

# Speech Packet for Digital Learning

# 25 Speech & Language Strategies

<p><b>Self Talk</b></p> <p>Talk out loud about what you're doing</p>	<p><b>Parallel Talk</b></p> <p>Talk out loud about what your child is doing</p>	<p><b>Repetition</b></p> <p>Repeat words over and over</p>	<p><b>Increase Opportunities</b></p> <p>Target the same word all day</p>	<p><b>Simplify</b></p> <p>Use short phrases and sentences</p>
<p><b>Add 1 Word</b></p> <p>Use 1 more word than your child is using</p>	<p><b>Model</b></p> <p>Tell them what you want them to say</p>	<p><b>Imitation</b></p> <p>Teach them to copy you</p>	<p><b>Visuals</b></p> <p>Show objects or pictures when talking</p>	<p><b>Sign Language</b></p> <p>Teach early sign language</p>
<p><b>1 at a Time</b></p> <p>Give only 1 so they ask for more</p>	<p><b>Give 2 Choices</b></p> <p>Do you want ____ or ____?</p>	<p><b>Sabotage</b></p> <p>Set it up so they need your help</p>	<p><b>Out of Reach</b></p> <p>Let them ask for what they want</p>	<p><b>Be Forgetful</b></p> <p>Let them ask for what they need</p>
<p><b>Be Silly</b></p> <p>Get attention with unexpected actions</p>	<p><b>Follow their Lead</b></p> <p>Talk about their interests</p>	<p><b>That's New!</b></p> <p>Explore something new</p>	<p><b>Verbal Routines</b></p> <p>Use the same words in daily routines</p>	<p><b>Sing</b></p> <p>Teach language using songs</p>
<p><b>Wait</b></p> <p>Pause and give time to respond</p>	<p><b>Make Comments</b></p> <p>More statements than questions</p>	<p><b>Open-Ended Questions</b></p> <p>Use Wh instead of yes/no questions</p>	<p><b>Pacing Boards</b></p> <p>Tap or clap to add more words</p>	<p><b>Say it Back</b></p> <p>Repeat back with stress on correct word</p>

# Describe a Scene Name \_\_\_\_\_

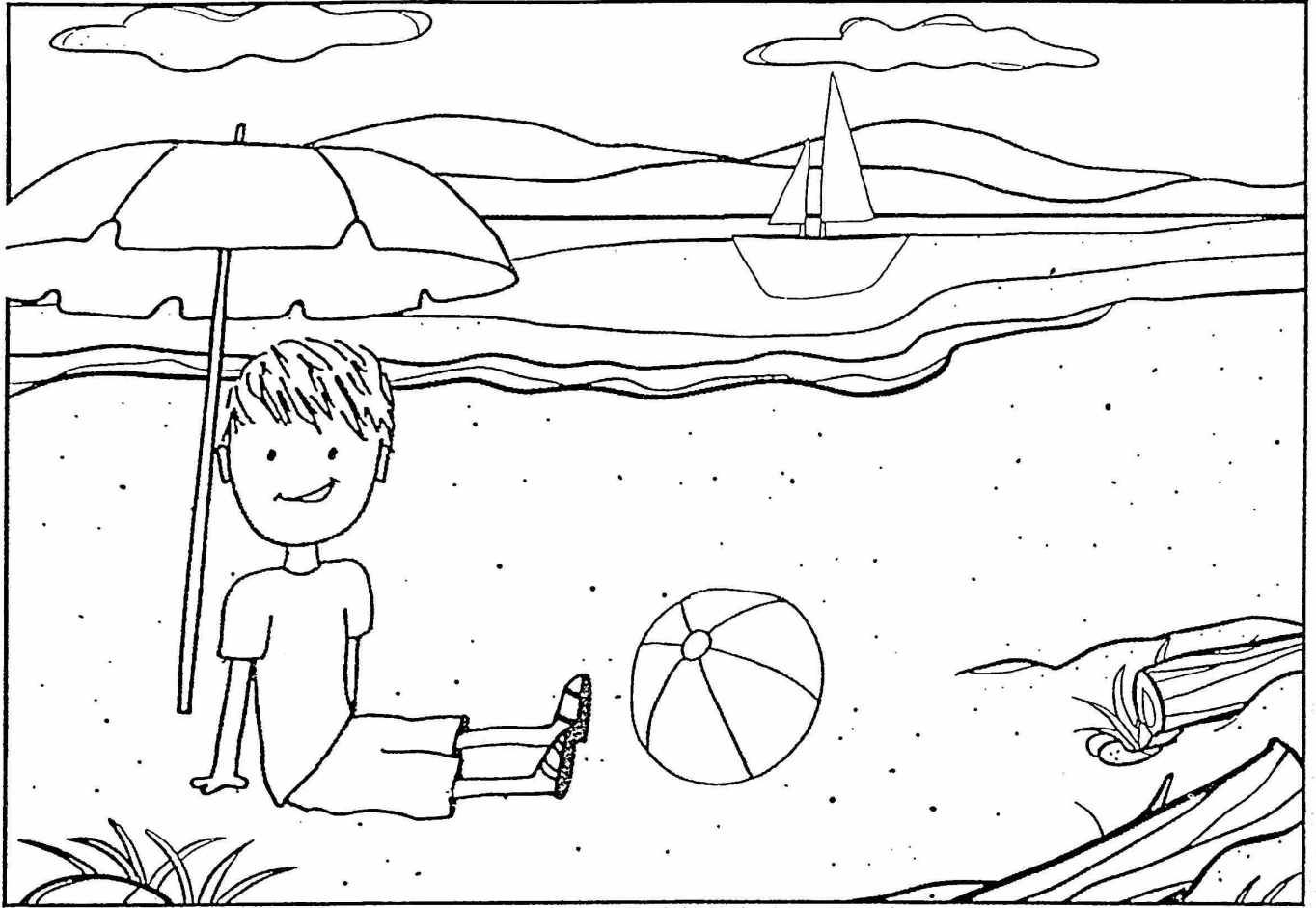
Describe the scene below. Use the WH- Questions below to help you. Check off each box once you have answered the question.



- |  |   |
|--|---|
| <input type="checkbox"/> Who is in the scene?      | <input type="checkbox"/> Where are the stars?       |
| <input type="checkbox"/> What is she doing?        | <input type="checkbox"/> Where will the girl sleep? |
| <input type="checkbox"/> What is next to the girl? | <input type="checkbox"/> When do you see stars?     |
| <input type="checkbox"/> What is the girl holding? | <input type="checkbox"/> Why do you go camping?     |

# Describe a Scene Name: \_\_\_\_\_

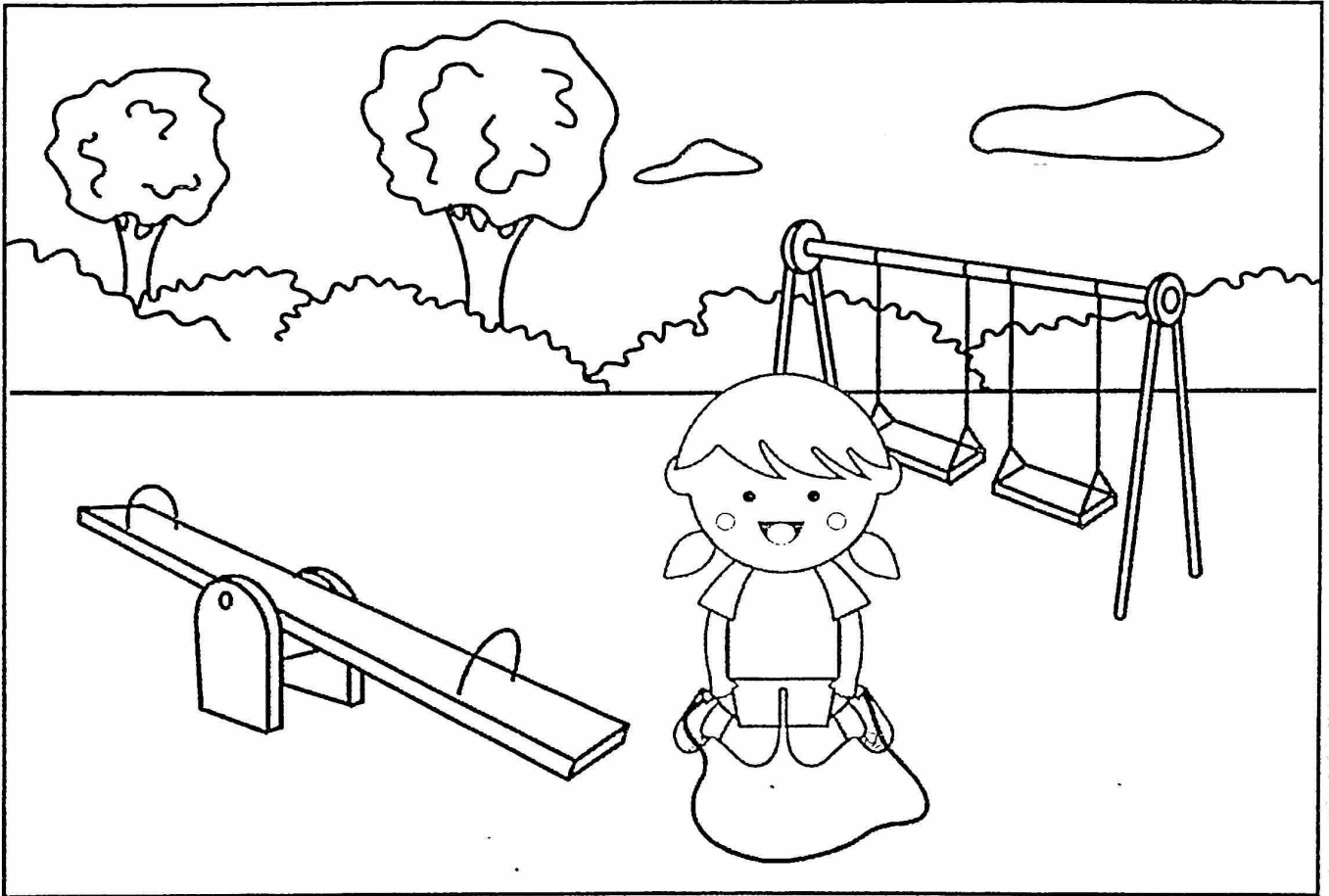
Describe the scene below. Use the WH- Questions below to help you. Check off each box once you have answered the question.



- |  |   |
|--|---|
| <input type="checkbox"/> Who is in the scene?      | <input type="checkbox"/> What is in the water?        |
| <input type="checkbox"/> What is he doing?         | <input type="checkbox"/> Where is the boy?            |
| <input type="checkbox"/> What is he sitting under? | <input type="checkbox"/> When do you go to the beach? |
| <input type="checkbox"/> What is next to the boy?  | <input type="checkbox"/> Why do you go to the beach?  |

# Describe a Scene Name: \_\_\_\_\_

Describe the scene below. Use the WH- Questions below to help you. Check off each box once you have answered the question.



- |  |  |
|--|--|
| <input type="checkbox"/> Who is in the scene?      | <input type="checkbox"/> Where is the girl?            |
| <input type="checkbox"/> What is she doing?        | <input type="checkbox"/> When do you go to the park?   |
| <input type="checkbox"/> What is next to the girl? | <input type="checkbox"/> Why do you go to the park?    |
| <input type="checkbox"/> What is behind the girl?  | <input type="checkbox"/> Why do you wear tennis shoes? |

Name: \_\_\_\_\_

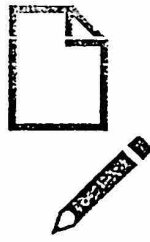
# SPEECH & LANGUAGE HOMEWORK



These simple activities will help you reinforce skills that your child is working on in speech-language therapy at home!

Week 1	Assignment: Find a ball to toss or play catch.	Goal Areas Targeted
<input type="checkbox"/> <b>Early Language</b>	<p>Toss or roll the ball back and forth.</p> <p>As you do, model, "I have the ball." "You have the ball. Can I have the ball?" Encourage your child to use those words as well. Include other family members where possible! (ex: "She has the ball now.")</p> <p>Extension: add an adjective to your sentence (such as color, shape, or size). Example: "I have the <u>big red</u> ball."</p> <p>Work on following directions, too! Example: "Toss the ball in the corner." "Toss the ball up, then pass it to me."</p>	<ul style="list-style-type: none"> <li>• Turn taking</li> <li>• Expanding sentences</li> <li>• Pronouns</li> <li>• Asking questions and requesting</li> <li>• Subject/verb agreement</li> <li>• Following directions</li> </ul>
<input type="checkbox"/> <b>Older Language</b>	<p>Look at the ball before tossing it back and forth.</p> <p>Ask your child to describe it, using full sentences and prompt with the following questions if necessary: What kind of thing is this? [toy] What does it look like? [color, shape, size]? Where do we find it? [location]</p> <p>Compare the ball to something else near you. Ask: What is the same about these? What is different?</p> <p>Model correct grammar as needed. Say, "I am throwing the ball. I just threw the ball."</p>	<ul style="list-style-type: none"> <li>• Describing</li> <li>• Similarities</li> <li>• Differences</li> <li>• Expanding sentences</li> <li>• Subject/verb agreement</li> <li>• Irregular past tense verbs</li> </ul>
<input type="checkbox"/> <b>Speech Sounds</b>	<p>Have your child say his/her target word five times (or target phrase/sentence twice) before tossing the ball.</p>	<ul style="list-style-type: none"> <li>• Articulation - all sounds</li> <li>• Phonology - all patterns</li> </ul>
<input type="checkbox"/> <b>Fluency (Stuttering)</b>	<p>Have your child practice his/her fluency enhancing strategies before tossing the ball.</p> <p>Ex: easy onset: "I----- am tossing the ball." chunking/phrasing: "I am tossing (pause) the ball."</p>	<ul style="list-style-type: none"> <li>• Fluency enhancing strategies</li> </ul>

# SPEECH & LANGUAGE HOMEWORK



Name: \_\_\_\_\_

These simple activities will help you reinforce skills that your child is working on in speech-language therapy at home!

Week 2	Assignment: Find some paper and crayons/pencil/markers.	Goal Areas Targeted
<input type="checkbox"/> <b>Early Language</b>	<p>Put the paper on the table, but place the drawing tools out of reach. When your child reaches for one, model. "Can I have a (blue) crayon?" Encourage your child to ask a full question each time he/she wants to switch colors, and model as needed. Take turns sharing the crayons.</p> <p>Have your child follow one and two step directions. Ex: "Draw a blue circle." "Draw a face on the circle, then make a hat."</p> <p>Have your child draw a picture, then describe it, using full sentences. Draw one yourself and model! "Look, I drew a cat. The cat is chasing a mouse. They are in a house." Expand on what your child says as needed to model (ex: "I make cat." "Yes, you <u>made a</u> cat!").</p>	<ul style="list-style-type: none"> <li>• Asking questions and requesting</li> <li>• Turn taking</li> <li>• Following directions</li> <li>• Basic concepts</li> <li>• Expanding sentences</li> <li>• Pronouns</li> <li>• Subject/verb agreement</li> </ul>
<input type="checkbox"/> <b>Older Language</b>	<p>Have your child draw a picture of a location of his/her choice. (This can be a real place or an imaginary one!)</p> <p>Ask your child to describe the picture, using full sentences and prompt with the following questions if necessary: "What kind of place is this? Where do we find it? How would it be used? Who would be there? What other things could we see there? How could we get there? How or when was it made or created?"</p> <p>Make up a short story together about this place. (It can be silly if you want!) Compare it to places you have been in real life.</p>	<ul style="list-style-type: none"> <li>• Describing</li> <li>• Similarities</li> <li>• Differences</li> <li>• Expanding sentences</li> <li>• Subject/verb agreement</li> <li>• Irregular past tense verbs</li> <li>• Answering questions</li> </ul>
<input type="checkbox"/> <b>Speech Sounds</b>	<p>Have your child draw at least three things with his/her target speech sounds on the page. Practice saying them at least 5 times each.</p>	<ul style="list-style-type: none"> <li>• Articulation - all sounds</li> <li>• Phonology - all patterns</li> </ul>
<input type="checkbox"/> <b>Fluency (Stuttering)</b>	<p>Have your child draw a picture of his/her choice, then describe it to you, using his/her fluency enhancing strategies.</p> <p>Ex: easy onset: "I----- drew a cat." chunking/phrasing: "The cat is (pause) chasing a mouse."</p>	<ul style="list-style-type: none"> <li>• Fluency enhancing strategies</li> </ul>

Name \_\_\_\_\_

# SPEECH & LANGUAGE HOMEWORK



These simple activities will help you reinforce skills that your child is working on in speech-language therapy at home!

Week 3	Assignment: Find some play dough or clay.	Goal Areas Targeted
<input type="checkbox"/> <b>Early Language</b>	<p>Put the play dough out of reach, when your child reaches for it, model, "Can I have the play dough?" and encourage your child to repeat the request. Continue the conversation with something like: "Yes, you can have the play dough, and I like how you asked! What color is this play dough?"</p> <p>Ask your child to follow basic directions while you play with the play dough. Ex: "Can you make a big ball? Now let's make a long snake." Then, have him/her give you directions!</p> <p>See how many different foods you can think of to make together, and take turns requesting a "bite" with a full sentence. Ex: "Can I have a small cookie?"</p>	<ul style="list-style-type: none"> <li>• Asking questions and requesting</li> <li>• Following directions</li> <li>• Basic concepts</li> <li>• Categories</li> <li>• Expanding sentences</li> <li>• Pronouns</li> <li>• Subject/verb agreement</li> </ul>
<input type="checkbox"/> <b>Older Language</b>	<p>Have your child make an animal of his/her choice out of the play dough. (This can be a real animal or an imaginary one!)</p> <p>Have him/her describe their animal to you, using complete sentences, and including details about where they live, what they eat, if it is extinct or imaginary, and if it has any strengths or weaknesses. Compare it to other animals - how is it the same or different? If it is a real animal, you can look up more information together. Talk about what more you might want to know first! (Ex: "When did this dinosaur live?" "What do pandas eat?")</p>	<ul style="list-style-type: none"> <li>• Describing</li> <li>• Similarities</li> <li>• Differences</li> <li>• Expanding sentences</li> <li>• Subject/verb agreement</li> <li>• Irregular past tense verbs</li> <li>• Asking questions</li> </ul>
<input type="checkbox"/> <b>Speech Sounds</b>	<p>Have your child make at least three things with his/her target speech sounds out of play dough. Practice saying them at least 5 times each.</p>	<ul style="list-style-type: none"> <li>• Articulation - all sounds</li> <li>• Phonology - all patterns</li> </ul>
<input type="checkbox"/> <b>Fluency (Stuttering)</b>	<p>Have your child make anything of his/her choice from the play dough, then describe it to you, using his/her fluency enhancing strategies. Ex: easy onset: "I----- made cookies." chunking/phrasing: "I made (pause) some cookies."</p>	<ul style="list-style-type: none"> <li>• Fluency enhancing strategies</li> </ul>