

Supporting Parents with Resources, Interventions, & Nurturing Growth

# **Speech and Language**

Whether you're waiting for services, filling gaps between sessions, or just looking for ways to keep your child progressing, this guide empowers you to take meaningful steps—no professional license required.

Together, we can turn **everyday moments** into opportunities to help your child **communicate with confidence**.

### **Disclaimer**

This guide is intended for **educational and informational purposes only**. It is not intended to replace professional medical advice, diagnosis, or treatment.

The content in this guide is based on general developmental research and best practices in early childhood education and therapy. However, every child is unique, and progress may vary widely.

Parents and caregivers should consult with qualified medical professionals, therapists, or early intervention providers to address specific concerns about their child's development.

SPRING Interventions and its contributors are not responsible for any outcomes resulting from the use of this guide without professional consultation.

For personalized support, please contact your child's:

- Pediatrician
- Licensed Speech-Language Pathologist (SLP)
- Licensed Occupational Therapist (OT)
- Licensed Physical Therapist (PT)
- Local Early Intervention Services

# **SPRING Speech and Language Parent Workbook**

Supporting Parents with Resources, Interventions, & Nurturing Growth

#### **Table of Contents**

- 1. Introduction
- 2. What This Book Is For Purpose & Philosophy
- 3. Parent Training Page Understanding Speech and Language Development

### **Speech and Language Diagnostic Pages**

#### Level 1 Diagnostic

- 4. Expressive Language (Using Words and Sentences)
- 5. Receptive Language (Understanding and Following Directions)
- 6. Articulation (Making Speech Sounds Clearly)
- 7. Social/Pragmatic Language (Conversational Turn-Taking)

#### Level 2 Diagnostic

- 8. Expanding Vocabulary and Sentence Structure
- 9. Following Multi-Step Directions and Comprehension
- 10. Clear Speech Sound Production (Articulation)
- 11. Social Use of Language (Starting and Maintaining Conversations)

#### Level 3 Diagnostic

- 12. Advanced Conversation and Storytelling
- 13. Understanding Abstract and Figurative Language
- 14. Speaking Clearly in Social and Academic Settings
- 15. Social-Emotional Communication and Perspective-Taking

#### **Roundtable Instruction**

- 16. Level 1 Games Early Language and Sound Awareness
- 17. Level 2 Games Expanding Language and Social Skills
- 18. Level 3 Games Real-World Communication and Social Understanding

### **Skill-Building Games & Activities**

- 19. Level 1 Games Early Language and Sound Awareness
- 20. Level 2 Games Expanding Language and Social Skills
- 21. Level 3 Games Real-World Communication and Social Understanding

### 22. Data Tracker Tools

### **Therapeutic Services & Family Support**

23. Recommended Tools & Everyday Items for Home-Based Speech Practice

### **General Speech & Language Activity Bank**

24. Bonus Games and Activities for All Ages (Flexible for Any Level)

# **Caregiver Tools & Reflection**

- 25. Tips for Parents Supporting Communication Every Day
- 26. Final Notes & Encouragement
- 27. Parent Reflection Form

# Introduction - Supporting Speech and Language Growth at Home

Welcome to the SPRING Speech and Language Parent Workbook, created to help you support your child's communication skills in everyday life.

Whether your child is waiting for speech services, already receiving them, or simply needs a little extra practice at home, this workbook provides **practical activities**, **games**, **and observation tools** to guide you.

Speech and language skills are essential for:

- Expressing needs and ideas
- Understanding and following directions
- Building relationships with others
- Succeeding in school and social settings

#### Who This Workbook Is For:

- Parents and caregivers who want to help their child communicate more confidently
- Families who are waiting for speech therapy or experiencing service gaps
- Anyone looking for easy-to-follow activities that build language in daily routines
- Caregivers or tutors who want to partner with speech therapists by tracking progress and reinforcing skills at home

### What SPRING Means to You as a Parent

SPRING stands for **Supporting Parents with Resources**, **Interventions**, **& Nurturing Growth**. But more than an acronym, it's a **commitment to parents like you** who want to feel **capable**, **connected**, **and confident** in supporting their child's development—whether you have professional services in place or not.

### SPRING Is Here to Help You:

- Observe your child's progress in real-life situations.
- Practice meaningful skills at home through simple, fun activities.
- Feel empowered and informed about your child's unique learning and therapy needs.
- Prevent skill regression during waitlists, service gaps, or transitions.
- Become an active learning partner alongside your child's therapy team or school support staff.

SPRING gives you a **starting place**, a **structure**, and the **confidence** to help your child keep growing when services aren't enough or aren't available. You **don't need to know everything** to make a difference. You just need to know what **your child** needs right now—and this tool helps you find that out,

| one step at a time. Together, we can turn daily moments into <b>learning opportunities</b> , and uncertainty into <b>purposeful action</b> . |
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# What This Book Is For - Purpose & Philosophy

### **Purpose**

This workbook is designed to help you **support your child's communication growth** in simple, meaningful ways. You'll find checklists, activities, and games to help you:

- Understand what your child is already doing well
- Identify areas that need more practice or support
- Reinforce communication skills at home
- Partner with your child's speech-language pathologist (SLP)
- Stay engaged during service gaps, waitlists, or transitions

Whether you have professional guidance or are just getting started, this resource helps you **take small, daily steps** to build your child's confidence in speaking, listening, and social connection.

### **Philosophy**

### 1. All Progress Starts with Connection

You don't need to be perfect—you just need to show up and interact with your child.

#### 2. Practice Happens in Small Moments

A few minutes of playful talking, reading, or listening each day can make a big impact.

#### 3. Parents Are Powerful Communication Partners

You spend more time with your child than anyone else. Your words, modeling, and encouragement matter.

#### 4. Real Life is the Best Classroom

Mealtimes, playtimes, car rides, and bedtime routines are perfect opportunities to grow language.

### 5. Collaboration Creates Stronger Results

Your observations, questions, and at-home efforts strengthen your child's entire support team.

# Parent Training Page – Understanding Speech and Language Development

### What Is Speech and Language?

- Speech is how we produce sounds to form words (articulation, voice, and fluency).
- Language is how we use and understand words to communicate ideas, ask questions, and follow directions.
- **Pragmatic (Social) Language** is how we take turns, greet people, ask for help, and build relationships.

All these areas work together to help your child **connect with the world**.

### Therapeutic Services & Family Support - Speech & Language

Speech-language therapy is more than just practicing sounds or answering questions—it helps your child build the communication tools they need for life.

This section helps you understand when to seek support, how to work with professionals, and how to stay engaged at home.

# What Speech and Language Therapy Helps With:

- Building clear speech sounds (articulation)
- Expanding vocabulary and sentence structure
- Strengthening listening and comprehension skills
- Improving conversation and social interaction
- Supporting storytelling and academic communication
- Teaching problem-solving and emotional expression

#### How to Partner With Your Child's SLP:

- Share what you're seeing at home using your workbook notes.
- Ask which skills to focus on between sessions.
- Practice short activities daily to build confidence.
- Celebrate small progress and share successes with the therapy team.

### If You're Waiting for Services or Between Sessions:

- Use the games and activities in this workbook to keep your child learning.
- Keep a simple log of what's getting easier or harder.
- **Practice in small, playful moments** without making it feel like work.
- Stay in communication with your child's school or medical provider.

### **Questions You Can Ask Your SLP:**

- What goals are you currently working on with my child?
- How can I help reinforce these goals at home?
- What should I watch for to know my child is improving?
- What signs tell us my child needs more support or is ready to move on?

### The Four parts of Speech & Language Covered in This Workbook

### 1. Receptive Language

Receptive language is your child's ability to **understand what others say**. This includes following directions, understanding questions, and grasping the meaning of words or sentences.

#### 2. Expressive Language

Expressive language is how your child uses words, sentences, and gestures to express thoughts, wants, and ideas. It includes vocabulary use, sentence structure, and storytelling.

#### 3. Articulation

Articulation refers to **how clearly your child produces speech sounds**. If certain sounds are left out, substituted, or mispronounced, it can affect how well others understand them.

#### 4. Pragmatics (Social Language)

Pragmatics is your child's ability to use language in **social settings**—like knowing when to talk, how to take turns in conversation, how to change the way they speak depending on who they're talking to, and how to express emotions or ask for help appropriately.

#### What You Can Do at Home:

### 1. Model Clear Speech and Language

- a. Talk to your child about what you're doing:
  - "I'm pouring the juice. Look, it's orange!"
- b. Repeat what they say with correct sounds or grammar without pressuring them to repeat after you.

### 2. Encourage Daily Conversation

- a. Ask open-ended questions:
  - "What was your favorite part of today?"
- b. Give them extra time to respond without rushing to fill the silence.

### 3. Use Everyday Routines as Practice

- a. Describe what you see, hear, or feel on a walk or in the store.
- b. Let your child help with simple tasks like cooking or setting the table while talking through the steps.

### 4. Turn Games and Books into Learning Opportunities

- a. Take turns during games to practice social language.
- b. Pause during story time to ask, "What do you think will happen next?"

### 5. Celebrate Every Effort

a. Praise trying, not just getting it right:

"I love how you used your words to ask for that!"

# Level 1 Diagnostic - Recommended For Ages 3-5

### **Early Communication Observation & Support**

This level is designed for children who are **just starting to build their communication skills**. You will track your child's ability to use words, understand what is said, make clear speech sounds, and participate in basic social interactions.

# How to Use This Diagnostic:

- Observe your child during everyday activities.
- Mark what your child typically does using this scale:
  - o **3 Independent** (Does this well most of the time)
  - 2 With Support (Needs reminders, prompts, or help)
  - 1 Not Yet (Rarely or never does this)

#### **Domains in Level 1:**

- 1. Expressive Language Using Words and Sentences
- 2. Receptive Language Understanding and Following Directions
- 3. **Articulation** Making Speech Sounds Clearly
- 4. Social/Pragmatic Language Conversational Turn-Taking and Social Connection



# **Domain 1: Expressive Language Parent Survey (Level 1)**

#### **Purpose:**

This domain tracks your child's ability to **use words, phrases, and sentences** to share their thoughts, needs, and ideas.

### How to Use This Checklist:

Observe your child in natural moments like play, meals, or daily routines. Do this ever quarter. Mark what you notice using this scale:

3 – Independent (Uses this skill confidently and often)

- 2 With Support (Uses this skill with reminders or prompts)
- 1 Not Yet (Rarely or never uses this skill)

# Quarter 1

| Skill  | Score (1–3) |
|--|-------------|
| Uses single words (e.g., "milk," "ball") to name objects |             |

| Uses single words (e.g., "milk," "ball") to name objects                   |  |
|--|--|
| Puts 2–3 words together (e.g., "want cookie," "go outside")                |  |
| Uses short sentences of 4+ words (e.g., "I want to play with the truck")   |  |
| Names common objects, animals, or people                                   |  |
| Uses action words (e.g., run, jump, eat)                                   |  |
| Asks simple questions (e.g., "What's that?")                               |  |
| Labels feelings (e.g., "I'm happy," "I'm mad")                             |  |
| Describes objects using color, size, or function (e.g., "big red ball")    |  |
| Uses "I," "you," "my," or "we" correctly                                   |  |
| Talks about something that happened in the past (e.g., "I played outside") |  |

Subtotal for Expressive Language: \_\_\_\_\_/ 30

# Quarter 2

Skill Score (1–3)

| Uses single words (e.g., "milk," "ball") to name objects                 |  |
|--|--|
| Puts 2–3 words together (e.g., "want cookie," "go outside")              |  |
| Uses short sentences of 4+ words (e.g., "I want to play with the truck") |  |
| Names common objects, animals, or people                                 |  |
| Uses action words (e.g., run, jump, eat)                                 |  |
| Asks simple questions (e.g., "What's that?")                             |  |
| Labels feelings (e.g., "I'm happy," "I'm mad")                           |  |
| Describes objects using color, size, or function (e.g., "big red ball")  |  |

| Uses "I," "you," "my," or "we" correctly                                   |             |
|--|-------------|
| Talks about something that happened in the past (e.g., "I played outside") |             |
| Subtotal for Expressive Language: / 30                                     |             |
| Quarter 3  |             |
| Skill  | Score (1-3) |
| Uses single words (e.g., "milk," "ball") to name objects                   |             |
| Puts 2–3 words together (e.g., "want cookie," "go outside")                |             |
| Uses short sentences of 4+ words (e.g., "I want to play with the truck")   |             |
| Names common objects, animals, or people                                   |             |
| Uses action words (e.g., run, jump, eat)                                   |             |
| Asks simple questions (e.g., "What's that?")                               |             |
| Labels feelings (e.g., "I'm happy," "I'm mad")                             |             |
| Describes objects using color, size, or function (e.g., "big red ball")    |             |
| Uses "I," "you," "my," or "we" correctly                                   |             |
| Talks about something that happened in the past (e.g., "I played outside") |             |
| Subtotal for Expressive Language: / 30                                     |             |
| Quarter 4  |             |
| Skill  | Score (1–3) |
| Uses single words (e.g., "milk," "ball") to name objects                   |             |
| Puts 2–3 words together (e.g., "want cookie," "go outside")                |             |
| Uses short sentences of 4+ words (e.g., "I want to play with the truck")   |             |
| Names common objects, animals, or people                                   |             |
| Uses action words (e.g., run, jump, eat)                                   |             |
| Asks simple questions (e.g., "What's that?")                               | 1           |

Labels feelings (e.g., "I'm happy," "I'm mad")

| Describes objects using color, size, or function (e.g., "big red ball") |  |
|---|--|
| Uses "I," "you," "my," or "we" correctly                                |  |
| Talks about something that happened in the past (e.g., "I played        |  |
| outside")   |  |

Subtotal for Expressive Language: \_\_\_\_\_/30

# **Domain 2: Receptive Language Parent survey (Level 1)**

### **Purpose:**

This domain helps you observe how well your child **understands language** and follows simple directions in real-life situations. Do this ever quarter.

# How to Use This Checklist:

Observe your child during routines like cleaning up, getting ready, or playing. Mark what you notice using this scale:

- 3 Independent (Understands and follows without help)
- 2 With Support (Needs reminders, modeling, or prompting)
- 1 Not Yet (Rarely or never responds correctly)

### **Quarter 1**

| Skill  | Score (1–3) |
|--|-------------|
| Responds when their name is called   |             |
| Points to or retrieves objects when asked (e.g., "Get the ball")             |             |
| Follows simple one-step directions (e.g., "Sit down")                        |             |
| Follows two-step directions (e.g., "Pick up your toy and put it in the box") |             |
| Understands basic action words (e.g., "run," "jump")                         |             |
| Points to body parts when named (e.g., "Where's your nose?")                 |             |
| Understands basic descriptive words (e.g., "big," "small," "red")            |             |
| Answers yes/no questions appropriately                                       |             |
| Understands location words (e.g., in, on, under)                             |             |
| Listens to a short story and answers simple questions about it               |             |

| Subtotal | for Receptive | Language: | / 30 |
|----------|---------------|-----------|------|
|----------|---------------|-----------|------|

| Skill                              | Score (1–3) |
|------------------------------------|-------------|
| Responds when their name is called |             |

| Points to or retrieves objects when asked (e.g., "Get the ball")             |  |
|--|--|
| Follows simple one-step directions (e.g., "Sit down")                        |  |
| Follows two-step directions (e.g., "Pick up your toy and put it in the box") |  |
| Understands basic action words (e.g., "run," "jump")                         |  |
| Points to body parts when named (e.g., "Where's your nose?")                 |  |
| Understands basic descriptive words (e.g., "big," "small," "red")            |  |
| Answers yes/no questions appropriately                                       |  |
| Understands location words (e.g., in, on, under)                             |  |
| Listens to a short story and answers simple questions about it               |  |

Subtotal for Receptive Language: \_\_\_\_\_/ 30

# Quarter 3

| Skill  | Score (1–3) |
|--|-------------|
| Responds when their name is called   |             |
| Points to or retrieves objects when asked (e.g., "Get the ball")             |             |
| Follows simple one-step directions (e.g., "Sit down")                        |             |
| Follows two-step directions (e.g., "Pick up your toy and put it in the box") |             |
| Understands basic action words (e.g., "run," "jump")                         |             |
| Points to body parts when named (e.g., "Where's your nose?")                 |             |
| Understands basic descriptive words (e.g., "big," "small," "red")            |             |
| Answers yes/no questions appropriately                                       |             |
| Understands location words (e.g., in, on, under)                             |             |
| Listens to a short story and answers simple questions about it               |             |

Subtotal for Receptive Language: \_\_\_\_\_/ 30

| Skill | Score (1-3) |
|-------|-------------|
|       | ` '         |

| Responds when their name is called   |  |
|--|--|
| Points to or retrieves objects when asked (e.g., "Get the ball")             |  |
| Follows simple one-step directions (e.g., "Sit down")                        |  |
| Follows two-step directions (e.g., "Pick up your toy and put it in the box") |  |
| Understands basic action words (e.g., "run," "jump")                         |  |
| Points to body parts when named (e.g., "Where's your nose?")                 |  |
| Understands basic descriptive words (e.g., "big," "small," "red")            |  |
| Answers yes/no questions appropriately                                       |  |
| Understands location words (e.g., in, on, under)                             |  |
| Listens to a short story and answers simple questions about it               |  |

Subtotal for Receptive Language: \_\_\_\_\_/ 30

# Domain 3: Articulation Parent Survey (Speech Sounds) - Level 1

### **Purpose:**

This domain helps you track how **clearly your child produces speech sounds** when talking. It focuses on speech clarity, not language use. Do this ever quarter.

# How to Use This Checklist:

Listen to your child in natural conversation or during reading and play. Mark what you notice using this scale:

- 3 Independent (Speech is mostly clear and easy to understand)
- 2 With Support (Needs reminders, or speech is sometimes hard to understand)
- 1 Not Yet (Speech is often unclear or difficult to understand)

### **Quarter 1**

| Skill   | Score (1-3) |
|---|-------------|
| Says single sounds clearly (e.g., "b," "m," "p")                                    |             |
| Says familiar words clearly (e.g., "mama," "ball")                                  |             |
| Uses beginning sounds in words (e.g., "dog," "car")                                 |             |
| Uses ending sounds in words (e.g., "cat," "bed")                                    |             |
| Attempts to say longer words (e.g., "banana," "elephant")                           |             |
| Can be understood by <b>family</b> most of the time                                 |             |
| Can be understood by <b>other adults</b> (e.g., teacher, neighbor) most of the time |             |
| Tries to correct self when misunderstood  |             |
| Uses favorite sounds or words often in daily speech                                 |             |
| Shows willingness to talk, even if not perfect                                      |             |

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| Skill  | Score (1-3) |
|--|-------------|
| Says single sounds clearly (e.g., "b," "m," "p") |             |

| Says familiar words clearly (e.g., "mama," "ball")                                  |  |
|---|--|
| Uses beginning sounds in words (e.g., "dog," "car")                                 |  |
| Uses ending sounds in words (e.g., "cat," "bed")                                    |  |
| Attempts to say longer words (e.g., "banana," "elephant")                           |  |
| Can be understood by <b>family</b> most of the time                                 |  |
| Can be understood by <b>other adults</b> (e.g., teacher, neighbor) most of the time |  |
| Tries to correct self when misunderstood  |  |
| Uses favorite sounds or words often in daily speech                                 |  |
| Shows willingness to talk, even if not perfect                                      |  |

Subtotal for Articulation: \_\_\_\_\_ / 30

### Quarter 3

| Skill   | Score (1–3) |
|---|-------------|
| Says single sounds clearly (e.g., "b," "m," "p")                                    |             |
| Says familiar words clearly (e.g., "mama," "ball")                                  |             |
| Uses beginning sounds in words (e.g., "dog," "car")                                 |             |
| Uses ending sounds in words (e.g., "cat," "bed")                                    |             |
| Attempts to say longer words (e.g., "banana," "elephant")                           |             |
| Can be understood by <b>family</b> most of the time                                 |             |
| Can be understood by <b>other adults</b> (e.g., teacher, neighbor) most of the time |             |
| Tries to correct self when misunderstood  |             |
| Uses favorite sounds or words often in daily speech                                 |             |
| Shows willingness to talk, even if not perfect                                      |             |

Subtotal for Articulation: \_\_\_\_\_/ 30

| Skiii   Score (1-3) | Skill | Score (1-3) |
|---------------------|-------|-------------|
|---------------------|-------|-------------|

| Says single sounds clearly (e.g., "b," "m," "p")                                    |  |
|---|--|
| Says familiar words clearly (e.g., "mama," "ball")                                  |  |
| Uses beginning sounds in words (e.g., "dog," "car")                                 |  |
| Uses ending sounds in words (e.g., "cat," "bed")                                    |  |
| Attempts to say longer words (e.g., "banana," "elephant")                           |  |
| Can be understood by <b>family</b> most of the time                                 |  |
| Can be understood by <b>other adults</b> (e.g., teacher, neighbor) most of the time |  |
| Tries to correct self when misunderstood  |  |
| Uses favorite sounds or words often in daily speech                                 |  |
| Shows willingness to talk, even if not perfect                                      |  |

Subtotal for Articulation: \_\_\_\_\_/ 30

# Domain 4: Social/Pragmatic Language Parent - Level 1

### **Purpose:**

This domain helps you observe how your child **uses language in social ways**, like taking turns, greeting people, or asking for help. Do this ever quarter.

# How to Use This Checklist:

Watch your child during playtime, meals, or when interacting with family or peers. Mark what you notice using this scale:

- 3 Independent (Does this consistently without reminders)
- 2 With Support (Needs reminders or adult support)
- 1 Not Yet (Rarely or never does this)

### **Quarter 1**

| Skill   | Score (1-3) |
|---|-------------|
| Makes eye contact when talking or listening                               |             |
| Greets others with words (e.g., "hi," "bye")                              |             |
| Takes turns talking (e.g., waits for others to finish speaking)           |             |
| Responds when someone talks to them (e.g., answers when asked a question) |             |
| Asks for help using words (e.g., "Can you help me?")                      |             |
| Starts simple conversations (e.g., "Look at this!")                       |             |
| Uses gestures (e.g., pointing, waving) to support communication           |             |
| Tries to get someone's attention with words (e.g., calling their name)    |             |
| Plays simple pretend or social games (e.g., peek-a-boo, feeding a doll)   |             |
| Responds to praise or shows pride when successful                         |             |

### Subtotal for Social/Pragmatic Language: \_\_\_\_\_/ 30

| Skill                                       | Score (1-3) |
|---|-------------|
| Makes eye contact when talking or listening |             |

| Greets others with words (e.g., "hi," "bye")                              |  |
|---|--|
| Takes turns talking (e.g., waits for others to finish speaking)           |  |
| Responds when someone talks to them (e.g., answers when asked a question) |  |
| Asks for help using words (e.g., "Can you help me?")                      |  |
| Starts simple conversations (e.g., "Look at this!")                       |  |
| Uses gestures (e.g., pointing, waving) to support communication           |  |
| Tries to get someone's attention with words (e.g., calling their name)    |  |
| Plays simple pretend or social games (e.g., peek-a-boo, feeding a doll)   |  |
| Responds to praise or shows pride when successful                         |  |

Subtotal for Social/Pragmatic Language: \_\_\_\_\_/30

### Quarter 3

| Skill   | Score (1–3) |
|---|-------------|
| Makes eye contact when talking or listening                               |             |
| Greets others with words (e.g., "hi," "bye")                              |             |
| Takes turns talking (e.g., waits for others to finish speaking)           |             |
| Responds when someone talks to them (e.g., answers when asked a question) |             |
| Asks for help using words (e.g., "Can you help me?")                      |             |
| Starts simple conversations (e.g., "Look at this!")                       |             |
| Uses gestures (e.g., pointing, waving) to support communication           |             |
| Tries to get someone's attention with words (e.g., calling their name)    |             |
| Plays simple pretend or social games (e.g., peek-a-boo, feeding a doll)   |             |
| Responds to praise or shows pride when successful                         |             |

Subtotal for Social/Pragmatic Language: \_\_\_\_\_/ 30

| Skill | Score (1–3) |
|-------|-------------|
|       | ` '         |

| Makes eye contact when talking or listening                               |  |
|---|--|
| Greets others with words (e.g., "hi," "bye")                              |  |
| Takes turns talking (e.g., waits for others to finish speaking)           |  |
| Responds when someone talks to them (e.g., answers when asked a question) |  |
| Asks for help using words (e.g., "Can you help me?")                      |  |
| Starts simple conversations (e.g., "Look at this!")                       |  |
| Uses gestures (e.g., pointing, waving) to support communication           |  |
| Tries to get someone's attention with words (e.g., calling their name)    |  |
| Plays simple pretend or social games (e.g., peek-a-boo, feeding a doll)   |  |
| Responds to praise or shows pride when successful                         |  |

| Subtotal for Social/ | Pragmatic Language: | / 30 |
|----------------------|---------------------|------|
|----------------------|---------------------|------|

TOTAL for Level 1: \_\_\_\_\_ / 120 for Quarter 1

TOTAL for Level 1: \_\_\_\_\_ / 120 for Quarter 2

TOTAL for Level 1: \_\_\_\_\_ / 120 for Quarter 3

TOTAL for Level 1: \_\_\_\_\_ / 120 for Quarter 4

# **☑** Score Interpretation Guide – Level 1 Speech and Language Diagnostic

| Score<br>Range | Skill Level                                | What This Means  |
|----------------|--|--|
| 100–120        | Emerging<br>Communicator                   | Your child is showing age-appropriate early language and speech skills.<br>You can continue to build on these strengths with more complex games and daily practice.                  |
| 70–99          | Developing<br>Communicator                 | Your child is showing progress but may need extra support with certain skills. Reinforce language at home through everyday conversations and focused activities.                     |
| 40–69          | Early Learner –<br>Extra Support<br>Needed | Your child is developing early language skills but may need structured practice and targeted support. Consider connecting with a speech-language pathologist if you haven't already. |

# Below 40

Emerging
Communicator
- High Support
Recommended

Your child may be showing early signs of communication delays. Simple, playful practice at home is helpful, but seeking professional support is strongly recommended.

### O How to Use This Information

- Celebrate strengths—what your child is already doing well.
- Focus on practice areas—start with the lowest-scored domains.
- Use the activity suggestions in this workbook to support those areas at home.
- **Consider sharing this information** with your child's speech therapist, teacher, or pediatrician to guide professional recommendations.

# Level 2 Diagnostic - Recommended For Ages 6-11

### **Developing Communication Observation & Support**

In this stage, children work on **expanding their vocabulary**, **using longer sentences**, **clarifying speech sounds**, and **engaging in more meaningful social conversations**.

This level focuses on **practical communication** used at home, school, and in the community.

# How to Use This Diagnostic:

Observe your child during natural conversations, school routines, or community interactions. Score each item using the same scale:

- 3 Independent (Uses this skill consistently and confidently)
- 2 With Support (Uses this skill with reminders, prompts, or help)
- 1 Not Yet (Rarely or never uses this skill)

#### **Domains in Level 2:**

1. Expanding Vocabulary and Sentence Structure

(Using longer sentences, describing details, adding new words)

2. Listening Comprehension and Following Directions

(Understanding multi-step instructions, answering questions, recalling details)

3. Clear Speech Sound Production (Articulation)

(Improving sound clarity, reducing sound substitutions or omissions)

4. Social Use of Language (Pragmatics)

(Starting conversations, maintaining topics, responding to social cues)

# **Domain 1: Expanding Vocabulary and Sentence Structure - Level 2**

### **Purpose:**

This domain tracks your child's ability to **use longer sentences**, **descriptive words**, **and a growing vocabulary** to share ideas, tell stories, and explain their thinking.

# How to Use This Checklist:

Observe your child during conversations, play, or storytelling. Do this every quarter. Mark what you notice using this scale:

- 3 Independent (Uses this skill consistently and confidently)
- 2 With Support (Needs reminders or extra time to complete)
- 1 Not Yet (Rarely or never demonstrates this skill)

### **Quarter 1**

| Skill   | Score (1–3) |
|---|-------------|
| Uses sentences with 5 or more words (e.g., "I like to play outside with my    |             |
| dog.")  |             |
| Describes objects using details like color, size, or function                 |             |
| Retells a short story or personal experience with beginning, middle, and end  |             |
| Uses connecting words like "and," "but," or "because" to explain ideas        |             |
| Uses past, present, and future tense correctly (e.g., "I went," "I am going") |             |
| Uses a variety of vocabulary words, not just repeating the same words         |             |
| Asks and answers "wh" questions (who, what, when, where, why)                 |             |
| Uses describing words (adjectives) and action words (verbs)                   |             |
| Uses correct pronouns (he, she, they, we)                                     |             |
| Attempts to explain how or why something works or happens                     |             |

| Subtotal for Expanding Vocabulary and Sentence Structure: | / 30 |
|---|------|
|---|------|

| Skill | Score (1–3) |
|-------|-------------|

| Uses sentences with 5 or more words (e.g., "I like to play outside with my dog.") |  |
|---|--|
| Describes objects using details like color, size, or function                     |  |
| Retells a short story or personal experience with beginning, middle, and end      |  |
| Uses connecting words like "and," "but," or "because" to explain ideas            |  |
| Uses past, present, and future tense correctly (e.g., "I went," "I am going")     |  |
| Uses a variety of vocabulary words, not just repeating the same words             |  |
| Asks and answers "wh" questions (who, what, when, where, why)                     |  |
| Uses describing words (adjectives) and action words (verbs)                       |  |
| Uses correct pronouns (he, she, they, we)   |  |
| Attempts to explain how or why something works or happens                         |  |

Subtotal for Expanding Vocabulary and Sentence Structure: \_\_\_\_\_ / 30

# Quarter 3

| Skill   | Score (1–3) |
|---|-------------|
| Uses sentences with 5 or more words (e.g., "I like to play outside with my dog.") |             |
| Describes objects using details like color, size, or function                     |             |
| Retells a short story or personal experience with beginning, middle, and end      |             |
| Uses connecting words like "and," "but," or "because" to explain ideas            |             |
| Uses past, present, and future tense correctly (e.g., "I went," "I am going")     |             |
| Uses a variety of vocabulary words, not just repeating the same words             |             |
| Asks and answers "wh" questions (who, what, when, where, why)                     |             |
| Uses describing words (adjectives) and action words (verbs)                       |             |
| Uses correct pronouns (he, she, they, we)   |             |
| Attempts to explain how or why something works or happens                         |             |

Subtotal for Expanding Vocabulary and Sentence Structure: \_\_\_\_\_ / 30

| Skill   | Score (1–3) |
|---|-------------|
| Uses sentences with 5 or more words (e.g., "I like to play outside with my    |             |
| dog.")  |             |
| Describes objects using details like color, size, or function                 |             |
| Retells a short story or personal experience with beginning, middle, and end  |             |
| Uses connecting words like "and," "but," or "because" to explain ideas        |             |
| Uses past, present, and future tense correctly (e.g., "I went," "I am going") |             |
| Uses a variety of vocabulary words, not just repeating the same words         |             |
| Asks and answers "wh" questions (who, what, when, where, why)                 |             |
| Uses describing words (adjectives) and action words (verbs)                   |             |
| Uses correct pronouns (he, she, they, we)                                     |             |
| Attempts to explain how or why something works or happens                     |             |

Subtotal for Expanding Vocabulary and Sentence Structure: \_\_\_\_\_ / 30

# Domain 2: Listening Comprehension and Following Directions – Level 2

### **Purpose:**

This domain tracks how well your child **understands language**, **follows multi-step directions**, and **recalls information** from conversations, instructions, or stories.

# How to Use This Checklist:

Observe your child at home, school, or in the community. Do this every quarter. Score what you notice:

- 3 Independent (Follows or understands without needing reminders)
- 2 With Support (Needs prompts, repeats, or modeling)
- 1 Not Yet (Rarely or never responds appropriately)

### **Quarter 1**

| Skill  | Score (1-3) |
|--|-------------|
| Follows 2-step directions without needing reminders  |             |
| Follows 3-step directions with accuracy  |             |
| Listens to and answers questions about short stories or conversations                      |             |
| Remembers details from past conversations or activities                                    |             |
| Understands "wh" questions (who, what, where, when, why)                                   |             |
| Responds appropriately to classroom or home instructions                                   |             |
| Understands "if/then" statements (e.g., "If you finish your homework, then you can play.") |             |
| Shows understanding of spatial words (e.g., "behind," "next to," "under")                  |             |
| Follows group directions in class, games, or family routines                               |             |
| Responds when asked to recall facts or details from earlier activities                     |             |

Subtotal for Listening Comprehension and Following Directions: \_\_\_\_\_/ 30

### Quarter 2

| Skill  | Score (1-3) |
|--|-------------|
| Follows 2-step directions without needing reminders  |             |
| Follows 3-step directions with accuracy  |             |
| Listens to and answers questions about short stories or conversations                      |             |
| Remembers details from past conversations or activities                                    |             |
| Understands "wh" questions (who, what, where, when, why)                                   |             |
| Responds appropriately to classroom or home instructions                                   |             |
| Understands "if/then" statements (e.g., "If you finish your homework, then you can play.") |             |
| Shows understanding of spatial words (e.g., "behind," "next to," "under")                  |             |
| Follows group directions in class, games, or family routines                               |             |
| Responds when asked to recall facts or details from earlier activities                     |             |

Subtotal for Listening Comprehension and Following Directions: \_\_\_\_\_ / 30

### Quarter 3

| Skill  | Score (1-3) |
|--|-------------|
| Follows 2-step directions without needing reminders  |             |
| Follows 3-step directions with accuracy  |             |
| Listens to and answers questions about short stories or conversations                      |             |
| Remembers details from past conversations or activities                                    |             |
| Understands "wh" questions (who, what, where, when, why)                                   |             |
| Responds appropriately to classroom or home instructions                                   |             |
| Understands "if/then" statements (e.g., "If you finish your homework, then you can play.") |             |
| Shows understanding of spatial words (e.g., "behind," "next to," "under")                  |             |
| Follows group directions in class, games, or family routines                               |             |
| Responds when asked to recall facts or details from earlier activities                     |             |

Subtotal for Listening Comprehension and Following Directions: \_\_\_\_\_ / 30

### Quarter 4

| Skill  | Score (1-3) |
|--|-------------|
| Follows 2-step directions without needing reminders  |             |
| Follows 3-step directions with accuracy  |             |
| Listens to and answers questions about short stories or conversations                      |             |
| Remembers details from past conversations or activities                                    |             |
| Understands "wh" questions (who, what, where, when, why)                                   |             |
| Responds appropriately to classroom or home instructions                                   |             |
| Understands "if/then" statements (e.g., "If you finish your homework, then you can play.") |             |
| Shows understanding of spatial words (e.g., "behind," "next to," "under")                  |             |
| Follows group directions in class, games, or family routines                               |             |
| Responds when asked to recall facts or details from earlier activities                     |             |

Subtotal for Listening Comprehension and Following Directions: \_\_\_\_\_/ 30

# Domain 3: Clear Speech Sound Production (Articulation) - Level 2

### **Purpose:**

This domain tracks how clearly your child produces **age-appropriate speech sounds** in longer words, sentences, and conversations.

# How to Use This Checklist:

Listen to your child in daily conversation, reading, or while telling stories. Score what you notice:

- 3 Independent (Speech is clear and easy to understand)
- 2 With Support (Speech is sometimes unclear or needs reminders)
- 1 Not Yet (Speech is often unclear or hard to understand)

| Skill   | Score (1–3) |
|---|-------------|
| Pronounces most early developing sounds clearly (e.g., p, b, m, t, d, n)    |             |
| Pronounces later developing sounds correctly (e.g., l, r, s, z, sh, ch, th) |             |
| Uses beginning, middle, and ending sounds in words (e.g., "cat," "pencil")  |             |
| Corrects or attempts to fix unclear words when asked                        |             |
| Can be understood by family members most of the time                        |             |
| Can be understood by teachers or other adults most of the time              |             |
| Uses clear speech in longer sentences or storytelling                       |             |
| Attempts to say difficult or new words clearly                              |             |
| Reduces common sound errors (e.g., leaving off endings, swapping sounds)    |             |
| Speaks confidently, even when unsure of perfect pronunciation               |             |

Subtotal for Clear Speech Sound Production (Articulation): \_\_\_\_\_ / 30

### Quarter 2

| Skill   | Score (1–3) |
|---|-------------|
| Pronounces most early developing sounds clearly (e.g., p, b, m, t, d, n)    |             |
| Pronounces later developing sounds correctly (e.g., l, r, s, z, sh, ch, th) |             |
| Uses beginning, middle, and ending sounds in words (e.g., "cat," "pencil")  |             |
| Corrects or attempts to fix unclear words when asked                        |             |
| Can be understood by family members most of the time                        |             |
| Can be understood by teachers or other adults most of the time              |             |
| Uses clear speech in longer sentences or storytelling                       |             |
| Attempts to say difficult or new words clearly                              |             |
| Reduces common sound errors (e.g., leaving off endings, swapping sounds)    |             |
| Speaks confidently, even when unsure of perfect pronunciation               |             |

Subtotal for Clear Speech Sound Production (Articulation): \_\_\_\_\_/ 30

# Quarter 3

| Skill   | Score (1–3) |
|---|-------------|
| Pronounces most early developing sounds clearly (e.g., p, b, m, t, d, n)    |             |
| Pronounces later developing sounds correctly (e.g., l, r, s, z, sh, ch, th) |             |
| Uses beginning, middle, and ending sounds in words (e.g., "cat," "pencil")  |             |
| Corrects or attempts to fix unclear words when asked                        |             |
| Can be understood by family members most of the time                        |             |
| Can be understood by teachers or other adults most of the time              |             |
| Uses clear speech in longer sentences or storytelling                       |             |
| Attempts to say difficult or new words clearly                              |             |
| Reduces common sound errors (e.g., leaving off endings, swapping sounds)    |             |
| Speaks confidently, even when unsure of perfect pronunciation               |             |

# Subtotal for Clear Speech Sound Production (Articulation): \_\_\_\_\_ / 30

| Skill   | Score (1-3) |
|---|-------------|
| Pronounces most early developing sounds clearly (e.g., p, b, m, t, d, n)    |             |
| Pronounces later developing sounds correctly (e.g., l, r, s, z, sh, ch, th) |             |
| Uses beginning, middle, and ending sounds in words (e.g., "cat," "pencil")  |             |
| Corrects or attempts to fix unclear words when asked                        |             |
| Can be understood by family members most of the time                        |             |
| Can be understood by teachers or other adults most of the time              |             |
| Uses clear speech in longer sentences or storytelling                       |             |
| Attempts to say difficult or new words clearly                              |             |
| Reduces common sound errors (e.g., leaving off endings, swapping sounds)    |             |
| Speaks confidently, even when unsure of perfect pronunciation               |             |

| Subtotal for Clear S | peech Sound Production ( | (Articulation) | : / 30 |
|----------------------|--------------------------|----------------|--------|
|                      |                          |                |        |

# Domain 4: Social Use of Language (Pragmatics) - Level 2

### **Purpose:**

This domain tracks your child's ability to use language in social situations like conversations, play, and group activities.

### How to Use This Checklist:

Watch how your child interacts with family, friends, or peers. Score what you notice:

- 3 Independent (Uses this skill consistently in social situations)
- 2 With Support (Needs reminders or support)
- 1 Not Yet (Rarely or never demonstrates this skill)

### Quarter 1

| Skill  | Score (1–3) |
|--|-------------|
| Greets people appropriately (e.g., "Hi," "Bye")                          |             |
| Starts conversations with familiar people                                |             |
| Takes turns speaking without interrupting                                |             |
| Stays on topic during short conversations                                |             |
| Responds when others ask questions or make comments                      |             |
| Uses appropriate tone and volume for different situations                |             |
| Understands when to start or stop talking in group settings              |             |
| Uses polite language (e.g., "please," "thank you," "excuse me")          |             |
| Recognizes when someone else is confused, bored, or upset                |             |
| Adjusts language based on who they are talking to (e.g., adult vs. peer) |             |

Subtotal for Social Use of Language (Pragmatics): \_\_\_\_\_/ 30

| Skill  | Score (1–3) |
|--|-------------|
| Greets people appropriately (e.g., "Hi," "Bye")                          |             |
| Starts conversations with familiar people                                |             |
| Takes turns speaking without interrupting                                |             |
| Stays on topic during short conversations                                |             |
| Responds when others ask questions or make comments                      |             |
| Uses appropriate tone and volume for different situations                |             |
| Understands when to start or stop talking in group settings              |             |
| Uses polite language (e.g., "please," "thank you," "excuse me")          |             |
| Recognizes when someone else is confused, bored, or upset                |             |
| Adjusts language based on who they are talking to (e.g., adult vs. peer) |             |

Subtotal for Social Use of Language (Pragmatics): \_\_\_\_\_/ 30

# Quarter 3

| Skill  | Score (1-3) |
|--|-------------|
| Greets people appropriately (e.g., "Hi," "Bye")                          |             |
| Starts conversations with familiar people                                |             |
| Takes turns speaking without interrupting                                |             |
| Stays on topic during short conversations                                |             |
| Responds when others ask questions or make comments                      |             |
| Uses appropriate tone and volume for different situations                |             |
| Understands when to start or stop talking in group settings              |             |
| Uses polite language (e.g., "please," "thank you," "excuse me")          |             |
| Recognizes when someone else is confused, bored, or upset                |             |
| Adjusts language based on who they are talking to (e.g., adult vs. peer) |             |

Subtotal for Social Use of Language (Pragmatics): \_\_\_\_\_/ 30

| Skill  | Score (1–3) |
|--|-------------|
| Greets people appropriately (e.g., "Hi," "Bye")                          |             |
| Starts conversations with familiar people                                |             |
| Takes turns speaking without interrupting                                |             |
| Stays on topic during short conversations                                |             |
| Responds when others ask questions or make comments                      |             |
| Uses appropriate tone and volume for different situations                |             |
| Understands when to start or stop talking in group settings              |             |
| Uses polite language (e.g., "please," "thank you," "excuse me")          |             |
| Recognizes when someone else is confused, bored, or upset                |             |
| Adjusts language based on who they are talking to (e.g., adult vs. peer) |             |

| Subtotal for Social Use of Language (Pragmatics): / 30 | Subtotal <sup>*</sup> | for Social l | Jse of Lang | guage (Prag | (matics): | / 30 |
|--|-----------------------|--------------|-------------|-------------|-----------|------|
|--|-----------------------|--------------|-------------|-------------|-----------|------|

TOTAL for Level 1: \_\_\_\_\_ / 120 for Quarter 1

TOTAL for Level 1: \_\_\_\_\_ / 120 for Quarter 2

TOTAL for Level 1: \_\_\_\_\_ / 120 for Quarter 3

TOTAL for Level 1: \_\_\_\_\_ / 120 for Quarter 4

# Score Interpretation Guide – Level 2 Speech and Language Diagnostic

| Score<br>Range | Skill Level                           | What This Means  |
|----------------|---------------------------------------|--|
| 100–120        | Confident<br>Communicator             | Your child is using age-appropriate language and speech skills. You can build on these strengths with more advanced conversation, problem-solving, and social activities.                |
| 70–99          | Developing<br>Communicator            | Your child is progressing well but may still need practice with certain skills. Continue to reinforce these areas at home and partner with your child's speech team if needed.           |
| 40–69          | Emerging Communicator – Needs Support | Your child may need extra practice with vocabulary, sentence building, or speech clarity. Consider using more focused home activities and consulting with a speech-language pathologist. |

# Below 40 High Support Recommended

Your child may be showing significant delays in language or speech development. Strongly consider seeking or continuing professional speech-language services.

# O How to Use This Information

- Focus on reinforcing the skills that scored the lowest with the provided activities and games.
- Celebrate progress in higher-scoring areas.
- Use this information to guide conversations with your child's teacher, therapist, or pediatrician.
- Remember, progress happens in small, everyday moments.

# Level 3 Diagnostic – Recommended for Ages 12–18

## **Advanced Communication Observation & Support**

In this stage, children and teens are expected to **use language for learning, social connection, and problem-solving**.

This diagnostic focuses on how your child uses **complex language** in conversation, academics, and real-life situations.

# How to Use This Diagnostic:

Observe your child during conversations, schoolwork, social situations, or family activities. Use the scoring scale:

- 3 Independent (Uses this skill confidently and consistently)
- 2 With Support (Uses this skill with reminders, extra time, or prompts)
- 1 Not Yet (Rarely or never demonstrates this skill)

## **Domains in Level 3:**

1. Advanced Conversation and Storytelling

(Holding conversations, adding details, staying on topic)

2. Understanding Abstract and Figurative Language

(Understanding humor, idioms, and implied meaning)

3. Clear Speech in Social and Academic Settings

(Speaking clearly in presentations, discussions, or peer interactions)

4. Social-Emotional Communication and Perspective-Taking

(Understanding feelings, solving social problems, showing empathy)

# **Domain 1: Advanced Conversation and Storytelling - Level 3**

## **Purpose:**

This domain tracks how your child **uses language to hold meaningful conversations, tell detailed stories, and explain ideas clearly**.

# How to Use This Checklist:

Observe your child in family discussions, peer conversations, or while explaining ideas. Use the scoring scale:

- 3 Independent (Uses this skill with confidence)
- 2 With Support (Needs reminders or extra time)
- 1 Not Yet (Rarely or never uses this skill)

## **Quarter 1**

| Skill   | Score (1–3) |
|---|-------------|
| Starts and maintains conversations on age-appropriate topics                |             |
| Adds details to stories or explanations to make them interesting or clear   |             |
| Organizes stories with a clear beginning, middle, and end                   |             |
| Stays on topic without going off track                                      |             |
| Uses connecting words (e.g., "because," "however," "for example")           |             |
| Uses correct grammar in longer sentences                                    |             |
| Retells events or experiences in sequence                                   |             |
| Asks and answers open-ended questions (e.g., "What do you think about?")    |             |
| Summarizes or explains academic content (e.g., what they learned in school) |             |
| Engages in group discussions or peer conversations without prompting        |             |

| Subtotal for Advanced Conversation and Storytelli | ng: / 30 |
|---|----------|
|---|----------|

## Quarter 2

| Skill | Score (1–3) |
|-------|-------------|

| Starts and maintains conversations on age-appropriate topics                |  |
|---|--|
| Adds details to stories or explanations to make them interesting or clear   |  |
| Organizes stories with a clear beginning, middle, and end                   |  |
| Stays on topic without going off track                                      |  |
| Uses connecting words (e.g., "because," "however," "for example")           |  |
| Uses correct grammar in longer sentences                                    |  |
| Retells events or experiences in sequence                                   |  |
| Asks and answers open-ended questions (e.g., "What do you think about?")    |  |
| Summarizes or explains academic content (e.g., what they learned in school) |  |
| Engages in group discussions or peer conversations without prompting        |  |

# Subtotal for Advanced Conversation and Storytelling: \_\_\_\_\_/ 30

# Quarter 3

| Skill   | Score (1–3) |
|---|-------------|
| Starts and maintains conversations on age-appropriate topics                |             |
| Adds details to stories or explanations to make them interesting or clear   |             |
| Organizes stories with a clear beginning, middle, and end                   |             |
| Stays on topic without going off track                                      |             |
| Uses connecting words (e.g., "because," "however," "for example")           |             |
| Uses correct grammar in longer sentences                                    |             |
| Retells events or experiences in sequence                                   |             |
| Asks and answers open-ended questions (e.g., "What do you think about?")    |             |
| Summarizes or explains academic content (e.g., what they learned in school) |             |
| Engages in group discussions or peer conversations without prompting        |             |

Subtotal for Advanced Conversation and Storytelling: \_\_\_\_\_/ 30

| Skill   | Score (1–3) |
|---|-------------|
| Starts and maintains conversations on age-appropriate topics                |             |
| Adds details to stories or explanations to make them interesting or clear   |             |
| Organizes stories with a clear beginning, middle, and end                   |             |
| Stays on topic without going off track                                      |             |
| Uses connecting words (e.g., "because," "however," "for example")           |             |
| Uses correct grammar in longer sentences                                    |             |
| Retells events or experiences in sequence                                   |             |
| Asks and answers open-ended questions (e.g., "What do you think about?")    |             |
| Summarizes or explains academic content (e.g., what they learned in school) |             |
| Engages in group discussions or peer conversations without prompting        |             |

Subtotal for Advanced Conversation and Storytelling: \_\_\_\_\_ / 30

# Domain 2: Understanding Abstract and Figurative Language – Level 3

## **Purpose:**

This domain tracks your child's ability to understand **non-literal language**, humor, sarcasm, and implied meaning—key for navigating school, friendships, and community life.

# How to Use This Checklist:

Observe your child during casual conversations, reading, media discussions, or social interactions. Use the scoring scale:

- 3 Independent (Understands without needing explanation)
- 2 With Support (Understands with hints or explanations)
- 1 Not Yet (Rarely or never understands)

## **Quarter 1**

| Skill  | Score (1-3) |
|--|-------------|
| Understands common <b>idioms</b> (e.g., "spill the beans," "break the ice")    |             |
| Recognizes and responds to sarcasm or teasing appropriately                    |             |
| Understands <b>humor or jokes</b> meant for their age                          |             |
| Figures out <b>implied meaning</b> without needing everything explained        |             |
| Understands <b>multiple-meaning words</b> (e.g., "bat" as an animal or a tool) |             |
| Understands <b>figurative language</b> in books, shows, or conversations       |             |
| Uses <b>age-appropriate humor</b> in social settings                           |             |
| Explains what <b>expressions or sayings</b> mean when asked                    |             |
| Uses <b>figurative language</b> or humor in their own storytelling             |             |
| Adjusts behavior when realizing they misunderstood <b>non-literal</b> language |             |

Subtotal for Understanding Abstract and Figurative Language: \_\_\_\_\_/ 30

| Skill  | Score (1–3) |
|--|-------------|
| Understands common <b>idioms</b> (e.g., "spill the beans," "break the ice")    |             |
| Recognizes and responds to <b>sarcasm or teasing</b> appropriately             |             |
| Understands <b>humor or jokes</b> meant for their age                          |             |
| Figures out <b>implied meaning</b> without needing everything explained        |             |
| Understands <b>multiple-meaning words</b> (e.g., "bat" as an animal or a tool) |             |
| Understands <b>figurative language</b> in books, shows, or conversations       |             |
| Uses <b>age-appropriate humor</b> in social settings                           |             |
| Explains what <b>expressions or sayings</b> mean when asked                    |             |
| Uses <b>figurative language</b> or humor in their own storytelling             |             |
| Adjusts behavior when realizing they misunderstood <b>non-literal</b>          |             |
| language   |             |

| Subtotal for Understanding Abstract and Figurative Language: / 30 |
|---|
|---|

# Quarter 3

| Skill  | Score (1–3) |
|--|-------------|
| Understands common <b>idioms</b> (e.g., "spill the beans," "break the ice")    |             |
| Recognizes and responds to sarcasm or teasing appropriately                    |             |
| Understands <b>humor or jokes</b> meant for their age                          |             |
| Figures out <b>implied meaning</b> without needing everything explained        |             |
| Understands <b>multiple-meaning words</b> (e.g., "bat" as an animal or a tool) |             |
| Understands <b>figurative language</b> in books, shows, or conversations       |             |
| Uses <b>age-appropriate humor</b> in social settings                           |             |
| Explains what <b>expressions or sayings</b> mean when asked                    |             |
| Uses <b>figurative language</b> or humor in their own storytelling             |             |
| Adjusts behavior when realizing they misunderstood <b>non-literal</b> language |             |

| Subtotal for | Understanding | Abstract and F  | igurative Language  | : / 30 |
|--------------|---------------|-----------------|---------------------|--------|
| Subtotat ioi | Onucistanung  | ADSTIACT ATTUIT | iguiative Laliguage | / 30   |

| Skill  | Score (1–3) |
|--|-------------|
| Understands common <b>idioms</b> (e.g., "spill the beans," "break the ice")    |             |
| Recognizes and responds to <b>sarcasm or teasing</b> appropriately             |             |
| Understands <b>humor or jokes</b> meant for their age                          |             |
| Figures out <b>implied meaning</b> without needing everything explained        |             |
| Understands <b>multiple-meaning words</b> (e.g., "bat" as an animal or a tool) |             |
| Understands <b>figurative language</b> in books, shows, or conversations       |             |
| Uses <b>age-appropriate humor</b> in social settings                           |             |
| Explains what <b>expressions or sayings</b> mean when asked                    |             |
| Uses <b>figurative language</b> or humor in their own storytelling             |             |
| Adjusts behavior when realizing they misunderstood <b>non-literal</b> language |             |

Subtotal for Understanding Abstract and Figurative Language: \_\_\_\_\_/30

# Domain 3: Clear Speech in Social and Academic Settings – Level 3

## **Purpose:**

This domain tracks how clearly your child speaks in **group discussions**, **presentations**, **and peer interactions**, ensuring they are understood in both **social and academic** situations.

# How to Use This Checklist:

Observe your child while they participate in conversations, class discussions, or while presenting ideas. Use the scoring scale:

- 3 Independent (Speech is clear and easily understood)
- 2 With Support (Sometimes unclear or needs reminders)
- 1 Not Yet (Often difficult to understand)

| Skill   | Score (1–3) |
|---|-------------|
| Speaks clearly during <b>everyday conversations</b> with peers or adults                  |             |
| Uses <b>clear speech</b> during presentations or public speaking                          |             |
| Uses appropriate volume and tone in different settings                                    |             |
| Pronounces <b>challenging or unfamiliar words</b> clearly                                 |             |
| Uses academic vocabulary when explaining school topics                                    |             |
| Corrects speech when asked to repeat or clarify   |             |
| Uses appropriate pacing (not too fast or too slow)  |             |
| Stays <b>calm and clear under social pressure</b> (e.g., group work, answering questions) |             |
| Can be understood by <b>teachers and peers</b> most of the time                           |             |
| Uses <b>confident speech</b> in both social and learning environments                     |             |

Subtotal for Clear Speech in Social and Academic Settings: \_\_\_\_\_ / 30

# Quarter 2

| Skill   | Score (1–3) |
|---|-------------|
| Speaks clearly during <b>everyday conversations</b> with peers or adults                  |             |
| Uses <b>clear speech</b> during presentations or public speaking                          |             |
| Uses appropriate volume and tone in different settings                                    |             |
| Pronounces <b>challenging or unfamiliar words</b> clearly                                 |             |
| Uses <b>academic vocabulary</b> when explaining school topics                             |             |
| Corrects speech when asked to repeat or clarify   |             |
| Uses appropriate pacing (not too fast or too slow)  |             |
| Stays <b>calm and clear under social pressure</b> (e.g., group work, answering questions) |             |
| Can be understood by <b>teachers and peers</b> most of the time                           |             |
| Uses <b>confident speech</b> in both social and learning environments                     |             |

Subtotal for Clear Speech in Social and Academic Settings: \_\_\_\_\_ / 30

| Skill   | Score (1-3) |
|---|-------------|
| Speaks clearly during <b>everyday conversations</b> with peers or adults                  |             |
| Uses <b>clear speech</b> during presentations or public speaking                          |             |
| Uses appropriate volume and tone in different settings                                    |             |
| Pronounces <b>challenging or unfamiliar words</b> clearly                                 |             |
| Uses academic vocabulary when explaining school topics                                    |             |
| Corrects speech when asked to repeat or clarify   |             |
| Uses appropriate pacing (not too fast or too slow)  |             |
| Stays <b>calm and clear under social pressure</b> (e.g., group work, answering questions) |             |
| Can be understood by <b>teachers and peers</b> most of the time                           |             |
| Uses <b>confident speech</b> in both social and learning environments                     |             |

Subtotal for Clear Speech in Social and Academic Settings: \_\_\_\_\_ / 30

# Quarter 4

| Skill   | Score (1-3) |
|---|-------------|
| Speaks clearly during <b>everyday conversations</b> with peers or adults                  |             |
| Uses <b>clear speech</b> during presentations or public speaking                          |             |
| Uses appropriate volume and tone in different settings                                    |             |
| Pronounces <b>challenging or unfamiliar words</b> clearly                                 |             |
| Uses <b>academic vocabulary</b> when explaining school topics                             |             |
| Corrects speech when asked to repeat or clarify   |             |
| Uses appropriate pacing (not too fast or too slow)  |             |
| Stays <b>calm and clear under social pressure</b> (e.g., group work, answering questions) |             |
| Can be understood by <b>teachers and peers</b> most of the time                           |             |
| Uses <b>confident speech</b> in both social and learning environments                     |             |

Subtotal for Clear Speech in Social and Academic Settings: \_\_\_\_\_ / 30

# **Domain 4: Social-Emotional Communication and Perspective-**Taking - Level 3

## **Purpose:**

This domain tracks how your child navigates social situations, understands emotions, and considers the feelings and perspectives of others—key for building and maintaining relationships.

# How to Use This Checklist:

Observe your child interacting with peers, family, or teachers in social situations. Use the scoring scale:

- 3 Independent (Handles this confidently and appropriately)
- 2 With Support (Needs reminders or coaching)
- 1 Not Yet (Rarely or never shows this skill)

## Quarter 1

| Skill  | Score (1–3) |
|--|-------------|
| Recognizes and talks about their <b>own feelings</b>                   |             |
| Recognizes when <b>someone else is upset, frustrated, or happy</b>     |             |
| Adjusts language or behavior <b>based on social cues</b>               |             |
| Solves <b>small social problems</b> (e.g., turn-taking, disagreements) |             |
| Apologizes or takes <b>responsibility</b> when appropriate             |             |
| Uses language to <b>ask for help</b> when confused or upset            |             |
| Demonstrates <b>empathy</b> in conversations or social situations      |             |
| Stays <b>on topic</b> in emotionally charged conversations             |             |
| Explains their own <b>perspective</b> in social disagreements          |             |
| Listens to and considers another person's point of view                |             |

| Subtotal for Social-Emotional Communication and Perspective-Taki | ing: / 30 | C |
|--|-----------|---|
|--|-----------|---|

## Quarter 2

| Skill | Score (1-3) |
|-------|-------------|
|-------|-------------|

| Recognizes and talks about their <b>own feelings</b>          |  |
|---|--|
| Recognizes when <b>someone else is upset, frustrated, or</b>  |  |
| happy   |  |
| Adjusts language or behavior <b>based on social cues</b>      |  |
| Solves <b>small social problems</b> (e.g., turn-taking,       |  |
| disagreements)  |  |
| Apologizes or takes <b>responsibility</b> when appropriate    |  |
| Uses language to <b>ask for help</b> when confused or upset   |  |
| Demonstrates <b>empathy</b> in conversations or social        |  |
| situations  |  |
| Stays <b>on topic</b> in emotionally charged conversations    |  |
| Explains their own <b>perspective</b> in social disagreements |  |
| Listens to and considers another person's point of view       |  |

Subtotal for Social-Emotional Communication and Perspective-Taking: \_\_\_\_\_/ 30

# Quarter 3

| Skill  | Score (1–3) |
|--|-------------|
| Recognizes and talks about their <b>own feelings</b>                   |             |
| Recognizes when <b>someone else is upset, frustrated, or happy</b>     |             |
| Adjusts language or behavior <b>based on social cues</b>               |             |
| Solves <b>small social problems</b> (e.g., turn-taking, disagreements) |             |
| Apologizes or takes <b>responsibility</b> when appropriate             |             |
| Uses language to <b>ask for help</b> when confused or upset            |             |
| Demonstrates <b>empathy</b> in conversations or social situations      |             |
| Stays <b>on topic</b> in emotionally charged conversations             |             |
| Explains their own <b>perspective</b> in social disagreements          |             |
| Listens to and considers another person's point of view                |             |

| Skill  | Score (1–3) |
|--|-------------|
| Recognizes and talks about their <b>own feelings</b>                   |             |
| Recognizes when <b>someone else is upset, frustrated, or happy</b>     |             |
| Adjusts language or behavior <b>based on social cues</b>               |             |
| Solves <b>small social problems</b> (e.g., turn-taking, disagreements) |             |
| Apologizes or takes <b>responsibility</b> when appropriate             |             |
| Uses language to <b>ask for help</b> when confused or upset            |             |
| Demonstrates <b>empathy</b> in conversations or social situations      |             |
| Stays <b>on topic</b> in emotionally charged conversations             |             |
| Explains their own <b>perspective</b> in social disagreements          |             |
| Listens to and considers another person's point of view                |             |

| Subtotal for Social-Emotional Communication and Perspective- | .Taking•  | / 30 |
|--|-----------|------|
| Subtotat for Sociat-Emotional Communication and Perspective- | 'Takilig. | / 30 |

| TOTAL for Level 1: | / 120 for Quarter 1 |
|--------------------|---------------------|
| TOTAL for Level 1: | / 120 for Quarter 2 |
| TOTAL for Level 1: | / 120 for Quarter 3 |
| TOTAL for Level 1: | / 120 for Quarter 4 |

# **Score Interpretation Guide – Level 3 Speech and Language Diagnostic**

| Score<br>Range | Skill Level  | What This Means  |  |
|----------------|--------------|--|--|
|                |              | Your child uses age-appropriate language and social        |  |
| 100–120        | Confident    | communication skills. Continue to build on these strengths |  |
|                | Communicator | with real-world discussions, problem-solving, and peer     |  |
|                |              | interactions.  |  |

| 70–99  | Capable Communicator with Support | Your child is making progress but may still need help with   |
|--|-----------------------------------|--|
|  |                                   | abstract language, emotional awareness, or academic speech.  |
|  |                                   | Reinforce these skills at home and with your child's team.   |
|  | Emerging                          | Your child may need targeted practice with social, academic, |
| 40–69  | Communicator – Needs              | or emotional communication. Consider home activities,        |
|  | Support                           | coaching, and professional SLP support.                      |
| Below 40 Early Stage Communicator – Support Recomm | Early Stage                       | Your child may show significant difficulties with advanced   |
|  | Communicator – High               | language or social problem-solving. A professional speech-   |
|  |                                   | language evaluation and structured support are strongly      |
|  | Support Recommended               | recommended.   |

Vour abild is making progress but may still pood belowith

# Next Steps for Parents:

- Celebrate Strengths: Continue to encourage areas your child is doing well.
- Focus on Support Areas: Revisit the lowest-scoring domains with games or strategies.
- **Share Your Observations**: Bring this information to teachers, therapists, or doctors to guide ongoing support.
- Use Provided Roundtable interventions and Games: Help your child practice in low-pressure, fun ways at home.
- Track data with data tracking sheet.

# Why the SPRING Roundtable Is So Important

The **SPRING Roundtable** gives you a **special space and time** to sit down with your child—just the two of you—without distractions. It doesn't have to happen every day. Even **once or twice a week** can make a big difference.

These short, **10–15 minute learning sessions** are designed to help you:

- Connect with your child through playful, meaningful activities.
- Practice important communication skills in a relaxed setting.
- Notice what's easy and what's still hard for your child.
- Celebrate progress, even the small wins you might miss in daily routines.

The Roundtable isn't just for practice—it's for building **trust**, **confidence**, and **relationship**. You'll walk away with a better sense of where your child's speech and language skills are **right now**, and your child will walk away knowing they have **your full attention and support**.

# How to Schedule Your Roundtable Time

You don't need to fit everything in every day. The **SPRING Roundtable** works best when it feels **doable** and **consistent** for your family.

Here's one way to make it part of your weekly routine:

# **✓** Suggested Weekly Schedule

Pick 1 or 2 days a week

(Example: Tuesday and Saturday after dinner)

• Set aside 10-15 minutes

(Keep it short so it feels fun, not like homework)

• Focus on just one skill or game at a time

(No need to do every activity at once)

• Use the Tracking Sheets to jot down progress

(Optional, but helpful if you're sharing with a professional)

# **Example Family Schedule**

Day Activity

Play 1–2 Receptive or Expressive Language

Tuesday Games

Saturday Do a Social or Articulation Challenge

### Tip:

Make it a **special event**—pick a cozy spot, turn off distractions, and **let your child know this time is just for them**.

# **SPRING Roundtable – Level 1: Expressive Language**

10–15 Minute Parent-Led Instructional Sessions

# **✓** Purpose:

Guide your child to **use words, phrases, and sentences** to express their ideas, needs, and thoughts in a low-pressure, playful environment.

# **\*\*\* 5 Roundtable Activity Ideas**

# 1. "Tell Me 3 Things" Game

• What to Do:

Show your child a toy or picture and ask them to say three things about it.

- "What color is it?"
- "What does it do?"
- o "Where do you find it?"
- Why:

**Encourages longer sentences and descriptions.** 

## 2. Sentence Stretchers

What to Do:

Start with a simple sentence and help your child **make it longer**.

- You: "The cat runs."
- o Child adds: "The big, black cat runs fast."
- Why:

Builds sentence length and vocabulary.

# 3. Toy Talk Challenge

What to Do:

Pick a toy and **model** talking about what the toy is doing, then ask your child to try:

- "My car is driving fast! What is your toy doing?"
- Why:

Supports imaginative play and verb use.

# 4. Question of the Day

What to Do:

Ask your child an open-ended question:

- "What is your favorite food and why?"
- o "Tell me about your favorite game."
- Why:

Builds conversation skills and complete answers.

## 5. Photo Story Time

What to Do:

Show your child a photo (from a book, phone, or magazine) and ask them to **tell a short story** about what's happening.

• Why:

Encourages storytelling and creative thinking.

# **SPRING Roundtable – Level 1: Receptive Language**

10–15 Minute Parent-Led Instructional Sessions

# **✓** Purpose:

Give parents a **structured, short learning session** they can lead at home, focused on **helping their child build listening and understanding skills**.

# **\*\*\* 5 Roundtable Activity Ideas**

## 1. Listening Warm-Up

#### What to Do:

Sit with your child and give 3 simple one-step directions like:

- o "Clap your hands."
- o "Touch your head."
- o "Stand up."

## • Why:

Warms up their **listening muscles** in a no-pressure way.

## 2. Name That Object

#### What to Do:

Lay out 3-5 familiar toys or objects.

Say the name of one and have your child **point to it**.

## • Why:

Builds word understanding and listening for specific words.

# 3. Simon Says (One-Step Version)

#### What to Do:

Play "Simon Says" using only one-step directions like:

- o "Simon says jump."
- o "Simon says sit."

## • Why:

Practices listening for key words and following simple directions.

# 4. Picture Book Listening

#### What to Do:

Read a simple picture book and ask one question on each page, like:

- o "Where is the dog?"
- "Who is wearing a hat?"

• Why:

Builds listening for details in connected speech (like storytime).

## 5. Movement Directions Game

What to Do:

Give movement-based directions using **spatial words**, such as:

- "Stand next to the chair."
- "Sit under the table."
- Why:

Helps your child practice listening for positional or location words.

# SPRING Roundtable – Level 1: Articulation (Speech Sound Production)

10–15 Minute Parent-Led Instructional Sessions

# **✓** Purpose:

Help your child **practice making speech sounds more clearly**, increasing their ability to be understood by others in daily life.

# **\*\*\* 5 Roundtable Activity Ideas**

## 1. Mirror Mouth Time

What to Do:

Sit together in front of a mirror. Model a sound like **/b/** or **/m/** and have your child **watch and copy** your mouth movements.

- "/m/ like in mommmm."
- Why:

Builds awareness of how to move their mouth to make sounds.

# 2. Sound Scavenger Hunt

#### What to Do:

Pick a sound, like **/b/**, and have your child **find objects around the room** that start with that sound.

o "Ball, book, banana!"

## • Why:

Helps your child listen for sounds in words.

## 3. Slow Motion Sound Practice

### What to Do:

Say target words **slowly** with exaggerated sounds.

"Ssssssoup. Ssssssandwich."
 Let your child try it slowly, then speed up together.

### • Why:

Helps break down tricky sounds into smaller, easier steps.

## 4. Silly Sound Repetition

### What to Do:

Pick a target sound or word and say it **in different voices** (robot, whisper, silly voice) while your child copies you.

## • Why:

Makes **speech practice fun** and keeps your child engaged.

# 5. Target Word Game

#### What to Do:

Pick one simple word (like "ball" or "mom") and try to say it 5–10 times correctly in a row. Keep track with your fingers or tally marks.

## • Why:

Builds practice through repetition in short bursts.

# SPRING Roundtable - Level 1: Social Pragmatics

10–15 Minute Parent-Led Instructional Sessions

# **✓** Purpose:

Help your child **practice social interaction skills** like greeting others, taking turns, asking for help, and using polite language in a safe, guided environment.

# **\*\*\* 5 Roundtable Activity Ideas**

# 1. Greeting Practice Game

What to Do:

Pretend to arrive at someone's house or meet someone new. Practice saying:

- o \_"Hi, my name is \_!"
- o "Nice to meet you!"
- o "Bye, see you later!"
- Why:

Builds social confidence in starting and ending interactions.

# 2. Turn-Taking Toy Game

What to Do:

Use a favorite toy and practice **taking turns**. Model how to say:

- o "My turn."
- o "Your turn."
- Why:

Encourages social turn-taking and waiting.

# 3. Requesting Help Practice

#### What to Do:

Set up a situation where your child needs to **ask for help** (e.g., a toy is out of reach).

Prompt them to say:

- o "Can you help me, please?"
- Why:

Teaches appropriate ways to ask for help.

## 4. Emotion Naming Game

#### What to Do:

Show pictures or act out different emotions (happy, sad, mad, surprised).

Ask your child to name the emotion and talk about a time they felt that way.

• Why:

Builds emotional awareness and empathy.

## 5. Role-Play Sharing

#### What to Do:

Pretend you both want the same toy. Practice saying things like:

- o "Let's share!"
- o "You can have it after me."
- Why:

Encourages problem-solving language in social play.

# SPRING Roundtable - Level 2: Receptive Language

10–15 Minute Parent-Led Instructional Sessions

# **✓** Purpose:

Guide your child to practice listening for details, understanding multi-step directions, and following academic and social instructions.

# **\*\*\* 5 Roundtable Activity Ideas**

## 1. Multi-Step Direction Challenge

#### What to Do:

Give your child 2-3 step directions to complete a mini task.

o "Get a pencil, draw a star, and put it on the table."

## • Why:

Strengthens listening and memory for multi-step tasks.

## 2. Listening for Details Story Game

#### What to Do:

Tell a short story with several details.

Afterward, ask questions like:

- o "Who was in the story?"
- o "What happened first?"

### • Why:

Builds comprehension and recall of spoken information.

## 3. Category Sorting Game

#### What to Do:

Name a category (e.g., animals, foods). Have your child **list or sort items** that belong in that group.

## • Why:

Encourages listening for categories and thinking about relationships between words.

### 4. Find the Mistake Game

#### What to Do:

Say a silly sentence with an **obvious mistake** and have your child **correct you**.

- o "Dogs can fly in the sky."
- o "No, they can't!"

# • Why:

Sharpens listening for meaning and accuracy.

# 5. Listening Scavenger Hunt

## What to Do:

Give verbal clues to find a hidden object.

- o "Find something you can eat that's orange."
- Why:

Practices listening for descriptive details.

# **SPRING Roundtable – Level 2: Expressive Language**

10–15 Minute Parent-Led Instructional Sessions

# **✓** Purpose:

Encourage your child to **expand their sentences**, **express ideas clearly**, and **practice using age-appropriate vocabulary** in structured conversations.

# **\*\*\* 5 Roundtable Activity Ideas**

## 1. 5-Sentence Story Builder

What to Do:

Give your child a topic (e.g., "A trip to the zoo") and challenge them to tell a **5-sentence story** about it.

- o "One day, we went to the zoo. First, we saw lions..."
- Why:

Strengthens storytelling and sequencing skills.

## 2. Explain How-To Game

What to Do:

Ask your child to explain how to do something, like:

- o "How do you make a sandwich?"
- o "How do you brush your teeth?"
- Why:

Builds sentence organization and detail recall.

## 3. Describe It Challenge

#### What to Do:

Pick an object and have your child describe it using **as many describing words as possible** (size, color, shape, use).

- o "The ball is round, soft, big, and red."
- Why:

Expands vocabulary and descriptive language.

## 4. Favorite Memory Share

What to Do:

Ask your child to share a favorite memory and explain why it was their favorite.

- "Tell me about your last birthday party."
- Why:

Builds personal narrative and reflection skills.

## 5. Question and Answer Swap

What to Do:

Take turns asking and answering open-ended questions.

- "What's your favorite thing to do after school and why?"
- Why:

Encourages conversation flow and sentence expansion.

# SPRING Roundtable – Level 2: Articulation (Speech Sound Production)

10–15 Minute Parent-Led Instructional Sessions

# **✓** Purpose:

Help your child **fine-tune speech sounds** in **sentences and short conversations**, building **confidence and clarity** when speaking to others.

# **\*\*\* 5 Roundtable Activity Ideas**

## 1. Word List Speed Round

#### What to Do:

Create or print a list of **10 words** with your child's target sound. See how many times they can **correctly say each word** in 30 seconds.

## • Why:

Encourages quick, repeated practice for sound production.

## 2. Silly Sentence Builder with Target Sounds

#### What to Do:

Pick 3 words with your child's target sound and have them create a **silly sentence** using all three.

- o "The silly snake slid on a skateboard."
- Why:

Builds sound production in longer sentences.

# 3. Clear Speech Challenge

#### What to Do:

Ask your child to **read a sentence** or **say a phrase slowly and clearly**, focusing on being understood.

### • Why:

Encourages control over rate, clarity, and articulation.

# 4. Guess My Word Game

#### What to Do:

Whisper or mouth a word with their target sound and have your child **guess the word**, then **say it** back clearly.

#### • Why:

Builds listening and clear speech production.

## 5. Sound in Conversation Practice

#### What to Do:

Start a casual conversation about a favorite topic (e.g., pets, games) and prompt your child to use words with their target sound.

### • Why:

Moves **practice into real conversations**, not just drills.

# **SPRING Roundtable - Level 2: Social Pragmatics**

10–15 Minute Parent-Led Instructional Sessions

# **✓** Purpose:

Guide your child to **practice real-world social language** like asking for help, joining groups, solving social problems, and understanding feelings.

# **5 Roundtable Activity Ideas**

# 1. Role-Play Joining a Group

#### What to Do:

Pretend you're playing a game with others. Have your child practice asking:

- o "Can I play too?"
- "Is it okay if I join?"

### • Why:

Builds confidence in group entry skills.

# 2. Feelings Check-In

#### What to Do:

Show different facial expressions (real or drawn) and ask:

- o "How do you think they feel?"
- "What would you say to them?"

## • Why:

Strengthens empathy and emotional awareness.

# 3. Conversation Turn-Taking Game

#### What to Do:

Start a conversation about a favorite topic.

Take turns adding one sentence each to keep the conversation going.

## • Why:

Builds turn-taking and active listening skills.

## 4. Conflict-Solving Role-Play

#### What to Do:

Pretend there's a **small problem** (like both wanting the same toy).

Practice calm words like:

- "Let's take turns."
- o "Can we share?"

### • Why:

Builds problem-solving language.

## 5. Polite Request Practice

### What to Do:

Have your child practice asking for something politely:

- o "Can I have a turn, please?"
- o "Would you help me, please?"

## • Why:

Encourages socially appropriate requesting.

# **SPRING Roundtable - Level 3: Receptive Language**

10–15 Minute Parent-Led Instructional Sessions

# **✓** Purpose:

Strengthen your child's ability to **understand complex directions**, **follow classroom-style instructions**, and **comprehend real-world language** like figurative expressions or multiple-step requests.

# **5 Roundtable Activity Ideas**

## 1. Multi-Step Life Skill Directions

#### What to Do:

Give a **4–5 step real-world task** to complete.

- o "Get your backpack, grab your homework, put your shoes on, and meet me by the door."
- Why:

Prepares your child for independent task following.

## 2. Instructional Listening Practice

## What to Do:

Read aloud **simple recipe steps**, a **game's instructions**, or a **school assignment description**. Have your child **summarize what they heard**.

• Why:

Builds academic and real-world listening skills.

## 3. Figurative Language Detective

#### What to Do:

Say a common idiom or figure of speech, like:

- o "It's raining cats and dogs."
- o "Break the ice."
- o "Spill the beans."

Ask your child what it **really means**.

#### • Why:

Builds understanding of non-literal language.

## 4. Listening for Key Details Challenge

### What to Do:

Share a **short story or news summary**, then ask for:

- "Who was it about?"
- o "What happened first?"
- "What was the main point?"

## • Why:

Strengthens listening for important information.

## 5. Context Clue Practice

### What to Do:

Use **tricky vocabulary** in a sentence and ask your child to **guess the meaning** based on clues in the sentence.

• Why:

Builds reading and listening comprehension.

# **SPRING Roundtable – Level 3: Expressive Language**

10–15 Minute Parent-Led Instructional Sessions

## **Purpose:**

Help your child practice expressing complete ideas, explaining their thoughts clearly, and using academic or social language in real-world situations.

# **5 Roundtable Activity Ideas**

## 1. Opinion Sharing Challenge

#### What to Do:

Ask open-ended opinion questions like:

"What is the best movie you've ever seen, and why?"

"Do you think kids should have homework?"

## • Why:

Encourages clear reasoning and explanation skills.

## 2. How-To Presentation

#### What to Do:

Have your child **explain a process or skill** step by step.

"Teach me how to make your favorite snack."

## • Why:

Builds organization and sequencing in verbal expression.

## 3. Debate the Topic

#### What to Do:

Pick a simple debate topic (e.g., "Cats vs. Dogs"). Let your child **defend their choice** with reasons.

## • Why:

Promotes structured argument and critical thinking.

## 4. Descriptive Storytelling

## • What to Do:

Ask your child to **retell a real memory or a favorite story** with details about who, what, when, where, and why.

## • Why:

Strengthens storytelling and descriptive language.

### 5. Word Stretch Game

#### What to Do:

Give your child a word (e.g., "mountain") and ask them to add as many related details as possible:

"Mountains are tall. They have snow. People climb them..."

## • Why:

Builds word connections and sentence expansion.

# **SPRING Roundtable – Level 3: Articulation**

10–15 Minute Parent-Led Instructional Sessions

## **Purpose:**

Give your child opportunities to **practice clear speech** in **real conversations**, **presentations**, **and social situations**, focusing on **speaking smoothly and understandably**.

# **5 Roundtable Activity Ideas**

## 1. Presentation Challenge

What to Do:

Have your child **prepare and deliver a short 1–2 minute talk** about any topic.

- o Example: "Why soccer is my favorite sport."
- Why:

Builds clarity and pacing in longer speech tasks.

## 2. Target Sound Word List Review

What to Do:

Review a list of words with target sounds, first in isolation, then in sentences.

- o Example: "Start with /r/ words like rabbit, rainbow, river."
- Why:

Keeps sound-specific practice fresh.

## 3. Everyday Conversation Focus

What to Do:

Choose a **daily routine** (e.g., breakfast or bedtime) and encourage your child to **speak slowly** and clearly during regular conversation.

• Why:

Moves speech practice into real-life settings.

# 4. Feedback Replay Game

## What to Do:

Record your child saying **a short story or list of words** on your phone. Play it back and discuss **what sounded clear or needed more work**.

## • Why:

Builds self-awareness of speech clarity.

# 5. "Say It 5 Ways" Challenge

## What to Do:

Pick one word or sentence and say it five different ways:

o Slowly, fast, in a whisper, loudly, and with a silly voice.

## • Why:

Builds flexibility and confidence in speech control.

# SPRING Roundtable Weekly Planner

## Instructions:

Write down the **day(s)** and **time(s)** you plan to spend 10–15 minutes with your child. Pick 1–3 days that work for your family. You can change this anytime.

| Day of the Week | Time You Plan to Meet | Skill Focus or Game<br>(Optional) |
|-----------------|-----------------------|-----------------------------------|
| Monday          |                       |                                   |
| Tuesday         |                       |                                   |
| Wednesday       |                       |                                   |
| Thursday        |                       |                                   |
| Friday          |                       |                                   |
| Saturday        |                       |                                   |
| Sunday          |                       |                                   |

| $oldsymbol{ u}$ | Reflection | for the | Week |
|-----------------|------------|---------|------|

- What worked well about our Roundtable time?
- What could we try differently next week?

# **✓** Monthly Schedule & Focus Tracker

| Date | Day of the Week | Time | Skill Focus or Game<br>(Optional) | Notes /<br>Observations |
|------|-----------------|------|-----------------------------------|-------------------------|
|      |                 |      |                                   |                         |
|      |                 |      |                                   |                         |
|      |                 |      |                                   |                         |
|      |                 |      |                                   |                         |
|      |                 |      |                                   |                         |
|      |                 |      |                                   |                         |

| <b>I</b> ✓I | <b>End-of-Month</b> | Reflection |
|-------------|---------------------|------------|

- 1. What progress or changes did I notice this month?
- 2. What activities did my child enjoy most?
- 3. What areas still need more support or practice?
- 4. What is my goal for next month's Roundtable sessions?

# **Level 1 Speech and Language Games**

# **Expressive Language Games (Use the Game Tracking Sheet)**

# 1. "Tell Me 3 Things" Game

#### **Purpose:**

Helps children build **longer sentences**, **descriptive vocabulary**, and **critical thinking** by encouraging them to say more than just a single word.

#### What It Builds:

- Descriptive language (colors, size, use, texture, etc.)
- Sentence length and structure
- Observation and thinking skills
- . Confidence in speaking in complete thoughts

### How to Play:

- Pick any object, toy, or picture your child can easily see and hold. (Examples: toy car, apple, stuffed animal, or a picture in a book)
- 2. Say:

"Tell me three things about this."

3. Model an example if needed:

"This ball is red, bumpy, and you can bounce it."

4. If your child only says one thing, encourage them to keep going:

"Great! Can you tell me two more things?"

5. Celebrate their effort and repeat with another object.

#### Ways to Adapt the Game:

Make it a challenge:

Increase the number to **5 things** or **10 things** for older children.

Use categories:

"Tell me three colors," "Tell me three animals that live in water," etc.

Use pictures, toys, or real objects depending on your child's level.

### **Parent Coaching Tip:**

• If your child gets stuck, model thinking out loud:

"Hmm... what else can I say? Oh! It's soft, it has ears, and I can hug it!"

- Keep it positive and playful, not a test.
- **Praise** effort, even if they only name one thing at first.

# 2. Toy Talk Time

#### **Purpose:**

Builds your child's **naming**, **descriptive language**, and **imaginative thinking** by encouraging them to talk about familiar objects in meaningful ways.

#### What It Builds:

- Vocabulary (naming parts, features, and functions)
- Descriptive language (size, color, shape, texture)
- · Imagination and pretend play skills
- Social turn-taking and conversational skills

#### 2. How to Play:

#### 1. Pick a Favorite Toy

a. Choose something your child already knows and loves. (Examples: a stuffed animal, action figure, doll, toy car)

#### 2. Take Turns Talking About It

- a. Go first and **model** by describing something simple:
  - i. "This is Teddy. He's soft, brown, and has tiny ears."
- b. Then ask your child to add another detail, like:
  - i. "What else do you notice?"
  - ii. "Where does Teddy like to go?"

#### 3. Explore Different Aspects:

- a. What does it look like? ("It's shiny.")
- b. What does it do? ("It drives fast.")
- c. Where does it go? ("It sleeps on my bed.")

#### 4. Switch Roles or Pick a New Toy

a. Let your child pick the next toy and start the describing first.

#### Ways to Adapt the Game:

#### Add Pretend Play:

- "What is your toy's favorite food?"
- "Where does your toy like to go on vacation?"

#### • Make It a Challenge:

o See how many things you can say about the toy in **one minute**.

#### • Use Household Objects:

Practice with cups, shoes, or kitchen tools to build real-world vocabulary.

#### **Parent Coaching Tip:**

• Model full sentences to help your child expand their language.

("This is a red car that goes super fast.")

• If your child gives short answers, encourage them to **add more**:

"I love that you told me it's blue. What else can you tell me about it?"

• Keep it light and playful, and take turns like a conversation, not a quiz.

# Receptive Language Games (Use the Game Tracking Sheet)

# 3. "Simon Says" - One and Two-Step Version

### **Purpose:**

Helps children practice **listening**, **processing directions**, and **following instructions** while staying engaged through movement and fun.

#### What It Builds:

- Listening skills
- Understanding one- and two-step directions
- Body awareness and coordination
- Focus and self-control

### How to Play:

### 1. Explain the Rules

a. Let your child know they should only do the action if you say,

### "Simon says..."

- i. Example: "Simon says touch your nose."
- b. If you don't say "Simon says," they should stay still and not move.

#### 2. Start with One-Step Directions

- a. "Simon says jump."
- b. "Simon says clap your hands."

### 3. Move to Two-Step Directions

- a. "Simon says touch your nose and stomp your feet."
- b. "Simon says raise your hands and turn around."

### 4. Challenge Them by Skipping "Simon Says" Sometimes

- a. Example: "Touch your toes!"
  - i. (They should stay still if you didn't say "Simon says.")

### 5. Celebrate Their Listening and Focus

 a. Praise them when they follow correctly or catch themselves when "Simon says" is missing.

### Ways to Adapt the Game:

- Slow it Down:
  - o Give extra time for younger children to process the direction.
- Add Everyday Actions:
  - "Simon says pick up your shoes and put them by the door."
- Make It a Family Game:
  - o Let siblings or parents take turns being Simon.

# **Parent Coaching Tip:**

- Start simple, and model what to do if your child seems unsure.
- Use this game to **naturally increase listening difficulty** by adding:
  - More steps
  - Location words (under, next to)
  - Descriptive words (fast, slow, big, small)
- Focus on **celebrating listening effort**, not catching mistakes.

#### 4. "Find It" Game

Purpose: Listening for details

How to Play:

Give your child clues to find an object. (e.g., "Find something big and blue.")

# 4. "Find It" Game

#### **Purpose:**

Strengthens your child's ability to **listen for details**, **follow directions**, and **build vocabulary** by identifying objects based on your verbal clues.

#### What It Builds:

- Listening comprehension
- **Descriptive word understanding** (color, size, location)
- Attention to detail
- Everyday vocabulary expansion

# **How to Play:**

- 1. Pick a Space
  - a. Choose a room, table, or small area with several visible objects.
- 2. Give a Simple Clue
  - a. "Find something that is blue."
  - b. "Find something that you can wear."
- 3. Encourage Your Child to Search and Name the Object
  - a. Example: "My shirt is blue!"
- 4. Make the Clues More Specific as They Get Better
  - a. "Find something that is small and soft."
  - b. "Find something you can eat with that is metal."
- 5. Let Your Child Give the Clues Too
  - a. This builds **expressive language** and helps them practice **describing**.

### Ways to Adapt the Game:

- Use Categories:
  - o "Find a toy."
  - "Find a food item."
- Use Locations:
  - o "Find something under the table."
- Add Multiple Steps:
  - o "Find something red and something that makes noise."

- Start with easy clues and build up to more descriptive or location-based clues.
- Model thinking aloud if they get stuck:
  - "Let's think... What is small and soft? Oh! Your teddy bear!"
- Praise their effort and celebrate when they use describing words.

# Articulation Games (Use the Game Tracking Sheet)

# 5. Sound Scavenger Hunt

### **Purpose:**

Helps children **build sound awareness** and **practice speech sounds** by finding objects that begin with specific sounds in their environment.

### What It Builds:

- Sound recognition and awareness
- Beginning sound production
- Vocabulary expansion
- Listening and attention to speech sounds in words

### How to Play:

- 1. Pick a Target Sound
  - a. Choose a sound your child is working on or a simple starter sound like: /b/ (as in "ball"), /s/ (as in "sock"), /m/ (as in "milk")
- 2. Explain the Challenge
  - a. "Let's look for things that start with the /b/ sound. What can you find?"
- 3. Search the Room or House Together
  - a. Encourage your child to say the word as they find it: "Ball! /b//b/ ball!"
- 4. Celebrate Each Find
  - a. Repeat the word together while exaggerating the starting sound.
- 5. Switch to a New Sound
  - a. Continue the scavenger hunt with different sounds as your child stays engaged.

### Ways to Adapt the Game:

- Use Pictures:
  - o If finding objects is hard, use printed or drawn pictures instead.
- Use Middle or Ending Sounds:
  - o "Find something that ends with the /t/ sound, like 'hat.'"

- Make It a Timed Challenge:
  - See how many objects your child can find in 30 seconds.

# **Parent Coaching Tip:**

- Model saying the sound clearly and slowly.
  - "Let's stretch it out.../b//b//ball/."
- If your child says the wrong sound, **model the correct one** without pressure.
- Celebrate effort, not perfection.

### 6. Mirror Mouth Game

#### **Purpose:**

Helps children **become aware of how their mouth, lips, tongue, and teeth move** when making speech sounds, while building confidence in trying new sounds in a fun and visual way.

#### What It Builds:

- Awareness of mouth movements
- Improved sound placement and production
- Imitation skills
- Confidence in trying new sounds

### How to Play:

- 1. Get a Mirror
  - a. Use a small handheld mirror or sit in front of a bathroom or wall mirror together.
- 2. Model Mouth Movements or Sounds
  - a. Make exaggerated faces, mouth shapes, or speech sounds like:

"Look, I'm making a big smile!"

"Watch my lips go /m//m//m/!"

- 3. Invite Your Child to Copy You
  - a. Encourage your child to match your mouth shapes or repeat your sounds.
- 4. Try Different Sounds or Words

a. Focus on target sounds your child needs help with.

(e.g., "/p/like in 'pop', /s/like in 'sun')

- 5. Take Turns Being the Leader
  - a. Let your child **pick a face or sound**, and you copy them.

### Ways to Adapt the Game:

- Make Silly Faces First:
  - o Get your child comfortable by starting with funny faces or silly expressions.
- Challenge Them to Guess the Sound You're Making
  - "Can you guess what sound I'm making just by looking at my mouth?"
- Add Real Words After Practice:
  - "Let's try using /m/ in the word 'monkey' now!"

## Parent Coaching Tip:

- Keep it playful, not pressured.
- Praise all attempts, even if the sound isn't perfect.
  - "Wow, I love how you're trying with your lips just like me!"
- Use this game before or after sound-based activities to warm up or cool down.

# **Social Language Games**

# 7. Turn-Taking Toy Game

#### **Purpose:**

Helps children learn to **take turns**, **wait**, and **use simple social phrases** while playing—key early skills for conversation, social interaction, and cooperative play.

### What It Builds:

- Turn-taking and waiting skills
- Social language like "my turn" and "your turn"
- Patience and self-control
- Early cooperative play

# **How to Play:**

- 1. Pick a Simple Toy or Game
  - a. Examples: A car to roll back and forth, blocks to stack, or a ball to toss.
- 2. Introduce the Phrases
  - a. Model how to say:
    - "My turn."
    - "Your turn."
- 3. Demonstrate Taking Turns
  - a. Take a turn first and say,
    - "My turn! I'm rolling the ball. Now... your turn!"
- 4. Encourage Your Child to Repeat the Phrases
  - a. Prompt them to say "My turn" and "Your turn" as you pass the toy back and forth.
- 5. Keep the Pace Fun and Positive
  - a. Go slowly enough for them to practice the language without feeling rushed.

### **Ways to Adapt the Game:**

- Use Different Toys:
  - Try balls, cars, stacking blocks, or puzzle pieces.
- Take Turns with Actions:
  - o Jumping, clapping, or silly movements while saying the turn-taking phrases.
- Expand the Language:
  - o Add "Can I have a turn?" or "Thank you!" as your child gets better.

- Celebrate each successful turn with positive praise:
  - "Great job waiting your turn!"
- Gently model again if your child grabs the toy too quickly.
- Make it short and fun, especially if your child is just learning how to wait.

# 8. Greeting Practice Game

#### **Purpose:**

Helps children learn how to greet others appropriately, start simple social interactions, and practice polite language in a safe, low-pressure way.

#### What It Builds:

- Social confidence
- **Greeting language** (Hi, Bye, How are you?)
- Conversation starters
- Eye contact and social awareness

# How to Play:

- 1. Set the Scene with Pretend Play
  - a. Pretend your child is **a visitor** arriving at your home or classroom.
  - b. You play the **host**, then switch roles.

#### 2. Model a Simple Greeting

a. Example:

"Hi! Welcome! How are you?"

"I'm fine, thank you! How are you?"

### 3. Prompt Your Child to Repeat or Respond

- a. Support them in saying:
  - i. "Hi!"
  - ii. "Hello!"
  - iii. "How are you?"

#### 4. Practice Saying Goodbye Too

- a. Model: "Thanks for visiting. Bye-bye!"
- b. Encourage your child to respond or start the goodbye.

#### 5. Switch Roles

a. Let your child be the **host** or **visitor** and practice again.

# Ways to Adapt the Game:

- Use Real-Life Props:
  - o Add a **doorbell**, **pretend phone**, or **toys** to make it more interactive.

- Expand to Social Questions:
  - o "What's your name?"
  - o "Do you want to play with me?"
- Practice in Real Life:
  - o Encourage your child to greet **family**, **neighbors**, or **friends** when they visit.

- Model slowly and clearly, giving your child time to process and respond.
- Praise effort even if their response is simple or quiet at first.
  - o "I love how you said hi!"
- Repeat often in real life to build confidence.

# **Level 2 Speech and Language Games**

These activities build on the foundations from Level 1, encouraging longer sentences, more complex language, clearer speech, and improved social interaction.

# **Sheet**) **Expanding Vocabulary and Sentence Structure Games (Use the Game Tracking Sheet)**

# 1. Describe It Better Challenge

### **Purpose:**

Builds your child's ability to use **detailed descriptions** and **expanded vocabulary** when talking about familiar objects or ideas.

#### What It Builds:

- **Descriptive vocabulary** (color, size, texture, function)
- Sentence expansion
- Critical thinking and comparison skills

# **How to Play:**

- 1. Pick an Everyday Object
  - a. Example: A shoe, an apple, a toy car.
- 2. Challenge Your Child to Name 3 Details
  - a. "Can you tell me three things about this apple?"
    - i. (It's red, round, and crunchy.)
- 3. Expand to 5 or More Details
  - a. Encourage adding details about how it feels, smells, or is used.
    - i. "It's sweet, you can eat it, and it grows on trees."
- 4. Make It a Competition
  - a. See who can describe the object with the **most details**.
- 5. Switch Roles
  - a. Let your child choose the next object and challenge you to describe it.

### Ways to Adapt the Game:

- Use Categories:
  - "Describe an animal."
  - o "Describe your favorite toy."
- Add a Timer:
  - "You have 30 seconds to describe as many things as you can!"
- Use Outdoor or Household Items:
  - o Leaves, kitchen tools, or school supplies.

# **Parent Coaching Tip:**

- Model detailed sentences to show your child how to expand their ideas.
  - o "I see a small, red, shiny apple that feels smooth and tastes sweet."
- Encourage comparison:
  - "How is this apple different from a banana?"
- Celebrate creative thinking, not just correct answers.

# 2. Story Stretch Game

#### **Purpose:**

Builds your child's ability to **expand ideas**, **organize thoughts**, and **practice storytelling** by adding details to a simple starter sentence.

#### What It Builds:

- Sentence expansion
- Storytelling and sequencing
- Listening and collaboration skills
- Imagination and creativity

# **How to Play:**

1. Start With a Simple Sentence

a. Example:

"Once there was a dog who lived in a treehouse."

### 2. Ask Your Child to Add a Detail

- a. Prompt with questions like:
  - i. "What did the dog do next?"
  - ii. "Who did the dog meet?"
  - iii. "What happened at the end?"

### 3. Take Turns Adding to the Story

a. Go back and forth, adding one sentence at a time, expanding the story with new details.

### 4. Encourage Full Sentences and Descriptions

- a. Help your child build complete ideas:
  - i. "The dog met a blue bird who sang songs all day long."

# 5. Wrap Up the Story

- a. Model how to **end the story** with a conclusion:
  - i. "And that's how they became best friends."

### Ways to Adapt the Game:

- Use Visual Prompts:
  - o Show a picture or toy to inspire the story.
- Use Dice or Cards:
  - o Roll a die to pick how many details they have to add.
- Create a "Story Jar":
  - Fill it with random characters, places, and actions.

- Model rich language with connecting words (and, then, because, but).
- **Encourage imagination**, even if the story sounds silly.
- Praise creativity and effort, not perfection.

# Listening and Following Directions Games (Use the Game Tracking Sheet)

# 3. Treasure Hunt with Multi-Step Directions

#### **Purpose:**

Strengthens your child's **listening comprehension**, **memory**, and ability to **follow multiple-step directions** in real-life contexts.

#### What It Builds:

- Following 2- and 3-step instructions
- Listening and memory skills
- Problem-solving and sequencing
- Everyday vocabulary and spatial concepts

### How to Play:

- 1. Hide a "Treasure"
  - a. Pick any small object (toy, snack, or prize) and hide it somewhere in the room or house.
- 2. Give a Multi-Step Direction to Find It
  - a. Example:
    - i. "Go to the kitchen, open the drawer, and look under the towel."
    - ii. "Touch the couch, jump two times, and then go to the bookshelf."
- 3. Increase the Challenge
  - a. Add 2 or 3 steps depending on your child's skill level.
  - b. Use location words (under, next to, behind).
- 4. Celebrate When They Find the Treasure
  - a. Praise their **listening effort**, even if they miss a step.
- 5. Let Your Child Be the Leader
  - a. Have them **hide something** and give you directions to practice giving instructions.

### Ways to Adapt the Game:

- Use Smaller or Larger Spaces based on your child's attention span.
- Add Movement Actions:
  - "Clap your hands, touch your toes, and go to the door."
- Make It a Team Game with siblings or other family members.

# **Parent Coaching Tip:**

- Repeat the directions slowly if your child needs extra support.
- Break down directions if they seem stuck.
- Celebrate effort, not just finding the treasure.

# 4. What's Missing? Memory Game

### **Purpose:**

Helps your child **strengthen memory**, **build vocabulary**, and **practice describing** by identifying missing objects.

### What It Builds:

- Listening and observation skills
- Memory and recall
- Describing and labeling vocabulary
- Attention to detail

### **How to Play:**

- 1. Gather 5-7 Small Objects
  - a. Example: A spoon, crayon, toy car, apple, and block.
- 2. Talk About the Items Together
  - a. Name each item and talk about what they are or what they do.
- 3. Cover the Items With a Towel or Blanket
  - a. Say: "Look closely. I'm going to hide them now!"
- 4. Secretly Remove One Item
  - a. While the items are hidden, take one away without your child seeing.
- 5. Reveal the Remaining Items
  - a. Ask: "What's missing?"
- 6. Encourage Full Sentences
  - a. Example:
    - i. "The crayon is missing."
- 7. Repeat the Game
  - a. Make it more challenging by adding more objects or removing two items.

# Ways to Adapt the Game:

- Use Theme-Based Items:
  - o Only toys, only kitchen items, or only things of one color.
- Let Your Child Take a Turn
  - o Have them hide and remove an object while you guess.
- Use Vocabulary from School
  - Use letters, numbers, or school supplies.

# **Parent Coaching Tip:**

- Model describing the items before hiding them:
  - o "This is a green apple. It's round and crunchy."
- Encourage full sentences, not just naming:
  - o "I think the toy car is missing."
- Celebrate their attention and effort, even if they need hints.

# 🗣 🥦 5. Sound Sorting Game

### **Purpose:**

Helps your child **build phonemic awareness** (hearing beginning sounds in words) and **practice organizing vocabulary** based on sound patterns.

#### What It Builds:

- Beginning sound awareness
- Sound discrimination and listening skills
- Vocabulary categorization
- Early reading and spelling foundations

### **How to Play:**

### 1. Gather or Create Picture Cards or Small Objects

- a. Example sounds:
  - i. /b/ (ball, book, banana)
  - ii. /s/ (sock, sun, spoon)

### 2. Make Two or More Sound Groups

- a. Example groups:
  - i. Group 1: /b/ sounds (ball, banana)
  - ii. Group 2: /s/ sounds (sock, sun)

### 3. Name Each Group Out Loud

a. "This is the /b/ group. Let's say /b/ /b/ ball."

#### 4. Present New Items to Sort

- a. Hand your child a card or object and ask:
  - i. "Where does this belong?"
  - ii. "What sound does it start with?"

#### 5. Repeat and Expand

a. Add more sounds or increase the number of items to sort.

### Ways to Adapt the Game:

- Use Only Two Sounds to start, then add more as they improve.
- Use Real-Life Objects from around the house instead of cards.
- Sort by Ending or Middle Sounds for more challenge.

- Model saying the sound clearly first:
  - "Let's say /s//s/ sun together."
- Encourage your child to say the sound out loud before sorting.
- Praise listening effort, not just correct sorting.

# **9.** 6. Silly Sentence Builder

#### **Purpose:**

Encourages your child to **think creatively**, **expand sentences**, and **practice speech clarity** using target sounds or new vocabulary in a fun, non-pressured way.

### What It Builds:

- Sentence length and structure
- Speech sound production
- Vocabulary expansion
- Imagination and humor

### **How to Play:**

- 1. Pick a Target Sound or Category
  - a. Example: /s/ sound words like sun, sandwich, snake.
  - b. Or pick a theme like animals, foods, or places.
- 2. Say Three Words Out Loud
  - a. Example:
    - i. "sun, sandwich, snake"
- 3. Challenge Your Child to Make a Silly Sentence Using All Three
  - a. Example:
    - i. "The snake ate a sandwich in the sun!"
- 4. Take Turns Building New Sentences
  - a. Swap roles so you both get a chance to be creative.
- 5. Try Saying the Sentence Fast or in a Funny Voice
  - a. This keeps your child engaged and practicing speech sounds without pressure.

# Ways to Adapt the Game:

- Use Pictures or Objects for younger children.
- Add More Words as your child gets better at building sentences.
- Time the Challenge to see how fast they can come up with a silly sentence.

### **Parent Coaching Tip:**

- Model saying the sentence slowly and clearly if your child rushes or mumbles.
- Encourage full, silly, or exaggerated sentences to keep it fun.
- Celebrate effort, not sentence "correctness."

# Social Use of Language Games (Use the Game Tracking Sheet)

# 7. Conversation Card Game

### **Purpose:**

Encourages your child to **practice back-and-forth conversation**, **answer questions in full sentences**, and **initiate dialogue**—key skills for social success.

#### What It Builds:

- Question and answer practice
- Turn-taking in conversation
- Expanding responses into complete sentences
- Confidence in social interactions

### **How to Play:**

- 1. Create Simple Question Cards
  - a. Write or print questions like:
    - i. "What's your favorite animal?"
    - ii. "What do you like to eat for lunch?"
    - iii. "Who is your best friend?"
- 2. Take Turns Drawing a Card and Asking the Question
  - a. Model how to ask the question clearly.
- 3. Encourage Your Child to Answer in a Full Sentence
  - a. Example:
    - i. "My favorite animal is a dolphin because they are smart and playful."
- 4. Follow Up With a New Question or Comment
  - a. Show how conversations keep going by adding:
    - i. "Oh, I like dolphins too! What do they eat?"
- 5. Switch Roles

a. Let your child ask you questions, practice listening, and respond.

### Ways to Adapt the Game:

- Use Pictures or Drawings for non-readers.
- Make It a Group Game with family or friends.
- Use Real-Life Situations like asking someone at the store or dinner table.

# **Parent Coaching Tip:**

- Model full sentence answers first to show what a complete response sounds like.
- Praise effort, not just correct grammar or long answers.
- Encourage natural follow-up questions to keep the conversation flowing.

# 8. Role-Play Problem Solving

#### **Purpose:**

Teaches your child to **solve everyday social problems**, **practice using polite language**, and **learn how to handle small conflicts** with words.

### What It Builds:

- Social problem-solving
- Empathy and perspective-taking
- Polite language for resolving conflicts
- Confidence in tricky social situations

### How to Play:

- 1. Describe a Simple Social Problem
  - a. Example scenarios:
    - i. "You and your friend both want to play with the same toy."
    - ii. "Your friend said something that hurt your feelings."

iii. "Someone took the last cookie, and you wanted it."

### 2. Ask Your Child What They Could Say or Do

- a. Encourage them to use words to solve the problem:
  - i. "Can we take turns?"
  - ii. "That hurt my feelings. Please don't say that again."
  - iii. "Can we share it or find something else to play with?"

### 3. Act It Out Together

- a. Take turns being the child and the friend.
- b. Practice different polite ways to solve the problem.

#### 4. Discuss What Worked Best

- a. "Which words felt the best to say?"
- b. "How do you think your friend would feel if you said that?"

# Ways to Adapt the Game:

- Use Toys or Puppets to act out scenarios.
- Make It a Family Game with siblings or parents.
- Use Real-Life Experiences your child has had.

- Model positive language first to show your child how it sounds.
  - o "Let's take turns playing with the toy."
- Encourage your child to try different ways to solve the same problem.
- Praise their effort to use words instead of reacting with frustration or giving up.

# **Level 3 Speech and Language Games**

Advanced Conversation and Storytelling Games (Use the Game Tracking Sheet)

# 1. The "Why Do You Think?" Challenge

### **Purpose:**

Encourages your child to **expand their thoughts**, **give reasons**, and **practice explaining their ideas** in full sentences.

### What It Builds:

- Reasoning and critical thinking
- Full-sentence explanations
- Conversational confidence
- Academic-style responses

# How to Play:

- 1. Ask an Open-Ended Question Starting With "Why Do You Think...?"
  - a. Example questions:
    - i. "Why do you think people recycle?"
    - ii. "Why do you think birds can fly but people can't?"
    - iii. "Why do you think schools have rules?"
- 2. Encourage a Complete Answer
  - a. Example:
    - i. "I think people recycle to help the Earth stay clean and healthy."
- 3. Model a Good Response If They Need Help
  - a. "Let me try first: I think schools have rules to keep everyone safe and respectful."
- 4. Take Turns Asking and Answering
  - a. Let your child ask you a "Why do you think..." question too.

# Ways to Adapt the Game:

Use School Topics to connect with homework or classroom discussions.

- Use Family Topics like:
  - o "Why do you think we eat dinner together?"
- Write Down Answers for extra writing practice.

## **Parent Coaching Tip:**

- Gently prompt for details if they give a short answer.
  - o "Can you tell me more about that?"
- Model using connecting words like "because", "so that", or "for example".
- Celebrate their ideas, even if they seem silly or off track.

# 2. Story Builder with Random Words

#### **Purpose:**

Encourages your child to **expand their creativity**, **organize their thoughts**, and **tell complete**, **connected stories** using unrelated words as story prompts.

### What It Builds:

- Story organization (beginning, middle, end)
- Sentence expansion and details
- Creative thinking and problem-solving
- Flexibility in language use

# **How to Play:**

- 1. Pick 3 (or More) Random Words
  - a. Example:
    - i. "Robot, Mountain, Cookie"
    - ii. "Giraffe, Airplane, Pizza"
- 2. Challenge Your Child to Create a Story Using All the Words
  - a. Example:
    - i. "One day, a robot climbed a huge mountain to find a magic cookie..."
- 3. Encourage Them to Add Details
  - a. "What happened next?"

- b. "Who did the robot meet?"
- c. "How did the story end?"

### 4. Take Turns Adding Sentences or Making New Stories

a. Let your child challenge you with random words too.

### Ways to Adapt the Game:

- Use Real Objects or Picture Cards instead of words.
- Set a Timer for a "speed round" to build quick stories.
- Write Down the Story to create a mini-book or comic strip.

### **Parent Coaching Tip:**

- Model adding rich details to help your child expand their ideas.
  - o "Let's add what the robot looked like or what the cookie tasted like."
- Encourage story endings with a clear conclusion.
- Praise creative effort, even if the story is silly or doesn't make perfect sense.

# Figurative Language and Abstract Thinking Games (Use the Game Tracking Sheet)

# 3. Idiom Detective

### **Purpose:**

Helps your child **understand and explain non-literal phrases (idioms)**, which are commonly used in conversation, schoolwork, and social situations.

#### What It Builds:

- Figurative language understanding
- Listening and critical thinking skills
- Real-world language comprehension

### **How to Play:**

### 1. Say a Common Idiom Out Loud

- a. Example Idioms:
  - i. "It's raining cats and dogs."
  - ii. "Break the ice."
  - iii. "Spill the beans."
  - iv. "Hit the nail on the head."

#### 2. Ask Your Child to Guess What It Means

- a. Example:
  - i. "What do you think 'spill the beans' means?"
- 3. Explain or Confirm the Meaning Together
  - a. Example:
    - i. "It means to tell a secret."
- 4. Challenge Them to Use It in a Sentence
  - a. Example:
    - i. "I spilled the beans about Mom's surprise party."

#### 5. Make It a Detective Game

a. Write idioms on slips of paper and have your child "investigate" the meaning by listening for clues or looking them up together.

# Ways to Adapt the Game:

- Use Books or Shows:
  - o Pause when a character uses an idiom and ask what it means.
- Turn It Into a Quiz:
  - See how many idioms they can figure out in a row.
- Draw the Literal vs. Real Meaning:
  - o Make it fun by drawing silly pictures of the literal meaning and explaining the real one.

- Model how to explain idioms in simple language.
  - o "When we say 'break the ice,' we don't mean real ice. We mean starting a conversation to make people feel comfortable."
- Praise creative thinking, even if their guesses aren't correct at first.
- Encourage using new idioms in their daily conversations.

# 4. What's the Joke?

### **Purpose:**

Teaches your child how to **understand humor, wordplay, and double meanings**—a key part of social interaction, peer relationships, and cultural awareness.

#### What It Builds:

- Figurative and abstract language understanding
- Social language and timing
- Listening and explanation skills

# **How to Play:**

- 1. Tell a Simple, Age-Appropriate Joke or Riddle
  - a. Example Jokes:
    - i. "Why did the bicycle fall over? Because it was two-tired!"
    - ii. "What has hands but can't clap? A clock!"
- 2. Ask Your Child to Explain Why It's Funny
  - a. Example:
    - i. "Why is 'two-tired' funny?"(Because it sounds like "too tired," but it's really about a bike having two tires.)
- 3. Encourage Them to Retell the Joke
  - a. Have your child try to tell it to you or another family member.
- 4. Let Your Child Make Up Their Own Jokes
  - a. Help them practice timing, tone, and delivery.

# Ways to Adapt the Game:

- Use Joke Books or kid-friendly joke websites.
- **Draw the Joke** to visualize the double meaning.
- Act Out the Punchline for extra fun.

- Model how to explain the joke if they miss the meaning.
  - o "It's funny because 'two-tired' sounds like 'too tired,' but it's really about a bicycle."
- Celebrate their effort, even if they don't fully "get it" at first.
- Encourage sharing jokes with other family members or friends to practice social delivery.

# Clear Speech in Real-Life Situations Games (Use the Game Tracking Sheet)

# 5. Mini-Presentations

### **Purpose:**

Helps your child **practice clear speech**, **organize their thoughts**, and **gain confidence** in speaking to a group or audience—important skills for both school and social settings.

#### What It Builds:

- Clear speech production
- Public speaking skills
- Sentence organization
- Confidence in sharing ideas aloud

### **How to Play:**

- 1. Pick a Fun or Familiar Topic Together
  - a. Example topics:
    - i. "My favorite animal"
    - ii. "Why I love pizza"
    - iii. "What I would do if I had superpowers"
- 2. Give Them Time to Think About What They Want to Say
  - a. Encourage them to include:
    - i. **An introduction** ("Today I'm going to talk about...")
    - ii. Three facts or reasons
    - iii. A conclusion ("That's why I love...")
- 3. Let Them Stand Up and Present to You or the Family
  - a. Encourage eye contact, clear voice, and steady pace.
- 4. Celebrate Their Effort
  - a. Applaud their bravery and give positive feedback on what they did well.
- 5. Switch Roles
  - a. You give a mini-presentation and let your child practice being a listener.

# Ways to Adapt the Game:

Use a Toy Microphone or Pretend Stage for added fun.

- Record the Presentation to play it back and celebrate their effort.
- Add a Timer to challenge them to speak for a set amount of time (e.g., 30 seconds, 1 minute).

# **Parent Coaching Tip:**

- Model clear speech and pacing in your own mini-presentation first.
- **Prompt them to add details** if their response is very short.
  - o "Can you tell me one more thing about why you love dogs?"
- Celebrate courage and effort, even if they seem nervous or stumble.

# 6. Peer Conversation Role-Plays

### **Purpose:**

Gives your child the chance to **practice real-world conversations** like asking to join a group, making small talk, or responding to social challenges.

### What It Builds:

- Peer-to-peer conversation skills
- Social confidence
- Polite language and responses
- Problem-solving in social situations

### How to Play:

#### 1. Introduce a Real-Life Social Scenario

- a. Examples:
  - i. "You see a group of kids playing a game. You want to join them."
  - ii. "You bump into someone at school and need to apologize."
  - iii. "You want to ask someone to sit with you at lunch."

#### 2. Role-Play the Scenario Together

a. Take turns being your child and the peer.

### 3. Model Appropriate Social Phrases

- a. "Can I play with you?"
- b. "I'm sorry I bumped into you."
- c. "Do you want to sit with me?"

### 4. Encourage Your Child to Try Their Own Words

a. Prompt them with questions if they seem stuck:

i. "What's something kind you could say here?"

#### 5. Discuss How the Conversation Felt

- a. "How did that go?"
- b. "What would you do next time?"

### Ways to Adapt the Game:

- Use Toys or Puppets to act out the situations.
- Create New Scenarios Together based on your child's real experiences.
- Switch Roles so your child practices both sides of the conversation.

# **Parent Coaching Tip:**

- Model positive phrases first to give them a clear example.
- Encourage natural language, not memorized scripts.
- Celebrate brave attempts, even if they're unsure.

**Social-Emotional Communication Games (Use the Game Tracking Sheet)** 

# 7. Feelings Detective

### **Purpose:**

Helps your child **identify emotions** in themselves and others by looking at **body language**, **facial expressions**, and **tone of voice**—crucial for social awareness and empathy.

#### What It Builds:

- Emotional awareness
- Perspective-taking
- Social observation skills
- Empathy and understanding of others

### **How to Play:**

1. Watch a Short Video Clip, Look at Pictures, or Role-Play Situations

a. Example videos: Cartoons, storybooks, or real-life situations you've experienced together.

#### 2. Pause and Ask:

- a. "What do you think they are feeling right now?"
- b. "How can you tell?"
  - i. (Look for clues like smiling, crossed arms, frowning, etc.)

### 3. Talk About Why That Feeling Makes Sense

- a. Example:
  - i. "I think he looks nervous because he's standing all alone with his head down."

### 4. Encourage Your Child to Share Times They Felt the Same Way

a. "Have you ever felt nervous like that?"

#### 5. Switch Roles or Continue with New Scenarios

a. Act out or describe different feelings for your child to guess.

### Ways to Adapt the Game:

- Use Real-Life Situations You've Observed ("Remember when your friend was upset on the playground?")
- Draw Faces or Use Emojis to practice identifying emotions.
- Make It a Quick-Draw Challenge by sketching feelings and having your child guess.

# **Parent Coaching Tip:**

- Model how to explain feelings in words, not just naming them:
  - o "She looks frustrated because she can't figure out the puzzle."
- Validate their guesses and expand on their ideas.
- Use this game in real life when reading books, watching TV, or observing people in public.

# 8. Conflict Solver Challenge

#### **Purpose:**

Gives your child **practice handling real-life social problems** using respectful, calm, and solution-focused language instead of avoiding or reacting emotionally.

### What It Builds:

- Problem-solving and conflict resolution skills
- Polite and respectful communication

- Empathy and perspective-taking
- Emotional regulation in social situations

# **How to Play:**

#### 1. Describe a Real-Life Social Problem

- a. Example situations:
  - i. "Your friend took the toy you were using."
  - ii. "Someone skipped you in line."
  - iii. "Your sibling called you a name you didn't like."

### 2. Ask Your Child What They Could Say or Do

- a. Encourage them to use calm, respectful words like:
  - i. "I don't like that. Please give it back."
  - ii. "I was next in line. Can you wait your turn, please?"
  - iii. "That hurt my feelings. Please don't say that again."

### 3. Role-Play the Situation

a. Act it out together using calm body language and clear words.

### 4. Reflect Together

- a. "What worked well?"
- b. "What could you try next time if that didn't work?"

#### 5. Let Your Child Take the Lead

a. Have them come up with their own ideas and practice different ways to solve the problem.

# Ways to Adapt the Game:

- Act Out Both Positive and Negative Reactions
  - o Discuss why certain responses work better than others.
- Use Real Conflicts From Their Day to practice problem-solving in the moment.
- Add Challenge Scenarios where they have to solve the problem in 3 sentences or less.

- Model how to stay calm even if you "pretend" to be the one causing the problem.
- Coach your child through respectful phrases if they get stuck.
- Praise problem-solving language, not just the outcome.

# **Data Trackers**

# **The Power of Tracking Speech Progress**

Tracking your child's speech and language progress helps you see growth over time, spot patterns, and adjust your practice to better meet your child's needs. It's not just about counting correct answers—it's about noticing what works, what's getting easier, and what still needs support.

By using these tracking tools, you'll be able to **share meaningful insights** with teachers, therapists, or doctors, and feel more **confident in the progress your child is making**—one small step at a time.

# Why Multiple Data Trackers?

Every child learns differently—and every parent **observes progress** in their own way. That's why this SPRING guide includes **multiple printable tracking tools**, from **simple tallies** to **weekly reflections** and **behavior logs**. Whether you want to track the **number of correct attempts**, **note what went well or didn't**, or **monitor goal progress over time**, you'll find a tool that fits **your style and your child's needs**. Pick the one that works best—or try them all—as you celebrate every step forward.

# **How to Choose the Right Data Tracker**

This guide includes **different tracking tools** because **every child and every day can look different**. Here's how to decide which one to use:

- Use the Tally Sheet if you want to count how many times your child gets something right or needs help.
- Use the Daily Observation Sheet if you want to reflect on what worked, what didn't, and how your child responded to practice.
- Use the Weekly or Monthly Summary if you're looking to see big-picture progress over time.
- Use the Behavior or Reinforcer Log if you need to track behavior patterns or what keeps your child motivated.

#### You don't have to use every sheet every day.

Pick the one that feels most helpful today—and switch it up as you learn what works best for you and your child.

| Date   | Skill Practiced | # of Correct | # of Incorrect | Comments / |
|--|-----------------|--------------|----------------|------------|
|  | (Describe)      | Attempts     | Attempts       | Notes      |
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#### How to Use It:

- 1. Write the date and skill you practiced.
- 2. Tally how many times your child attempted correctly or needed help.
- 3. Write quick **notes about what worked**, what seemed hard, or any behavior you noticed.

# Daily Data Collection Sheet - General Observation

| Date | Activity or Routine Observed | What Went<br>Well | What Was<br>Challenging | Next Steps / What to Try<br>Tomorrow |
|------|------------------------------|-------------------|-------------------------|--------------------------------------|
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### How to Use It:

- 1. Write down the **routine or game** you worked on.
- 2. Note what your child did well.
- 3. Note what they struggled with or avoided.
- 4. Plan what you'll adjust next time.

| Date | Skill or Goal | Today's Progress (Circle One)     | Comments |
|------|---------------|-----------------------------------|----------|
|      |               | Not Yet / With Help / Independent |          |
|      |               | Not Yet / With Help / Independent |          |
|      |               | Not Yet / With Help / Independent |          |
|      |               | Not Yet / With Help / Independent |          |
|      |               | Not Yet / With Help / Independent |          |
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# Recommended Tools & Everyday Items for Home-Based Speech Practice

You don't need to buy expensive materials to help your child grow their communication skills. Most of what you need can already be found in your home.

# Simple Tools for Expressive and Receptive Language:

- Books For naming, describing, and retelling
- Toys or Figurines For pretend play and storytelling
- Picture Cards Printable or homemade images to build vocabulary
- Household Objects For real-world naming and describing
- Magazines or Menus For finding and describing items

# Simple Tools for Articulation (Speech Sound Practice):

- Small Mirrors For watching mouth movements while speaking
- Sound Sorting Cards Pictures or objects sorted by beginning sounds
- Rhyming or Word Lists Common words with target sounds

# Simple Tools for Social Language Practice:

- Board Games or Card Games For taking turns and practicing conversation
- Role-Play Props Hats, toy phones, or pretend money
- Video Clips or Picture Books For discussing characters' feelings and choices

# 🗫 Everyday Items You Can Use Anytime:

- Household Chores Practice giving and following directions
- Family Meals Practice conversation and asking questions
- Car Rides or Walks Play describing or guessing games on the go

# General Speech & Language Game Bank – All Levels & Ages

These flexible, fun games can be adapted for any child and any skill level.

Use them when you need a quick way to keep practice lighthearted and playful.

# 1. "I Spy" Word Hunt

Skill Focus: Vocabulary, describing

How to Play:

Take turns saying, "I spy with my little eye something that is..." and give a clue.

Let your child ask questions to guess the object.

# 2. Silly Sentence Race

Skill Focus: Sentence building, speech clarity

How to Play:

Pick three random words (e.g., dog, hat, pizza).

Challenge your child to make the silliest sentence using all three words.

# **3.** Category Race

Skill Focus: Vocabulary organization

How to Play:

Pick a category (e.g., animals, food).

Take turns naming items as fast as you can without repeating.

# 4. Describe and Guess

Skill Focus: Describing, questioning

How to Play:

Describe an object without naming it.

Let your child guess what it is based on your clues.

# • 5. Charades with Words

**Skill Focus:** Expressive language, social interaction

How to Play:

Act out actions or objects without talking.

Let your child guess, then switch roles.

# **%** 6. Feelings Finder

Skill Focus: Emotional vocabulary

How to Play:

Say a feeling (happy, nervous, excited).

Have your child describe a time they felt that way.

# **7.** Sound Toss Game

Skill Focus: Speech sounds

How to Play:

Toss a soft ball or beanbag back and forth.

Each time you catch it, say a word with a target sound.

# 🗫 8. Conversation Starter Jar

Skill Focus: Social language, conversation

How to Play:

Write questions on slips of paper (e.g., "What's your favorite game?").

Take turns pulling questions and answering.

# 9. Memory Story Challenge

Skill Focus: Storytelling, sequencing

How to Play:

Start a story with one sentence.

Take turns adding to the story, remembering what was already said.

# **Why Games Are Included**

Learning doesn't have to feel like work!

The SPRING guide includes a variety of **simple**, **play-based games** designed to **make practice fun and meaningful**. These activities help your child **build skills naturally**—through talking, moving, and connecting with you. Whether you have five minutes or a full afternoon, these games turn **everyday moments into learning opportunities**, helping your child **stay motivated** while you support their progress in a positive, playful way.

# **Tips for Parents – Supporting Communication Every Day**

You don't have to be a speech therapist to help your child grow as a communicator. Here are **easy, realistic tips** you can use at home, at school, or in the community.

### 1. Talk Through Everyday Activities

- Describe what you're doing as you cook, clean, or play.
  - o "I'm cutting the apple. Now I'm putting it on your plate."

### 2. Model Without Pressure

- Repeat your child's words with correct grammar or sounds.
  - o Child: "I goed to the park."
  - You: "Oh, you went to the park? That sounds fun!"

### 3. Encourage, Don't Correct

- Focus on **building confidence**, not perfect speech.
- Praise their effort:
  - "Great job telling me about your day!"

# 4. Use Real-Life Practice Opportunities

- Ask for help putting groceries away.
- Take turns during board games.
- Practice ordering food at a restaurant.

# 5. Read, Retell, and Predict

- Pause during stories to ask,
  - "What do you think will happen next?"
  - "What was your favorite part?"

#### 6. Celebrate Small Wins

- Point out when they try something new.
  - o "I noticed you asked for help today. That was awesome!"

# 7. Use Visuals or Gestures

• Support your words with gestures, pictures, or pointing when needed.

# 8. Keep Practice Short and Fun

- A few minutes a day is enough.
- Make it a game, not a chore.

# **Final Notes & Encouragement**

Thank you for choosing to **support your child's speech and language growth** using this SPRING workbook.

Your effort, patience, and love make a difference every single day.

# What You've Done Matters

- You've observed what your child can do.
- You've **celebrated** their strengths.
- You've **practiced** in real life, where it counts the most.
- You've become a **stronger partner** in their communication journey.

# Moving Forward

- Keep noticing progress—even small steps matter.
- Keep talking and playing—practice happens in everyday moments.
- **Keep partnering with professionals**—your input helps shape your child's support plan.
- **Keep believing in your child**—you are their biggest advocate.

No one knows your child like you do.

With your support, they will continue to find their voice, build connections, and grow with confidence.

You've already started something amazing.

Keep going—you've got this.

# Parent Reflection Form

Use this page to reflect on what you've learned, what you've noticed, and what you're most proud of. You can keep it for your own records or bring it to your child's next appointment or school meeting.

# **\*** 1. My Child's Strengths

What new skills, words, or successes have you noticed?

# **2.** Areas Needing More Support or Practice

What still feels tricky or needs extra attention?

# **3.** Favorite Activities or Games

Which activities made your child smile or feel successful?

# **4.** Insights to Share with Therapists or Teachers

What have you noticed that would be helpful for your child's team to know?

# **5.** Your Reflections as a Parent or Caregiver

What have you learned about yourself or your child during this process?

# Additional Notes or Questions