

Speech and Language activities to try at home!

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When your child is at the home, you can use techniques such as scaffolding, modeling and mirroring. Your child may require scaffolding when an assignment is challenging beyond their level of understanding. The teacher does this by systematically building on students' experiences and knowledge as they are learning new skills. The teacher does this by systematically building on students' experiences and knowledge as they are learning new skills. You can provide support by beginning at the lowest possible level of independence and maximum level of support provided by an adult or educator. The speech and language activities described below can be adapted to provide scaffold supports. Keep in mind, supports should be removed as things progress and your child discovers their potential on the assignment. Much like scaffolding used in construction tasks, this is a temporary support, to aid workers in the building completion.

Scaffolding in action:

1. Making suggestions
2. Asking probing questions
3. Introducing props
4. Use limited answer questions
5. Encourage
6. Demonstrate
7. Provide supports, step by step

Flashlight Scavenger Hunt:

For this activity you can tape pictures around the house for you and your child to find. Next, you will grab a flashlight (your phone will work great) and go around your house looking for these things that you put out. Make sure that you put them out where they are obvious for the child to see. Use the flashlight as the spotting light to find these items. When your child finds

these items have them tell you what it is. If they say the word incorrectly or are having a hard time pronouncing it, model it for them. This is simple, this means say the word correctly for them and then ask them to repeat it back to you. The best way to teach your child sounds is for them to hear it from you.

This activity can easily be changed to meet the needs of infants and toddlers. For toddlers, color 6 small circles on a piece of paper, making each circle a different color. Put the circles in the bottom of each cup in a muffin tin with each cup having its own color. Go on a scavenger hunt around the house and find small items that match the colors you placed in the muffin tin cup. Model words for your child as you go on your scavenger hunt. For example, “Let’s find a red car, look you found the red car, red car in, let’s match red.” Whoever fills their cup up first is the winner!

To simplify the activity for older infants, turn off the lights in your house and use a flashlight to search for your child’s favorite stuffed animal or toy. Use words to narrate what you and your child are doing. For example, “Let’s find Teddy, I wonder where he could be?” “Oh look, he’s under the blanket!” When your child masters these skills remember to use positive reinforcement so that they feel excited and accomplished when they are learning these new skills.

Did you know parents who just talk as they go about their daily activities expose their children to 1000-2000 every hour?!

Sensory Bin

Sensory play can be any play that involves the senses. Support this play by commenting on the things you hear, smell, taste, see, and feel. Sensory bins are a fun and messy activity that kids love. They work well for independent play but are also great for learning speech and language skills.

Fill a bigger container with water in an area of your home that you are comfortable with getting a little wet during play or you can place a towel down underneath the container. Add a variety of small toys to the bin which can include kitchen items such as a cup, funnel, spoon, measuring cups, etc and practice naming these items and narrate (talk) to your child about what you're doing with these items. Here are some examples of target vocabulary words you can practice: "Fat, slow, cup, funnel, ut-oh, full, empty, oh no, clean, messy, my turn, your turn". This can also be done by putting rice or noodles in the container instead of water if that's an option for your family.

For infants and toddlers, use bigger items in your sensory bin to eliminate the risk of choking on smaller items. Spoons, cups, measuring cups, teaspoons, basters, are all great things to help get your child to engage, have fun, and communicate. If you can make jello and put the items in the pan for them to dig out is also a substitute for the rice or water.

The biggest thing that you can do with your child is just play with them and model what you are doing. They will learn so many things just from your example, if this doesn't work out try it again another day. The routine of things will build up and the child will become more comfortable and willing to work while in the home with you.