Speech Therapy home program

Welcome to the Speech Therapy home pack. In here, you will find activities and strategies to support your child's communication during learning activities.

Complete the following activities

1. **Shared Reading activities**

Strongly encourage shared reading between you and your child. Ask questions and make comments about **who** is in the story, **what** you see, **what** is happening and model **making predictions**. Explore the vocabulary with your child.

If you do not have access to storybooks, try these alternatives:

Opa's Corner Storytime on Youtube [link: https://www.youtube.com/channel/UC3lFm3bGuVwiZoXlLMzzcNQ/videos]

Epic! Application via laptop or chromebook

1) Open your web browser
2) Go to www.getepic.com/students
3) Sign in with your class code (teachers to provide)
4) Select their name and they're in!

How you can ask questions to work on comprehension and build vocabulary. Work from level 1 to level 4, depending on your child's needs.

Level 1: labelling, location, noticing, counting

Level 2: Describing, locating

Level 3: recall, same/different, asking negative questions (e.g. *why are they not wearing hats?).*

Level 4: making predictions

Tips to support your child answer correctly:

Give time: Count to 10 in your head. Some children require longer processing time.

Focus attention: make sure you have your child's attention. Are they looking and listening to you? This may differ for children diagnosed with Autism Spectrum Disorder. They **do not** need to make eye contact with you.

Focus on the feature: help the student focus on the feature that they need to be able to answer the question e.g. if asking a child How are they the same?, you can draw their attention to the relevant similarity like colour or size etc…)

Expand: If the student is answering in one word answers e.g "dog" you could say "the brown dog" or the "brown dog is running"

Forced choice: Providing your child with options.

Examples:

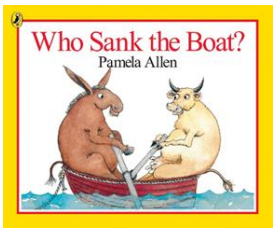
- *Are they at a **park** or their **backyard?***

Other children may need unrelated items to aid their comprehension. Limit these to two options.

- *Are they at the **park** or in **space**?*

Sound cues: if the child does not answer the question or the forced choice, give a sound cue of the answer (e.g. j- for jumping, or ru- for running).

Relate known to unknown: Help the child to relate the request to previous experiences, (e.g. "The spaghetti is hard. How will it feel after it is cooked?" "Remember when we cooked the potatoes? How did they feel?").

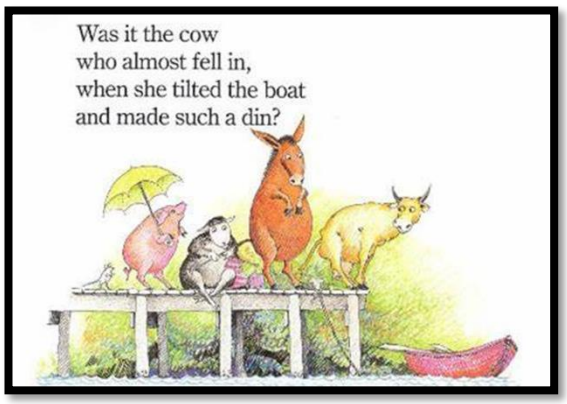


Levels of Questioning: Examples questions for Who Sank the Boat

Here are examples of how you can use the Levels of Questioning with Pamela Allen's Who Sank the Boat.

Level 1:

What's that?
Who's that?
What are they doing?
Find one like this…



Level 2:

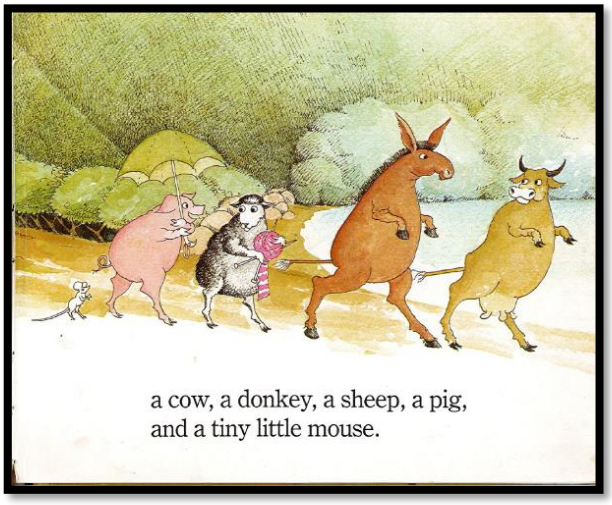
What's happening?
Who is in the boat?
Where's the mouse?
What colour is the umbrella?
How are the sheep and the mouse different?
Find the animal that is pink and is holding an umbrella…
What can you do with a needle and thread?

Level 3:

Tell me something different that…
What is a boat?
Find an animal that makes milk
What animal does not look scared?
What will happen next?
How are these the same? [pointing to animal characters]
How are these animals different?

Level 4:

What will happen when the pig gets in the boat?
Who will sink the boat?
Why do use umbrellas?
How can we tell the pig is scared?
What could they do to stop the boat sinking?



Using your 'communication board' in everyday routines and activities

Communication boards use symbols or pictures that is used to facilitate communication children with limited understanding and expression of language.

1) Watch this video on how to use a communication board to engage your child during shared reading time [link :https://www.youtube.com/watch?v=mvdZvsITS_w]
2) Find the attached communication board (Document: 'Visuals to support home learning') and use it during the following activities. Get creative and use it anytime and anywhere!

Dressing up and selfies

All you need is silly hats, feather boas, crazy glasses and moustaches to try on! Sit in front of a mirror and take selfie photos as you go.

Core Words

- I want that
- put it on
- take it off
- looks good/bad/silly/funny
- go (to signal taking photo)
- I do it
- not that
- get (something) different
- look in there (mirror), look at that (photo)
- help

YouTube screenshots

Do you have a person with a special interest in something? Use this to engage them! Search YouTube for their *favourite* thing. Watch a small section of it, pausing regularly and taking screenshots. Use these photos to talk about what you can see.

Core Words

- I want that
- I like that
- not that
- find it
- stop (when pausing video)
- I do it (when taking photo)
- go (start video)

Other core words could be modelled depending on the photos taken.

Hide & Seek your favourite things

This one is for the student who visits with a favourite thing in their hand. Rather than taking the thing from their hand, play a game of hide and seek with it.

Core Words

- where?
- here it is
- there it is
- I do it
- stop it
- not there
- in/on/under
- find it
- open that

Photos and videos

Individuals are often intrigued by photos and videos of themselves or other close people. Look at photos and videos together and see what language you can model.

Core Words

- I like that
- look at that
- I see ____
- not that
- good/bad
- she/he is ____

Other core words can be modelled depending on the photos and videos you look at, eg. photo at the park; go to park; go on swing; see bird; etc.

Toys and games

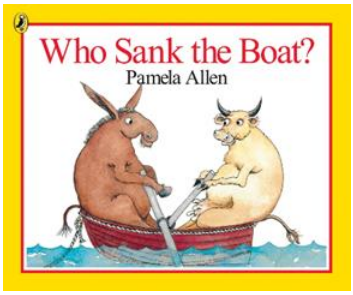
There is always a long list of fun toys and games that can used for many individuals. Each time you play, you may find new ways to play and new words to model. Here are some ideas:

- cars / trucks
- legos / blocks
- Playdoh / kinetic sand
- balloons
- bouncy balls
- wind up toys
- spinning tops
- puzzles
- Mr. Potato Head
- pretend shopping and tea parties

Core Words

- I want ____
- want more
- I like that
- not that
- put in/put on
- I do it
- do it again
- in there
- over there
- get it
- make that
- open it
- help
- need help
- all done/finished

Books



Some students love the interaction that comes from interesting books. Maybe it is the in the funny pictures, or a high interest topic, but building language from books is always a good idea.

Often you don't need to read the words, but instead can tell the story from the pictures.

Core Words

- want
- I like it
- read more
- read again
- not that
- I see ____
- there is a ____
- where?
- who?
- what?
- all done/finished

Again, other core words could be modelled depending on the topic of the book. For example, in *You Can't Take an Elephant on the Bus*, not on; get off; too big; too tall; in there; can it? where is it? etc.

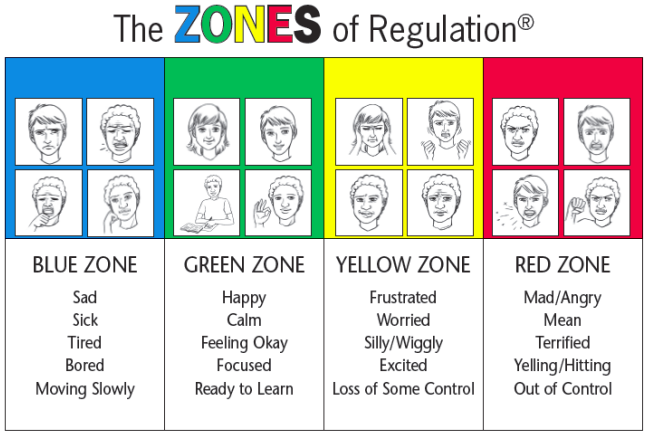
Complete the 'Colourful Semantics' handout

Complete activities in the attached document titled 'Colourful Semantics'

Zones of Regulation

This supports emotional regulation. We have been using this program throughout the school.

Please find the attached visual titled 'The Zones of Regulation.' Put it up on the fridge, in their bedroom or even in the bathroom.



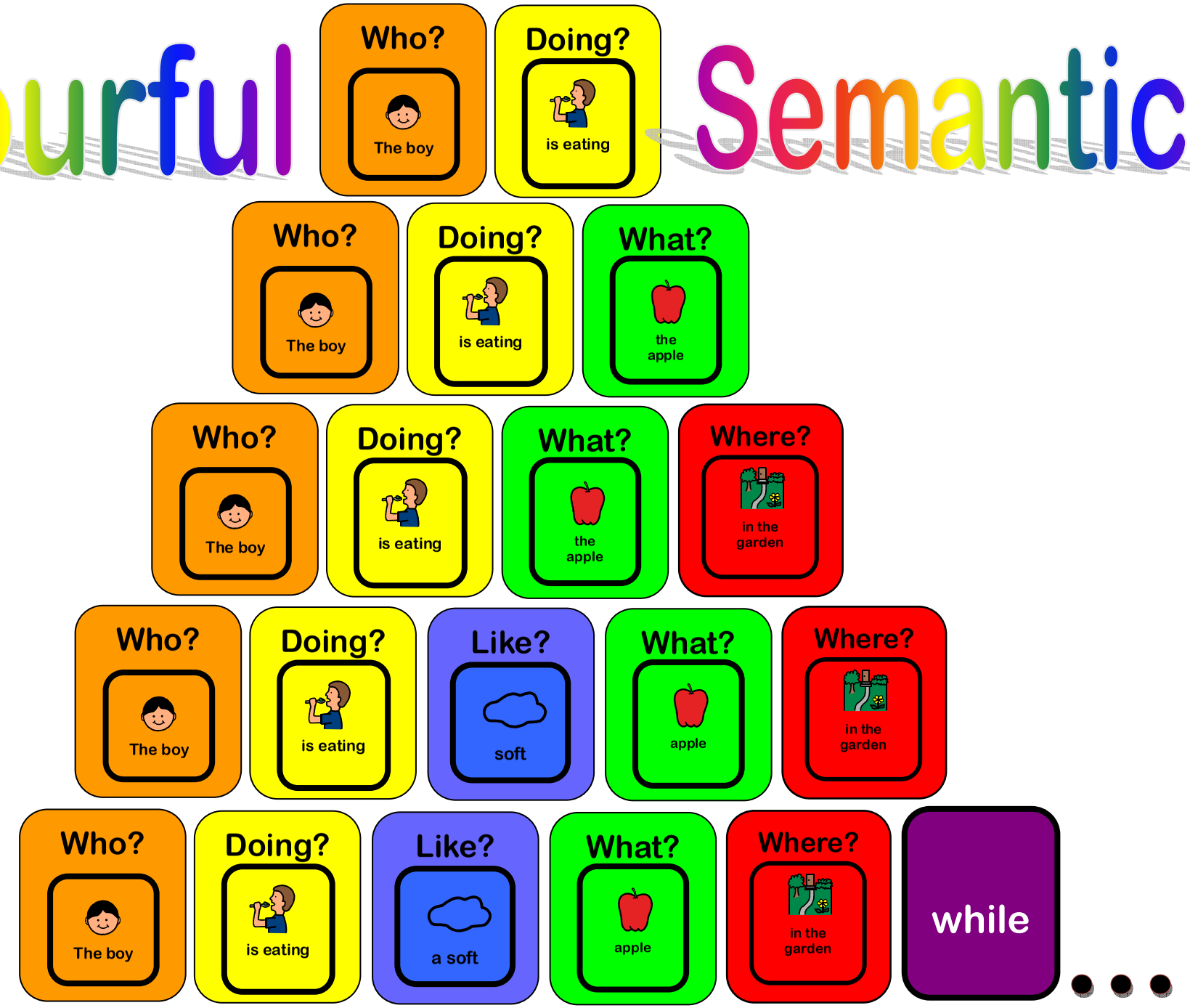
How to use the Zones:

- Refer to visual and model what zone you are feeling throughout the day (e.g. "I am feeling sick, I am in the blue zone").
- Model how you can get in the green zone (e.g. *"I am feeling sick, I am in the blue zone. I am taking a nap to get back in the green zone"*).
- Discuss yours and others emotions regularly. This could be done reading a storybook or even watching TV (e.g. *"He is angry, his eyebrows are scrunched. He is in the red zone").*

The ZONES of Regulation®

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad	Happy	Frustrated	Mad/Angry
Sick	Calm	Worried	Mean
Tired	Feeling Okay	Silly/Wiggly	Terrified
Bored	Focused	Excited	Yelling/Hitting
Moving Slowly	Ready to Learn	Loss of Some Control	Out of Control

Colourful Semantics



Sentence Building Activity

Getting activity ready:

Laminate coloured symbols and cut up the cards.

Laminate and cut up white pictures.

Put Velcro on the back of the cards.

1. Place a story picture on the table or use real objects and place the sentence strip out underneath it.

2. Under each sentence strip colour lay out two options e.g.(orange cards - 'boy' or 'girl', yellow cards – 'cutting' or 'brushing', green cards – 'ball' or 'leaves')

3. Ask your student prompt questions:

Who is it?

What are they doing?

What are they cutting/brushing etc.?

As you ask each question, get your child to place the corresponding card onto the sentence strip. E.g Who is it? Answer: 'boy' then get child to place the boy picture card on the sentence strip.

Use Makaton symbols for 'who' and 'what' as you ask the question. The student is not expected to learn the sign, but it will provide them with an extra visual cue as to what the question is asking.

4. Once the student has created the sentence, they must say what is happening in the picture e.g. The girl is eating. Using the sentence strip to help them. You may need the sentence initially for them to copy, but as they get better at this you can reduce the amount of support you provide them.

5. If the student leaves out little words like 'a' and 'the', encourage them to repeat the sentence back after you, including all the little words.

NOTE: As your student gets better at creating sentences, give them more and more picture options to choose from, until finally they are able to choose from the whole

PCT SLT) Oct 2007

Colourful semantics: how does it work?

Subject + verb sentences:

Use the big pictures (e.g. for cutting, brushing,…)

Look for matching pictures in the small pictures.

Cut out all pictures.

Get your sentence strip ready for subject (orange) and verb (yellow)

The child chooses a big picture (e.g. boy brushing his hair)

Get some small pictures ready for subject (e.g. boy, girl, dog) and some small pictures for verbs (e.g. reading, brushing, eating).

Let the child choose the correct picture for subject and prompt the child to put the small 'subject' picture on the orange square on your sentence strip.

Let the child choose the correct picture for verb and prompt the child to put the small 'verb' picture on the yellow square on your sentence strip.

Prompt the child to 'read' the sentence (boy brushing). Later on, see if the child can make the sentence without prompting.

Always add on, e.g. adult: yes, boy brushing **hair**.

OR (go with the sentence structure the child prefers: SV or VO)

verb + object sentences:

Use the big pictures (e.g. for cutting, brushing,…)

Look for matching pictures in the small pictures.

Cut out all pictures.

Get your sentence strip ready for verb (yellow) and object (green).

The child chooses a big picture (e.g. boy brushing his hair)

Get some small pictures ready for object (e.g. hair, teeth, dog) and some small pictures for verbs (e.g. reading, brushing, eating).

Let the child choose the correct picture for verb and prompt the child to put the small 'verb' picture on the yellow square on your sentence strip.

Let the child choose the correct picture for object and prompt the child to put the small 'object' picture on the green square on your sentence strip.

Prompt the child to 'read' the sentence (brushing hair). Later on, see if the child can make the sentence without prompting.

Always add on, e.g. adult: yes, **boy** brushing hair.

IF your child can make SV or VO sentences easily, THEN move on to SVO sentence selection of cards (in separate colour piles) to describe the picture.

Subject + Verb + Object sentences

Same procedure as for SV or VO sentences

Now you use the sentence strip for subject (orange) + verb (yellow) + Object (green).

The child chooses a big picture and matches the small pictures to the square.

The child 'reads' the sentence.

Later on, try to leave out the sentence strip. See if the child can make a good sentence without the coloured sentence strip.

If the child then forgets a word (e.g. child forgets the subject – 'brushing hair), place the pictures on the sentence strip that they have said, then ask the child 'what is the orange word? Ask the child to say the whole sentence again.

If the child still struggles, show the sentence strip and point to the coloured squares. Hopefully the child will say the sentence correctly while you point to the coloured squares. Ask the child to repeat the sentence without looking at the coloured sentence strip.

Model and prompt where necessary.

You can also play a game with only using the small pictures: put all the pictures in a box:

One box for all the subjects

One box for all the verbs

One box for all the objects

Take a picture of each box. Put the pictures in the right order and read your sentence. Sometimes you can have silly sentences. Ask the child whether this is a good or a silly sentence.

(Prepositions and Articles)

Prepositions

Use the sentence strip provided and the attached 'preposition pictures'.

Choose one picture

Model correct sentence structure using the sentence strip: adult models the sentence while pointing to the different grids on the sentence strip.

The child copies you.

When the child is familiar with this activity, let her/him make a sentence by herself/himself (without modelling), using the sentence strip

Model where necessary – use sign language for correct use of the prepositions – encourage the child to copy you.

To make this activity easier, you can go on 'google search' and look for pictures to accompany the different steps in the colourful semantics sentences strip, e.g.

the girl is sitting under the chair

google: pictures of

girl – sitting (neutral picture) – chair

Using articles and auxiliary 'is'

Describe verb pictures attached, using the sentence strip.

Point to the different colours on the sentence strip as you say the sentence.

Fingerspell the articles and the auxiliary.

Encourage the child to copy you.

When the child is familiar with this activity, let her/him describe a sentence by herself/herself (without adult support)

Prompt where necessary.

Colourful semantics is a visual technique that helps the children construct sentences and expand their language through colour.

CHILDREN that WILL BENEFIT FROM THIS are

Children who have difficulties in the word structures when constructing and ordering a sentence i.e. they will muddle up the sequence

Are visual learners and need to understand the sentence structure by using colour to support their understanding

Ones in need of expanding their language further

Colourful semantics works by using a specific colour for each part of the sentence for example:

Orange – WHO Subject

Yellow – WHAT DOING Verb

Green – WHAT Object

Red – WHERE Prepositions (i.e. location)

The aim is that as the children learn the different sentence structure sequences, the visual colour is then reduced to highlighting or underlining the text e.g.

The girl is cutting the cake in the kitchen

Colourful semantics can also be used to support understanding of WH questions (WHO, WHAT, WHERE) using black sheep resources … Please refer to Combo semantics.

colourful semantics

Subject / Agent (Who?) e.g. the man

Verb (What doing?) e.g. is eating

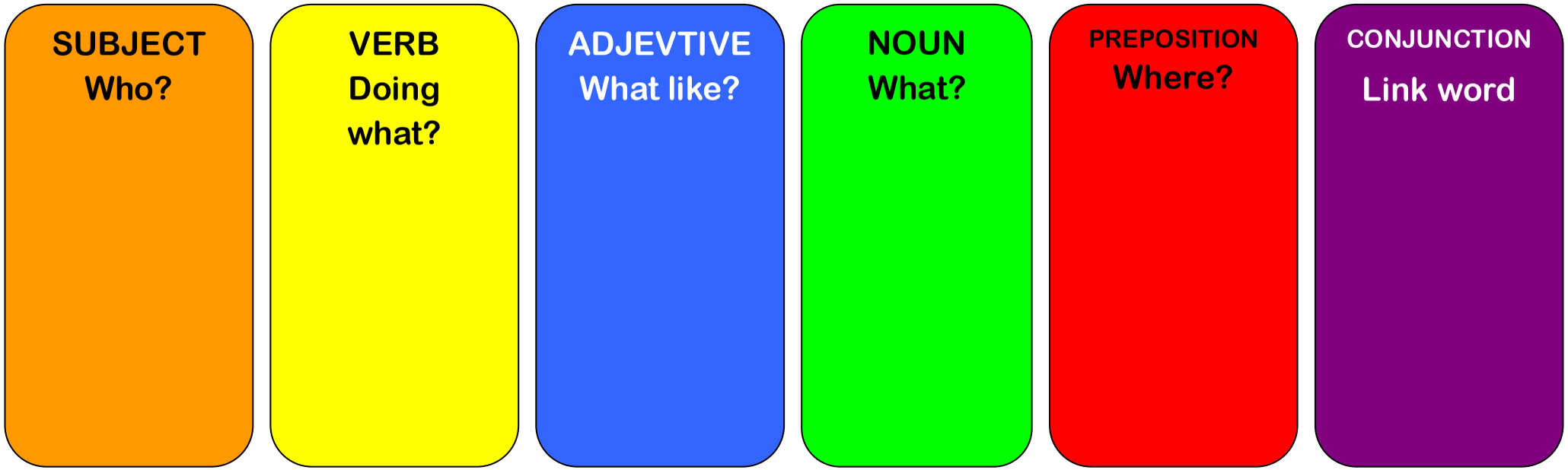
Noun / Theme (What?) e.g. an apple

Adjective / Description (What like?) e.g. green

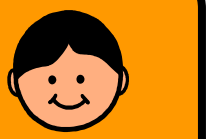
Location (Where?) e.g. in the park

Conjunction / Link word e.g. because

The man is eating a green apple in the park because he's hungry


SUBJECT
Who?
VERB
Doing
what?
ADJEVTIVE
What like?
NOUN
What?
PREPOSITION
Where?
CONJUNCTION
Link word

Subject



The boy

The girl

The dog

The cat

The man

The lady

The teddy

The baby

Verb

is eating

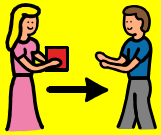
is playing

is walking

is dancing

is brushing

is reading

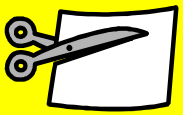


is giving

is crying

is washing

is sleeping



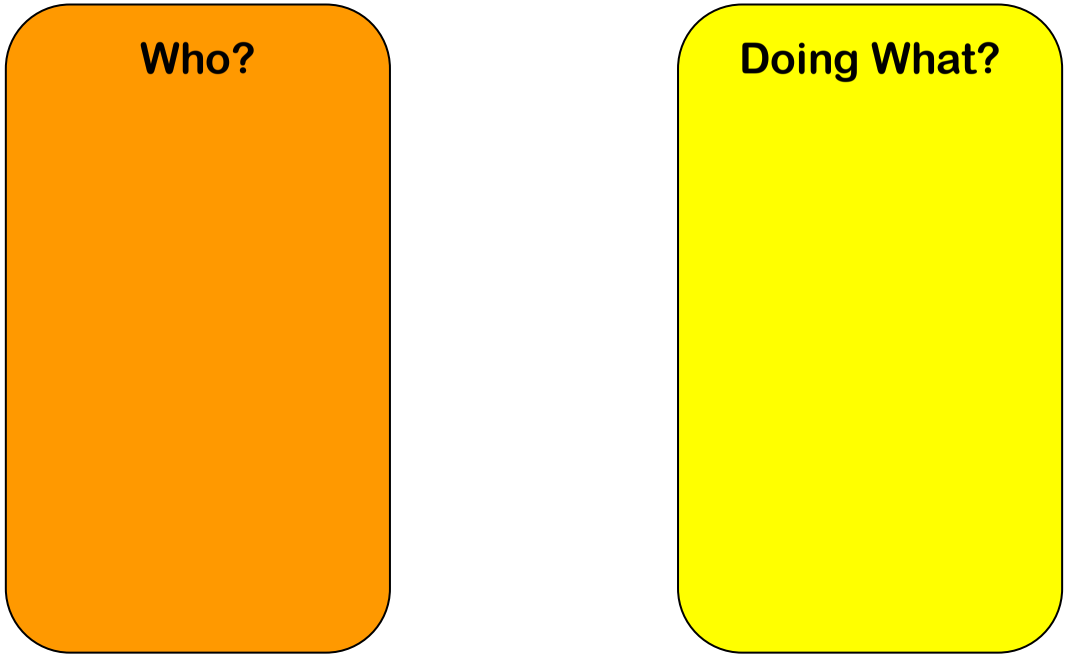
is cutting

is cutting

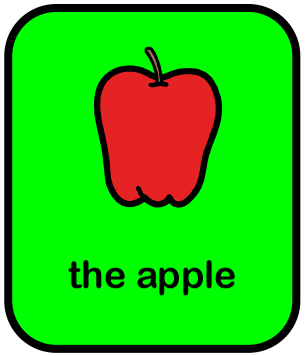
is running

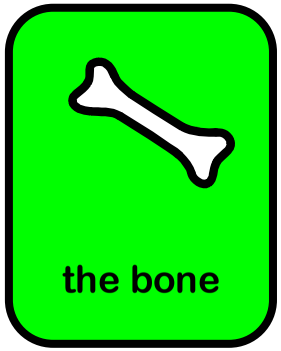
is pushing

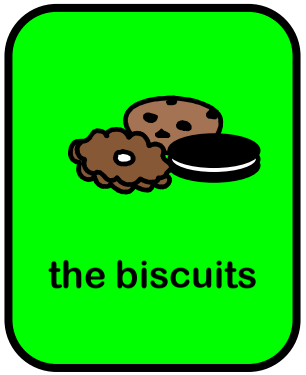
is drinking

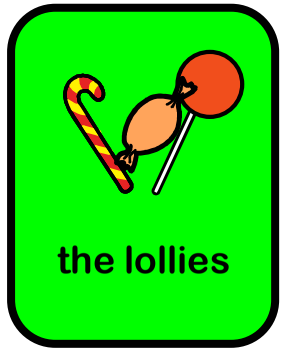

Who?
Doing What?

Noun


the apple


the bone


the biscuits


the lollies

the car

the ball

the book

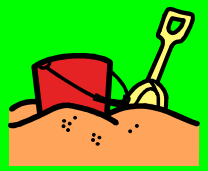
the dinner

the pram

the cup

the cat

the
ice - cream

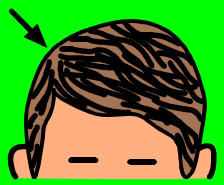

the sand

the dog

the
sandwich

Noun

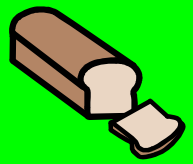
teeth



hair

the doll

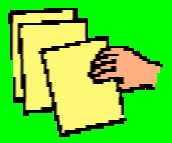
a sandcastle



the bread

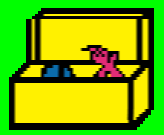
the present

the cake



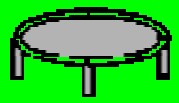
the paper

the baby



the box

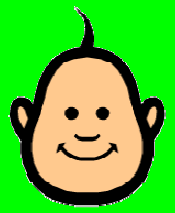
the banana



the trampoline

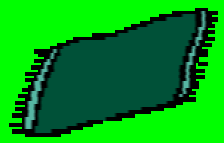
the window

hand

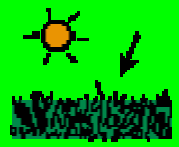


face

Noun

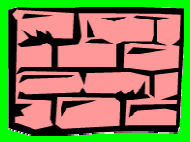


the mat



the grass

the table



the wall

the chair

the leaves

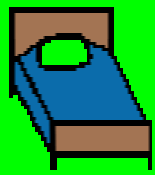
the newspaper

a fish

the stool

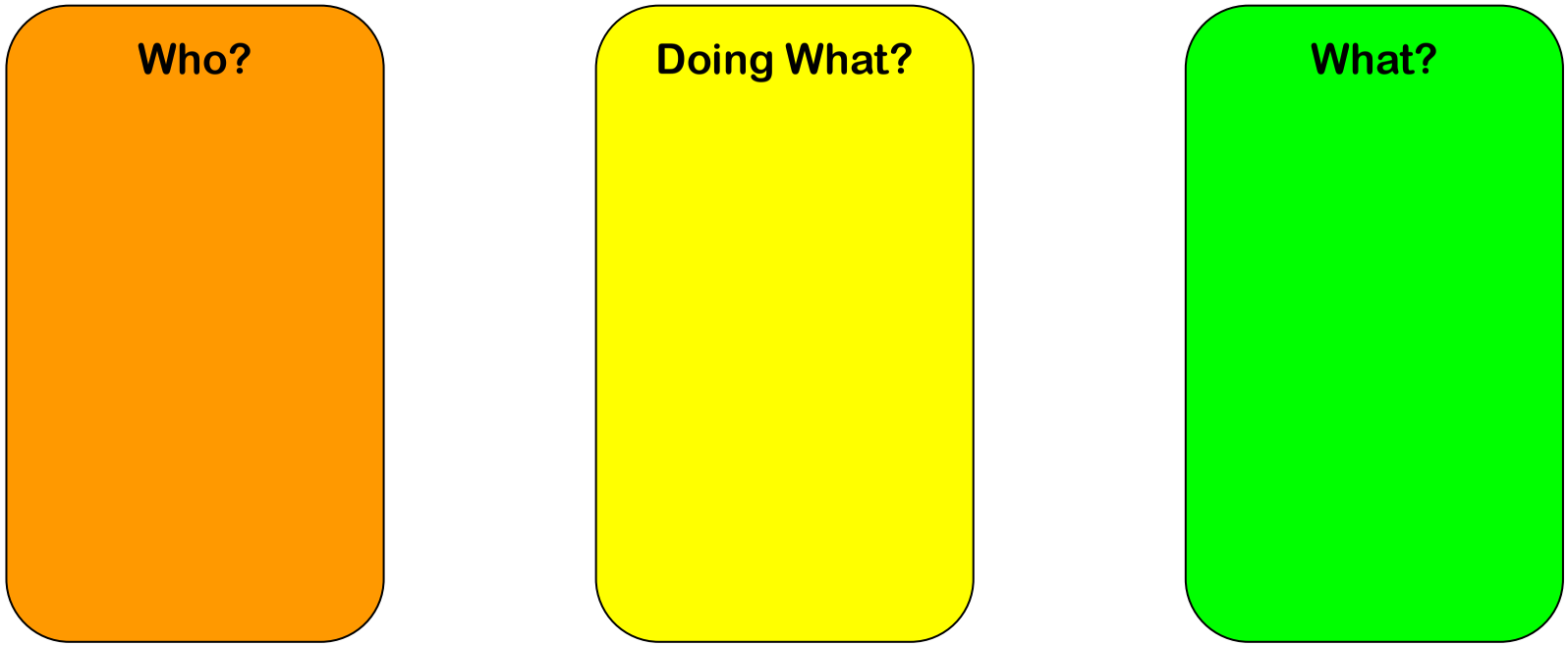
the balloon

the water

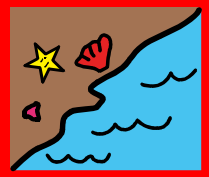


the bed

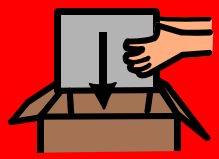
the puddle


Who?
Doing What?
What?

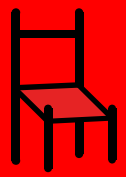
Location



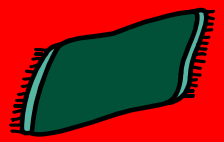
at the beach



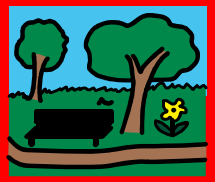
on the box



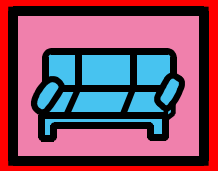
on the chair



on the rug

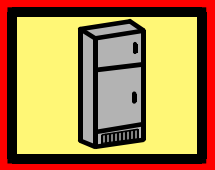


in the park

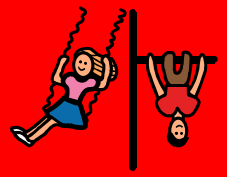


in the living room

in the house



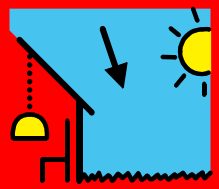
in the kitchen



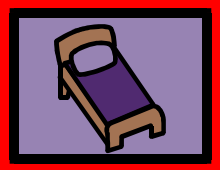
on the playground

in the bathroom

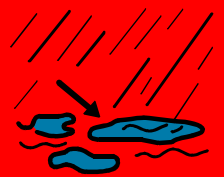
at school



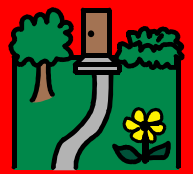
outside



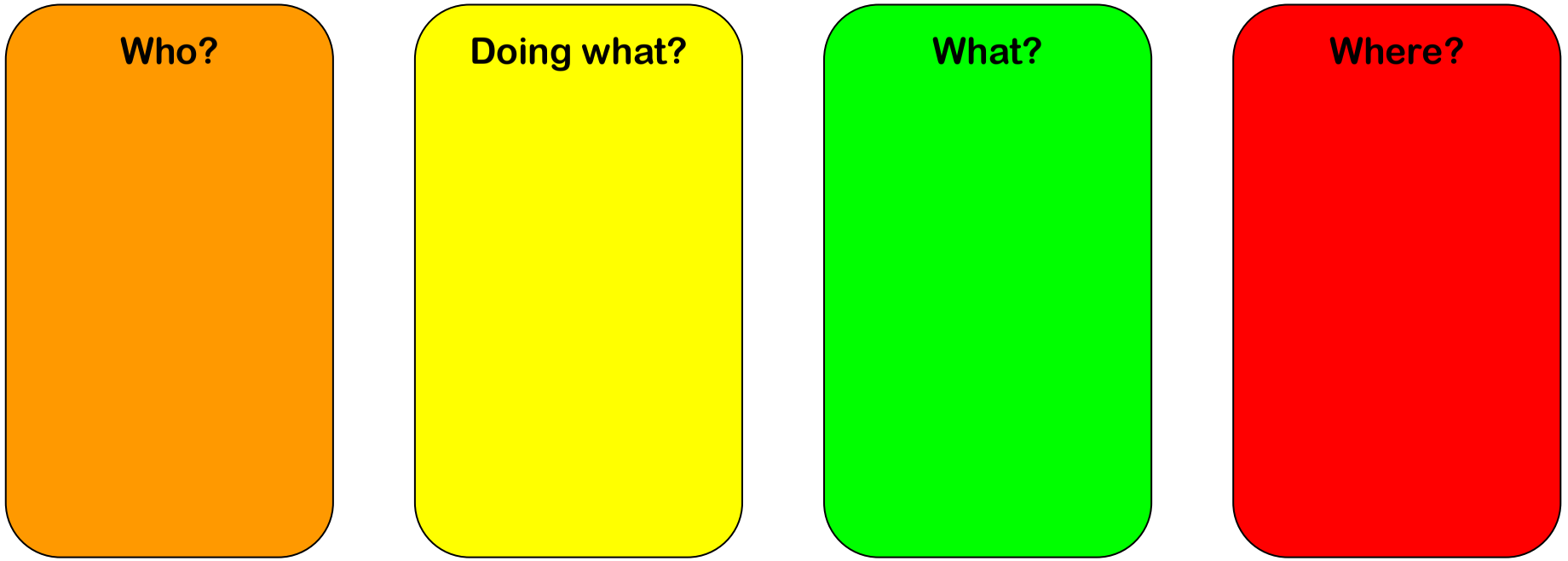
in the bedroom



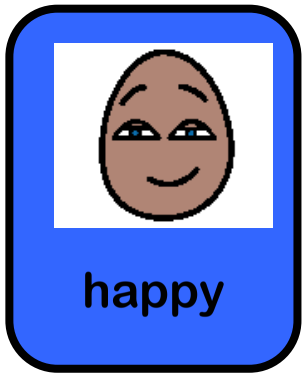
in the puddle

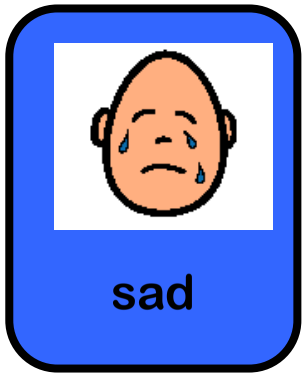


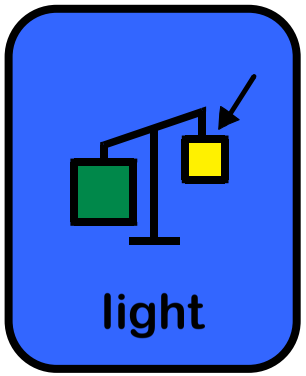
in the garden

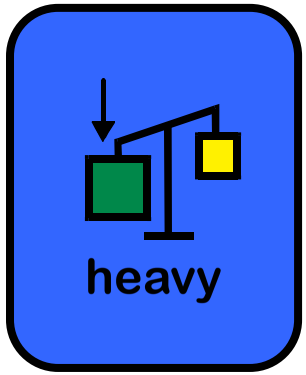

Who?
Doing what?
What?
Where?

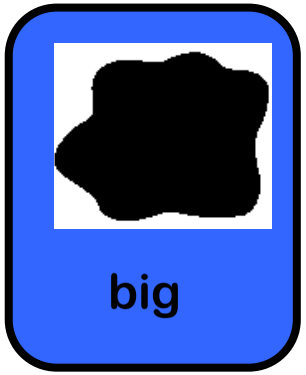
Adjective

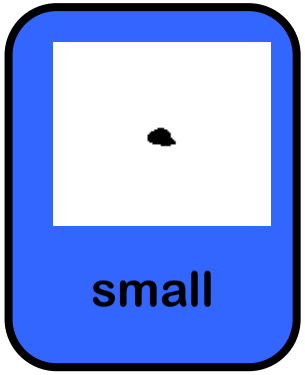


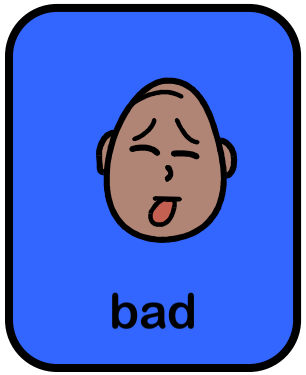


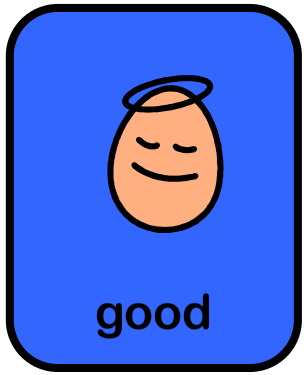












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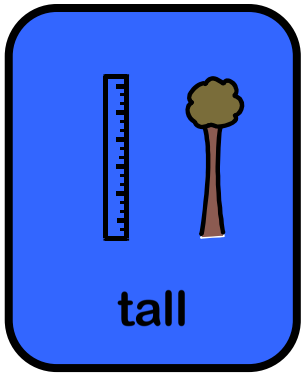

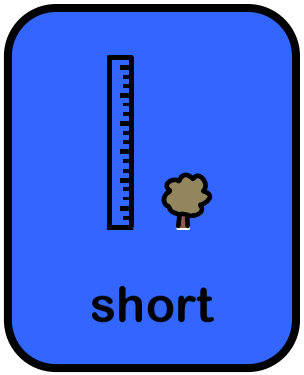

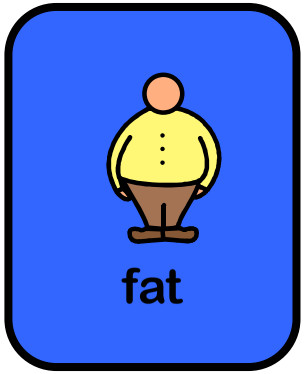

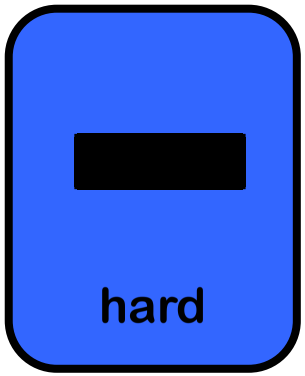

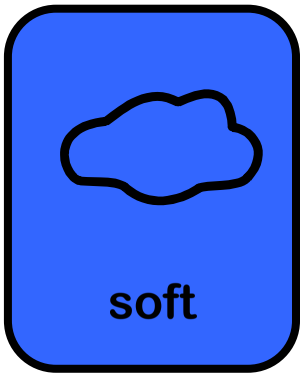

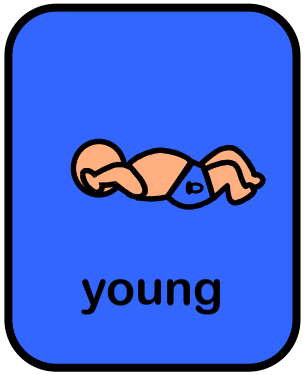

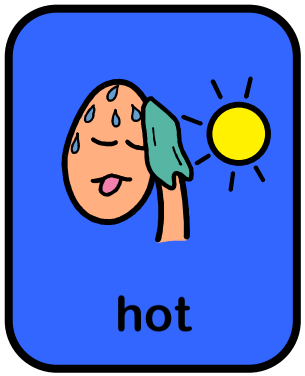

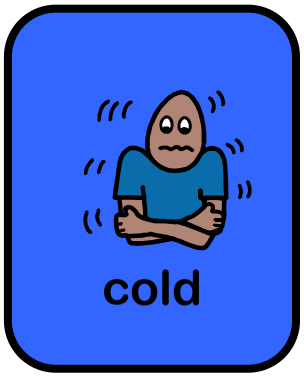

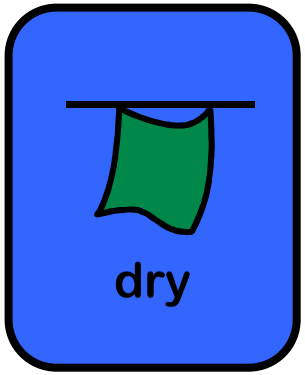

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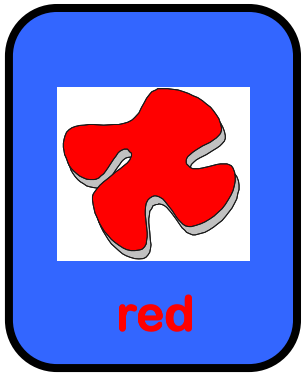
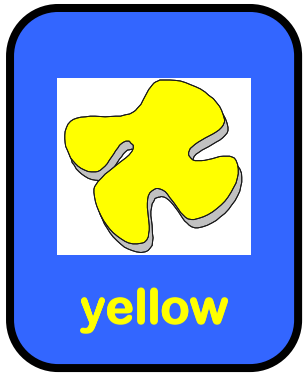
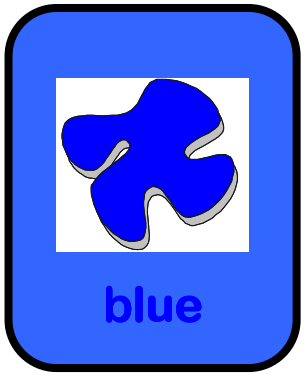
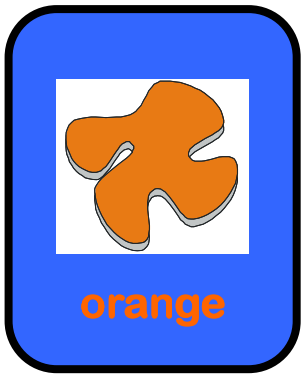
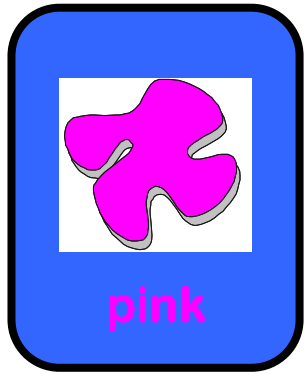

red

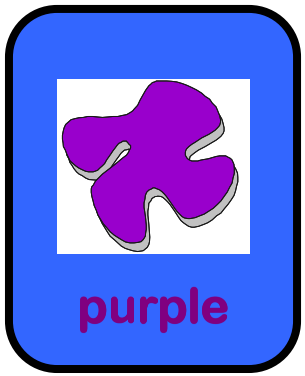

yellow

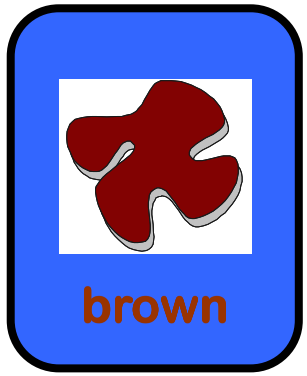

blue

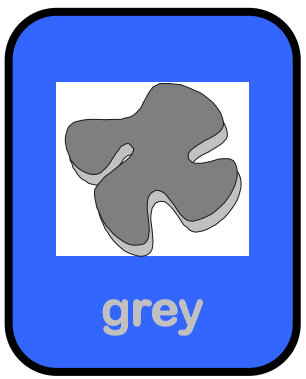
green

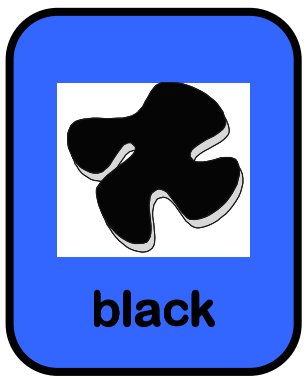

orange


pink


purple


brown


grey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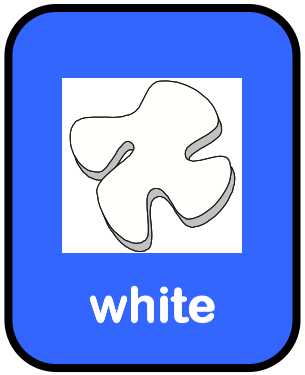
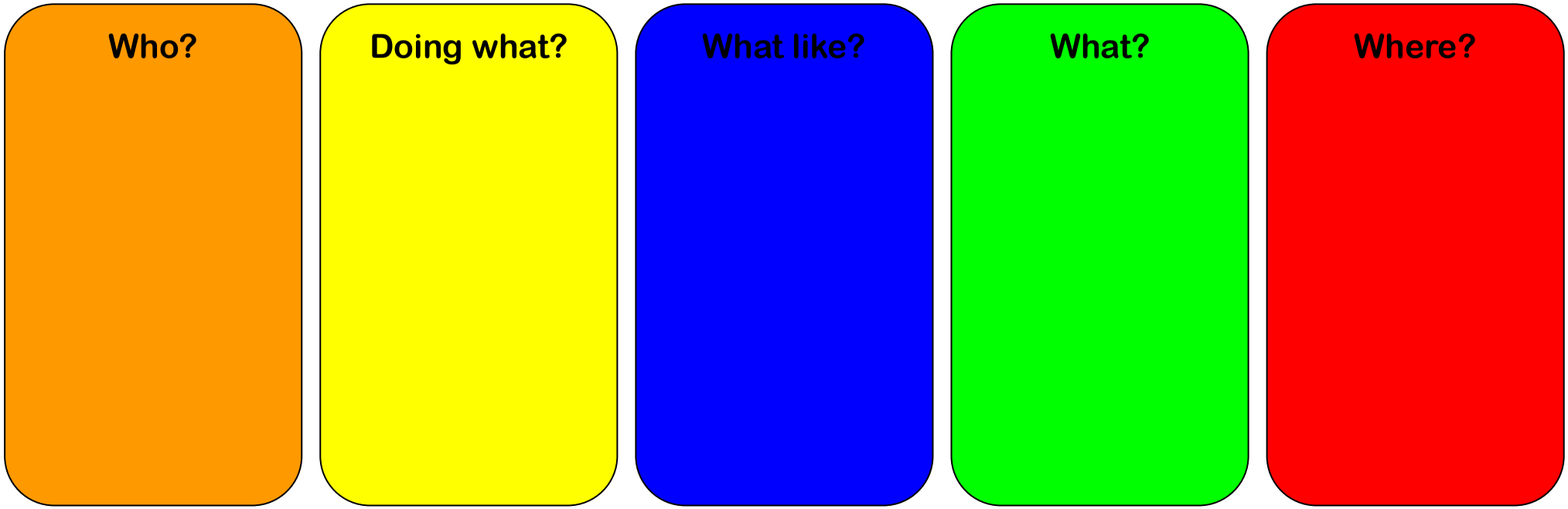
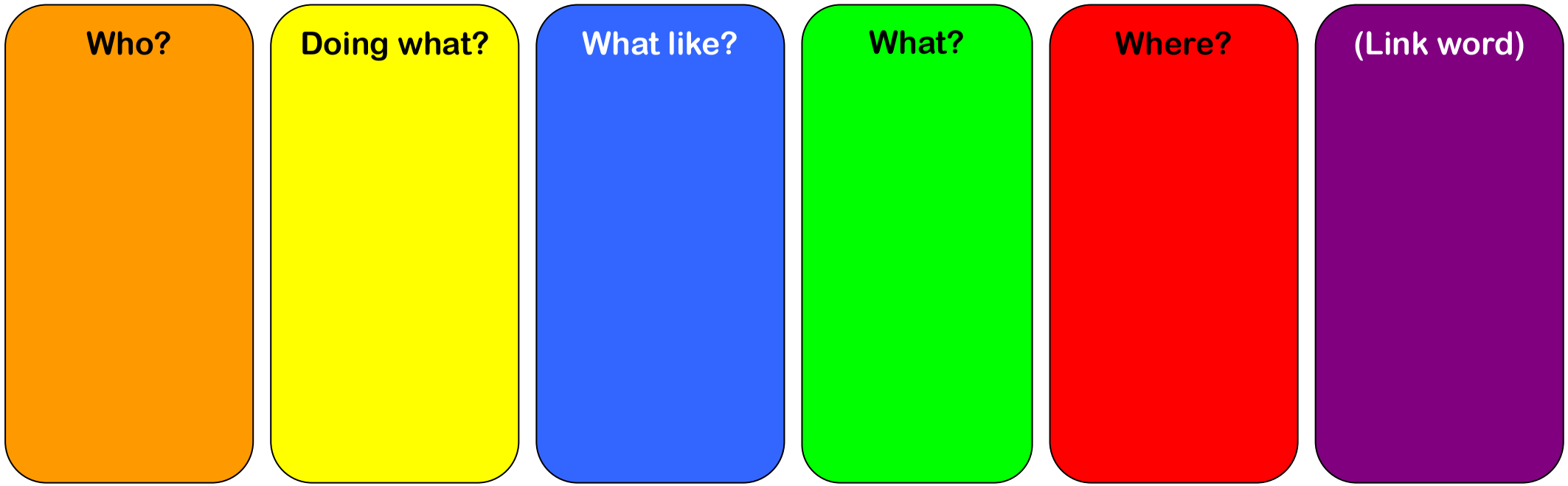

white

dirty

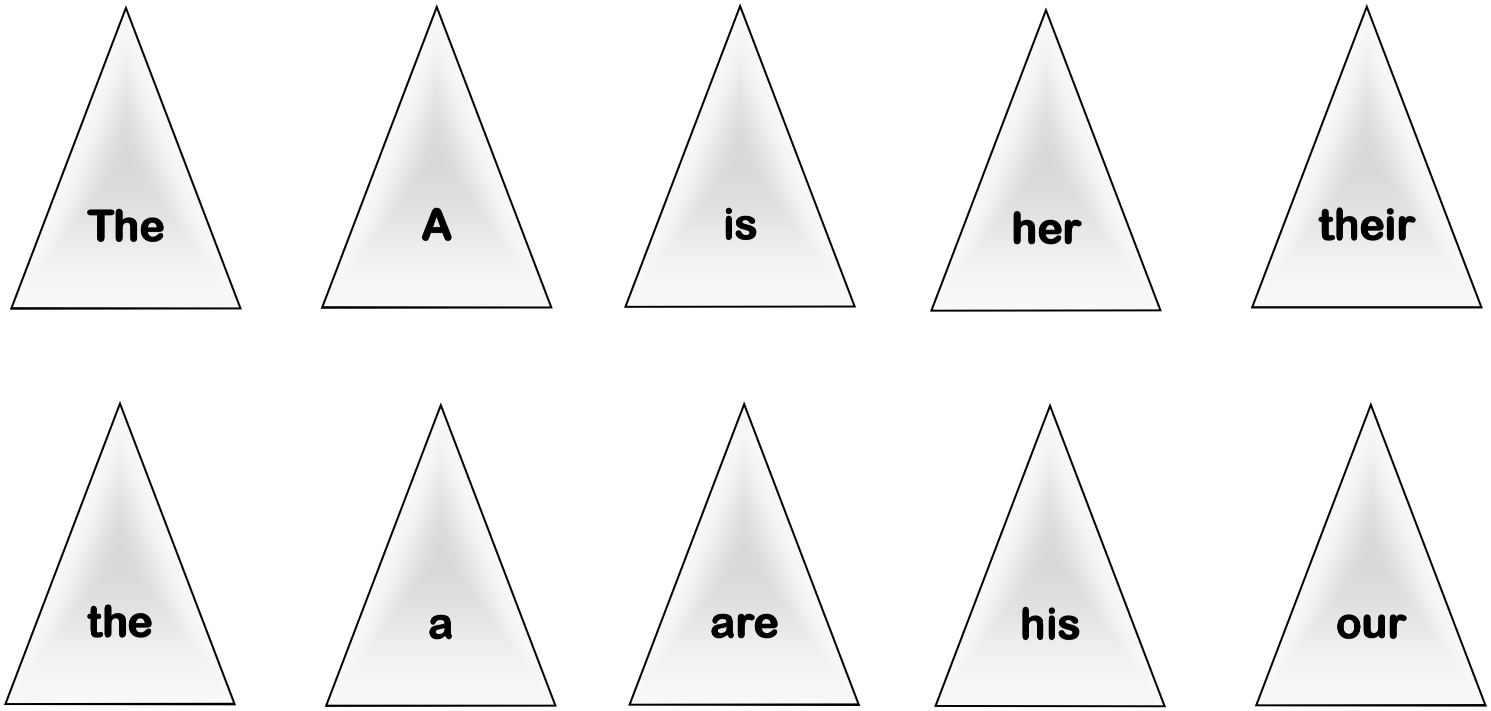
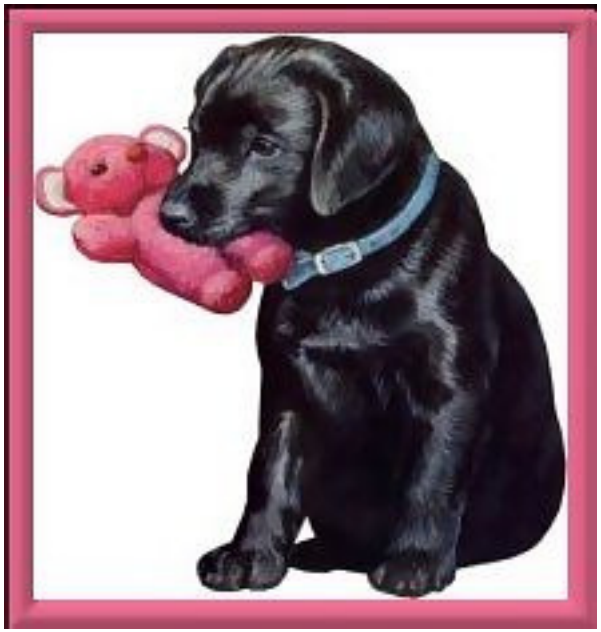
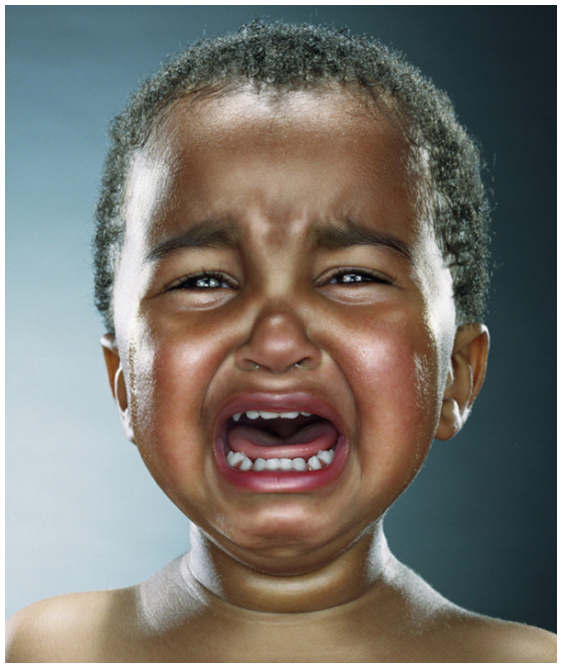
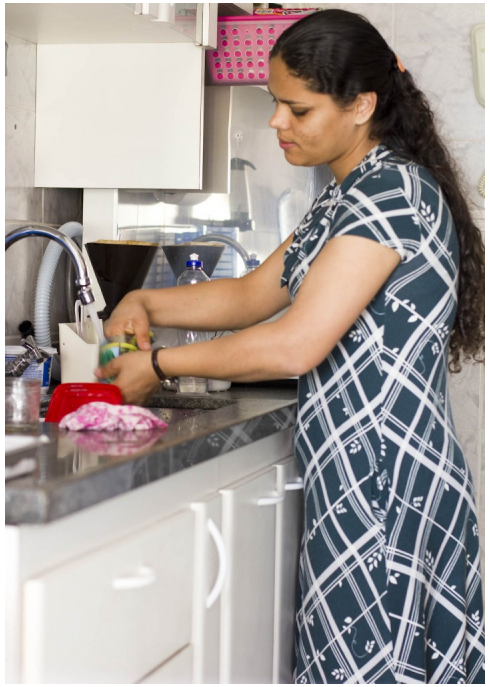

Who?
Doing what?
What like?
What?
Where?

Conjunction

because	so	and	but
if	or	as	while
though	since	when	although


Who?
Doing what?
What like?
What?
Where?
(Link word)

Carrots



corbis