



Talk Speech & Language Therapy Ltd

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Due to things changing quickly with regards to the government guidelines and coronavirus, I have put together advice sheets/ home activities and resources for parents to carry out at home during the time of school closure. It would be beneficial if you carry out some of the following activities each day to support their speech and language needs. These activities have been selected in a way to make it easier for you to incorporate them into everyday activities.

Below are some general speech and language activities that you can easily carry out at home with minimum to no resources needed. I have separated the activities I and advice into the following headings:

- **Language**
 - Understanding of Language
 - Use of Language
 - Narrative
 - Understanding question words and formulating grammatically correct sentences
 - Sequencing
 - Vocabulary
 - Categories and Semantic Links
- **Speech**
- **Phonological Awareness**
 - Syllable Awareness
 - Rhyme Awareness
- **Attention and Listening**
- **Turn Taking**
- **Behaviour**
- **Asking for Help**

Feel free to email me at any time if you have any questions or would like to have a chat regarding any concerns you may have about your child's speech and language development.



Online websites and resources

There are many websites that are offering a range of free resources and activities for families to use at home during these unusual times. Some of these links are listed below.

- **The Talk Speech and Language Therapy social media pages** for regular updates on a range of activity idea and resources that you can carry out and use at home.
 - <http://www.talkspeechtherapy.co.uk/home>
 - <https://www.instagram.com/talkslt/>
 - <https://www.facebook.com/talkslt/>
 - <https://twitter.com/talkslt>
 - <https://www.pinterest.co.uk/browning1522/>
- **Encouraging listening and speech sound skills at home**
 - <https://speechandlanguage.info/parents/activities>
 - this website has great activity ideas for parents including how to develop language during everyday activities such as bath time, watching TV and during computer games.
- **"Supporting Neurodiverse Children in Challenging Times Such as During Self-Isolation"**
 - <https://www.youtube.com/watch?v=dXPtqmHKNoE>
 - This is a 10 mins long video which highlights some reassuring tips for parents during these unusual times.
- **Narrative ideas**
 - Black Sheep Press have added some free resources to their website which can be downloaded by school and the parents. You need to just enter **CV19BS** at basket to redeem.
 - https://www.blacksheepress.co.uk/product/free-resources/?utm_medium=email&utm_campaign=Were%20here%20to%20help&utm_content=Were%20here%20to%20help+CID_bb0a68f5c423092b08a9c34eb7e71c87&utm_source=Newsletter&utm_term=FREE%20Resource%20Bundl
 - The resources consist of:
 - Three mini games and one sound story which can be downloaded by parents and professionals and played with children while working from home.
 - Initial /s/ – Cluster Game. This game is to provide reinforcement of initial /s/ cluster production at sentence level.
 - Initial /f/ – Sound Story. A colour story targeting /f/ initial phoneme.
 - Easter Games
 - Picture Matching Game – initial /t/ – provides lots of opportunities for listening, production and modelling initial /t/.
 - Guessing Game – an inference exercise – provides fun and engaging practice in inferencing skills.
- **Vocabulary and word learning games**
 - <http://thinkingtalking.co.uk/free-resources-schools-families/>
 - **Set one:** Longer version for schools which are still open for selected children. These activities may also be adapted and sent home.
 - **Set two:** shorter version for families who are home-schooling. Involve the whole family and play the ones you like.



- All of the games listed either require no resources, pen and paper, free online resources or we have provided what you need.
 - The games are simple and quick to do, and hopefully will put a smile on a few more faces.
- A document with further Speech, Language and Communication (SLC) websites and apps has also been attached.

Language

Language is broken down into 2 sections:

Understanding of language

Use Of language

Understanding of Language

Supporting your child's ability to listen and follow instructions:

An information-carrying word (ICW) or key word level (KWL) is a word in a sentence that carries meaning. A child must understand these key words in order to follow an instruction correctly, without support from context. For example, if you point to a child's shoes and say, 'put your shoes on', a child does not need to understand any words in that sentence as they can guess its meaning from context.

You can play games with your child to support their ability to follow instructions

- **Teddy bear picnic:** Use teddies, dolls, animal toys and a range of foods. Tell your child you're having a picnic and you're going to tell them which food everyone wants e.g. 'give the banana to the teddy' (2ICWs). You can add more ICWs by including animals of different size, different coloured cups and plates.
- **'Simon Says':** tell your child to make a teddy/doll/animal toy to perform simple verbs e.g. 'make teddy jump', 'make the cow sleep', 'make dolly run' (2 ICWs). You can add more ICWs by including big and little teddies/dolls/animals.
- **Cooking:** Use activities such as cooking and baking to support your child's abilities to read and understand instructions as well as following the sequence of instructions.
 - Use toy foods and bowls, plates, cups and cutlery. Pretend to be following a recipe and give your child instructions to follow e.g. 'cut the banana' (2 ICWs), 'Find the red apple'
 - A list of cooking instructions using visuals has been attached
 - Pineapple upside down cake
 - Chocolate biscuits
 - Cheese twists
 - Cheese and onion muffins
 - Rice Krispie cakes
 - You can also take pictures of you carrying out each step to a recipe and then help your child to follow your instructions while having the visuals (your pictures) in front of them.
 - You can make it into a game by splitting the steps to baking/cooking into 3 different job roles (job role cards have been provided):
 - **Instructor-** has all the recipe and has to give the instructions and tell the supplier and cook what ingredients they need and what steps to take



- **Supplier-** Has the ingredients and measures them. The supplier must be able to follow the instructions given by the instructors and give the ingredients to the cook.
 - **Cook-** will need to also listen to the instructions given by the instructor and use the ingredients provided by the supplier to bake/cook.
- **Colouring/Craft:** Have a range of craft materials such as foam shapes, sequins, colouring pens, paper etc. Give instructions such as 'colour the flower blue' (2 ICWs), 'put a sequin on the girl's nose' (3 ICWs). A Black Sheep resource pack for following instructions has been attached.

Supporting your child's ability to understanding sequencing concepts:

Some children have difficulty understanding the concepts '**first**' and '**last**'. These concepts are important in understanding sequence, position and time. Below are some ways you can support your child to understand 'first' and 'last', at home:

- Line up some toys and see if the child can tell you who is '**first**' in the line or '**last**' in the line.
- You could make this a game by lining up toys and see if they can follow instructions.
 - e.g. 'make teddy **last** in the line.'
- Talk about your child's daily routine. You can use a visual timetable with a picture to represent each activity to support their understanding of time and the order of activities.
- Ask questions such as:
 - 'What do we do **first** we wake up?'
 - 'What is the **last** thing we do before bed?'
- Model using '**first**' and '**last**' during practical, cooking or craft activities e.g.
 - 'what do we need to do **first**? (wash our hands).'
 - 'What do we do **last**? - put the icing on the cake.'
- Talk about familiar stories (e.g. the child's current book or favourite film).
- Play 'Simon Says', where the child has to do 3 actions in a row.
 - e.g. '**first** close your eyes, **next** stamp your feet, **last** turn around'.
 - Talk about what they did **first** and **last**.
 - It may help to use picture instructions or draw each action to help them remember.

Top tip:

- You might need to model any new vocabulary to your child first.

Use of Language

1. To Support Your Child's Narrative Skills

Narrative skills are the ability to tell a story or a series of events in a clear way. Narratives can be expressed in written form or through spoken language (conversation).

- **We use narrative skills in everyday situations such as:**
 - Telling a parent/carer about what happened at school today



- Talking about what happened at the weekend
- Telling a teacher about an incident in the playground
- Retelling a story e.g. the story they read from a book, film or TV programme
- Having a conversation in the playground with friends/ at home with their siblings
- Discussing a topic in the classroom/ during home learning
- Talking about what happened in a science experiment/ during cooking activities
- Understanding and telling jokes
- Making plans or predictions about future events
- Being able to apply narrative skills to written work

Below are a range of activities to try at home with your child to support their narrative skills:

- Watching films together and asking your child ‘wh’ questions such as:
 - **Who** was in the film?
 - **Where** did X happen?
 - **When** did X happen?
 - **What** happened first?
 - **What** happened next?
 - **What** happened in the end?
 - **How** did he/she feel?
 - **How** did that make you feel?
- Looking at old photos/pictures and asking the same ‘wh’ questions.
- Sitting down at the end of the day/week and talking about what you did that day/week. Taking pictures of activities throughout the day/week and sequencing the pictures in the right order of events may help with recall.

2. Question words and formulating grammatically correct sentences

- Read books and look at pictures together and talk about what they can see in the pictures using the following sentence structure visuals (Colourful Semantics visual structure):

Who	Is/ are	What doing	What	Where
The boy	is	reading	A book	In the park

- **‘Who’** – talk about the characters (the man, the lady, the boy, the alien). Ask your child “who can you see?”. Encourage to use lots of describing words to describe the characters in the pictures (big, little, old, etc).
- **‘What doing’** – talk about the characters actions (model lots of verbs – reading, sleeping, playing etc). Ask them “what are they doing”.
- **‘What’** – model lots of nouns (book, bed, ball, etc)
- **‘Where’** – talk about the location (model places- garden, school, house, park, etc)



- Encourage your child to use complete sentences using the grammatical structure shown in the tables above.
- Recap the story using 'who', 'where' and 'when' and talk about the story you just read or the pictures you looked at.
- If your child produces grammatically incorrect sentences or misses out any of the elements listed above model the correct sentence back to them.
 - **E.g.** if the child says, "boy playing park" you can model back by saying 'Yes, the boy is playing on the swings in the park'.

3. Sequencing

Some children have difficulty understanding the concepts '**first**' and '**last**'. These concepts are important in understanding sequence, position and time. Below are some ways you can support your child to understand 'first' and 'last', at home:

- When lining up, see if the child can tell you who is '**first**' in the line or '**last**' in the line.
 - You could make this a game by lining up toys and see if they can follow instructions.
 - e.g. 'make teddy **last** in the line.'
 - Talk about your child's daily routine. You can use a visual timetable with a picture to represent each activity to support their understanding of time and the order of activities.
 - Ask questions such as:
 - 'what do we do **first** we wake up?'
 - 'what is the **last** thing we do before bed?'
 - Model using '**first**' and '**last**' during practical, cooking or craft activities e.g.
 - 'what do we need to do **first**? (wash our hands).'
 - 'What do we do **last**? - put the icing on the cake.'
 - Talk about familiar stories (e.g. the child's current book or favourite film). See if they can retell the story using '**first, next, then, and last/finally**'. Your child may benefit from having sequencing pictures to represent key events in the story and show the order they happen in.
 - '**first** Jack went to the market...**next** he sold the cow for some magic beans...then...**last** Jack's mother chopped down the beanstalk'.
 - Play 'Simon Says', where the child has to do 3 actions in a row.
 - e.g. '**first** close your eyes, **next** stamp your feet, **last** turn around'.
 - Talk about what they did **first** and **last**.
 - It may help to use picture instructions or draw each action to help them remember.
- You can use a range of story books, films, pictures that you have at home to encourage your child to sequence the pictures into the right order and then tell you the story by describing each picture using the sentence structure demonstrated above (Colourful Semantics visual structure).



- Make a timeline with your child. This is a great way to understand the relationship between events and the dates they took place. Make a timeline of your life – start by listing the years in which the following events took place:
 - I was born on...
 - I took my first step on...
 - The dates my brothers/sisters were born
 - My first day of school
 - The day I first rode my bike
 - When I lost my first tooth
 - When I learnt to read
 - Other important dates in my life

- ❖ *Your child may enjoy personalising their timelines, e.g. adding photos, drawing pictures or memorable items. You can also think of other events that you could put onto a timeline – e.g. the career of your favourite music group/ a historical event/ a timeline of mum and dad’s life*

- Completing a science experiment and talking about what you did. Below are some website with loads of simple experiments that you can carry out at home:
 - <https://www.fizzicseducation.com.au/category/150-science-experiments/>
 - <https://boyslife.org/hobbies-projects/funstuff/1374/amazing-science-tricks/>
 - <https://momypoppins.com/kids/50-easy-science-experiments-for-kids-fun-educational-activities-using-household-stuff>
 - <https://redtri.com/classic-science-experiments/slide/13v>
 - Taking photos of each step and asking your child to place them in the correct order (sequencing) will help your child retell the experiment in the correct order.

- You can also support the child to make up their own story by drawing different pictures and creating a sequence.
- E.g.

Picture 1 (1st part of their story)	Picture 2 (2nd part of their story)	Picture 3 (3rd part of their story)	Picture 4 (4th part of their story)
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4. Vocabulary and Word Learning

- You don’t need anything special to develop your child’s vocabulary. It’s how you talk that makes the difference.
- Children need to hear a word many times before they use it, so do a little every day and you will notice change.
- Support your child’s ability to describe vocabulary and objects based on their **phonological** features and **meaning**. You can then move onto to teaching your child new useful vocabulary which they can use in their everyday lives by breaking up the new words into the features listed below.
 - **What sound does it start with**
 - **How many syllables does it have**
 - **What it rhymes with**
 - **What category it belongs to**
 - **Where would you find it**



- What does it look like

Things to do every day at home/ games to play:

- **Play guessing games**

- Place lots of pictures or items into a bag and take turns to pull items out.
- When you have an item encourage your child to describe the picture/items (e.g. 'elephant') by using the different features listed below so that the other person can guess the item:
 - What sound does it start with- 'e'
 - How many syllables does it have- 3
 - What it rhymes with- element
 - What category it belongs to- animals
 - Where would you find it- zoo
 - What does it look like- big, has a trunk, its grey

- **Play I-Spy**

- Use/ encourage your child to use the different phonological and meaning features to give clues to what word you/ your child are thinking of.
- Labelling items you see around the house or in books. (e.g. 'a jumper'; 'It's a horse.'). Try and emphasise the word you want your child to learn.
- Involving your child in household activities (such as doing the washing or cooking) and labelling items as you go.
- Putting toy objects/pictures in a bag and pulling them out one at a time, labelling as you do. Give the bag to your child, can they do the same?
- Expanding what your child is saying by repeating their message and adding a word. If your child says 'car' you could expand their language by saying 'blue car' or 'big car' or 'fast car'.
- Using adjectives (describing words) instead, such as, 'I spy something coloured red / blue ...' or 'something round / spiky/ shiny ...' or 'I spy something that is big / beautiful / smelly / growing / hot / noisy ...'

- **Word rounds**

- Choose one of the following:
 - a noun category – for example, animals
 - an attribute – for example, things that are shiny
 - an action – for example, something you can cut
 - a place – for example, a beach.
- Go round the circle, asking each person for items that fit the description. Encourage complete answers, such as 'I can cut paper', 'I can cut my hair.' An example for 'things that we find at the beach' might be: 'At the beach I found ... sand, pebbles, sea, ice-cream and towels.'

- **What did you see in the picture?**

- Present a busy picture with lots happening in it. Everyone should look at it closely. After a few moments, remove it from view and then take it in turns to recall what they saw in as much detail as possible.
- If they cannot remember all of the items, give useful clues such as what the object can do or its category, rather than what it looks like.



- **Category call-out**
 - On the bus or in the car, think of a category. You can choose any topic but here are some ideas for inspiration: 'living things', 'things with wheels', 'things with circles' or 'things made of metal'.
 - Work as a team to see how many things you can see in a set time, such as two minutes.
 - Next time see if you can beat your previous total.

- **I went shopping**
 - This game is good for developing memory, so it is good for adults too.
 - One person starts by saying, 'I went shopping and I bought ...' (names a food item). The second player says, 'I went shopping and I bought ...' and repeats the first player's item before adding their own. The third player continues saying the first two items before adding their own. And so on.
 - See how many items you can remember. A variation of this game is 'I went on holiday and I packed ...'

- **Teach your child new topic vocabulary** based on their home learning activities provided by their teachers. Break down the word by using the features listed above. Learn a new word every day and place the new words you have learnt in a jar so you can recap them at the end of the week.
 - **Different Context** – As an adult, model the new word that you learnt with your child in different contexts during the day so they can hear the word and also learn where it can be used.
 - **Recap**- Place all the words you have learnt in the week in a jar and at the end of the week pull out some of the words and recap the different phonological and meaning features. Challenge your child by asking them to make a sentence using their new word

- **Talk about where you are going**
 - On the way somewhere, talk about where you are going and what you will see. Let your child join in as well.
 - In this way, your child hears lots of new vocabulary. On the way home, or another time, talk about what you saw.

- **Touch, taste and smell**
 - When your child tastes or smells something, use words to describe it other than nice or bad, e.g. creamy or bitter.
 - As they touch interesting things, describe how it feels, using more precise words such as rough or cosy.

- **Cooking**
 - Cook with your child and talk about what you are doing. Use interesting words such as blending, rising and sprinkle.
 - It doesn't have to be special biscuits or cakes: get them to help with preparing meals.

- **Stories**
 - Stories come from books, but they also come from people! Read stories, retell stories you know and make up stories.
 - Talk about past events and let your child join in. Highlight interesting words in books or add your own to your stories.

- **Play**
 - Play takes children to imaginary places, so join in the journey.
 - Listen to your child and add some talk as you are playing. From time to time, include a new word.



- You don't have to play for a long time: a few minutes is fine.

Reading and Vocabulary:

- Children who read well and read for pleasure develop the biggest vocabularies. Set up your child for life by reading to him or her every day. Focus on vocabulary by following the prompts set out on the bookmarks we will send home from school.
- There are two different bookmarks that you can use with your child. Both can be used with any book you are reading with your child.
- The first bookmark (left) involves looking for different types of words.
- The second bookmark (right) focuses on looking out for new words.

**Word Aware
Different Words**

When you have finished reading, do one of these challenges.

Find a word that your child likes. Why do they like it?



Find an action word and act it out together.



Find a describing word. Think of something else you could describe using this word, eg:



blue freezing glowing

Find a word your child hasn't seen or heard before. Talk about what it means.




Find words for different ways of talking. Have fun by saying the same sentence in different ways.




**Word Aware
New Words**


These ideas can be used when you are reading and talking about books with your child.



Before you read the book, say, 'Let's look out for new words that you've never heard before.'




Once in a while, stop and ask, 'Did you hear any new words?'



If your child says 'Yes', talk about that word's meaning.

If your child says 'No', identify a word you think might be tricky. Talk about what the word means.



Key principles to help your child learn words:

- **Words are important-** To learn well at school, children need to understand and speak many words. In particular: to progress with reading, children need to understand the words they read; to write well, they



need a wide and varied use of words; in subjects such as maths and science, they need to understand the specific terms used.

- **Home support for vocabulary makes a difference**- Children will learn words in their Early Years setting, but if they also come across these words at home, they will learn them faster and better. Home and school-working together gets to a place neither can alone.
- **Have fun with words**- By playing word games, children are also learning about words. We all know that children learn best when they are enjoying themselves. You do not need fancy games or gadgets to develop vocabulary; you just need a little conversation. Anyone can do that.
- **It is about talking as much as reading and writing**- Speaking and listening are the foundation skills for reading and writing. If your child has the word in their spoken vocabulary, it is much easier to understand when they come across it in reading. When reading with your child, talk about the words in the book.
- **When talking about words, use comments rather than questions**- Your child will come home with some activities to help learn new words, or specific words to talk about. To learn a word, your child needs to hear it lots of times first. Use the new word in the activities and in conversation, so that your child hears you use it. If they use the new word, notice and say, 'Well done'. Avoid just asking, 'What does that mean?' because if he or she is still learning the word, this will put them under pressure and may put them off.
- **Do a little every day**- Word learning can happen everywhere, so build it into your routine, whenever and wherever it works for you. There will be times in the street, in the car and at bus stops when you can play a little word game. Stick the words your child is learning on your fridge, so that you remember to use them from time to time. Do whatever works for you, but do it every day.

Top tips for developing vocabulary:

- Follow your child's lead: talk about what your child is focused on.
- Take turns talking with your child: a conversation should be balanced with both you and your child taking turns. Don't use too many words. Stopping and listening to your child is equally as important as talking.
- Use a range of words: introduce new words to your child, but make sure they are still at the right level.
- Vocabulary learning is a step-by-step process.
- Explain what new words mean: if you use a word your child does not know, explain it in simple terms he or she does know. Relate your explanations to experiences and knowledge your child has.

- **Keep your language simple and repetitive to give your child lots of experience of important words and phrases.** This helps children understand new words and it also helps the child to be able to copy the language we are using. If we speak in long sentences, they are not going to be able to copy as they won't be able to remember what we have said.

- **Try not to ask too many questions (e.g. 'what' this?')**. Children learn best through adult model and, by asking these kinds of questions, we actually limit the child's exposure to new language

5. Categories and Semantic links

- **Play games that encourage categorising items:**
 - I-Spy with my little eye something that you can wear/ eat/ play with/ is big/ can watch/can sit on/ used in the kitchen/ etc
 - Name one category and see who can think of more items that belong to that category. E.g.
 - Animals that live in the zoo/farm/pet, food, fruit, vegetables, transport, clothes, things that are green/blue, furniture, things you take to the beach, things you find in the kitchen, fizzy drinks, etc



- List a range of items and ask your child to identify which item is the odd one out. You can use pictures and/or real objects to support your child E.g.
 - cat, dog, elephant, **banana** - (it's not an animal)
 - pig, cow, chicken, **crocodile** - (it doesn't live in the farm)
 - kettle, toaster, iron, **fork** - (it doesn't use electricity)
- have a range of items in a bag and pick out 2 items at a time. Help your child to think of similarities and differences between the items. E.g.
 - 'cat' and 'elephant' -
 - Same: both animals
 - Different: the cat is small and is a pet, but the elephant is big and lives in the zoo
- Encourage your child to label all items and to name the category
- If they struggle to categorise items, model this to them

Extra Recommendations and Advice for Supporting Your Child's Language

1. General strategies for developing your child's understanding of language

- When giving instructions:
 - Don't compete against background noise
 - cut down the amount of language used and keep sentences short and simple
 - pause between sentences leaving processing time, count to ten after giving an instruction or asking a question, repeat saying exactly the same thing if the child has not answered by then.
 - give only one instruction at a time
 - keep your language to the child's comprehension level
 - give clear, unambiguous instructions
- Explain metaphors and figures of speech and avoid hints and sarcasm
- Only use 'will you... ' and 'can you... ' if the child has a choice
- use pre-teaching/ pre-tutoring methods to support your child understanding
- use the situations throughout the day to teach within context. Work through misunderstandings as they arise.
- Teach emotion vocabulary within context; map the correct word on to the feeling as the child experiences it.
- Teach the same thing in different contexts, don't assume that your child is able to automatically generalise the information you have taught them.
- Repeat back instructions that you have given.
- Ask your child to repeat back the instructions you have given, probe with further questions to check the child's understanding
- Call your child by name before asking them to do something. Do not expect the child to take general instructions you have given to all your children/family.
- Tell your child what you are doing and where you are going to reassure them.

2. Ways for adults to use their language to support children with their language use

- If your child makes mistakes in a sentence, help them to repair it by modelling good language use by:
 - Adjusting the order of their sentences





- Reinterpret
- Add missing vocabulary
- Add grammatical words (e.g. 'is', 'are', 'the', 'and')
- Leave pauses for them to add more words or repeat your ideas
- Provide them with a correct model by repeating and rephrasing their sentences


- **Example of incorrect and correct repairs:**

- **Adult:** "what is the festival?"
- **Child:** "you take this one, all the way to along straightaway and lock the door and come to the river to come"

- **Incorrect ways for adults to repair:**

-  **"when is this festival?"**
- By moving onto a different question, the adult has not given the child any opportunity to address the errors in their sentence. The child may assume that there was nothing wrong with what they said, or that the adult understood it.
-  **"tell me that again"**
- This tells the child that the adult has not understood, but it does not tell the child exactly what was difficult to understand or give them any model of a correct sentence or support with repairing the sentence.

- **Correct ways for adults to repair:**

-  **"in the festival, you go to a river and...."**
- Here you are providing your child with a model of a correct sentence starter and then enabling them to continue with your sentence structure. This way you are providing them with the opportunity to order their sentence properly, by re-phrasing part of the sentence, adding the correct grammar, and also leaving a space for the child to add the next part.

Speech

For children, learning new speech sounds is a gradual process and there is a wide variation in the rate at which children develop clear speech. Some children acquire clear speech, with most speech sounds present at an early age. Others pass more slowly through the developmental stages and experience more difficulty in producing correct speech sounds.

- **Below are some strategies to use to support your child's speech sound development:**

- When children are unsure, they may speak quietly or mumble. Build their confidence by using specific praise when they have spoken more clearly for example, 'that was great slow talking'.
- Focus on what the child is saying rather than how they are saying it. Children often do not realise that they are mispronouncing words so correcting them can be confusing. For example, child says "tat" ... (meaning cat) adult says, "Did you say tat?" the child looks puzzled and replies "No. I said tat"



not TAT"!!

- Repeat what the child says but give a correct speech model if it has been mispronounced, rather than correcting. If the child says, "Where's my gool tocks?", the adult says, "Here are your school socks', over-emphasising a little the sound which the child mispronounced.
- Don't make the child repeat the words. Children need to feel relaxed and confident in order to experiment with and develop their sounds.
- React to what they say, not how clearly, they speak.
- If you cannot understand what the child is saying, you can:
 - Ensure the child feels confident to try again ensuring the adult takes the blame e.g. "sorry I wasn't ready to listen; can you say that again".
 - Try asking questions or encouraging the child to show what they are trying to communicate. Encourage the use of gesture and mime.
 - Sometimes you just have to admit that you can't understand. Be as reassuring as possible and if they get frustrated change the subject and focus on something positive.
- When playing games, model all the words used and encourage your child to copy your speech model (e.g. when playing bingo with words beginning with 's' , encourage your child to say the 's' sound first and then to label the picture they have to provide them with lots of repetitions)
- Try and incorporate games where possible:
 - Make a sound bag where you put in lots of items/ pictures of things that begin with the sound that your child finds hard to produce.
 - When they pull out items, model these words/ sounds to your child and encourage them to copy your model

Phonological awareness

Phonological Awareness is the awareness that language is composed of words, syllables and sounds. Phonological awareness includes different types of listening skills that begin to develop before the child starts school and help to develop strong foundations for reading and spelling. Helping to develop these skills can support a child's speech clarity.

1. Syllable Awareness

- Clap the syllables of important words such family names, pets and favourite foods, etc
- Play games and encourage your child to clap the number or syllables in a word.
 - Place a range of items in a bag, pull one item out one at a time and clap the number of syllables for each item



- Play I-Spy and clap out the number of syllables the word has once your child/you have identified the word
- How to clap syllables:
 - Dog = 1 clap (**dog**)
 - Rabbit = 2 claps (**ra** - **bbit**)
 - Butterfly = 3 claps (**bu** – **tter** – **fly**)
 - Helicopter = 4 claps (**he** – **li** – **cop** – **ter**)

2. Rhyme Awareness

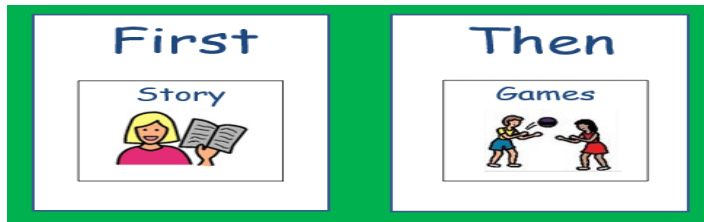
- Sing nursery rhymes with your child. Once your child is familiar with the rhyme, pause and see if the child can complete the missing word.
- Read rhyming books (as well as non-rhyming books). E.g. Frog on the Log. When reading books to your child that contain rhyming words, emphasise the rhyming words as you read. Dr. Seuss books are great for this activity.
- Play games where you pick pictures/items out of a bag/ box and try and think of rhyming words. Rhyming words do not have to be **real words** they can be **'silly' words**. E.g.
 - Rabbit → habit, **pabit**
 - Hat → **rat**, **pat**, **gat**
- Give choices and play games where you ask your child 'which word rhymes/ sounds the same as 'hat'
 - 'hat'- 'cat' or 'hat'- 'car'
- Play I-Spy:
 - I- Spy something that rhymes with 'tea'

Attention and Listening

- Attention and Engagement is a style of input designed to support children's joint attention skills, communicative intent and language, through high interest, structured activities.
- You can find a variety of attention and engagement activities and examples with instructions and demonstrations in the following links:
 - <https://www.fizzicseducation.com.au/category/150-science-experiments/>
 - <https://boyslife.org/hobbies-projects/funstuff/1374/amazing-science-tricks/>
 - <https://mommypoppins.com/kids/50-easy-science-experiments-for-kids-fun-educational-activities-using-household-stuff>
 - <https://redtri.com/classic-science-experiments/slide/13v>
- A list of attention and engagement activities with a list of all resources needed and a step by step guide has also been attached.
- Ways to adapt Attention and Listening skills that your child has already learnt in school to structure their time at home during this unusual time has been discussed in this video:
 - <https://www.youtube.com/watch?v=OkFdydddWcU>
- **At home try:**
 - Using visual support such as 'now/next' (or 'first/then') boards. These don't have to be fancy and you don't have to be an artist! Use any piece of paper you have, draw your two activities, show your



child and say, 'first drawing, then tablet'. Try and increase the length of time you spend on the first activity.



- Stop and go games. Play games such as musical instruments (or banging spoons on pans!); parachute (a bed sheet is a good substitute); pouring water; dancing.... encourage your child to listen to stop and go instructions. (You can make this harder by adding in more instructions such as 'fast' and 'slow,' 'quiet' and 'loud')
- Watching the Attention Autism videos we will be posting each week on Facebook and Instagram. Follow us at **Talk Speech and Language Therapy** (Facebook) and **@talkslt** (Instagram). A range of different activities that can be carried at home have been demonstrated by Talk Speech and Language Therapists.
 - <https://www.instagram.com/talkslt/>
 - <https://www.facebook.com/talkslt/>

Turn Taking

At home try:

- Any kind of games where you have to take turns! A few examples are:
 - **Ball.** Roll a ball or car back and forth between you and your child. Say "ready, steady, go" to help your child anticipate that the toy is coming to them. With time you may be able to increase the length of the pauses between each word in order to increase the length of the turn e.g. "ready..... steady..... go".
 - **Bubbles.** Blow bubbles for you and your child to pop. Wait for the child to communicate that they want more or that they want a turn to blow. They may do this non-verbally by grabbing the pot of bubbles/wand or they may say "more".
 - **Painting.** Take turns making marks on paper with a paintbrush
 - **Build a tower.** Divide bricks between you and your child. Build a tower together, taking turns to add bricks. You may need to verbally prompt your child to take a turn by saying "your turn" or non-verbally e.g. pointing to their bricks or placing your hand on top of theirs in order to encourage them to pick up a brick and add it to the tower.
 - **Puzzle.** Take turns in placing a piece into a jigsaw. You keep all the pieces and give your child one each time it is their turn.



- **Wind-up toys.** Sit a low table opposite your child and send wind-up toys back and forth
- **Posting boxes.** Take turns to post a shape in the box
- **Skittles and ball.** Take turns to roll the ball and knock down the skittles
- **Lift-the-flap books.** Take turns to lift the flap.
- **Singing.** Take it in turns to choose the song



Behaviour

- What is your child communicating?
 - Be aware that your child is probably trying to communicate through their behaviour and for what your child is 'saying'
- Use positive statements
 - For example, 'walk in the living room' instead of 'don't run'
- Be aware of your own behaviour
 - How you respond to your child's behaviour may be aggravating the situation
 - Think about:
 - Are you reinforcing your child's behaviour?
 - Are you part of the problem and so part of the solution?
- Remember to consider the antecedents of the behaviour
 - What happened before your child presented with such behaviour
- Did your child understand what you had asked them/ the task they had to carry out?
 - Always check that your child has understood what they have been asked to do
 - Ensure your language is appropriate to your child's level of understanding
- Use visuals and physical structure
 - Think about the visuals and structure you are using at home
 - Does your child understand the visuals you are using (e.g. gesture, pointing, body language, sign, objects, picture based visuals)
 - Make sure everyone who is in your child's environment is using the same visuals and structure.
- Stress aggravates!
 - Remember that for most people communication is harder when they are emotional
 - this is also true for children with social communication difficulties (such as Autism Spectrum Disorder)
 - The more upset your child becomes the harder they will find it to use appropriate language and communication and so more likely to resort to communicating through their behaviour.
- Strategies based on pleasing others may not work
 - Children with social communication difficulties (such as Autism Spectrum Disorder), are not often motivated by making others happy and so behaviour strategies dependent on this are not effective.



Asking for Help

- **Some children find it difficult to ask for help. This may be due to a range of difficulties such as:**
 - Finding it difficult to initiate interactions
 - A lack of awareness of what help is required and how to verbalise and express their need for help
 - Difficulty structuring their sentences
 - Not wanting/ liking to approach other people
- **You can support your child to ask for help by using the following strategies:**
 - Using visuals such as a picture card or object that your child can show you when they need your help.
 - You can model requesting to your child by saying 'I need some help' - You can also model this by using verbal language and visuals at the same time, by saying 'I need some help' and showing the visual picture card or object too.
 - Give your child the opportunity to ask for help (verbally and/ or by using a visual). Do not anticipate every need.
 -
 - When completing tasks and activities your child can use a coloured card with red on one side and green on the other. When your child is coping well and does not need your help, they have the green card showing and when they need help, they can show the red side.
 - Reward any attempt your child makes to request help spontaneously, however limited.

