

Middle School Speech Therapy Bundle

Speech and Language Kids



Thanks for downloading my speech therapy bundle for speech and language skills. This bundle is a compilation of my best middle school resources.

Inside, you'll find resources for teaching:

- Writing Narratives
- Making Inferences
- Figurative Language and Idioms
- Using clear speech (not mumbling)
- Self-Calming and Regulation

For full resources and guides on these topics, plus free training videos, visit:

www.SpeechAndLanguageKids.com/middle-school-speech-and-language-resources

Writing Narratives:

Pre-Writing Organizational Worksheet (Grades 4-6)

by: Carrie Clark, www.SpeechAndLanguageKids.com

Situation/Context: In one sentence, briefly set up the situation or context. (Example: Last summer we went to the pool)

Characters/Narrator: Describe who is involved in the situation, including the narrator if applicable (the person speaking).

Details of What Happened: List out all details that you want to include here. They don't need to be in any logical order yet.

Sequence the Details: Take the details from the box on the left and put them in the correct order.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Closing Statement: In one sentence, end the situation. This statement could be a summary of what happened or an opinion or judgement (like: "We had a great time going swimming").

Writing Narratives:

Pre-Writing Organizational Worksheet (Grades 7-8)

by: Carrie Clark, www.SpeechAndLanguageKids.com

Context: Include information about the setting (time and place).

Point of View: From whose point of view will the story be told?

Characters/Narrator: Describe who is involved in the situation, including the narrator if applicable (the person speaking).

Details of What Happened: List out all details that you want to include here. They don't need to be in any logical order yet.

Sequence the Details: Take the details from the box on the left and put them in the correct order.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Conclusion: Provide a final statement that follows from and reflects on the experience of events.

Writing Narratives:

Pre-Writing Organizational Worksheet (Grades 9-12)

by: Carrie Clark, www.SpeechAndLanguageKids.com

Set it Up: Outline a problem, situation, or observation that will be the basis for the narrative

Point of View: From whose point of view will the story be told?

Characters/Narrator: Describe who is involved in the situation, including the narrator if applicable (the person speaking).

Details of What Happened: List out all details that you want to include here. They don't need to be in any logical order yet.

Sequence the Details: Take the details from the box on the left and put them in the correct order.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Conclusion: Provide a final statement that follows from and reflects on the experience of events.

Temporal Words for Written Narratives

By Carrie Clark, CCC-SLP www.SpeechAndLanguageKids.com

<u>First</u>	<u>Next</u>	<u>Last</u>
In the beginning...	After that...	Finally...
At first...	When that was done...	In the end...
To start with...	As soon as that finished....	Lastly...
As soon as we arrived...	The next thing we did was....	To finish...
Early on...	Later...	Ultimately...
Originally...	Following that...	...Once and for all.
Initially...	Subsequently...	At last...
First off...	As a result...	In spite of it all...
Before anything else happened...	Consequently...	At last...
Right away...	A while later...	After all that...
Immediately...	Immediately after that...	When all was said and done...
Straightaway...	The next week...	At the end of the day..
Without delay...	After a while...	
Instantly...	Directly after...	
We started by....	When that was done...	
We quickly began by....	Soon...	
To begin, we....	At a later time...	
The first thing...	Eventually...	
	Thereafter...	
	From there on...	

Instructions: Show each picture to the child. Ask the child to make an inference about what is going on or what just happened. Help the child combine background knowledge with information from the picture to create an inference. Examples are given in the answer key on the last pages.



Picture One

Observation(s) from Picture: _____

Background Knowledge Used: _____

Inference Made: _____



Picture Two

Observation(s) from Picture: _____

Background Knowledge Used: _____

Inference Made: _____

Instructions: Show each picture to the child. Ask the child to make an inference about what is going on or what just happened. Help the child combine background knowledge with information from the picture to create an inference. Examples are given in the answer key on the last pages.



Picture Three

Observation(s) from Picture: _____

Background Knowledge Used: _____

Inference Made: _____



Picture Four

Observation(s) from Picture: _____

Background Knowledge Used: _____

Inference Made: _____

Instructions: Show each picture to the child. Ask the child to make an inference about what is going on or what just happened. Help the child combine background knowledge with information from the picture to create an inference. Examples are given in the answer key on the last pages.



Picture Five

Observation(s) from Picture: _____

Background Knowledge Used: _____

Inference Made: _____



Picture Six

Observation(s) from Picture: _____

Background Knowledge Used: _____

Inference Made: _____

Instructions: Show each picture to the child. Ask the child to make an inference about what is going on or what just happened. Help the child combine background knowledge with information from the picture to create an inference. Examples are given in the answer key on the last pages.



Picture Seven

Observation(s) from Picture: _____

Background Knowledge Used: _____

Inference Made: _____



Picture Eight

Observation(s) from Picture: _____

Background Knowledge Used: _____

Inference Made: _____

Instructions: Show each picture to the child. Ask the child to make an inference about what is going on or what just happened. Help the child combine background knowledge with information from the picture to create an inference. Examples are given in the answer key on the last pages.



Picture Nine

Observation(s) from Picture: _____

Background Knowledge Used: _____

Inference Made: _____



Picture Ten

Observation(s) from Picture: _____

Background Knowledge Used: _____

Inference Made: _____

Instructions: Show each picture to the child. Ask the child to make an inference about what is going on or what just happened. Help the child combine background knowledge with information from the picture to create an inference. Examples are given in the answer key on the last pages.



Picture Eleven

Observation(s) from Picture: _____

Background Knowledge Used: _____

Inference Made: _____



Picture Twelve

Observation(s) from Picture: _____

Background Knowledge Used: _____

Inference Made: _____

Answer Key:

Keep in mind that everyone's background knowledge is different so each person's inferences may be different. You can also make many different inferences per picture. These are just one option to get you started.

Picture One:

Observation(s): The lady is wearing a white dress.

Background Knowledge: Ladies wear white dresses when they get married.

Inference: The couple is getting married.

Picture Two:

Observation(s): The lady has her finger to her mouth.

Background Knowledge: Someone puts their finger on their mouth when they want someone to be quiet.

Inference: The lady wants someone to be quiet.

Picture Three:

Observation(s): There were dark clouds in this picture.

Background Knowledge: Rain usually comes out of dark clouds.

Inference: It must have rained right after this picture was taken.

Picture Four:

Observation(s): The baby is in a high chair and wearing a bib.

Background Knowledge: Babies eat food in high chairs while wearing bibs.

Inference: The baby is eating food.

Picture Five:

Observation(s): There is a sign on the bathroom door that says "out of order".

Background Knowledge: "Out of order" typically means that something isn't working and the main working part in a bathroom is the toilet.

Inference: The toilet must not be working.

Picture Six:

Observation(s): The chairs and table are knocked over.

Background Knowledge: People sometimes knock things over when they are mad.

Inference: Someone got mad and knocked over the table and chairs.

Picture Seven:

Observation(s): There is a pillow and a blanket on the chair.

Background Knowledge: People use pillows and blankets when they sleep.

Inference: Someone was sleeping in the chair.

Picture Eight:

Observation(s): The lights are off in the office.

Background Knowledge: The lights are often turned off in offices when it is closed.

Inference: The office must be closed.

Picture Nine:

Observation(s): There are keys hanging from the lock in the door.

Background Knowledge: Keys are typically used to lock or unlock doors but then are removed once the door is locked or unlocked.

Inference: Someone unlocked or locked this door and then forgot to remove their keys.

Picture Ten:

Observation(s): This room has rows of chairs and pictures of babies and children.

Background Knowledge: Waiting rooms for doctors' offices usually have rows of chairs like this. Doctors that work with children and babies are called pediatricians.

Inference: This room is a waiting room for a pediatrician's office.

Picture Eleven:

Observation(s): The refrigerator door is open.

Background Knowledge: Refrigerators need to stay closed to keep the food cold. People open the refrigerator door to get food out.

Inference: Someone must have accidentally left the door open when they were getting out food.

Picture Twelve:

Observation(s): The microwave says "END".

Background Knowledge: Microwaves say "END" when food has finished cooking but has not been taken out of the microwave yet.

Inference: Someone's food is finished cooking and is still in the microwave.

Idioms Worksheet

By: Carrie Clark, CCC-SLP
www.SpeechAndLanguageKids.com

Instructions: Idioms are expressions that people say that mean something different than what they sound like. Read the passages and identify what the idiom really means.

1. John was super busy. He was talking on the phone with his office while he stirred the soup that was cooking on the stove and starting to burn. His son Billy walked up to him and said “Dad, I need help with my homework”. John replied with “Hang on!”

What did John mean when he said “hang on”?

- a) He wanted Billy to hang his homework from the stove.
- b) He wanted Billy to figure out his homework on his own.
- c) He wanted Billy to wait for a moment until he could help him.
- d) He wanted Billy to eat some soup.

2. The children walked into the classroom and found their teacher, Ms. Donna waiting for them. All of the chairs were arranged in a circle around Ms. Donna. As they approached the circle of chairs, Ms. Donna said “Have a seat” and waved her hand toward the chairs.

What did Ms. Donna want the children to do when she said “Have a seat”?

- a) She wanted them to sit down in the chairs.
- b) She wanted them to take the chairs home with them.
- c) She wanted them to put their names on their chairs.
- d) She wanted them to go outside.

3. Mrs. Batson was clearly having a rough day. The children in her class were running around the classroom and screaming. There were toys and art supplies everywhere. Three children were pulling on her clothes and singing as loudly as they could. Mrs. Batson looked at the children and said “You’re driving me up the wall!”

What did Mrs. Batson mean when she said “You’re driving me up the wall?”

- a) She needed to take a drive to get away from them.
- b) There were cars painted on the walls.
- c) The children were annoying her.
- d) The children were driving a car straight up a wall.

4. James was a very helpful child. He loved helping his mother and she really needed his help today. It was his brother's birthday party so all of their family would be coming to the house in 2 hours. James helped his mother by cleaning up the play room, sweeping the kitchen, cleaning the bathrooms, and organizing the bookshelves. James' mother told him how much she appreciated that he bent over backwards to help her get ready.

What did James' mother mean when she said he "bent over backwards?"

- a) Her back was hurting from bending over all day.
- b) James was leaning over backwards when he did the cleaning.
- c) She wanted James to bend over while he cleaned.
- d) James did everything he could possibly do to help her.

5. When Cody walked into his house he immediately knew that something fishy was going on. All of the lights in the house were off even though he knew his mom and brothers were home. The house was also incredibly quiet, which was rare since his youngest brother was usually VERY loud. He could also smell birthday cake. Suddenly, all of his friends and family jumped out from behind the couch and yelled "Surprise!"

What did Cody mean when he said something "fishy" was going on?

- a) Something weird was happening.
- b) There were fish in the living room.
- c) The house smelled like fish.
- d) His dad was taking him fishing.

6. Jacob was in the school talent show. He practiced for weeks to perfect his juggling act. When the big day came, he got up on stage and juggled 3 flaming sticks and didn't even miss a single one. Everyone cheered when he finished. When he walked off stage, his dad said "Wow, you really knocked my socks off!"

What did Jacob's dad mean when he said that his son knocked his socks off?

- a) Jacob's dad hated the performance.
- b) The fire was so hot that it melted his shoes and socks off.
- c) Jacob's performance had amazed and surprised his dad.
- d) Jacob's dad had taken his shoes and socks off during the performance.

7. Molly ran into the house and told her mother that she had just seen a huge beanstalk growing from their garden. She told her mother that the beanstalk was so tall that it reached the sky and that she, Molly, had climbed that beanstalk and met a giant! Molly's mother looked at her skeptically and said "you're pulling my leg".

What did Molly's mom mean when she said, "you're pulling my leg"?

- a) She thought Molly was teasing or making a joke.
- b) Molly was hanging on her mother's leg while she told her.
- c) Molly's mother's leg was hurting.
- d) She thought Molly had gone crazy and needed to see a doctor.

8. The kids at the pool were running around and splashing each other with water. They were shooting each other with water guns and jumping from the side of the pool to do cannonballs. Then, their swim teacher showed up and told them to quit horsing around. It was time to work.

What did the swim teacher want the children to stop doing when he said "quit horsing around"?

- a) Being in the pool
- b) Putting horses in the pool
- c) Playing around and splashing each other
- d) Playing a horse-game in the pool

9. Julie was planning a surprise party for Tom. Julie was careful not to tell Tom anything that may let him know that they were planning a big surprise. But, the morning before the party was planned, Tom walked in and said "Hey, are you planning a surprise party for me?" Julie frowned and said "who let the cat out of the bag?"

What did Julie mean when she asked, "who let the cat out of the bag"?

- a) There was a cat running around and she wanted to know where it came from.
- b) Julie wanted to know who told him the secret.
- c) Julie had a bag full of toy cats.
- d) Julie wanted to know where the party was going to be.

10. The Sanderson family was going on vacation to Disney World. Papa Sanderson wanted to plan out everything that the family would do. He wanted a schedule of exactly what time they would get up, eat breakfast, and get to the park. Then, he wanted to put the rides in the order that they would ride them. However, everyone else in the family wanted to take things a little easier. Mama Sanderson said, “Why don’t we just play it by ear?”

What did Mama Sanderson want to do when she said “play it by ear”?

- a) Listen to music while they waited for the rides
- b) Ride every ride in the park
- c) Bring along a violin and play beautiful music on the trip
- d) Make up the plan as they went instead of planning everything out

11. Larry walked up to a game at the carnival. He watched another child play the game. The child grabbed a big hammer and swung it and hit a metal circle as hard as he could. When he did, a metal piece flew up so high that it hit a bell at the top of the game. The carnival worker saw Larry looking at it and handed him the hammer. “Give it a shot,” he said.

What did the carnival worker think Larry should do when he said “give it a shot”?

- a) Shoot the game with a gun
- b) Try to play the game
- c) Break the game apart
- d) Throw the hammer away

12. Mrs. Gibson handed out the tests to the children. Lucy was very worried that she wouldn’t know the answers. However, she was happy to find that she knew every answer and finished the test quickly. When she handed back her test, she said “that was a piece of cake!”

What did Lucy think of the test when she said “that was a piece of cake”?

- a) The test was very easy.
- b) The test was very hard.
- c) The test was actually a piece of cake, which she ate.
- d) The test smelled like cake.

13. Rebecca's mom picked her up from school on Tuesday. They were headed to her girl scout meeting. Rebecca asked her mom "Did you remember to bring my girl scout uniform?" Rebecca's mom said "Oh no! It totally slipped my mind!"

What did Rebecca's mom mean when she said it slipped her mind?

- a) She decided not to bring the outfit.
- b) She forgot to bring the outfit.
- c) She brought the outfit along.
- d) She slipped and fell on the ice and landed on her mind.

14. Ronald was playing baseball inside his mom's house. His friend threw him the ball and he hit it with his bat. The ball went flying across the room and broke his mother's favorite lamp. "You're in hot water now!" his friend said.

What did Ronald's friend mean when he said he was in hot water?

- a) He would be in trouble when his mom found out what happened.
- b) The lamp was full of hot water which got all over Ronald when it broke.
- c) Ronald needed to take a hot bath.
- d) Ronald's mom would congratulate him on a great hit.

15. Barry was in line for the biggest and fastest ride at the amusement park. It was his first roller coaster ever and he was super excited to go on it. However, when he got to the front of the line, he saw the roller coaster soar over the edge of the drop and fly downward toward the ground. He started to get nervous. When his friends asked him what was wrong, Barry said, "I'm having second thoughts about doing this."

What did Barry mean when he said he was having second thoughts?

- a) He was still very excited about going on the roller coaster.
- b) He had changed his mind about wanting to go on the roller coaster.
- c) He was eating second helpings of the popcorn he bought.
- d) He was thinking about how cool the roller coaster was.

16. A group of kids were talking about the star wars movie they had watched last night. They were all talking about their favorite scenes and their favorite characters. Then, Billy walked up and said "I like hot dogs!". One of the other kids said, "Well that was out of the blue."

What did the kid mean when he said the comment was "out of the blue"?

- a) Billy's nickname was "Blue" and the comment came out of him.
- b) Billy must love blue hot dogs.
- c) The comment was random and unexpected.
- d) The comment made perfect sense with what they were talking about.

17. Johnny had a problem and needed someone to talk to. He went up to his teacher, Mr. Kool. Johnny said, "Mr. Kool, I have a problem and I need some help." Mr. Kool immediately put down what he was doing, turned his body toward Johnny and said "I'm all ears."

What did Mr. Kool mean when he said "I'm all ears"?

- a) He had an abnormally large number of ears.
- b) His ears were hurting.
- c) He didn't care what Johnny had to say.
- d) He was ready to listen to Johnny.

18. Billy was disappointed with his grade on the math test. He got an "F". What bothered him the most though was that his teacher was making him stay after school to work on it. Billy told his friend Eric why he was upset and Eric said, "Don't worry man, I'm in the same boat. I have to stay after, too."

What did Eric mean when he said he was in the same boat?

- a) Eric was standing inside a boat.
- b) Eric was in the same situation and also had to stay after school.
- c) Eric felt bad that Billy would have to stay after school while he went swimming.
- d) Eric would go fishing later that day.

19. Jamie really wanted to go to the park but his sister really wanted to go to the pool. Jamie's mother told them that they would have to agree on one place to go because she wasn't going to drive them to two different places. "But Mom," Jamie said, "We just don't see eye to eye on where to go!"

What did Jamie mean when he said they didn't see eye to eye?

- a) Jamie was much taller than his sister so their eyes were at different heights.
- b) They didn't agree on where to go.
- c) Jamie's sister wouldn't look him in the eyes.
- d) Jamie couldn't see his sister anymore.

20. June had been working on math problems for what seemed like hours. Her eyes were hurting, her hand was cramping, and she didn't think her brain could calculate one more equation. Finally, she looked at her mom and said "Can we just call it a day?"

What did June mean when she asked to call it a day?

- a) She didn't like math.
- b) She wanted to know what day of the week it was.
- c) She wanted it to be Saturday already.
- d) She wanted to be done with math problems for now.

Answer Key:

1. c
2. a
3. c
4. d
5. a
6. c
7. a
8. c
9. b
10. d
11. b
12. a
13. b
14. a
15. b
16. c
17. d
18. b
19. b
20. d

How to Teach a Child Not to Mumble

Rationale:

So what do you do with the child who knows how to say all of her sounds correctly, but in conversational speech she mumbles and doesn't articulate well? I hear this question from parents and teachers all the time! My favorite description of this is "Mush Mouth". I'm not sure who came up with that description but I hear it from teachers a lot. Diagnosis: Mush Mouth. Probably not a technical term. This technique will provide you with a straight forward way to help teach you child not to mumble. Make sure that you complete each of these steps but be patient, each step may take many sessions or even weeks to master. Practice makes perfect!!

Age of Mastery:

By three years of age, your child should be understood about 75% of the time by a stranger. By four years, that goes up to 75-90% and by 5 years of age it should be above 90%. Any child older than 5 should be understand almost all of the time. If your child is not understood by strangers as well as she should be but she isn't making any consistent errors that you can find (like "oh, she never says her /k/ or /g/ sounds"), then she may be a mumbler. Try these steps and see if it improves.

Learning Steps:

1. Mumbling Awareness
2. Mumbling Practice
3. Create a Cue
4. Practice Using the Cue
5. Generalize the Cue

Sample IEP Goals:

- By <Date>, Child will identify mumbled vs. clear speech in another speaker (not herself) on 4 of 5 observed opportunities on 3 consecutive data collection days.
- By <Date>, Child will demonstrate mumbled and/or clear speech upon request when describing scenes from pictures on 4 of 5 observed opportunities on 3 consecutive data collection days.
- By <Date>, Child will use clear speech (reduce number of sound substitutions or omissions) when given a specific, non-verbal cue on 4 of 5 observed opportunities on 3 consecutive data collection days.
- By <Date>, 80% of Child's sentences during a spontaneous speech sample will be found intelligible by an unfamiliar listener with no more than 2 non-verbal cues as needed on 3 consecutive data collection days.

Fixing Mumbling Step One: Mumbling Awareness

Description:

The first thing you need to do is teach your child what it means to mumble. Tell your child that you want to talk to him about mumbling. Ask first if he knows what it means to mumble. If he can give you a good definition, then you're already on your way! If not, tell him that when people mumble, they don't say all of their sounds right so it's hard to understand them. They might talk to quietly, leave sounds out, slur words together, etc. Basically, define mumbling for your child by describing what he does when he is mumbling.

Activities:

Tell your child you're going to play a game where he has to tell you if you are mumbling or not. For this, you may want to write some sentences on cards beforehand so you don't run out of things to say. On each turn, read a sentence for your child. Speak very articulately on some sentences and on others, mumble it all together. If your child bores of this quickly, you could play a board game while you do this and say one sentence before each turn in the game. Practice this until your child can identify when your sentences are mumbled or not. To make it more fun, you could even give your child a buzzer (like from the game Taboo) or a bell and have him sound it every time you are mumbling. At the time that I'm writing this, there is an i-device app called "[Bang! Buzzer](#)" that is literally just a buzzer that makes various sounds. It's quite fun.

When to Move On:

When your child can identify mumbling in someone else's speech with about 80% accuracy, move on to the next step.

Data Collection (Mark if he can tell when you're mumbling):

	Date:	Date:	Date:	Date:	Date:	Date:	Date:
Identify Mumbling in Someone Else's Speech							

Fixing Mumbling Step Two: Mumbling Practice

Description:

Now it's your child's turn to mumble. Wait, she was already doing that! That's ok, we need to make sure she can demonstrate the difference. This may be the only time she's encouraged to mumble!

Activities:

Have your child practice reading sentences or describing pictures in books using mumbled speech or not-mumbled speech. Give the not-mumbled speech a name like "clear speech", "good speech" or "articulate speech". If your child is too young to read, show your child pictures (such as photos you've taken, photos from the internet, or pictures in books) and have her create a sentence about what's happening in the picture. Before your child says her sentence, tell her to either use her mumbled speech or clear speech (or whatever you're calling it). Keep practicing this until your child is able to speak sentences clearly on command.

When to Move On:

When your child can demonstrate both mumbling and clear speech with about 80% accuracy, move on to the next step. It's very important that she can do the clear speech part, we need that for the next few steps.

Modifications:

If your child is having trouble with this step, you may want to back up and try just saying single words or simple phrases like "my ball" with clear speech. Have her focus on saying every sound in the word or phrase. Then, you can work your way up to having your child speak longer phrases and sentences clearly. Talk about how when we use our clear speech we have to be very careful to say every sound, to slow down, and to speak loudly enough to be heard.

Data Collection (Mark if she can demonstrate mumbled or clear speech when you ask):

	Date:	Date:	Date:	Date:	Date:	Date:	Date:
Demonstrate Mumbled and Clear Speech							

Fixing Mumbling Step Three: Creating a Cue

Description:

Now that your child knows how to produce clear speech on command, you need to create a visual cue that you can use to remind your child when he starts mumbling. This will help you in the next few steps as you teach your child to generalize not mumbling to other settings.

Activities:

For younger children, try finding a picture cue like a picture of a boy speaking or a picture of a mouth. You want something that will clearly remind your child to use clear speech. Tell your child that when you show him this cue, he needs to remember to use his clear speech. For an older child, invite him to think of a good cue with you. Tell him that you want to come up with a visual cue that you can give him to remind him not to mumble that won't embarrass him if he's in front of other people. Ask him what he thinks the cue should be first. If he can't think of anything, offer up some suggestions like touching your mouth, pulling on your ear, or raising your eyebrows. Try to make it something that anyone could do so that you can easily transfer this to other adults in your child's life, like teachers (example: touching the necklace you always wear won't be an effective cue for your child's male teacher to use).

When to Move On:

Once you have come up with a cue and your child can reliably tell you that the cue means he should use his clear speech, you're free to move on to the next step!

Data Collection (Write when you have agreed on a cue):

Our Cue Is:	
--------------------	--

Fixing Mumbling Step Four: Practicing the Cue

Description:

Now that you've both agreed on a cue. It's time to practice using it. Practice just at home in a structured environment for now. You don't want to try it someplace super distracting to start with. That would be too overwhelming for your child.

Activities:

Sit down with your child and tell her you're going to practice using the cue. Remind your child that every time she sees the cue, it means she's mumbling and she needs to use her clear speech. Tell her that she can catch you mumbling as well using the same cue (make sure you do some mumbling on purpose also so it doesn't seem like you're just picking on her). If your child is pretty talkative, you can have her just tell you about something that happened recently. Some popular topics are "what did you do at recess today?" or "tell me about your last birthday party". If your child doesn't readily start conversations with you, try having her read you a simple book or describe what's happening in pictures. You could also play a game or play with your child's favorite toy as long as it's not something that will prevent her from talking (like video games). Every time your child starts to mumble, use the cue. At first, your child may not always catch the cue so you can give gentle reminders like "oh look, I'm doing the cue!". After a while, your child shouldn't need you to say anything, you should just be able to use it silently.

When to Move On:

Once your child responds to the cue about 80% of the time, you are ready to move on to the next step.

Modifications:

At this point, you may have to go back and practice the clear speech if she's not able to do it every time she sees the cue. Make sure she remembers how to use clear speech and then try the cue.

Data Collection (Mark if she switches to her clear speech after you give her the cue silently):

	Date:	Date:	Date:	Date:	Date:	Date:	Date:
Switch to Clear Speech After the Cue							

Fixing Mumbling Step Five: Generalizing the Cue

Description:

Now that your child understands the cue, it's time to start using it other places.

Activities:

Tell your child that you're going to start using the cue other places and then just use it every once in a while around the house when you hear him mumbling and see if he picks up on it. Just like in the last step, you may have to point it out at first until he gets used to looking for it. You don't need to use it every time he mumbles because you don't want him to get frustrated or mad at you, but just start off slow and build your way up. Once it is successful for you, you can also start teaching other adults in your child's life to do this. You can show teachers, other parents/grandparents, caregivers, etc. Teachers will be especially grateful to have a technique that they can use to get your child to speak more clearly without embarrassing him in front of his classmates.

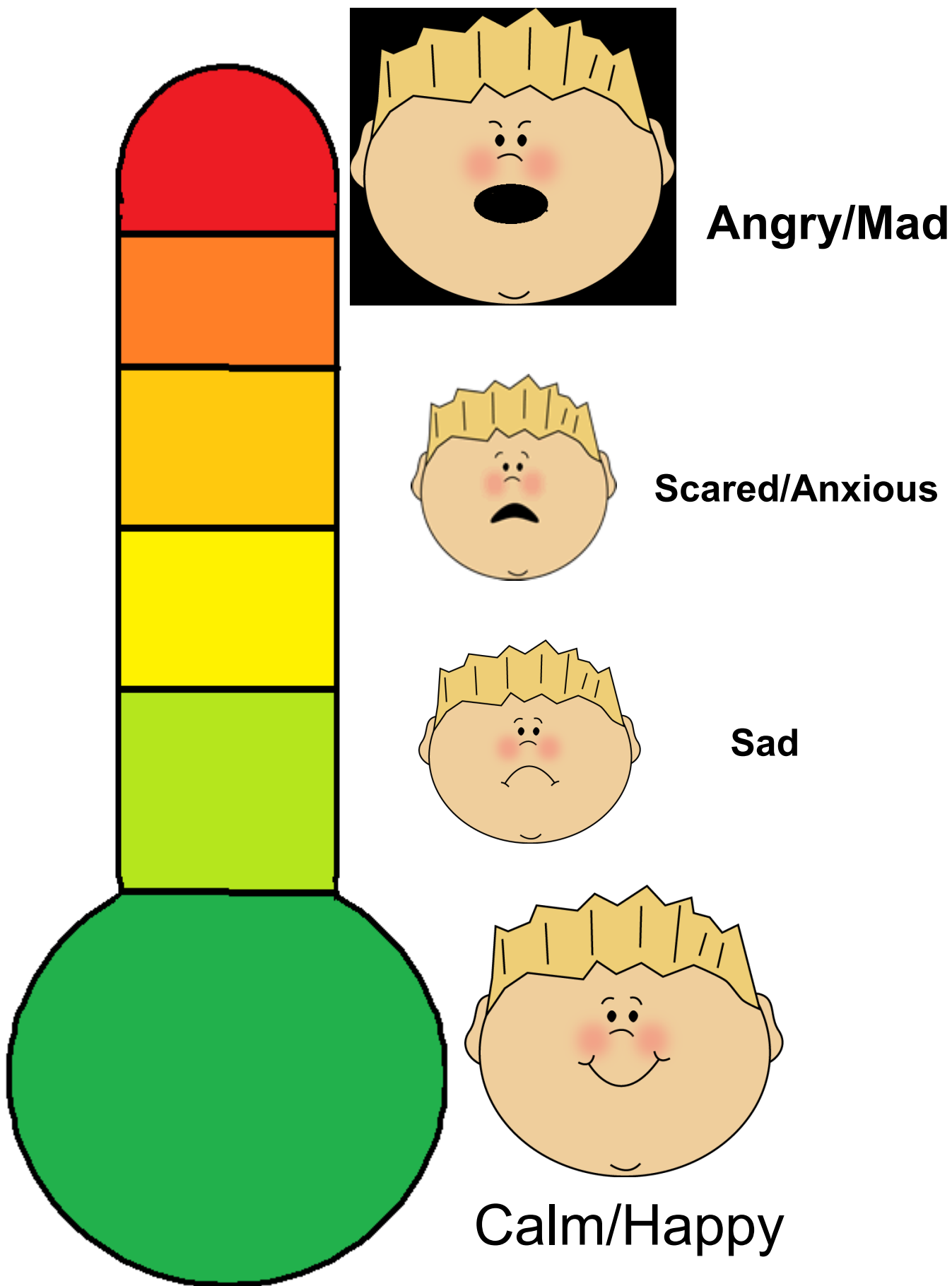
As I said before, be patient because each of these steps may take a while to master. The key is to try to keep it fun and not make it feel like you're punishing your child for doing something wrong. You just want to make it easier for others to understand him! You can even talk to him about why he thinks it might be important to not mumble and have an open discussion about the benefits of speaking clearly. I know it sounds cheesy, but sometimes children really just need to talk through something with an adult to guide their discovery. Once your child is motivated to change the behavior on his own, it will make it so much easier for you to work with him on it.

When to Move On:

Once your child is able to respond to the cue and change his speech about 80% of the time in a variety of contexts, you will probably notice that he catches himself and fixes it on his own more and more frequently. You can talk to him about looking for cues that other people don't understand him (like looking confused) and encourage him to use his clear speech when he notices those cues as well.

Data Collection (Mark if he switches to clear speech when you give the cue in a variety of settings or with a variety of adults):

	Date:	Date:	Date:	Date:	Date:	Date:	Date:
Switch to Clear Speech After the Cue							



Graphics From: www.mycutegraphics.com

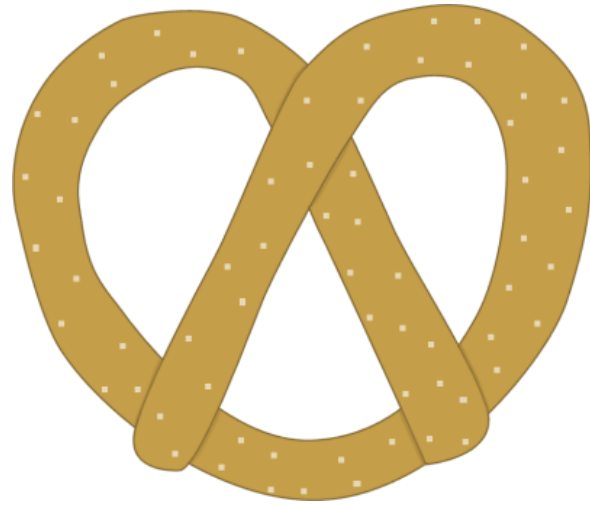
Self-Calming Strategies

Graphics By: www.MyCuteGraphics.com



The Balloon:

Have your child hold his hands in front of his mouth like holding a small balloon. Tell your child to blow up the balloon. As he blows, he spreads his hands apart to pretend the balloon is getting bigger. Once the balloon is as big as it can get, your child claps his hands together to “pop” the balloon.



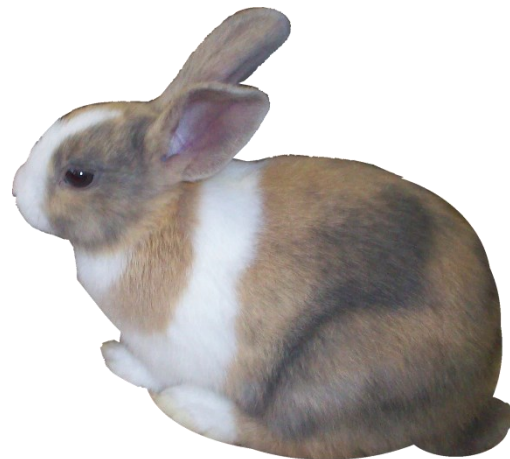
The Pretzel:

Have your child fold herself into a pretzel and squeeze. Have her wrap her legs together and fold her arms across her chest like she’s hugging herself. When she is as twisted as she can possibly get, have her squeeze hard.



Take A Walk:

Have your child take a walk to cool off. Sometimes just walking around a bit can help.



Be a Bunny:

Have your child pretend to be a bunny. He can get down on the ground like a bunny or just sit on his bottom. Have him breathe like a bunny does in short, quick breaths. Don’t let your child do this too long or he might get dizzy but a little bit of shallow breathing can bring his breathing back under his control. Follow this up with some long deep breaths, like hissing like a snake.

Self-Calming Strategies

Graphics By: www.MyCuteGraphics.com



Write A Letter:

Have your child “write a letter” about why she’s mad. Get out a piece of paper and a big fat crayon. Have your child scribble violently all over the paper. This should release some tension. If your child is older, you may actually be able to get her to write down why she’s mad. When she’s done, have your child read it to you or just crumple the paper and throw it away.

A B C

1 2 3 4

ABCs and 123’s

Count or Sing the ABCs: Have your child count as high as he can or sing/say the alphabet. Many times this is enough to bring the breathing back under control to quell the tantrum.



Hug A Stuffed Animal or Pillow:

Have your child pick a pillow or stuffed animal to hug. Tell her to squeeze it hard so she can get all of that upset out. She could also tell her stuffed animal why she’s upset.