

## Speech and Language, March 2020

This section is designed for students who are currently receiving speech and language therapy at Yonkers Early Childhood Academy.

Please take a look at your child's IEP to see which category or goal area is appropriate to complete. If you look at the goals section of your child's IEP, find the "Speech" section, you will see goals listed. Each section listed here contains carry over assignments for several goals, including formulating sentences, following directions, and asking and answering questions.

As you complete these activities, it is important that you encourage your child to say the responses out loud.

Reading books together is an excellent way to continue to enhance speech and language skills. Read one page at a time. Talk about the pictures, ask your child questions about what you are reading, and encourage them to read some words as well. At the end of the story, ask them to tell you about the story. What was the story about? Who was in the story? Where did they go? What did they do?

Involving your child in daily activities is also a great way to use speech and language at home. Narrate what you are doing as you complete everyday tasks. Ask your child to tell you the steps to complete a task they are familiar with. Talk about what you are doing, ask questions, and encourage them to ask questions too!

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# School is not in session...

How can my child work on his/her speech & language skills?

## If your child is working on **speech sounds**...

(what we usually focus on in speech-language therapy is increasing awareness of the target sound in words, and getting a high number of correct productions)



First, check your child's IEP or other paperwork to make sure you know which sounds or patterns your child is working on, and what position or level (ex: L in the beginning of words & short sentences, S at the end of words, or final consonants in words). Keep in mind that you will want to practice one sound or pattern at a time.

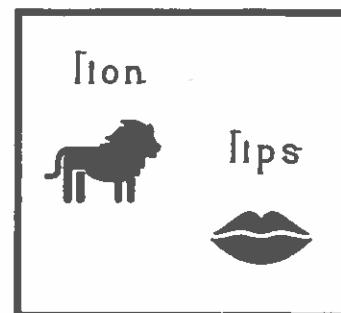


Make (or search online) for a list of words with your child's sound(s) in the right spot. Try to find a list of at least 10-20 words that are fairly common one- or two-syllable words, and write them down. You can have your child draw a picture next to each one - you will use this list to practice later! (You can also use index cards to create your own flashcards.)

### Helpful websites for lists:

<https://www.home-speech-home.com/speech-therapy-word-lists.html>

[http://mommyspeechtherapy.com/?page\\_id=55](http://mommyspeechtherapy.com/?page_id=55)



Spending 5 minutes a day (or every other day) practicing your child's sounds can be very effective! You can have your child say each word on your list 5 times each correctly, make up a simple or silly sentence for each word, or incorporate some of the following activities to make it more fun!



Pull out a board game (checkers, Sorry, etc.) or a puzzle, and have your child say a target word 5 times before taking a turn or adding a piece to the puzzle.

Find some dice, and take turns saying a target word the number of times that comes up on the dice. Each person then receives that many "points" - keep a tally and declare a winner at the end!



Read a book together, and listen for words with your child's target sounds. Practice the words on each page.

You may need to remind your child how to make the sound, say, "Look at my mouth! See how I do X to make this sound? Let's look in a mirror together. Now you try!"

# School is not in session...

How can my child work on his/her speech & language skills?

## If your child is working on **language skills**...

(Exact language skills targeted in your child's IEP will vary, but may include things like increasing overall understanding & use of vocabulary words, answering & asking WH questions, understanding how items go together in categories, understanding how two things are similar and different, using correct verb tenses, expanding the length of sentences, describing, and more.)



### PLAY

Many language skills can be targeted through playing together with an adult! Choose an activity such as Lego blocks, Play-doh, catch, dinosaurs, or action figures, and follow your child's lead. Have your characters interact & talk with each other, narrate aloud what you are doing or creating, or sort things into groups that are alike (ex: all the big dinosaurs, or all the red pieces).



**TIP:** Sometimes we might use "communication temptations" in therapy - where we might deliberately leave a tight lid on a container or put something out of reach on purpose - so the child will need to request help.



If you need online book options, try [getepic.com](http://getepic.com) (free 30 day trial) or [storylineonline.com](http://storylineonline.com) (free).

When interacting with each other, model full sentences and expand on what your child says (add 1-2 words).

Child: "Her can fly."

Adult: "Yes, she can fly fast!"

Child: "Here a cookie."

Adult: "That is a big cookie! Can you make a small cookie too?"

Child: "Here!"

Adult: "Thank you! I love chocolate cookies."

Child: "Uh oh! Tower all gone."

Adult: "Oh, the tower fell down! How can we fix it?"



### GAMES



Playing simple games such as Sneaky Snacky Squirrel, Memory, Hi Ho Cherry-o, Go Fish, & Uno can provide great opportunities to practice turn taking skills, following directions, asking and answering questions, using full sentences, understanding concepts such as more/less and next/first/last, and many more skills!

Reading books together is one of the best ways to build language skills!

### BOOKS



Choose a picture book to read together. Read the words, but also talk about the pictures, read books more than once!

- Point out details you notice, and try to guess together what might happen next (ex: "Look, she has a raincoat and rain boots. What kind of weather do you think it is outside? What season is it?").
- Connect details from the book to your life (ex: "Look, they are going to the petting zool. Remember when we went? What were your favorite animals?").
- Talk about how the characters might be feeling (ex: "Oh, she lost her favorite toy! How would that make you feel?") in the different situations in the story.