PREFACE

When the *Word Finding Intervention Program* (WFIP) was published in 1993, it was a welcome addition to the intervention of child word finding. It offered clinicians and special education teachers a three-pronged approach to treating children with word-finding difficulties that was applicable in both academic and work contexts. Over the last 12 years, the WFIP has been well-received in the field and has been used in numerous schools, centers, and hospitals by speech–language pathologists, special education personnel, and reading teachers.

Like the WFIP, the *Word-Finding Intervention Program–Second Edition* (WFIP–2) provides professionals (i.e., specialists and teachers) with specific intervention steps to take after assessment of a learner's word-finding skills. Retrieval strategies are matched to learners' word-finding error patterns, and learners are presented with activities that encourage generalization of these strategies at school, home, work, or play. The lesson plans also guide the learners in the use of methods to modify word-finding demands present in the classroom. The word-finding self-advocacy program component guides learners in the use of methods to self-monitor their word-finding abilities across communication contexts. Important changes and additions were incorporated in the WFIP–2. These changes were motivated by the author's own observations and feedback from the users of this program. Like the WFIP, the WFIP–2 provides the user with a three-pronged approach to word-finding intervention: retrieval strategy instruction, self-advocacy instruction, and word-finding accommodations. In addition, the second edition is improved in its organization, user-friendly presentation, retrieval strategy selection, word-finding accommodations, lesson plans, specialist's forms, and integration of technology recommendations throughout. Specific improvements are as follows:

- New research-supported mnemonic retrieval strategies
- New assessment discussion of the differential diagnosis of word-finding error types
- New organization according to error patterns typically observed in individuals with word-finding difficulties
- Link to assessment, with retrieval strategies matched to the learner's word-finding error patterns
- Retrieval strategies applied to social studies, math, and science vocabulary as well as baseball, football, golf, tennis, soccer, hockey, and swimming vocabulary
- Benchmarks and long-term objectives for retrieval strategy instruction, self-advocacy instruction, and word-finding accommodations

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- Technology recommendations for both retrieval strategy instruction and word-finding accommodations
- User-friendly lesson plans for retrieval strategy instruction, self-advocacy instruction, and word-finding accommodations
- User-friendly student study forms for retrieval strategy practice
- New Word-Finding Self-Assessment Survey
- New Classroom Observation Form to identify needed word-finding accommodations
- New Recommended Word-Finding Accommodations Form to individualize word-finding accommodations
- Differentiated instruction and assessment for oral classroom participation, vocabulary instruction, classroom work, homework, examinations, reading, and written language
- Technology recommendations for retrieval strategy instruction, oral presentations, and written language