

Fast & Slow

Introduction:

During the indirect phase of therapy, we're not talking about the child's speech at all. Instead, we're addressing the concepts of fast speech/slow speech and bumpy speech/smooth speech in order to indirectly target communication. However, you might find that some children will begin to identify these concepts in their own speech once they understand what they are, and that is okay!

Background:

This worksheet focuses on the concepts of fast/slow. Start by introducing the concepts of fast/slow from the moment you see the child. You might walk fast and slow to the the therapy room. Label your movement as you head toward your destination (i.e., "Oh man, we're walking so slow- like a turtle!" or "Wow, we're walking fast like a cheetah. We're going to get there quickly."). Once you're in the therapy room, model the same concepts with your speech. Say something very quickly then stop to comment on it. Say "Wow, that was so fast. I was speaking too quickly. I need to slow down. Let me try again." Then say it very slowly. Say "That was slow." Continue with these background/foundational concepts until you feel the child is ready for this activity.

Instructions:

Use the attached picture pages to sort animal pictures into categories of fast (cheetah) and slow (turtle). Use this time to indirectly target fast/slow concepts while learning about a variety of animals and how they move. You can even pull up videos of each animal moving to further demonstrate the concept. Once the child has sorted all of the pictures, you can even go back and pretend to be the animals for a fun gross motor movement activity that will further reinforce the concepts of fast/slow.

FAST



SLOW



