITY OF THE CLIENT!

The Celf 5 and the process

- Child walks in with parent and observation begins.
- Watch for behaviors, social language, use of expressive language as child interacts with toys, parents, others.

The entry to the therapy room for testing

- As we enter, the process begins. Anxiety mounts in parent and child. Allay fears with conversation toward parent and child regarding hobbies, favorites movies, sports, etc.
- My least favorite process is testing. A necessary “evil”.
- Preference for “DIAGNOSTIC THERAPY”
- Never underestimate the client based on test results, always abstract beyond that process and reach for more.

The CORE PLUS MORE

- Obviously I always give the CORE
- BREAK OFF TO OTHER SUBTESTS:
- Understanding Spoken Paragraphs
- Reading Comprehension
- Structured Writing
- OUTCOME IS FUNCTIONALITY

Subtests that are suggested: Understanding Spoken Paragraphs

THE TESTING BEGINS:

Each subtest is explained to parent and child as it is presented. It is also explained that the parent cannot interfere in the process but may comfort the child. The CORE is always given, but the extra subtests depend upon the reason for the testing.

Recalling Sentences

- This subtest is significant! Probably the most significant of all subtests!
- It tells me how an individual processes the complexity of spoken language and the difficulty he/she will have with organizing their language.
- Remember most of these subtests will correlate with each other.

Test results

- Once the analysis begins, the picture of the client unfolds
- Goals begin to develop
- Correlation begins between language and CAP results
- Report begins to flow

How to enable the therapy process

- Always remember it only works if it's contextual!
- Base therapy on the language process that is both social and practical to school
- Always use child's interest as well as homework to ensure context that is relevant.

Always preteach during the process

- Examples
- It's all about the question
- Diary of Anne Frank
- Le Grande Derangement - A classroom process
- Case study (James)
- Case Study (Donald)

AN IMPORTANT PHILOSOPHICAL PIECE

- Steve Silberman wrote in “Neurotribes”
- “Neurodiversity: the notion that conditions like autism, dyslexia, and attention-deficit/hyperactivity (ADHD) should be regarded as naturally occurring cognitive variations with distinctive strengths that have contributed to the evolution of technology and culture rather than mere checklists of deficits and dysfunctions.”