

Early Years Speech and Language

Therapy Activities

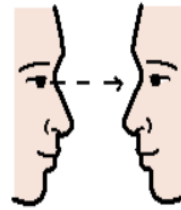
Chatter
boxes

OBJECTS OF REFERENCE

Objects of reference – This is where an object represents an activity such as a nappy for changing time or a cup for a drink. Show the object before you do any activity and then once established they can begin to show it to you to communicate their needs.



Nappy



Attention



Cup



Bucket

ATTENTION BUCKET

If your child has a difficulty attending to any adult directed task, begin with the attention bucket activity from the attention autism programme. This involves putting exciting activities such as wind up toys, bubbles and sensory toys into a bucket and supporting your child to sit and watch you take items out of the bucket. For this strategy to work you have to seem like this is the most exciting thing ever to support your child to attend.



car

READY STEADY GO

Ready steady go games support the development of attention. They have to wait for the car 'go' before they can release the car. It also teaches them to request through the repetition of the ready, steady go sequence. Leave a slight gap after saying ready steady to see if they will begin to say go.

Strategies

- Model lots of language
- Use comments not questions during play.
- Extend what your child says. They say "dog", you say "black dog".
- Model correct grammar back to the child when they make an error.
- Model back the correct speech sounds when they make an error.

CHOICE MAKING

Offer choices. You know your child best so it is easy to offer them what you know they like. Instead, give them a choice of two objects. Hold them out in front of them and model the words to support their vocabulary.

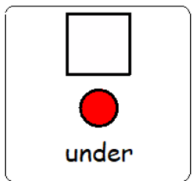
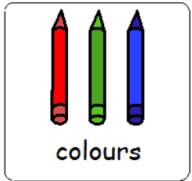
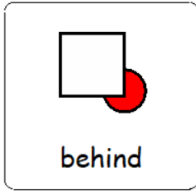
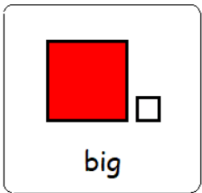
Accept whatever form of communication they use. Choice making can be easy – you can talk about toys, snacks and drinks



choice

CONCEPTS

Spend time teaching your child concepts such as: under, behind, in front, next to, in, on, big and little and colours. Do not teach opposite concepts at the same time as this can be confusing. Do this by letting the child put things in different positions such as behind their head.



STRATEGIES

- Follow your child's lead in play
- Look for opportunities to share in the interaction through eye contact and smiling at each other
- Use simple language – use one more word than the child can use
- Give one instruction at a time

LISTENING

Teach your child to listen. Put three different animals in front of your child and make an animal noise and ask them to identify which one they heard. You can also do this with musical instruments where you play an instrument without them seeing and then ask them which one they heard.

TURN TAKING

Teach turn taking in simple activities such as rolling a ball back and forth between you or taking it in turns to put pieces into a jigsaw. Teaching turn taking is essential as it is a skill that is required to participate in conversations

KEY WORDS

Keywords are also known as information carrying words. A child should be able to understand a key word for every year of life. For every key word there must be choice. For example, "Give the apple to teddy" contains two key words. There must be a choice of fruit and a choice of person such as dolly or teddy. Gradually increase the number of key words depending on your child's age.



ATTENTION

As you build your child's ability to attend to adult directed activities. Use a timer to show the child how long they have to attend for. Reward them after they have participated for the length of time. Gradually increase the length of time they are expected to attend for. Make sure it is realistic for your child's age.

NAMING

Put a selection of everyday objects in front of your child and ask them 'where' different items are such as 'where is the cow?'

Once you know they can identify them, begin asking them to name them.

You teach them items in categories such as different animals, clothes, colours, transport, weather.

To make it more fun, you can put things in a feely bag and ask them to pull things out of the bag without seeing what it is.

VERBS

Start by checking your child understands a range of verbs. You can ask them to do different things such as run, hug or jump or make a teddy do it. You can incorporate verbs into Simon Says games. Once you know they understand different verbs, begin letting them tell you to act out a range of different verbs. You can then begin building these verbs into short phrases and sentences.

SV SENTENCE

Once your child has a range of single words both nouns and verbs, begin creating short sentences. First focus on the core words "Dog jumping". You can get a range of animals and make them act out different actions. Shape coding symbols may support you to do this. Once they have the key words, begin adding 'is' and 'the' into the sentences either with shape coding or using your own visuals.

PRONOUNS

Get a picture of a boy and a girl and begin by explaining that we use 'he' for a boy and 'she' for a girl. Start by sorting pictures of boys and girls into 'he' and 'she' and gradually build them into phrases. Then begin 'his' and 'her'. Explain when something belongs to someone we use 'his' and 'her'. Get your child to give object to pictures of boys and girls and label as 'his apple' or 'her pear'.



SPEECH SOUNDS

If your child has difficulty with speech sounds, always model back the word to them when they may an error. Do not make them correct themselves. First check if your child can say different sounds on their own. If your child has work from the Speech Therapist, work on this daily at the level informed by the speech and language therapist. You only need to complete activities for five to ten minutes.

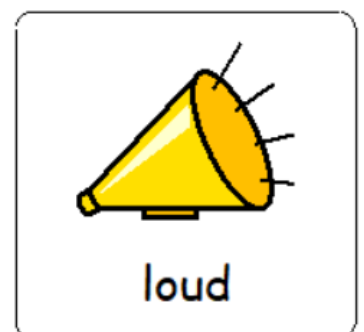
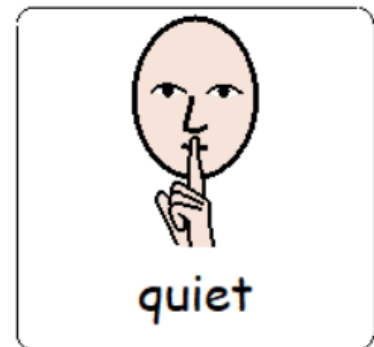
If you have concerns about speech sounds and have not seen a speech and language therapist, this is the first step to identify the best ways to support your child .

AUDITORY DISCRIMINATION

If your child has difficulty with speech sounds, then first check they can hear the difference between sounds. For example, if they use 't' instead of 'k'. Lay out the letters and model the sounds they make. Ask the child to point to the sound you say, don't let them say it as it may confuse them. Then do the same with rhyming words (minimal pairs) such as key and tea.

PHONOLOGICAL AWARENESS

Support your child to hear the differences in sounds and listen to sounds. You can work on clapping syllables, identifying and suggesting rhyming words, identifying the first and last sound in words and sorting sounds into loud and quiet. Depending on your child's age, they may find some of these activities difficult.



FOR MORE INFORMATION

These are just information pages that seem to provide accurate information about the strategies discussed and not a form of advertisement.

Attention Bucket

<https://www.theautismpage.com/attention-autism/>

<http://ginadavies.co.uk/>

Objects of Reference

<https://www.kentcht.nhs.uk/wp-content/uploads/2017/02/Objects-of-reference-01042a-ITACC-v3.pdf>

Key Words/ Information Carrying Words

<https://speechbloguk.com/understanding-key-words-2/>

Shape Coding

<https://www.moorhouse.surrey.sch.uk/attachments/download.asp?file=17&type=pdf>

<https://www.moorhouse.surrey.sch.uk/shape-coding>

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