



## **Structured Conversation Pack For Speech Sound Therapy Carry-Over**

### **What's Included:**

In this pack, you'll find worksheets that will help a child work on a sound they are learning in structured conversation tasks. When a child is learning to use a new speech sound, he will start by practicing that sound in words and then in sentences. After the child has mastered the word in sentences, he will need to move on to harder speech tasks but may not be ready for full-blown conversation. That's where these speech tasks come into play.

### **How to Use Them:**

Pull out one of the pages and ask the child to complete the tasks on that page. Make sure that the child remembers to use the target sound correctly while he is doing the task. If he forgets, remind him and have him fix his error.

In general, the pages in this pack are organized from easiest to hardest so start with the first sheet and only move on to harder sheets when the child can consistently use his speech sound correctly on that page.

### **The Next Step:**

For more information about helping a child increase his self-awareness of the sound and improve his ability to say that sound correctly during normal conversational speech, click the link:

<https://www.speechandlanguagekids.com/increase-self-awareness-and-carry-over/>

# Structured Conversation Activities

## Rote Recall

Use these activities to help your child generalize speech sounds that he can already say well in sentences. Have your child perform each task below but remind him to be focusing on the target sound he's working on. Help your child fix his error when you hear him say the sound incorrectly.

Count as high as you can using your good speech sounds.

Recite a poem or nursery rhyme that you have memorized using your good speech sounds.

List the days of the week or the months in a year in order using your good speech sounds.

Say the pledge of allegiance using your good speech sounds.

Recite the alphabet using your good speech sounds.

Sing a favorite song using all of your good speech sounds.

Tell your address and phone number using your good speech sounds.

Fill in a repeating line while reading a repeating line book with a parent using your good speech.

Sing "Happy Birthday" using all of your good speech sounds.

**Extra Practice:** You can help encourage your child to generalize her speech sound during other activities also. Pick one activity per day, such as dinner time, driving in the car, or talking about your day, and make sure your child focuses on saying her target sound correctly during the entire activity. Giving it a time limit (like the duration of one activity) can make it seem more manageable for your child.

More Information about Teaching Speech Sounds: <https://www.speechandlanguagekids.com/>

# Structured Conversation Activities

## Rapid Naming

Use these activities to help your child generalize speech sounds that he can already say well in sentences. Have your child name as many items in each category below but remind him to be focusing on the target sound he's working on. Help your child fix his error when you hear him say the sound incorrectly.



Vehicles



Foods



Clothes



Drinks



Toys



Actions



Body Parts



Furniture

**Extra Practice:** You can help encourage your child to generalize her speech sound during other activities also. Pick one activity per day, such as dinner time, driving in the car, or talking about your day, and make sure your child focuses on saying her target sound correctly during the entire activity. Giving it a time limit (like the duration of one activity) can make it seem more manageable for your child.

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# Structured Conversation Activities

## Describing Sequences

Use these activities to help your child generalize speech sounds that he can already say well in sentences. Have your child describe all of the steps to complete each activity below but remind him to be focusing on the target sound he's working on. Help your child fix his error when you hear him say the sound incorrectly.



Describe all of the steps to washing your hands.



Describe all of the steps to getting ready for bed at night.



Describe all of the steps to brushing your teeth



Describe all of the steps to making a bowl of cereal.



Describe all of the steps to painting a picture.



Describe all of the steps to making a peanut butter and jelly sandwich.



Describe all of the steps to taking a bath.



Describe all of the steps to putting your shoes and socks on.

**Extra Practice:** You can help encourage your child to generalize her speech sound during other activities also. Pick one activity per day, such as dinner time, driving in the car, or talking about your day, and make sure your child focuses on saying her target sound correctly during the entire activity. Giving it a time limit (like the duration of one activity) can make it seem more manageable for your child.

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# Structured Conversation Activities

## Story Starters

Use these activities to help your child generalize speech sounds that he can already say well in sentences. Have your child make up a story for each picture below but remind him to be focusing on the target sound he's working on. Help your child fix his error when you hear him say the sound incorrectly.



**Extra Practice:** You can help encourage your child to generalize her speech sound during other activities also. Pick one activity per day, such as dinner time, driving in the car, or talking about your day, and make sure your child focuses on saying her target sound correctly during the entire activity. Giving it a time limit (like the duration of one activity) can make it seem more manageable for your child.

More Information about Teaching Speech Sounds: <https://www.speechandlanguagekids.com/>

# Structured Conversation Activities

## Recall of Past Events

Use these activities to help your child generalize speech sounds that he can already say well in sentences. Have your child describe each of the events below but remind him to be focusing on the target sound he's working on. Help your child fix his error when you hear him say the sound incorrectly.



Tell me about your last birthday party.



Tell me about the last meal you had.



Tell me about the last time you went to recess.



Tell me about the last place you went.



Tell me about the last time you were sick.



Tell me about the coolest animal you ever saw.



Tell me about a dream you had.



Tell me about the last thing you drew or the last piece of art you made.

**Extra Practice:** You can help encourage your child to generalize her speech sound during other activities also. Pick one activity per day, such as dinner time, driving in the car, or talking about your day, and make sure your child focuses on saying her target sound correctly during the entire activity. Giving it a time limit (like the duration of one activity) can make it seem more manageable for your child.

More Information about Teaching Speech Sounds: <https://www.speechandlanguagekids.com/>



## Epic Mixed Questions Collection

### Introduction:

This pack includes yes/no and wh- questions about a variety of different topics. This can be used for children who have difficulty answering any type of questions!

### Instructions:

Pull out a page and show the picture to the child. Ask the child questions about the picture (all questions are listed right next to the picture) based on the difficulty level that the child is ready for. For example, younger children may only be able to answer yes/no and “what” questions whereas an older child who has been working on answering questions for a while may be able to answer all of the questions.

Alternatively, you can also use this pack to just work on a single question form. For example, you can go through and ask the child all of the “when” questions or all of the “where” questions only to help that child practice that question type.

Use the “wh-” question key at the bottom of each page to help the child remember the meanings of the different “wh-” words.

### More Information:

For more information about teaching a child to answer questions, follow the link:

<https://www.speechandlanguagekids.com/questions-resource-page/>



## Epic Mixed Questions Collection

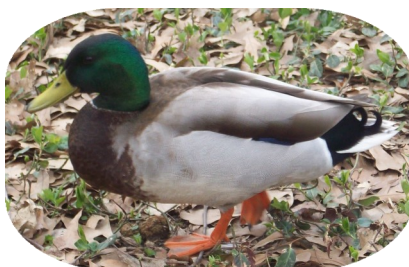
**Instructions:** Show the child the first picture and ask him the first question for that picture. If he gets it wrong, help him with the correct answer. If he gets it right, go on to the second question. Keep asking the child questions about each picture until the child misses one. Then, help him with the correct answer and then move on to the next set of questions.



**Yes/no:** Is the cow flying?  
**What** do cows eat?  
**Where** does a cow live?  
**Who** feeds the cows?  
**Why** do you drink milk?  
**How** do you drink milk?  
**How many** cows are in this picture?  
**When** does a cow sleep?



**Yes/no:** Is someone riding the horse?  
**What** does the horse wear so someone can ride him?  
**Where** does a horse run?  
**Who** rides horses?  
**Why** does the horse eat?  
**How** does the horse's hair feel?  
**How many** ears does a horse have?  
**When** does the horse go inside the barn?



**Yes/no:** Is the duck swimming?  
**What** other animals can swim?  
**Where** does the duck swim?  
**Who** watches over her baby ducks?  
**Why** do you like to swim?  
**How** do you swim?  
**How many** feet does a duck have?  
**When** do you go swimming?



**Yes/no:** Do you have a dog?  
**What** does a dog like to play with?  
**Where** does a dog sleep?  
**Who** do you know that has a dog?  
**Why** would a dog take a bath?  
**How** does a dog get clean?  
**How many** noses does the dog have?  
**When** does a dog sleep?

### Questions Key:

What = Thing



Where = Place



Who = Person



Why = Reason/Because

How = Quality or Process

How many = Quantity (1, 2, 3)

When = Time



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**Yes/no:** Do you like tigers?  
**What** does a tiger have all over his body?  
**Where** does a tiger live?  
**Who** takes care of the animals at the zoo?  
**Why** do you like tigers (or not like tigers)?  
**How** does a tiger sneak up on its prey?  
**How many** tigers are in the picture?  
**When** do tigers play?



**Yes/no:** Is the bear green?  
**What** is the brown soft stuff all over the bear's body called?  
**Where** do bears live?  
**Who** do you know that has a stuffed animal bear?  
**Why** is the bear sleeping?  
**How** does a bear move?  
**How many** eyes does a bear have?  
**When** do bears eat?



**Yes/no:** Is the monkey sleeping?  
**What** is the monkey hanging from?  
**Where** do you think he is going?  
**Who** says "ooh ooh ahh ahh!"?  
**Why** is he hanging from the tree?  
**How** is the monkey holding on to the tree?  
**How many** monkeys are in this picture?  
**When** do you see monkeys?



**Yes/no:** Is the elephant big?  
**What** are the white things next to the elephant's nose?  
**Where** is the elephant's nose?  
**Who** does the mama elephant protect and care for?  
**Why** is the elephant walking?  
**How** does an elephant sound?  
**How many** tails does an elephant have?  
**When** does the elephant take a bath?

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**Yes/no:** Are you wearing a shirt?  
**What** can you wear over a shirt?  
**Where** do you keep your shirts?  
**Who** else is wearing a shirt?  
**Why** do you wear a shirt?  
**How** do shirts feel?  
**How many** shirts are in the room where you are?  
**When** do you wear shirts with long-sleeves?



**Yes/no:** Is this hat green?  
**What** body part do you put your hat on?  
**Where** do you wear a hat?  
**Who** wears hats?  
**Why** do you wear a hat?  
**How** do you put on your hat?  
**How many** hats do you have at home?  
**When** do you wear a hat?



**Yes/no:** Do you wear shoes outside?  
**What** is the bottom of the shoe called?  
**Where** do you keep your shoes when you're not wearing them?  
**Who** is wearing shoes right now?  
**Why** do you wear shoes?  
**How** do your shoes stay on your feet?  
**How many** shoes are in this picture?  
**When** do you wear shoes?



**Yes/no:** Are you wearing gloves right now?  
**What** are the white things on these gloves?  
**Where** do you wear gloves?  
**Who** helps you put on your gloves if you are having trouble?  
**Why** do you wear gloves?  
**How** do gloves make your hands feel?  
**How many** gloves come in a pair?  
**When** do you wear gloves?

### Questions Key:

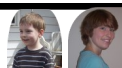
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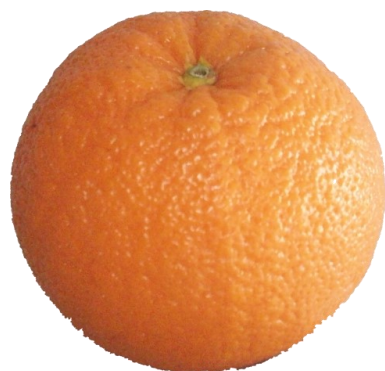
**Yes/no:** Do cookies taste sweet?  
**What** else tastes sweet?  
**Where** do you bake cookies?  
**Who** helps you make cookies?  
**Why** do you like cookies?  
**How** do you make cookies?  
**How many** cookies are in this picture?  
**When** do you eat cookies?



**Yes/no:** Do you like pizza?  
**What** toppings do you like on your pizza?  
**Where** do you put pizza to make it hot?  
**Who** delivers the pizza?  
**Why** do you like (or not like) pizza?  
**How** does pizza feel when you touch it?  
**How many** slices of pizza can you eat at one meal?  
**When** do you eat pizza?



**Yes/no:** Do crackers taste sweet?  
**What** do you like to put on your crackers?  
**Where** do you eat crackers?  
**Who** likes crackers?  
**Why** do you eat crackers?  
**How** do crackers taste?  
**How many** crackers are in this picture?  
**When** do you eat crackers?



**Yes/no:** Are oranges juicy?  
**What** do you peel off of an orange before you eat it?  
**Where** do oranges grow?  
**Who** pours your orange juice?  
**Why** do you eat oranges?  
**How** do you peel an orange?  
**How many** oranges have you eaten today?  
**When** do you eat oranges?

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**Yes/no:** Are you sitting at a table right now?  
**What** do you do with a table?  
**Where** is there a table in your house?  
**Who** sits at the table with you?  
**Why** do you sit at a table?  
**How** does a table feel?  
**How many** legs does a table usually have?  
**When** do you sit at the table?



**Yes/no:** Do you eat chairs?  
**What** do you do with a chair?  
**Where** do you sit in a chair?  
**Who** is sitting in a chair right now?  
**Why** do you sit in a chair instead of on the floor?  
**How** do you sit in a chair?  
**How many** chairs are in the room?  
**When** do you sit in a chair?



**Yes/no:** Are you tired?  
**What** do you do with a bed?  
**Where** is your bed?  
**Who** sleeps in the same room as you?  
**Why** do you sleep?  
**How** do you stay warm in bed?  
**How many** pillows are on your bed?  
**When** do you go to bed?



**Yes/no:** Is there a couch at your house?  
**What** else might you find on a couch?  
**Where** would you buy a couch?  
**Who** sits on a couch?  
**Why** do you sit on a couch?  
**How** does a couch feel?  
**How many** couches are in your house?  
**When** do you sit on the couch?

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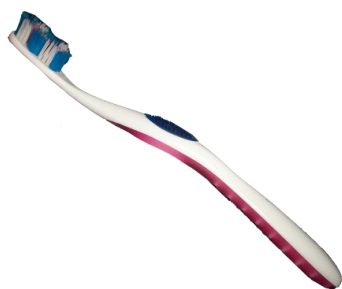
**Yes/no:** Do you use a toilet?  
**What** is in a toilet?  
**Where** is the toilet?  
**Who** uses a toilet?  
**Why** do you flush the toilet?  
**How** do you flush the toilet?  
**How many** toilets are in your house?  
**When** do you use a toilet?



**Yes/no:** Is there water in the bathtub?  
**What** do you play with in a bathtub?  
**Where** do you take a bath?  
**Who** takes a shower?  
**Why** do you take a shower or bath?  
**How** do you wash your hair?  
**How many** baths/showers do you take every week?  
**When** do you take a bath?



**Yes/no:** Is there water in the sink?  
**What** do you wash in a sink?  
**Where** is a there sink in your house?  
**Who** uses a sink?  
**Why** do you wash your hands?  
**How** do you wash your hands?  
**How many** times have you washed your hands today?  
**When** do you use a sink?



**Yes/no:** Is your toothbrush in the bathroom?  
**What** do you put on your toothbrush to brush your teeth?  
**Where** do you brush your teeth?  
**Who** do you go see to fill cavities and check your teeth?  
**Why** do you brush your teeth?  
**How** do you brush your teeth?  
**How many** times do you brush your teeth every day?  
**When** do you brush your teeth?

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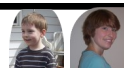
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**Yes/no:** Can you ride a bike?  
**What** do you wear when you ride a bike?  
**Where** do you go on your bike?  
**Who** do you go on bike rides with?  
**Why** does a bike have handlebars?  
**How** do you make a bike go?  
**How many** wheels does this bike have?  
**When** do you ride your bike?



**Yes/no:** Does your (mom or dad) have a car?  
**What** do you sit on in the car?  
**Where** do cars drive?  
**Who** drives a car?  
**Why** do you wear a seat belt in a car?  
**How** is a car different from a plane?  
**How many** wheels does a car have?  
**When** does a car stop?



**Yes/no:** Have you seen a tractor?  
**What** animals live on a farm with a tractor?  
**Where** does a tractor belong?  
**Who** drives the tractor?  
**Why** does the tractor have such big wheels?  
**How** does the tractor go?  
**How many** tractors are in this picture?  
**When** does a farmer harvest the crops?



**Yes/no:** Do you ride a school bus?  
**What** makes the school bus go?  
**Where** does the school bus take the children?  
**Who** drives the school bus?  
**Why** do you like to ride the school bus?  
**How** do you get on and off the school bus?  
**How many** doors does a school bus have?  
**When** do you get on a school bus?

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**Yes/no:** Is this marker blue?  
**What** is something green you draw with a marker?  
**Where** do you put markers when you're through with them?  
**Who** uses markers?  
**Why** do you use markers?  
**How** do you open a marker?  
**How many** markers are in this picture?  
**When** do you use markers?



**Yes/no:** Are scissors sharp?  
**What** do you cut with scissors?  
**Where** do you put scissors when you're done?  
**Who** uses scissors?  
**Why** shouldn't you run with scissors in your hand?  
**How** do you cut paper?  
**How many** scissors do you own?  
**When** do you use scissors?



**Yes/no:** Is glue sticky?  
**What** do you put glue on?  
**Where** can you find glue?  
**Who** buys new glue when it's empty?  
**Why** do you need glue?  
**How** does glue feel after it dries?  
**How much** glue do you put on the paper?  
**When** do you use glue?



**Yes/no:** Are all of these paints the same color?  
**What** do you need to paint a picture?  
**Where** do you like to paint?  
**Who** do you like to paint with?  
**Why** do you like to paint?  
**How** do you paint a picture?  
**How many** different colors of paint do you see?  
**When** do you paint pictures?

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**Yes/no:** Is this ball shaped like a square?  
**What** shape is this ball?  
**Where** do you play ball?  
**Who** do you like to play ball with?  
**Why** do you like to play ball?  
**How** do you throw a ball?  
**How many** balls do you need to play basketball?  
**When** do you like to play ball?



**Yes/no:** Is this puzzle finished?  
**What** animals are on this puzzle?  
**Where** do these animals live?  
**Who** do you like to do puzzles with?  
**Why** do the puzzle pieces have to go in exactly the right spots?  
**How** do you put together a puzzle?  
**How many** puzzle pieces are left to put in this puzzle?  
**When** do you do puzzles?



**Yes/no:** Can you ride in a wagon?  
**What** can you put in a wagon?  
**Where** can you pull a wagon?  
**Who** can you pull in a wagon?  
**Why** do you use a wagon?  
**How** do you make a wagon go?  
**How many** wheels does this wagon have?  
**When** do you use a wagon?



**Yes/no** Do bubbles pop?  
**What** do you use to pop a bubble?  
**Where** do bubbles go when you blow them?  
**Who** blows bubbles with you?  
**Why** do bubbles pop?  
**How** do you make bubbles?  
**How many** bubbles are in this picture?  
**When** do you blow bubbles?

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### Introduction:

When children have difficulty communicating, a simple AAC board can help them show us what they want or need. Use this board with a child who is just learning to use symbols or pictures to communicate. Common words have been chosen that will allow the child to communicate in a variety of settings.

### Instructions:

1. Place the board in front of the child during any natural activity like during play time or snack time.
2. As you talk to the child, point to pictures on the board as the opportunities arise. Try to find ways to use the words on the board so you can show the child how to do it.
3. If the child seems to need to communicate something to you, try to find a picture on the board that you can point to so the child sees how the board can be used to communicate his or her needs as well.
4. Provide opportunities for the child to use the board. For example, stop a wind-up toy and then hold it up for the child to see. Ask the child, "do you want it to GO?" and point to the "go" picture. Pause to see if the child will point to the "go" picture on his/her own. If not but the child seems to want it to go again, help the child point to the "go" picture on the board. Then, say "go" out loud and let the toy go.
5. Once the child has mastered pointing to the words individually, you can start showing the child how to pair two words together, like "my turn" or "no want".



I / My



stop



help



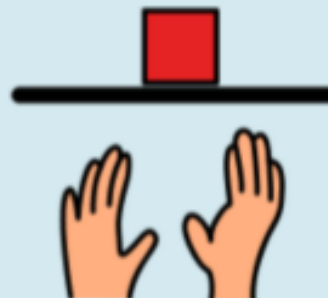
more



You / Your



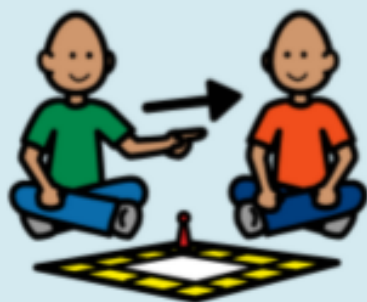
go



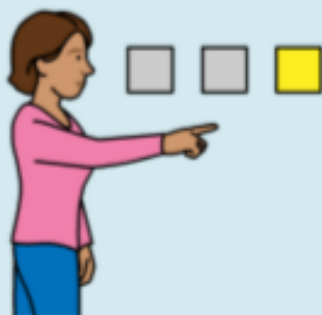
want



all done



turn



that



yes



no



## Tree-Picking, Edible Game:

### CV, VC, CVC Words

#### Introduction:

Some children need to practice putting sounds together to create short, simple words. This is especially true for children with motor speech disorders like childhood apraxia of speech (CAS) who are in the early stages of learning to speak words. They also need a lot of practice saying those words over and over again so it will sink in. This fun activity will provide an appetizing way of practicing those words over and over again.

#### Instructions:

Choose the worksheet level that is appropriate for the child. This pack contains words of the following structures: consonant-vowel (CV), vowel-consonant (VC) and consonant-vowel-consonant (CVC). If you're unsure where to start, just do the pages in order to figure out what level the child needs to work on.

Place something edible on each circle of the tree. I suggest using pieces of dried fruit, small berries, nuts, or cereals, but you can use anything that the child likes to eat. I also recommend that you place each page in a plastic sheet protector so you can use it multiple times.

Ask the child to "pick" the foods off of the tree and put them in the basket. As the child picks each food, he must say the word out loud. Once the child has picked all of the foods off the tree, he can eat what he has picked.

Once the child has eaten the foods from his basket, cover all of the pictures up again and have him do the same thing. This will ensure repetitive practice so the child learns the words more quickly.

Once the child has mastered one of the worksheets, you can use the blank tree at the end to make your own with similar word structures!

## Tree-Picking, Edible Game:

### CV Words

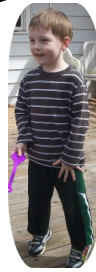
**Instructions:** Place something edible on each of the 5 circles below (like dried fruit, berries, nuts, or cereal). Ask the child to “pick” the items off the tree and put them in the basket. Have the child say each word as he picks the food that is on top of it. Once the tree is empty, the child can eat what’s in the basket! Then, fill it back up and repeat again!



me



no



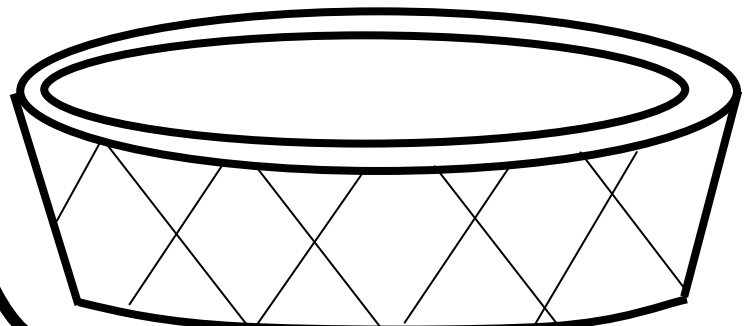
boy



hay



you



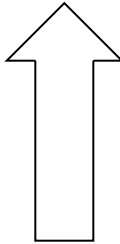
## Tree-Picking, Edible Game:

### VC Words

**Instructions:** Place something edible on each of the 5 circles below (like dried fruit, berries, nuts, or cereal). Ask the child to “pick” the items off the tree and put them in the basket. Have the child say each word as he picks the food that is on top of it. Once the tree is empty, the child can eat what’s in the basket! Then, fill it back up and repeat again!



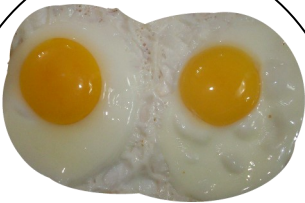
eat



up



out



egg



ice

## Tree-Picking, Edible Game:

### CVC Words

**Instructions:** Place something edible on each of the 5 circles below (like dried fruit, berries, nuts, or cereal). Ask the child to “pick” the items off the tree and put them in the basket. Have the child say each word as he picks the food that is on top of it. Once the tree is empty, the child can eat what’s in the basket! Then, fill it back up and repeat again!



hat



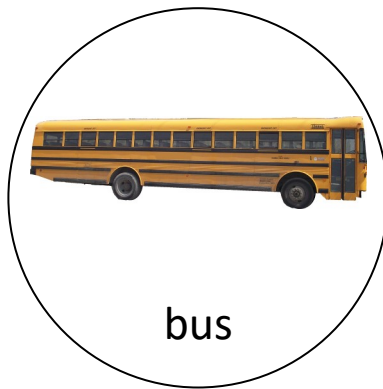
moon



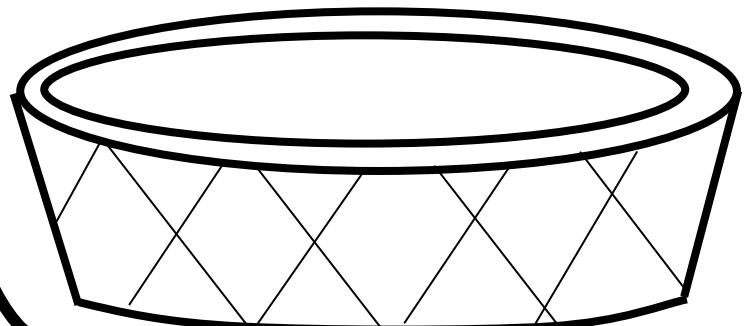
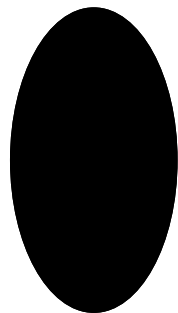
tape



bed



bus

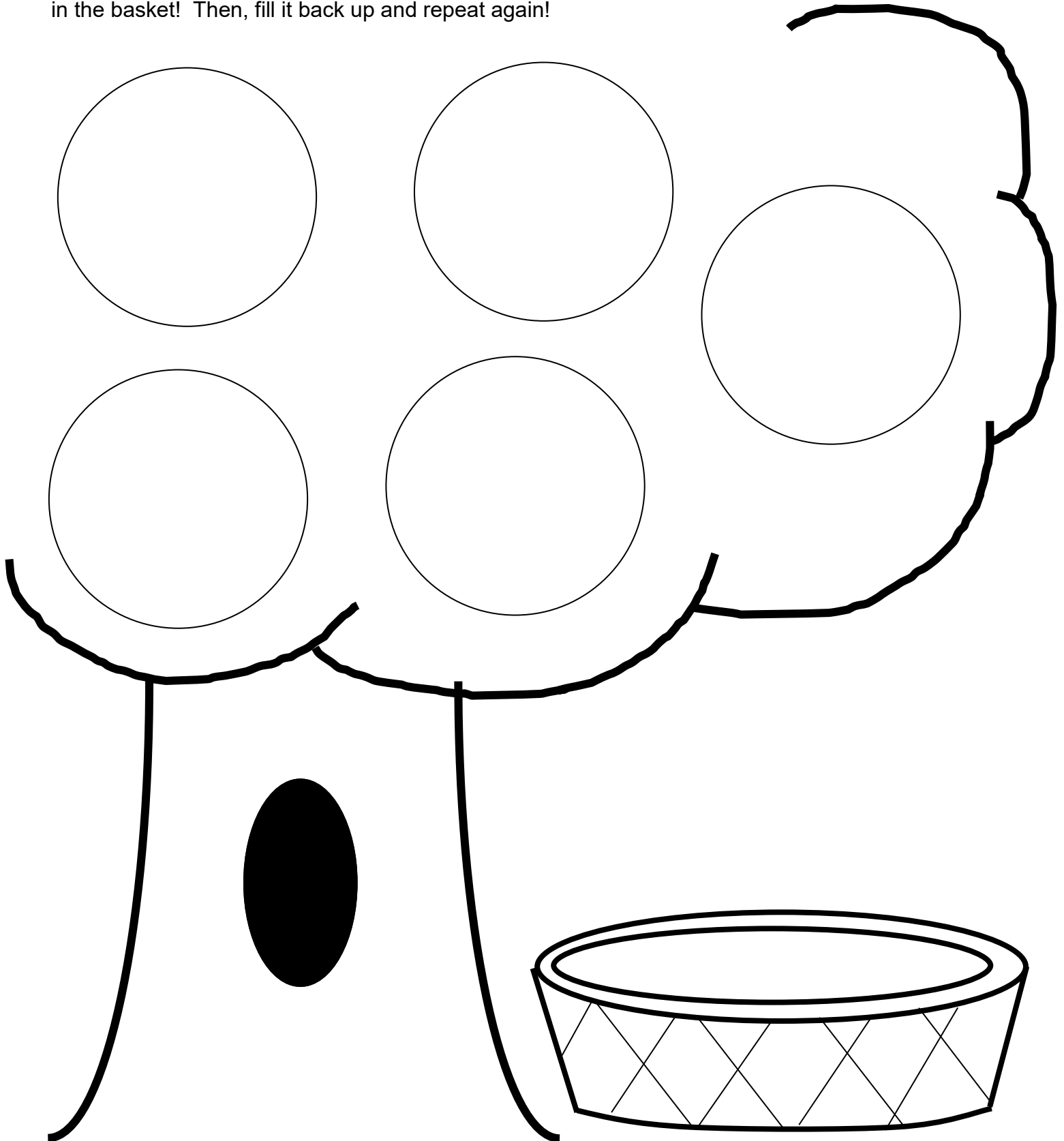




## Tree-Picking, Edible Game:

### Blank (Make Your Own!)

**Instructions:** Place something edible on each of the 5 circles below (like dried fruit, berries, nuts, or cereal). Ask the child to “pick” the items off the tree and put them in the basket. Have the child say each word as he picks the food that is on top of it. Once the tree is empty, the child can eat what’s in the basket! Then, fill it back up and repeat again!





## Encouraging Children to Talk During Play

### Introduction:

Our children with social language delays may not be sure how to talk with their friends during play. That may sit and quietly play by themselves or they may say something that doesn't make any sense to their peer. Use the visual aid on the next page to help the child know what to say during play to continue or start a conversation with peers.

### Instructions:

Pick one of the options on the next page to teach at a time. Explain to the child what the skill is and how it can be used to hold conversations with his peers. Practice that skill during structured play situations with you. For example, if the skill is "make a comment", set up a play situation and help the child come up with ways that he can comment on your play. Comment on his play as well so he sees how you do the skill. Keep practicing the skill until he can do it on command (example: if you say "make a comment", he can do so appropriately). Then, teach him the same way on the other skills.

Once the child knows how to do all of the things on the next page, show him the page and explain that when he is playing with other kids, he can choose any of those four skills to start or maintain a conversation. Set up some play situations with the child and a peer so you can help him practice using those strategies. You may need to prompt him at first until he gets better at doing this on his own.

Later, you can hang this poster in the child's play area as a reminder for him.

## Talk to Me!

Help your child practice conversational skills using these prompts. When you are playing with your child, or your child is playing with someone else, look for the times when it would be appropriate for your child to say something. Prompt your child to choose one of these strategies at that time. Help your child practice the strategies until he starts to use them on his own. You may want to focus on one at a time.



### **Make a Comment**

Have your child tell something she sees or something that's happening. Or, he can comment on someone else's play or possessions.



### **Ask a Question**

Have your child ask someone else a question about what they're doing, what they like to do, or anything else they can think of.



### **Respond**

Help your child respond to something that someone else said. That can be answering a question or making a follow-up comment about something they said.



### **Suggest a Play Idea**

Help your child add something new by suggesting a new play idea. Your child can say "Let's..." and then follow up with something he would like to do with the toys.

Extra Practice: When you are playing or conversing with your child, demonstrate these strategies so your child hears many models of how to communicate with other people.



## Why I Come to Speech for Fluency: Discovering Emotions Workbook

### Introduction:

Many children who stutter are either unaware of the negative emotions that come along with their stuttering or they are so afraid to address or think about those emotions that they just bottle them up. A lack of awareness of the child's internal beliefs and emotions about their stuttering can actually make the stuttering worse.

It is important during fluency therapy to address those emotions and help the child discover what they are. Talking about stuttering can be uncomfortable for many children but it is essential to help them understand what's happening to them and to desensitize them to it so they don't have as much anxiety about stuttering. This workbook will help the student do just that in a non-threatening manner.

### Instructions:

Go through the questions in this workbook with the child. Ask the child the questions and then listen quietly to his answers. Older children can write their responses out by themselves or you can write it out for them as they talk.

While you're going through the questions with the child, make sure you acknowledge each thing that he says about stuttering and do not judge him for his thoughts or beliefs. Don't say "Oh that's wrong" or "that's a stupid thing to think" because those are his beliefs and he needs to know that you accept what he thinks. Just write down everything he says, don't make any judgments or try to fix any false beliefs at this time.

Try to make comments that express that you understand why he might think that, such as "I can see how you would feel that way" or "that must be really hard". After you finish the workbook, look back through it by yourself and pick out a few false beliefs or detrimental attitudes to talk about with the child.

You can help the child go through the process of researching the facts behind his negative beliefs and attitudes. You can start by saying "I remember you saying that you feel like you stutter because you are stupid. Let's go online and see if we can find some more information about why people stutter". Or, you could say "I remember you saying that you didn't think you would ever be able to do the things you want to do in life because of your stuttering. Let's see if we can find information about other people who stutter and what they have done with their lives." Then, you can do some exploration and research together.

## All About Me Stuttering Workbook, Page 1

### My Strengths:

In this section, talk about the things you are good at. What are things that come easily to you and things that you feel confident doing? This can be related to anything, not just talking.

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### My Interests:

Now, talk about things that you like to do. What do you enjoy? What do you do in your free time? What things make you happy when you are doing them? Again, these can be all types of things and don't need to relate to talking.

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### My Weaknesses:

In this part, talk about the things that you struggle with. What is something that is hard for you to do? What do you struggle with at school or at home? What do you wish you were better at?

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## All About Me Stuttering Workbook, Page 2

### How I Feel About Talking:

Now, talk about your opinions on talking. Do you enjoy talking? Do you talk a lot? Does anything bother you about the way you talk? How do you feel about talking in general?

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### My Emotions When I Stutter:

At this point, we're going to talk specifically about when you stutter. When you feel yourself stuttering, how do you feel? What emotions do you have when you stutter?

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### How I Stutter:

Describe your stuttering. What does it sound like? What does it feel like? What do you notice about your stuttering? What do you think is going on?

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## All About Me Stuttering Workbook, Page 3

### Why I Stutter:

Why do you think you stutter? It's OK if you don't know, but take a guess. What do you feel like is the reason you stutter?

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### Changes I Make Because of Stuttering:

What kinds of things or activities do you change because of your stuttering? Do you avoid certain situations or certain words/sounds? Do you talk less? Do you change you hang out or what you do?

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### Things that are Harder Because of Stuttering:

What types of things or activities are harder for you to do because of your stuttering? Are there things you wish you could do that you feel you can't because of stuttering?

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## All About Me Stuttering Workbook, Page 4

### Things that Make my Stuttering Worse:

When do you notice that your stuttering is worse? What type of activities, situations, or events make your stuttering happen more? Do you feel like there are any triggers to your stuttering?

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### Things that Make my Stuttering Better:

When do you notice that your stuttering is not as bad? What types of activities, situations, or events make it so that you stutter less? Do you feel like there is anything that helps your stuttering?

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### How my Stuttering Impacts my Relationships with Others:

Do you feel like your stuttering changes the way you interact with other people? Does it affect your friendships or how you talk with your teachers and classmates?

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## All About Me Stuttering Workbook, Page 5

### Strategies I've Used and How They've Worked:

What strategies have you used to try to fix or help your stuttering? How has each one worked?

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### What I Want from Speech Therapy:

You are in speech therapy to improve your stuttering. What is it that you want as a result of coming to speech therapy? How do you want things to be when you are done with speech therapy?

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### My Goals for Myself:

First, what goals do you have for all areas of your life? Do you have a dream job in mind? Do you want to participate in a certain activity? What goals do you have, long term or short term. Next, what goals do you have for your stuttering? What would you like to work toward?

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## **/m/ Articulation Book for Beginning Communicators**

### **Introduction:**

This book is for children who need to work on imitating and producing speech sounds but are either very young or are just beginning to communicate and therefore need more simplified materials. This book will allow children to practice imitating and producing the /m/ sound in very basic words using a repeating line-style book layout.

### **Instructions:**

1. Cut the pages to this handout in half and staple them together in order to look like a book.
2. Read each page to the child and have the child repeat the underlined words. If the child cannot imitate the whole word, just have him imitate the first sound.
3. Once the child is able to imitate the underlined words consistently, have the child start filling in the target words. Say the sentence but stop before the underlined word and encourage the child to say it himself.

### **Next Steps:**

Have the child practice saying these words during activities throughout the day. Whenever one of these words comes up, stop and have the child imitate the word or at least the beginning sound. Once the child is better at this, start having him imitate and produce other words that start with this sound.



# The Cookies



The baby ate the cookies and the baby said...

**"Mmmmm"**

Author: Carrie Clark, CCC-SLP  
[www.SpeechAndLanguageKids.com](http://www.SpeechAndLanguageKids.com)





The boy saw the cookies and the boy said...

**“Me?”**

The boy said, **“Me?”**

And the baby said, **“Mmmmm”**



The girl saw the cookies and the girl said...

**“My!”**

The girl said, **“My!”**

The boy said, **“Me?”**

And the baby said, **“Mmmmm”**



The Mama saw the cookies and the Mama said...

**“More”**

The Mama said, **“More”**

The girl said, **“My!”**

The boy said, **“Me?”**

And the baby said, **“Mmmmm”**

5



The cow saw the cookies and the cow said...

**“Moo”**

The cow said, **“Moo”**

The Mama said, **“More”**

The girl said, **“My!”**

The boy said, **“Me?”**

And the baby said, **“Mmmmm”**

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## High, Low, or Normal

Help your child understand the difference between a high voice, a low voice, and a normal voice. Start by making your own speech high on a single word or short sentence. Then, ask your child “did that sound high or low?”. Help your child identify that it was high and then color in one of the stars under “high”. Practice having him/her identify when you say something high, low, or normally. Once your child is able to do this, you can work on identifying it in his/her own speech during simple activities like playing go fish or using sentences to describe pictures in a book. You can also talk about what other sounds are high or low.



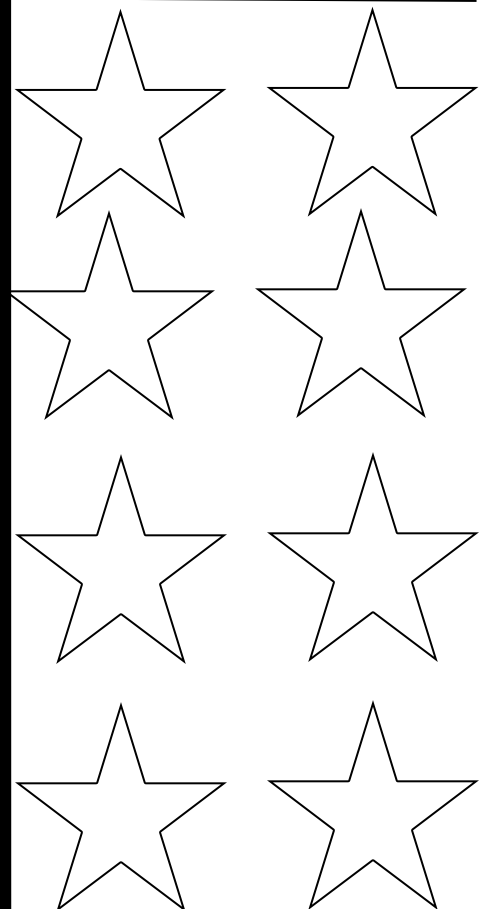
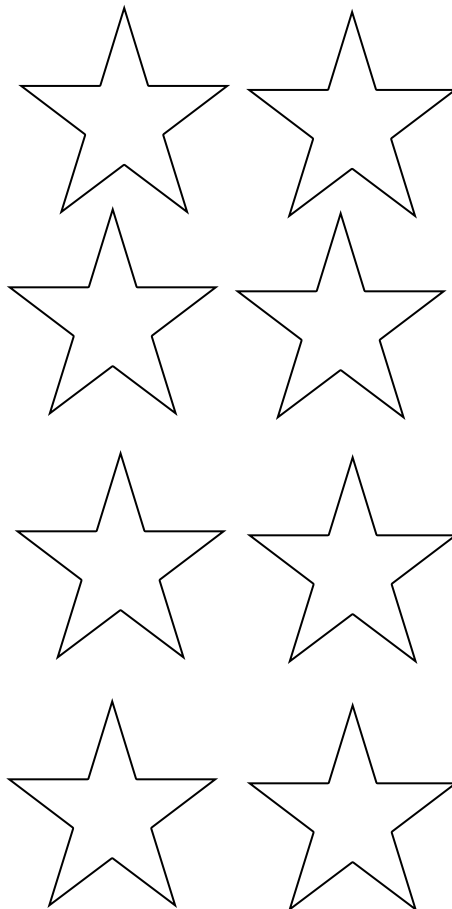
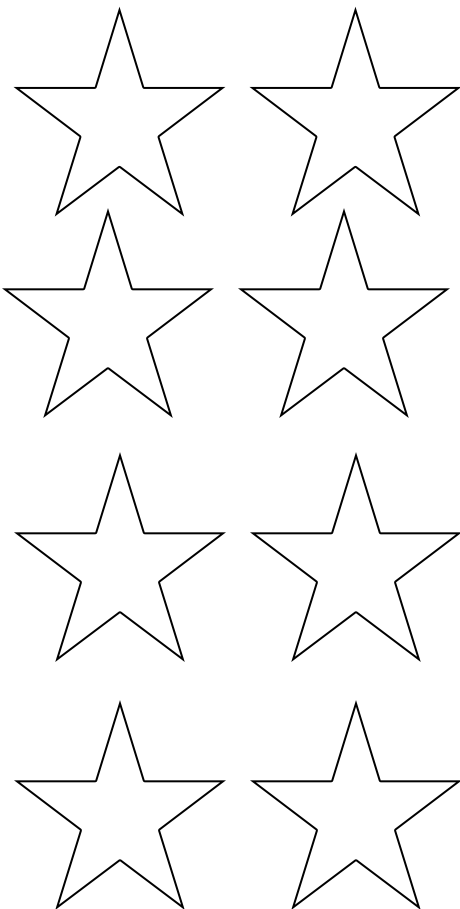
High



Normal



Low



Extra Practice: Throughout the day, “accidentally” say something in a very high voice. Then, catch yourself out loud by saying something like “that was too high, let me try again”. Then, say it again with a normal pitch.



## Self-Calming Strategies Visual Aids

### Introduction:

Often, children who have trouble communicating also have trouble expressing their emotions and finding ways to calm themselves down when they get frustrated. We can teach kiddos to use the right kinds of communication to let others know how they feel and to get their emotions back in check.

### Instructions:

#### Identifying Emotions:

The first visual aid in this pack is a “mood thermometer” which is a popular concept when working with young children or children who have trouble identifying their emotions. Show the child that a calm, happy child is at the bottom and an angry, upset child is at the top. As the child is feeling various emotions throughout his day, show him the thermometer and identify where his emotions are.

When the child gets upset, ask him to tell use the thermometer to tell you how he is feeling.

#### Calming Yourself Down:

Help the child understand that when he is angry or upset (at the top of the thermometer), he must find a way to calm back down so he can deal with the situation. The other pages in this pack share strategies that can be used to help the child calm himself back down. First, practice the strategies when the child is not upset so he knows how to do them. Then, once he gets upset, ask him which strategy he'd like to try and help him through it. Keep trying strategies until the child is calm.

If the child is too upset to do a strategy, tell him, “I see that you are too upset to use your strategies. We can try again in a few minutes” and then give him some time and space to melt down. You may find more success once the tantrum has run its course a little more.

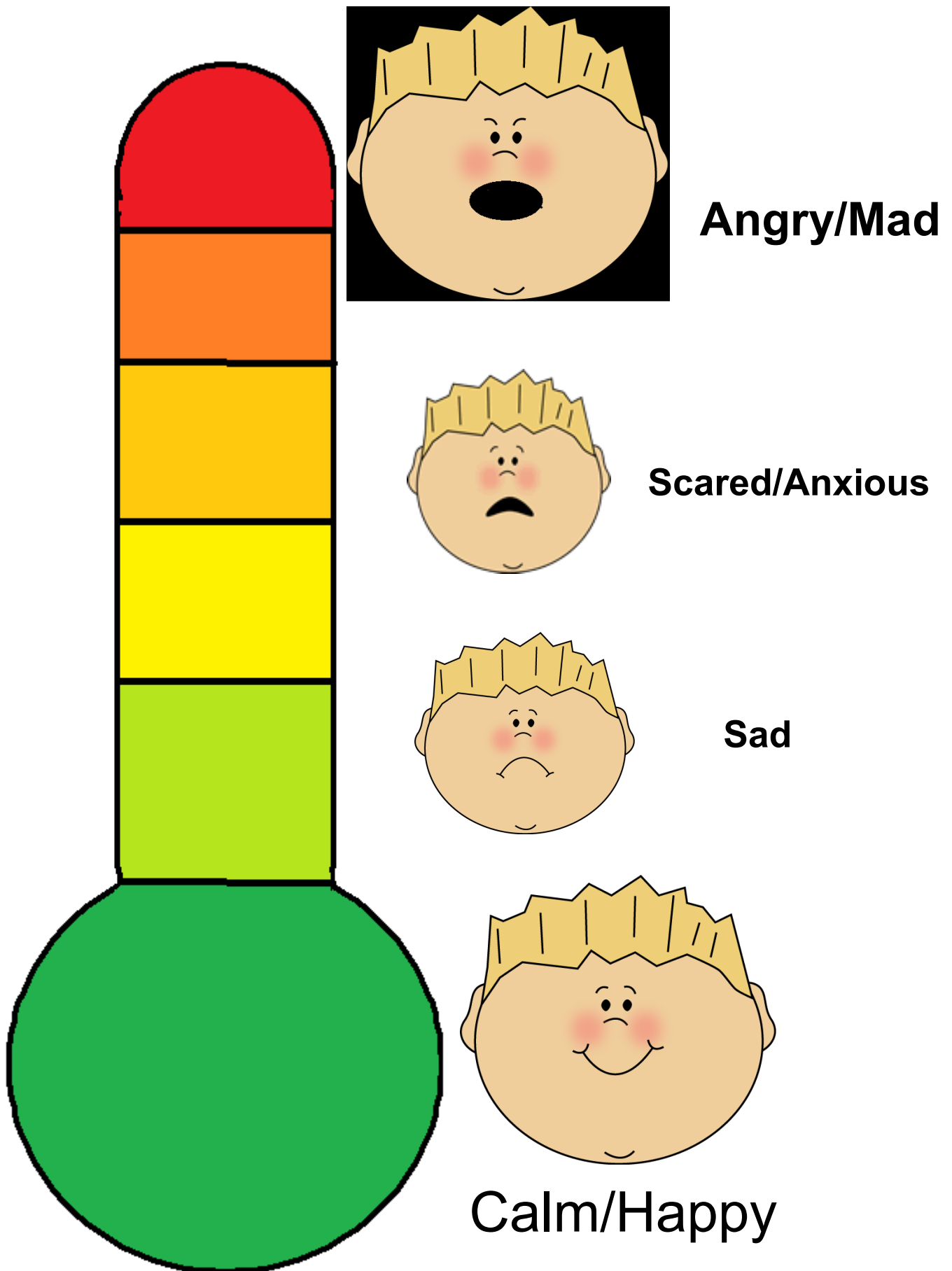
Eventually, we want the child to be able to go to these pages and use the strategies on his own, but he'll need your help quite a bit at first before he's able to do it by himself.

### More Information:

For more information on teaching a child to self-calm, follow the link:

<https://www.speechandlanguagekids.com/calming-children-self-calming-strategies/>





Graphics From: [www.mycutegraphics.com](http://www.mycutegraphics.com)



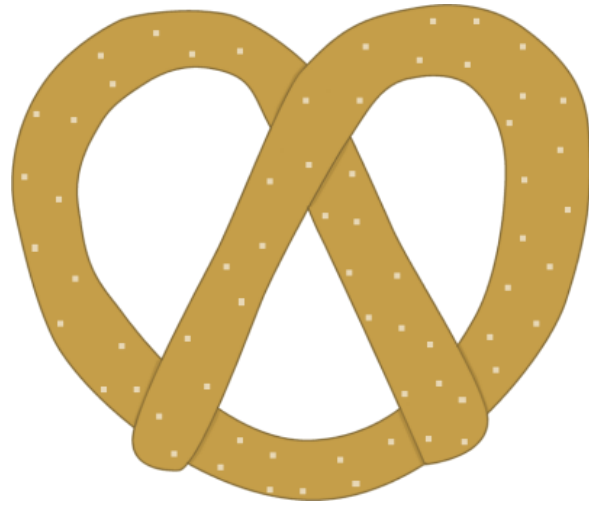
# Self-Calming Strategies

Graphics By: [www.MyCuteGraphics.com](http://www.MyCuteGraphics.com)



## **The Balloon:**

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



## **The Pretzel:**

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



## **Take A Walk:**

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



## **Be a Bunny:**

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

# Self-Calming Strategies

Graphics By: [www.MyCuteGraphics.com](http://www.MyCuteGraphics.com)



## Write A Letter:

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

# A B C

# 1 2 3 4

## ABCs and 123’s

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



## Hug A Stuffed Animal or Pillow:

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

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



**Picture One**

Observation(s) from Picture: \_\_\_\_\_

\_\_\_\_\_

Background Knowledge Used: \_\_\_\_\_

\_\_\_\_\_

Inference Made: \_\_\_\_\_

\_\_\_\_\_



**Picture Two**

Observation(s) from Picture: \_\_\_\_\_

\_\_\_\_\_

Background Knowledge Used: \_\_\_\_\_

\_\_\_\_\_

Inference Made: \_\_\_\_\_

\_\_\_\_\_

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



**Picture Three**

Observation(s) from Picture: \_\_\_\_\_

\_\_\_\_\_

Background Knowledge Used: \_\_\_\_\_

\_\_\_\_\_

Inference Made: \_\_\_\_\_

\_\_\_\_\_



**Picture Four**

Observation(s) from Picture: \_\_\_\_\_

\_\_\_\_\_

Background Knowledge Used: \_\_\_\_\_

\_\_\_\_\_

Inference Made: \_\_\_\_\_

\_\_\_\_\_

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



**Picture Five**

Observation(s) from Picture: \_\_\_\_\_

\_\_\_\_\_

Background Knowledge Used: \_\_\_\_\_

\_\_\_\_\_

Inference Made: \_\_\_\_\_

\_\_\_\_\_



**Picture Six**

Observation(s) from Picture: \_\_\_\_\_

\_\_\_\_\_

Background Knowledge Used: \_\_\_\_\_

\_\_\_\_\_

Inference Made: \_\_\_\_\_

\_\_\_\_\_



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



**Picture Seven**

Observation(s) from Picture: \_\_\_\_\_

\_\_\_\_\_

Background Knowledge Used: \_\_\_\_\_

\_\_\_\_\_

Inference Made: \_\_\_\_\_

\_\_\_\_\_



**Picture Eight**

Observation(s) from Picture: \_\_\_\_\_

\_\_\_\_\_

Background Knowledge Used: \_\_\_\_\_

\_\_\_\_\_

Inference Made: \_\_\_\_\_

\_\_\_\_\_

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



**Picture Nine**

Observation(s) from Picture: \_\_\_\_\_

\_\_\_\_\_

Background Knowledge Used: \_\_\_\_\_

\_\_\_\_\_

Inference Made: \_\_\_\_\_

\_\_\_\_\_



**Picture Ten**

Observation(s) from Picture: \_\_\_\_\_

\_\_\_\_\_

Background Knowledge Used: \_\_\_\_\_

\_\_\_\_\_

Inference Made: \_\_\_\_\_

\_\_\_\_\_

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



**Picture Eleven**

Observation(s) from Picture: \_\_\_\_\_

\_\_\_\_\_

Background Knowledge Used: \_\_\_\_\_

\_\_\_\_\_

Inference Made: \_\_\_\_\_

\_\_\_\_\_



**Picture Twelve**

Observation(s) from Picture: \_\_\_\_\_

\_\_\_\_\_

Background Knowledge Used: \_\_\_\_\_

\_\_\_\_\_

Inference Made: \_\_\_\_\_

\_\_\_\_\_

**Answer Key:**

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

**Picture One:**

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

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

Inference: The couple is getting married.

**Picture Two:**

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

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

Inference: The lady wants someone to be quiet.

**Picture Three:**

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

Background Knowledge: Rain usually comes out of dark clouds.

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

**Picture Four:**

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

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

Inference: The baby is eating food.

**Picture Five:**

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

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

Inference: The toilet must not be working.

**Picture Six:**

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

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

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

**Picture Seven:**

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

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

Inference: Someone was sleeping in the chair.

**Picture Eight:**

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

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

Inference: The office must be closed.

**Picture Nine:**

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

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

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

**Picture Ten:**

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

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

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

**Picture Eleven:**

Observation(s): The refrigerator door is open.

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

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

**Picture Twelve:**

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

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

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