

Speech & Language Therapy Activities

Week of: April 13, 2020

Message to families: Hello Locust Lane Families! We hope this letter finds you all safe and healthy. As Mandy Van Vleet, ECASD Director of Special Education, shared, “As the ECASD transitions from providing supplemental materials to new learning through students’ At-Home Learning Plans, IEP teams will begin developing plans for implementing special education services in a virtual manner.” You may have received a phone call and/or email from me wanting to discuss and share some plan options for your child. We are committed to providing support and services in the best way possible to meet the current needs of your child and your family while being mindful of your family situation during this pandemic. We strive to work collaboratively with you to determine what services will be beneficial and manageable for all involved. We are hoping to make contact with each family this week so we can begin individual plans the week of April 20th. For this transition to be successful, we ask you to respond to phone calls, voicemails, and emails as soon as you are able to determine the next steps of this process. Please continue to reach out to Alyssa (Speech & Language Therapist) and Kelsey (SLP student clinician) at awojtyna@ecasd.us and kworachek@ecasd.us with any questions you may have. Stay well!

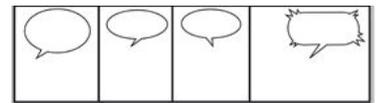
Articulation - “Saying Sounds”

Scavenger Hunt: Go through the house or yard and write down or take pictures of as many things as you can that start with your target sound and practice saying the word aloud. When coming back together, repeat the words 3 times each to get more practice. Whoever finds the most items with their sound wins.

Board Game: Refer back to MommySpeechTherapy.com to find word lists by sound to practice with your child (Located under “Free Downloads”) while playing any board game. Before each turn, have your child pick a word to say 3 times before taking their turn OR using a deck of cards (War, Uno, etc.) take turns picking cards and say the target word the number of times indicated on the card (face cards can be wild--you pick the number).

Expressive Language - “Using words and sentences”

Create a Story: Using story strips (like this template) have your child draw out their very own story. Assist them in telling a cohesive story (with a beginning, middle, and end). Encourage them to elaborate on the characters they create by asking them to describe them (look like, likes/dislikes, feelings, etc.).



Receptive Language - “Understanding words, sentences, and stories”

Following a recipe: Have your child pick out a new or favorite recipe that has a list of written directions to follow (visuals/pictures are helpful as well). Work together to read and review the steps in the recipe--noting the importance of following steps in sequential order. Clarify questions and assist them as needed to ensure understanding and safety.

Free play: With your child’s favorite toys (legos, dolls, etc) incorporate concept words (for example: on, in, over, under, off, behind, in front of, through, next to, between, above) during play. You can model them by pairing the phrase with the action, “The doll is next to the lego house.” OR you can ask your child to follow directions, “Put the purse under the table.”

Social Skills - “Interacting with the people in your environment”

Emotion Charades/Pictionary: Write down feeling words on pieces of paper. Take turns picking a slip of paper and then acting (or drawing) out the emotion. Discuss what they did/drew that indicated that emotion (e.g., “raising your eyebrows and opening your mouth showed surprise”).