

executive functioning speech therapy goals

Executive Functioning Speech Therapy Goals: Enhancing Cognitive Communication Skills

executive functioning speech therapy goals are essential for individuals who face challenges in organizing, planning, and regulating their thoughts and actions during communication. These goals aim to strengthen the cognitive processes that underlie effective speech and language use, enabling clients to engage more successfully in social interactions, academic tasks, and daily life activities. Speech-language pathologists (SLPs) often incorporate executive functioning into their therapy plans because communication is not only about words but also about how we think, organize, and execute those words in real time.

Understanding the connection between executive functioning and speech therapy is crucial for crafting meaningful and achievable therapy goals that truly support an individual's communication development.

What Is Executive Functioning in Speech Therapy?

Executive functioning refers to a set of cognitive skills that help us manage and regulate our behavior, thoughts, and emotions. These skills include working memory, cognitive flexibility, inhibitory control, planning, organizing, and problem-solving. When these executive functions are impaired, communication can become disorganized, impulsive, or difficult to follow.

In speech therapy, executive functioning is addressed to help individuals better manage the mental processes involved in producing coherent and purposeful language. For example, a student who struggles with planning and organizing their ideas might find it difficult to tell a story or explain a concept clearly.

Why Are Executive Functioning Speech Therapy Goals Important?

Focusing on executive functioning within speech therapy goals allows for a more holistic approach to improving communication. Rather than just targeting vocabulary or articulation, therapy that includes executive functioning helps clients develop strategies to:

- Stay focused during conversations or tasks
- Organize their thoughts before speaking
- Monitor and adjust their language based on listeners' feedback
- Manage impulsivity when responding
- Remember multi-step instructions

By integrating these skills, clients can experience more meaningful progress in their daily communication, academic performance, and social interactions.

Common Executive Functioning Speech Therapy Goals

When setting executive functioning speech therapy goals, therapists tailor objectives based on the individual's unique needs, age, and context. Here are some common goals that address executive processes within communication:

1. Improving Working Memory for Language Tasks

Working memory is the ability to hold and manipulate information temporarily. In speech therapy, improving working memory might involve goals such as:

- Retaining and recalling multi-step directions during conversations or classroom activities
- Holding onto details in a story to summarize or retell it accurately
- Remembering key points when planning verbal responses

Exercises designed to build working memory could include repeating sequences, following complex instructions, or using visual aids to support verbal information.

2. Enhancing Cognitive Flexibility in Communication

Cognitive flexibility is the skill that allows a person to shift between tasks or adapt their thinking when situations change. In communication, this might involve:

- Adjusting language style depending on the listener (e.g., talking differently to a peer versus an adult)
- Changing topics smoothly during a conversation
- Problem-solving when misunderstandings occur

Speech therapy goals might focus on practicing perspective-taking or role-playing different conversational scenarios to build this adaptability.

3. Strengthening Inhibitory Control to Manage Impulsivity

Inhibitory control helps individuals resist impulsive responses and think before speaking. This is vital for maintaining respectful and effective communication. Goals related to inhibitory control could include:

- Pausing before answering questions to formulate a complete response
- Waiting for a turn during group discussions
- Avoiding interrupting others or speaking out of context

Therapists might use games or structured conversation exercises that encourage self-monitoring and delayed responses.

4. Developing Planning and Organizational Skills for Expressive Language

Organizing thoughts before speaking makes communication clearer and more impactful. Planning-focused goals often target:

- Creating outlines or story maps before telling a story or giving a presentation
- Using graphic organizers to sequence events or ideas logically
- Breaking down complex tasks into manageable verbal steps

These goals help individuals improve their ability to express ideas coherently and stay on topic.

Strategies for Incorporating Executive Functioning Goals in Speech Therapy

Addressing executive functioning in speech therapy requires a blend of direct skill-building and strategy teaching. Here are some effective approaches used by therapists:

Using Visual Supports and Tools

Visual aids like checklists, graphic organizers, and timers can help clients manage tasks and stay organized. For example, a checklist for conversation steps can guide someone through greeting, sharing information, and asking questions.

Implementing Self-Monitoring Techniques

Teaching clients to self-reflect and monitor their own communication helps build independence. This could involve using a “pause and think” signal or rating their own performance after an activity.

Embedding Executive Functioning in Functional Activities

Therapy becomes more meaningful when goals are practiced in real-life contexts. Role-playing social situations, planning a group project, or following multi-step recipes can integrate executive functioning skills with speech and language use.

Collaborating with Families and Educators

Because executive functioning impacts many areas of life, involving parents, teachers, and caregivers ensures consistency across environments. Sharing strategies and goals helps reinforce

skills outside therapy sessions.

Challenges and Considerations When Setting Executive Functioning Speech Therapy Goals

While targeting executive functioning is highly beneficial, it can be complex. One challenge is that these cognitive skills are interconnected and affect multiple domains, making it hard to isolate specific goals. Additionally, executive functioning deficits may vary widely among clients, requiring highly individualized plans.

Another consideration is that progress might be gradual and require frequent adjustments. Therapists must balance pushing for new skills with providing enough support to avoid frustration.

Lastly, cultural and developmental factors influence how executive functioning presents. For instance, younger children naturally have less developed planning abilities, so goals must be age-appropriate.

Tips for Effective Goal Writing

- Use clear, measurable objectives that specify the skill, context, and expected outcome (e.g., "The client will organize a 3-step narrative using a graphic organizer with 80% accuracy.")
- Incorporate client interests to boost engagement
- Break complex skills into smaller, manageable steps
- Regularly review and update goals based on progress and changing needs

The Role of Technology in Supporting Executive Functioning Goals

Technology can be a game-changer in executive functioning speech therapy. Apps designed for organization, time management, and memory support can complement traditional therapy. For example, digital planners or reminder apps help clients practice planning and task initiation.

Interactive programs that simulate social scenarios or provide immediate feedback can also enhance cognitive flexibility and self-regulation skills. When used thoughtfully, technology facilitates carryover of executive functioning strategies into everyday life.

Integrating executive functioning speech therapy goals into treatment plans opens doors for clients to become more confident, organized, and effective communicators. By focusing on the cognitive underpinnings of communication, speech therapy can address the root causes of many language difficulties, empowering individuals to navigate conversations and tasks with greater ease. Whether working with children in school settings or adults facing cognitive challenges, these goals foster vital

skills that extend far beyond speech alone.

Frequently Asked Questions

What are executive functioning goals in speech therapy?

Executive functioning goals in speech therapy focus on improving cognitive skills such as planning, organization, problem-solving, working memory, and self-regulation to enhance communication and daily functioning.

Why is targeting executive functioning important in speech therapy?

Targeting executive functioning is important because these cognitive processes support effective communication, social interactions, and academic success, helping individuals manage tasks and regulate their behavior.

Can speech therapy improve executive functioning skills?

Yes, speech therapy can improve executive functioning skills by incorporating strategies that enhance attention, memory, organization, and flexible thinking within communication contexts.

What are some examples of executive functioning speech therapy goals?

Examples include improving the ability to follow multi-step directions, enhancing working memory for conversational details, developing planning skills for storytelling, and increasing self-monitoring during social interactions.

How do speech therapists assess executive functioning in clients?

Speech therapists assess executive functioning through standardized tests, observational checklists, and language-based tasks that evaluate memory, attention, sequencing, problem-solving, and self-regulation abilities.

Are executive functioning goals relevant for all ages in speech therapy?

Yes, executive functioning goals are relevant across the lifespan as these skills are essential for communication, learning, and daily living, from young children to adults.

How can parents support executive functioning goals at home?

Parents can support these goals by providing structured routines, breaking tasks into manageable

steps, encouraging planning and organization, and practicing memory and problem-solving activities with their child.

What role does self-regulation play in executive functioning speech therapy goals?

Self-regulation is a key component of executive functioning goals, helping individuals control impulses, manage emotions, and maintain attention, which are critical for effective communication and social interaction.

Additional Resources

Executive Functioning Speech Therapy Goals: Enhancing Cognitive-Communication Skills

executive functioning speech therapy goals represent a critical component in the intervention strategies for individuals facing challenges related to planning, organization, problem-solving, and self-regulation within communication contexts. Executive functioning, broadly defined as the cognitive processes that enable goal-directed behavior, plays a pivotal role in effective communication, social interaction, and academic or occupational success. Speech-language pathologists (SLPs) increasingly recognize the necessity of integrating executive functioning objectives into therapy to address the complex interplay between cognition and communication.

This article delves into the nuances of executive functioning speech therapy goals, exploring their significance, formulation, and implementation within clinical practice. By examining current methodologies and therapeutic targets, the discussion highlights how tailored interventions can promote functional improvements in real-world settings.

Understanding Executive Functioning in Speech Therapy

Executive functioning encompasses a set of mental skills including working memory, cognitive flexibility, inhibitory control, planning, and organization. These skills are essential for managing everyday tasks and adapting communication strategies dynamically. In speech therapy, deficits in executive functioning may manifest as difficulties following multi-step instructions, maintaining conversational topics, organizing thoughts coherently, or managing impulsivity during interactions.

Integrating executive functioning goals into speech therapy requires a comprehensive assessment of an individual's cognitive-communication profile. Standard language assessments often overlook these higher-order processes, thereby necessitating specialized tools and observational strategies to identify specific executive impairments impacting communication.

Significance of Executive Functioning Goals in Speech

Therapy

Traditional speech therapy focuses predominantly on linguistic components such as articulation, syntax, and semantics. However, executive functioning goals extend beyond pure language mechanics to address how cognitive control influences communication effectiveness. For example, a child with attention deficit hyperactivity disorder (ADHD) may have intact language skills but struggle with organizing narratives or maintaining topic relevance due to executive dysfunction.

By incorporating executive functioning objectives, therapy can foster improved problem-solving during conversations, enhance self-monitoring and error correction, and develop adaptive strategies for communication breakdowns. This holistic approach aligns well with contemporary models of speech-language pathology that emphasize functional communication outcomes.

Formulating Executive Functioning Speech Therapy Goals

Effective executive functioning speech therapy goals are specific, measurable, attainable, relevant, and time-bound (SMART). They must be individualized based on the client's unique cognitive-communication challenges and daily life demands. Common targets include:

- **Improving working memory:** Enhancing the ability to retain and manipulate verbal information, critical for following multi-step directions and storytelling.
- **Enhancing cognitive flexibility:** Facilitating shifts in conversation topics or strategies when communication breakdowns occur.
- **Strengthening inhibitory control:** Reducing impulsive verbal responses and promoting appropriate turn-taking.
- **Developing planning and organizational skills:** Structuring narratives logically and sequencing information coherently.

These goals can be integrated into therapy activities using evidence-based techniques such as strategy instruction, metacognitive training, and scaffolded practice. Additionally, collaboration with caregivers, educators, or employers ensures that goals remain functional and transferable.

Assessment Tools and Strategies

Evaluating executive functioning within the context of speech therapy demands a multi-faceted approach. Standardized tests like the Delis-Kaplan Executive Function System (D-KEFS) and Behavior Rating Inventory of Executive Function (BRIEF) provide valuable data on cognitive abilities but may lack direct applicability to communication tasks.

Therefore, SLPs often complement these tools with dynamic assessments, discourse analysis, and real-life simulations to observe executive skills in communicative contexts. For instance, narrative retell tasks can reveal difficulties with organization and cognitive flexibility, while role-playing scenarios may highlight inhibitory control challenges.

Implementing Executive Functioning Goals in Therapy Sessions

Integrating executive functioning goals into speech therapy requires thoughtful adaptation of therapeutic activities. SLPs employ a variety of methods tailored to the client's developmental level and severity of impairment.

Strategy Instruction and Metacognitive Training

Teaching explicit strategies enables clients to compensate for executive deficits. Examples include:

- Using graphic organizers to plan narratives or conversations
- Implementing self-monitoring checklists to enhance awareness of communication effectiveness
- Practicing pause and think techniques to curb impulsive responses
- Employing rehearsal and chunking methods to improve working memory retention

Metacognitive training encourages clients to reflect on their thinking processes, fostering greater independence and self-regulation during communication.

Functional and Contextualized Practice

Therapy gains are maximized when executive functioning goals are practiced in meaningful contexts. Simulated social interactions, problem-solving tasks related to daily routines, or academic work can provide relevant environments for applying skills. This contextualization supports generalization, a common challenge in executive functioning interventions.

Challenges and Considerations in Executive Functioning Speech Therapy Goals

While targeting executive functioning in speech therapy offers significant benefits, it also presents unique challenges. Measuring progress can be complex due to the abstract nature of executive skills

and variability in real-life application. Furthermore, clients with co-occurring neurological or developmental conditions may require interdisciplinary approaches to address overlapping difficulties effectively.

Another consideration is balancing executive functioning goals with traditional speech and language objectives to ensure comprehensive treatment without overwhelming the client. Prioritization based on functional impact and client motivation is essential.

Moreover, therapy intensity and duration may need adjustment given that improvements in executive functioning often require prolonged practice and reinforcement across settings.

Emerging Research and Future Directions

Current research underscores the growing importance of cognitive-communication interventions that incorporate executive functioning components. Studies indicate that targeted executive functioning training can lead to improved narrative coherence, better conversational management, and enhanced academic performance.

Technological advancements, such as computer-based cognitive training programs and virtual reality simulations, offer promising avenues for engaging clients and providing consistent practice opportunities. Additionally, integrating family and educational support systems remains a critical factor in sustaining therapeutic gains.

As understanding of the neural underpinnings of executive functioning deepens, future speech therapy models are likely to become increasingly personalized, leveraging neuroplasticity to optimize communication outcomes.

In essence, executive functioning speech therapy goals represent a sophisticated, evolving domain within speech-language pathology, emphasizing the interplay between cognition and communication. By adopting comprehensive, evidence-informed approaches, clinicians can significantly impact the functional capabilities and quality of life for individuals with executive functioning challenges.

Executive Functioning Speech Therapy Goals

executive functioning speech therapy goals: *Therapeutic Reasoning in Occupational Therapy* - E-Book Jane Clifford O'Brien, Mary Beth Patnaude, Teresa Garcia Reidy, 2021-12-24 Build the clinical reasoning skills you need to make sound decisions in OT practice! Therapeutic Reasoning in Occupational Therapy: How to Develop Critical Thinking for Practice uses practical learning activities, worksheets, and realistic cases to help you master clinical reasoning and critical thinking concepts. Video clips on the Evolve website demonstrate therapeutic reasoning and show the diverse perspectives of U.S. and international contributors. Written by OT experts Jane Clifford O'Brien, Mary Elizabeth Patnaude, and Teresa Garcia Reidy, this how-to workbook makes it easier to apply clinical reasoning in a variety of practice settings. - Dynamic, interactive approach reinforces your understanding with learning activities in each chapter. - Case studies and experiential learning activities flow from simple to complex, and represent occupational therapy across the lifespan. - AOTA's Occupational Therapy Practice Framework, 4th Edition and current OT practice are

reflected throughout the book. - Practical learning activities and templates are clinically relevant and designed to support reasoning in a variety of practice settings. - Video clips on the Evolve website are contributed by practitioners, educators, and students, reinforcing content and showing how therapeutic reasoning applies to real-world cases. - Worksheets and/or templates are included in each chapter to enhance learning and for use in practice. - Assessments in each chapter measure therapeutic reasoning outcomes. - Student and practitioner resources on Evolve include printable PDFs of the in-text worksheets, video clips, additional case examples, templates for assignments, exemplars, and reflective activities.

executive functioning speech therapy goals: Goal Writing for the Speech-Language Pathologist and Special Educator Gozdziwski, Renee Fabus, Jeanne Lebowski, Julia Yudes-Kuznetsov, 2018-01-12 Geared for undergraduate and graduate students, *Goal Writing for the Speech-Language Pathologist and Special Educator* details different types of goals, essential elements of goals, how to establish goals from information garnered from evaluations, and how to write continuing goals for the field of Speech-Language Pathology and Communication Sciences. It is written for students in a Clinical Methods/Clinical Practicum course who are about to begin their clinical experience in SLP. Real-world exercises are provided throughout in order to provide realistic examples of what students may encounter in speech and hearing clinics, hospitals, and schools. Goal writing is practiced by SLPs on a daily basis, and understanding how to turn diagnostic information into therapy is a difficult, yet crucial, task. This important subject is not covered in depth in other clinical methods titles yet is a skill all students and clinicians must master.

executive functioning speech therapy goals: *Neuroimaging in Neurogenic Communication Disorders* Kostas Konstantopoulos, Dimitrios Giakoumettis, 2023-06-17 *Neuroimaging in Neurogenic Communication Disorders* provides a comprehensive review of cases utilizing neuroimaging in neurogenic communication disorders. Basic knowledge of neuroanatomy and medical conditions related to these speech and language disorders are discussed. Each case study includes information on neuroanatomy, case presentation, neuroimaging, differential diagnosis, and final diagnosis. This book is written for medical students, practitioners and researchers in neuroscience and speech language pathology. Neurogenic communication disorders are caused by damage to the central or peripheral nervous system. This damage can be caused by Parkinson's disease, stroke, dementia, traumatic brain injury, brain tumors, and other neurologic disorders and causes issues such as aphasia, dysarthria and apraxia. - Focuses on neuroimaging in acquired neurogenic communication disorders like apraxia, dysarthria and aphasia - Covers basic neuroanatomy as related to speech and pathology - Includes cases organized by anatomical entities involved in lesions

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already being addressed in the classroom Build rapport and a safe environment in which students feel comfortable taking risks The Secondary SLP Roadmap provides readers with an essential framework to go from being uncertain and overwhelmed to having their speech students crushing their goals and making massive progress.

executive functioning speech therapy goals: A Guide to Neuropsychological Testing for Health Care Professionals Eric R. Arzubi, Elisa Mambrino, 2010-04-20 Neuropsychological assessments are now widely used to identify learning disabilities and shape educational interventions. However, many special education teachers, speech therapists, lawyers, pediatricians, psychiatrists, rehabilitation counselors, and a host of other helping professions know very little about how to interpret and act on information contained in neuropsychological assessments. The neuropsychological evaluations discussed in this text help shed light on a wide variety of psychiatric and medical conditions, including learning disabilities, severe and persistent mental illness, traumatic brain injury, neuropsychiatric disorders with accompanying chronic cognitive deficits, and acquired or congenital neurological conditions. This book emphasizes the breadth and depth of neuropsychological assessments and the many practical uses they have, such as treatment planning, diagnosis, interventions, and many more. The authors offer practical guidance on neuropsychological testing and assessment across the lifespan, from pediatric through geriatric patients. The book is designed specifically for those professionals with little to no training in neuropsychology that need to apply knowledge gleaned from neuropsychological assessments. Key topics discussed: Neuropsychological testing and psychoanalysis Using neuropsychological instruments in school settings: possibilities and limitations Using neuropsychological information in vocational rehabilitation planning Neuropsychology and speech/language therapy

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practices are outlined for addressing bedtime problems, toilet training, bullying behavior and victimization, the relationship between somatic complaints, anxiety, and school refusal, problematic use of screen media, and more. - Provides a wealth of clinical guidance on treating behavioral problems in children - Addresses toilet training, bullying, aggressive behavior, sexual behavior, and more - Outlines how to deliver parent-focused education and interventions - Reviews best practices in interviewing about, and reporting on, child maltreatment - Looks at teaching methods, learning settings and children's academic/social outcomes

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executive functioning speech therapy goals: *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

executive functioning speech therapy goals: *Umphred's Neurological Rehabilitation* -

E-Book Rolando T. Lazaro, 2025-12-03 **Selected for 2025 Doody's Core Titles® in Physical Medicine and Rehabilitation**Develop essential problem-solving strategies for providing individualized, effective neurologic care! Under the leadership of Rolando Lazaro, Umphred's Neurological Rehabilitation, Eighth Edition, covers the therapeutic management of people with activity limitations, participation restrictions, and quality-of-life issues following a neurological event across the lifespan. This comprehensive reference provides foundational knowledge and addresses the best evidence for examination tools and interventions commonly used in today's clinical practice. It applies a time-tested, evidence-based approach to neurological rehabilitation that is perfect for both the classroom and the clinic. - NEW! Content addresses the movement system and clinical practice guidelines - NEW! Two new chapters on special focus topics explore COVID-19 and reframing selected intervention strategies - NEW! Content explores COVID-19 as it relates to the neurologic system - NEW! Enhanced ebook version, included with every new print purchase, features videos and appendices and supplemental content for select chapters, plus digital access to all the text, figures, and references, with the ability to search, customize content, make notes and highlights, and have content read aloud - UPDATED! Coverage focuses on linking evidence-based examination and intervention tools - Comprehensive coverage offers a thorough understanding of all aspects of neurological rehabilitation across the lifespan — from pediatrics to geriatrics - Expert authors and editors lend their experience and guidance for on-the-job success - UNIQUE! Section on neurological problems accompanying specific system problems includes hot topics such as poor vision, vestibular dysfunction, dementia and problems with cognition, and aging with a disability - Problem-solving approach helps you apply your knowledge to examinations, evaluations, prognoses, and intervention strategies - Evidence-based research sets up best practices, covering topics such as the theory and practice of neurologic rehabilitation; evidence-based examination and intervention tools; and the patient's psychosocial concerns - Case studies use real-world examples to promote problem-solving skills - Terminology adheres to best practices, following The Guide to Physical Therapy Practice and the WHO-ICF World Health model

executive functioning speech therapy goals: *Educating Deaf Learners* Harry Knoors, Marc Marschark, 2015-06-10 Education in general, and education for deaf learners in particular, has gone through significant changes over the past three decades. And change certainly will be the buzzword in the foreseeable future. The rapid growth of information and communication technology as well as progress in educational, psychological, and allied research fields have many scholars questioning aspects of traditional school concepts. For example, should the classroom be flipped so that students receive instruction online at home and do homework in school? At the same time, inclusive education has changed the traditional landscape of special education and thus of deaf education in many if not all countries, and yet deaf children continued to lag significantly behind hearing peers in academic achievement. As a consequence of technological innovations (e.g., digital hearing aids and early bilateral cochlear implants), the needs of many deaf learners have changed considerably. Parents and professionals, however, are just now coming to recognize that there are cognitive, experiential, and social-emotional differences between deaf and hearing students likely to affect academic outcomes. Understanding such differences and determining ways in which to accommodate them through global cooperation must become a top priority in educating deaf learners. Through the participation of an international, interdisciplinary set of scholars, *Educating Deaf Learners* takes a broader view of learning and academic achievement than any previous work, considering the whole child. In adopting this broad perspective, the authors capture the complexities and commonalities in the social, emotional, cognitive, and linguistic mosaic of which the deaf child is a part. It is only through such a holistic consideration that we can understand their academic potential.

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NEW! All new section on the therapeutic use of self, which the OTPF lists as the single most important line of intervention occupational therapists can provide. - NEW! Chapter on hospice and palliative care presents the evidence-base for hospice and palliative care occupational therapy; describes the role of the occupational therapist with this population within the parameters of the third edition of the Occupational Therapy Practice Framework (OTPF-3); and recommends clinician self-care strategies to support ongoing quality care. - UPDATED! Completely revised Spinal Cord Injury chapter addresses restoration of available musculature; self-care; independent living skills; short- and long-term equipment needs; environmental accessibility; and educational, work, and leisure activities. It looks at how the occupational therapist offers emotional support and intervention during every phase of the rehabilitation program. - UPDATED! Completely revised chapter on low back pain discusses topics that are critical for the occupational therapist including: anatomy; client evaluation; interventions areas; client-centered occupational therapy analysis; and intervention strategies for frequently impacted occupations. - UPDATED! Revised Special Needs of the Older Adult chapter now utilizes a top-down approach, starting with wellness and productive aging, then moving to occupation and participation in meaningful activity and finally, highlighting body functions and structures which have the potential to physiologically decline as a person ages. - NEW and EXPANDED! Additional section in the Orthotics chapter looks at the increasing array of orthotic devices available in today's marketplace, such as robot-assisted therapy, to support the weak upper extremity. - UPDATED! Revised chapters on joint range of motion and evaluation of muscle strength include new full color photos to better illustrate how to perform these key procedures. - EXPANDED! New information in the Burns and Burn Rehabilitation chapter, including expanded discussions on keloid scars, silver infused dressings, biosynthetic products, the reconstructive phase of rehabilitation, and patient education. - UPDATED and EXPANDED! Significantly updated chapter on amputations and prosthetics includes the addition of a new threaded case study on Daniel, a 19-year-old combat engineer in the United States Army who suffered the traumatic amputation of his non-dominant left upper extremity below the elbow.

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executive functioning speech therapy goals: Cognitive-Behavioral Therapy for Adults with Autism Spectrum Disorder Valerie L. Gaus, 2018-11-01 Now revised and expanded, this is the leading resource for psychotherapists working with adults who have autism spectrum disorder

(ASD) without significant cognitive and language impairments (also known as Asperger syndrome). Valerie L. Gaus shows how to adapt the proven techniques of cognitive-behavioral therapy (CBT) to build clients' social and coping skills, facilitate self-acceptance, and treat comorbid anxiety and depression. Illustrated with detailed case examples, the book is grounded in cutting-edge knowledge about information-processing differences in ASD. It gives clinicians critical guidance for conceptualizing these clients' presenting problems and optimizing the effectiveness of interventions. Reproducible worksheets can be downloaded and printed in a convenient 8 1/2 x 11 size. First edition title: Cognitive-Behavioral Therapy for Adult Asperger Syndrome. New to This Edition

- *Explains the significant terminology changes in DSM-5 and their impact.
- *Chapter on mindfulness-based strategies for emotion regulation problems.
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