

# Speech & Language Therapy Activities

Week of: May 4, 2020

**Message to families:** Hello everyone! We hope you all are hanging in there and doing well. Thank you for your flexibility and willingness to collaborate with us as we all continue to implement At-Home Learning Plans into weekly routines. As this is our third week of implementing these service plans, we would love to hear how your child is doing with their speech and/or language. Please send us a text or email with updates on how you feel your child's speech/language is progressing and how you feel about what they're currently working on. If you have not contacted us yet regarding a service plan for your child during COVID-19, please reach out via email, phone, or text (920-619-0311) at your earliest convenience so we can discuss a plan that works best for your child and family. Please continue to reach out to Alyssa (Speech-Language Therapist) and Kelsey (SLP student clinician) at [awojtyna@ecasd.us](mailto:awojtyna@ecasd.us) and [kworachek@ecasd.us](mailto:kworachek@ecasd.us) with any questions or concerns you have. We are here as a resource and we want to support you and your child in whatever means work best for you. Take care!

**Simon Says:** Take turns being "Simon" and give directions using complete phrases or sentences to your child with or without saying "Simon Says." Your child should only follow directions if it is preceded by "Simon Says." Here are some ideas on directions to give to your child:

Simple 1-step directions:

- Stomp your feet four times
- Jump twice
- Hop on your left foot three times
- Put your hands on your knees

2-step directions:

- Touch the top of your head then clap your hands three times
- Raise both hands then turn around in a circle
- Touch your toes then take one step forward
- Balance on your left foot while touching your nose

**See further instruction below to align the activity with your child's individual speech/language target below:**

→ **Articulation - "Saying Sounds":** Incorporate your child's speech target into the directions by pairing the target sound or word with a movement (e.g., "Say 'sun' 3 times then clap 3 times" or "Say this sentence while you touch your toes 'the sun is hot'"). You can get creative with the words or you can always refer back to MommySpeechTherapy.com to find word lists by sound (Located under "Free Downloads").

→ **Expressive Language - "Using words and sentences":**

For children with expressive language goals, have them repeat the directions back to you using appropriate grammar. When it's your child's turn to be "Simon," encourage them to give directions in complete phrases or sentences with appropriate grammar. You can use the strategy of recasting (or repeating correctly) the utterances your child says with incorrect grammar use. For example if they say, "Clap your hand" you could say "You want me to clap my hands."

→ **Receptive Language - "Understanding words, sentences, and stories":**

For children with receptive language goals, modify the directions based on their level of understanding. For example, for younger children stick with 1-step directions (e.g., "clap your hands") and with older children add in an extra step or two (e.g., "hop 5 times on both feet then raise your right hand"). You can make these directions more complex as well by adding in right vs. left and other direction words.

→ **Social Skills - "Interacting with the people in your environment":**

Incorporate some feelings within the directions. For example, "Simon says make a surprised face." Other feelings to practice might include: angry, excited, upset, frustrated, calm, tired, sick, happy. After your child makes this face, take turns talking about a time when you each experienced that feeling, prompting to further describe why you felt that way. In between commands, you could also ask questions about feelings, such as: "What is something that makes you excited?" or "How do you calm yourself down when you feel angry?"