SPEECH/LANGUAGE SUPPORT STRATEGIES AT HOME

The School District of Philadelphia encourages parents and caregivers to find ways to keep their children engaged in educational activities during this extended period of school closures.

The District is making Learning Guides available as a resource during this time. These optional Learning Guides (K-12) are offered for personal use. The Learning Guides are aligned to areas of support for students with disabilities and parents and students may select which Learning Guides to use.

Included within this learning guide are supplementary resources related to the area of speech/language support in the areas of Articulation, Fluency and Language.

- If accessible, please review your child’s IEP goals to determine what strategies might be necessary to complete the suggested home activities

**ARTICULATION** - includes Speech/Language Tips for grades K-12 along with suggested activities for all levels

**LANGUAGE** - includes Language Tips for Early Elementary, Upper Elementary and High School levels along with suggested activities for each level

**FLUENCY** - includes Fluency Support Tips for Elementary, Upper Elementary and High School levels with suggested activities for each level
ACTIVITIES:

ARTICULATION:
Articulation Carryover Homework
Articulation Bookmarks

LANGUAGE:
Dig A Sentence
Following Directions Coloring Sheet

FLUENCY:
Smooth and Bumpy Speech Engagers (Elementary)
Elementary-Aged Fluency Support Strategies:

Increase Awareness of Speech Production by understanding the definitions of Smooth Speech vs. Bumpy Speech

**Definition**

Smooth Speech - stretching phonemes/sounds, easy onset, elongating words to produce speech with minimal tension or struggle

Bumpy Speech - repeating sounds, or syllables with tension or struggle

**PRACTICE TECHNIQUES**

Identify Smooth Speech vs. Bumpy Speech

(*USE SMOOTH vs. BUMPY SPEECH.PDF - attached*)

Practice bumpy and smooth speech for the child or Practice bumpy and smooth speech on your own in front of mirror and/or record your speech, if possible so that you can hear your speech productions

Identify speech productions as bumpy or smooth during play together, if working with an adult
Practice Smooth, Prolonged Speech while Playing Game

Take whatever games you have available and practice using smooth, prolonged speech during those games. For example, you can have children play “Go Fish” and make sure they slow down and elongate their words when asking “Do you have a...”. Or, you can have them take a turn in a board game and use their slow, smooth speech to describe what happened (ex: “I rolled a four. I’m going to move four spaces”).

Middle School/High School Stuttering Support Strategies:

*Speech Modification (Fluency Shaping) Techniques:*

Speech modification (including fluency shaping) strategies (Bothe, 2002; Guitar, 1982, 2013) include a variety of techniques that aim to make changes to the timing and tension of speech production or that alter the timing of pauses between syllables and words. These modifications are
used regardless of whether a particular word is expected to be produced fluently. Strategies associated with speech modification include:

- **rate control** - controlling your rate of speech by ‘feeling’ your articulators (lips, tongue, cheeks, teeth, jaw) make contact and using that sensation to personal gauge to if you are moving too fast or too slow
- **continuous phonation** - to maintain voicing throughout the production of a spoken utterance
- **easy onset** - inhalation is slowed, and a soft voice is used, gradually turning into a full voice prior to vowel initiation
- **light articulatory contact** - very gentle touching/contact of speech articulators in order to produce smooth movements for speech

Other speech modification strategies, including appropriate use of pausing, are used not only to increase the likelihood of fluent speech production but also to improve overall communication skills (e.g., intelligibility, message clarity, etc.). In addition to being used for improving communication skills, pausing is also an effective method of rate control.

**Practice Techniques:**

1. Answer simple WH questions (what, where, why) using 2-4 words using one or two of the fluency shaping techniques (described on page 2)

2. As you are feeling more comfortable with your speech productions, move to answering questions that will require a 4-6 word
utterance response, keeping in mind what strategies works best for you

3. Choose a topic of interest and find a partner to participate in 3 to 6 exchanges around your topic, note how you are using your techniques, what is working and what is not...focus on practicing the technique that is working for you to create the least amount of disfluencies (stuttering) when you are speaking within an interaction

4. Practice your strategies for at least 5-10 minutes each day with or without a communication partner

Fluency Apps

- DAF PRO (delayed auditory feedback) - (iOS/Android)
- Stutter Help (Honest Abe Apps) - (Android)
Speech Support Activities

DIRECTIONS: Please use the ideas/tips below to encourage speech production practice for improved functional communication skills. If you have your child’s speech IEP goal(s) available, please refer to them for the target speech sound.

1. _____ Draw a picture. Tell mom or dad about it using best speech production.
2. _____ Tell someone a joke using your best speech production.
3. _____ Name 3 things you see in the spring that have your target speech sound.
4. _____ Happy First Day of Spring
5. _____ What is your favorite spring flower?
6. _____ Find 4 items in your kitchen that has your target speech sound
7. _____ Find 4 items in your living room that has your target speech sound
8. _____ Name 5 friends or family using your best speech.
9. _____ Watch a favorite TV show... Do you hear your target speech sound?
10. _____ Look out the window…. What do you see that has your target speech sound?
11. _____ Sing a song using your best speech.
12. _____ Answer the phone or use facetime today using your best speech.
13. _____ Play a game with your sibling or parent and ask them to say your target speech sound, so that you can ‘hear it’ and ‘see it’
14. _____ Watch cartoons with your friend or family. Do you hear your target speech sound?
15. _____ Count to 30. What numbers have your target speech sound?
16. _____ Name 4 things in your closet that have your target speech sound.
17. _____ Say a word with your target speech sound 10 times before you go to bed tonight.
18. _____ Name a bug that has your target speech sound.
19. _____ Say 4 words that have your target speech sound in the middle.
20. _____ What cars have your target speech sound?
21. _____ Use your best speech (thinking about your target speech sounds) when you play with a friend
22. _____ How many days until summer break, is my target speech sound in the days of the week?
23. _____ What is your favorite thing about spring?
24. _____ Make up a rhyme using words with your target speech sound(s).
25. _____ Name 4 words that start with your target speech sound(s).
26. _____ Name 2 flavors of ice cream that have your target speech sound(s).
27. _____ Name 3 girls’ names that have your target speech sound.
28. _____ Name 3 boys’ names that have your target speech sound.
29. _____ Does someone in your family have your target speech sound in their name?
30. _____ Read a book aloud to a family member or friend with your target speech sound

ARTICULATION APPs:

Articulation Station (iOS - in app purchases)
ArtikPik (iOS- in app purchases)
Speech Essentials Therapy (Android - in app purchases)
Language Support Ideas

Ideas to Promote Language

- Think of ways to promote language growth throughout the day. To do so, create a situation where your child will have to use their language to communicate during a highly desired activity (e.g. play-doh, coloring, movement game) introduce functional words that could assist your child in effectively meeting their needs, during the activity such as ‘open’, ‘more’, ‘stop’, ‘again’

- Movement Games - ‘Simon Says’ - requires listening to directions and following 1 step to multi-step directions correctly

- Hands up to ? - a sing along game - pick a category, such as ‘fruit’, you and your child take turns naming all of the items you can think of in the category, whoever can keep naming after 10 rounds with no pause, will win the round - if after 10 rounds no one has paused, keep the fun going until a winner emerges!

- Read your child’s favorite book with them, after reading the story ask your child to retell the story back to you, listen for a clear beginning, middle and end, did your child name the main characters, what was the event or problem in the story and what was the resolution or solution
Language Activities

1. What would you do if you weren’t wearing a watch and needed to know what time it was?
2. What rhymes with: cat, pan, ball, sun, fast
3. Pretend today is Friday. You saw a movie 2 days ago. What day did you see the movie?
4. Fourth of July. Have fun!
5. Give 2 meanings to the word “bark”.
6. How are a pen and pencil alike? How are they different?
7. What does “Dinner on the house” mean?
8. Riddle: It has wings. You fly places on it. It’s made of metal. What is it?
9. Sun is to day. Moon is to _______.
10. Name 5 things that are hot.
11. Name 3 holidays and tell how you celebrate them.
12. Name 5 things that are cold.
13. Describe a baby.
14. Name 5 things a baby enjoys.
15. Have fun today.
16. Pretend it’s 7:00 AM. What time will it be in one and half hours?
17. What has a long nose, big ears and wrinkly skin? He likes to eat peanuts.
18. Hand is to glove as foot is to ________.
19. Name a color that is not in the rainbow.
20. What does “Don’t throw in the towel” mean?
21. Describe how to make a peanut butter and jelly sandwich?
22. Which word doesn’t belong: “summer, winter, snow, spring”?
23. Describe a car (color, parts, how it works, etc).
24. Give 2 meanings for the word “duck”.
25. Ethan is going to camp. He packed his socks, shoes, shirt and shorts. What are these called?
26. Name a game that does not use a ball.
27. Say these words in a sentence: she, him, us
28. Riddle: It’s like a movie. It’s in your head and it happens when you sleep. What
29 ______ Pretend it’s Wednesday. You’re invited to a party in 5 days. What day is the party?
30 ______ What does “You have two left feet” mean?
31 ______ Name 5 things you will need to get before school starts.

Language Apps

HB Sequencing (Android - in app purchases)

HB Following Directions (Android - in app purchases)

Super Duper Fun Decks (iOS - in app purchases)

--------WH questions, Vocabulary, Basic Concepts
Today in speech we practiced WH-questions!

Homework: Complete the wheel by adding a WH-question in each section. Write a question about the picture in the middle using each question word. If needed, have your homework helper write it in the wheel for you.

Homework Helper Initials: ________

Example: Who will eat pizza with me?
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Homework Helper Initials:__________

Example: When can I play with the dog?

sipity.blogspot.com
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Example: What is your favorite kind of sandwich?
Today in speech we practiced WH-questions!

Homework: Complete the wheel by adding a WH-question in each section. Write a question about the picture in the middle using each question word. If needed, have your homework helper write it in the wheel for you.

Homework Helper Initials:________

Example: Who rides the bus to school?