

HAVERHILL PUBLIC SCHOOLS- Special Education Department

Occupational, Physical and Speech Therapy

PROGRAM: DS

The staff in the OT, PT and Speech Therapy Departments have compiled a list of therapeutic activities for you to do with your child while they are home.

<p>Sensory</p>	<p>Use shaving cream on mirror or counter, Have rice/pasta/bean bins with objects hidden, Make fort out of couch cushions or pillows, Pillow fights, Wrap child up in comforter or blanket as a “taco”, Yoga poses, Animal walks, such as crab, frog, inchworm, bear, Set up obstacle courses with things to crawl through, under and over (couch cushions, chairs, old boxes, Playing on swing sets and sandbox, Marching with follow the leader, jump rope, “Snow angels” on the floor, Use rocking chair, Lying on stomach while putting stuffed animals/objects into a pail or container, Throwing a ball at targets.</p> <p>Oral: crunchy, chewy or spicy snacks, using a straw, Blowing pieces of paper with a straw, Bubbles.</p>
<p>Life Skills</p>	<p>Have child practice zippers, large buttons, and shoe tying, and opening/closing containers. Have child practice using utensils for feeding. Child can also work on putting on, taking off clothing.</p>
<p>Communication</p>	<p>**Also see <i>Preschool Communication section! Resources listed there are also excellent for DS students.</i>**</p> <p>Encourage use of full sentences by modeling and expanding on what your child says using one or two additional words. (e.g. while out for a walk your child says “squirrel,” you can say “you see the squirrel”. Or, if your child says “squirrel run,” you can say, “yes, the squirrel is running up the tree.” Expand further by saying “yesterday, the squirrel ran. Tomorrow, the squirrel will run.” Then, try this with another verb and ask your child to complete the sentences to sound like your examples. For example, you can say: “The squirrel is eating. Yesterday, the squirrel _____. Tomorrow, the squirrel _____.” (prompt your child to fill in the blanks, give as many examples as necessary.)</p> <p>To work on using pronouns, give examples and embed into daily activities. For example, if you’re watching Frozen together, you can say “Elsa is singing. Who is singing? Oh, she is singing!” Then, say “Olaf is singing. Who is singing?” (prompt your child to say “he is singing.” Do this throughout the day. You can also do this with pronouns like his/her/their, his/hers/theirs, etc (e.g. “this is Elsa’s dress. Whose dress is this? Oh, it’s hers. This is Olaf’s hat. Whose hat is this? Oh, it’s _____”)</p> <p>Model target sounds: emphasize your child’s “problem” sound when talking to him/her and ask them to imitate you).</p>

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Model target grammar (use the correct grammar that you want your child to use).

Build **following directions and sequencing** into daily activities and games. For example:

-Ask your child to explain the rules of a game for you in the correct order
-Have your child give you step-by-step instructions for how to draw something. Draw this according to their instructions and then compare your picture to what they wanted you to draw. Talk about why it did or didn't match and how you can fix it.

Ask your child **who, what, where, when, why** and **how** questions while reading or looking at books (e.g. "who's that? What is she eating? Where does he live?")

Label **vocabulary** while reading books and during activities.

To help with **categories** - talk about different items in the house (food, clothing, toys, vehicles, cleaning items, things you find in the kitchen, bedroom, bathroom, etc. If you find a new item, ask your child which group it would go in (e.g. "I found this doll. Should I put it with the toys or the food?"). Then, do this with books you read, shows you watch, games you play throughout the day (e.g. ; "Look. She's eating an ice cream cone. Would that go with the desserts or the salads?")

For **access to books**: (Utilize these books to read and ask a variety of questions)

- Scholastic will be uploading four new books/videos a day that can be read online for all grade levels:
<https://classroommagazines.scholastic.com/support/learnathome.html>
- Vooks
 - https://www.vooks.com/?ck_subscriber_id=567962593 (a streaming service with read-aloud, animated storybooks. Each storybook includes free lesson plans. 1 month free trial)
- Epic!
 - https://www.getepic.com/?ck_subscriber_id=567962593 (a digital library of books with learning videos and quizzes. 1 month free trial)
- Storyline
 - <https://www.storylineonline.net> (free website with a library of read-aloud books read by celebrities! All books in their library include teacher guides but newer book additions also include parent guides as well)
- ReadWorks
 - <https://www.readworks.org> (free K-12 reading passages with comprehension questions and vocabulary check-ins, audio versions are available on all passages.)

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- NewsELA
 - <https://newsela.com> (free access for the rest of school year- materials related to literature, writing, or specific reading skills)

Play guessing/describing games! This is great both for receptive language (e.g. understanding language) as well as expressive language (using language). Take turns with your child to hide an object and have the other person guess what your object is by asking questions (e.g. “is it an animal? Is it a food?”). Or, have the person who is hiding the object give clues to the other person (e.g. “it’s red! It’s longer than my arm! You can find it outside! You can drive it to get places!” etc).

Highlight Kids: <https://www.highlightskids.com/activities> this website has a variety of crafts and recipes that can be completed at home. It outlines the materials needed for the task and the sequence of each craft/recipe.

Social Skills: work on turn-taking and staying on topic during activities and conversations and playing games. Remind your child to look at your eyes while playing and talking to you!

Problem solving can be embedded throughout the day or when conflicts arise (ask your child “How can we solve this problem together”), (e.g. “Oh no! I dropped the crayons. What should I do to fix this?”

Remind your child to make eye contact with you during shared activities!

Problem-solving and **perspective-taking** (putting yourself in someone else’s shoes) can be embedded throughout the day or when conflicts arise (ask your child “How can we solve this problem together”). Also, discuss problems and solutions while reading books and watching shows/tv together. For example, you can say “wow, it looks like they have a problem! What do you think she should do? Do you think she did the right thing? What would you do if that happened to you? How do you think that made her feel?” etc.

Everydayspeech.com is a website that has excellent resources for social skills at all grade levels, including videos, quizzes, worksheets and interactive activities. The site is focused on social skills such as conversations, problem-solving, perspective-taking, etc. Families can join for free for 30 days, and even after that, there are lots of free resources that can be used year round.

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For articulation (speech sound production practice):

There are many word, phrase and sentence lists to use for home practice: [Mommy speech Therapy \(word lists\)](#) has worksheets for every speech sound. Spend a few minutes each day modeling the words that contain the speech sounds your child is working on.

If your child says a speech sound incorrectly, repeat what the child said with an appropriate model. (e.g., if he/she says 'nak' for snake, you would say, "Oh, you want the **snake**"). This way you are not focusing on the error or calling negative attention to your child, but providing an appropriate model.

If your child is saying a sound incorrectly, give them options contrasting what they said to the correct production, e.g. "Oh, did you want the cawit or the carrot?")

Look for things in your house/outside/etc, or in books you're reading together," that contain your "target sound". For example, if your child is working on "s", you can look for things that have the "s" sound in them. To add **bonus phonology practice** (which will be helpful for developing reading skills, as well!), you can group the things you find into those that have the sound in the beginning, middle, or end of the word (e.g. "sink, salt, soap", "basket, pasta, pencil," "knives, chairs, toys"). For **extra language practice**, you can make up sentences using the words you found. Then, draw a picture of one or a few of your sentences!

Read books that have a lot of examples of your target sound together. Find words that have your sound, and practice saying each one 5 times. This site has excellent recommendations for books you can pick for each sound: <https://sweetsouthernspeech.com/category/literacy-based-speech-therapy/book-lists/>

Augmentative and Alternative Communication: For students who are using a speech-generating device, set up activities that your child enjoys (e.g., playing with blocks, play-doh, coloring, cooking, playing with shaving cream, eating snacks) and model vocabulary using their system. Please see attached handouts that explain how and what vocabulary to model. Please remember that the student does not have to "repeat" what you say/do, the parent or communicator is modeling the vocabulary to teach the student particular words and their meanings. The most important aspect is to make it FUN!

Picture Exchange Communication System: If your student has a PECS book, continue to have your child exchange picture icons for desired

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	<p>items/activities. This can be done with toys, food items, and actions (e.g., push on the swing). Continue to verbally model what the child is asking for (e.g., After the exchange, the parent/communicator can say, “I want bubbles - Ok let’s play bubbles!”).</p> <p>For students who are developing their vocabulary and language skills, read books together at least once per day. Label the vocabulary you see in the pictures using descriptor words. If your child is currently using single words, model 1-2 additional words. For example, if your child labels “elephant,” you can say, “Yes! That’s the big elephant!”</p> <p>Play games like Simon Says to work on listening and comprehension skills. If your child has difficulty with discriminating, you can remove “Simon Says” and have the student follow various directions (e.g., Touch your nose. Lift your hands up!). Then, have your child be the “teacher” and give you directions to follow! Once in a while, follow the direction incorrectly, and have your child tell you what you did wrong, and how to fix it!</p> <p>Social stories. There are a number of social stories online that talk about what is going on with COVID-19 and explaining this to your child. For example: https://theautismeducator.ie/wp-content/uploads/2020/03/The-Corona-Virus-Free-Printable-.pdf</p>
Gross Motor	animal walks, yoga positions, ball tasks/target games standing on a couch cushion, crawling/hopping/jumping over/around/off obstacles, creeping over/around/off obstacles, gonoodle.com
Fine Motor	Spray bottles with water to water plants, or to spray pictures outside, using your thumb and finger to pick up small items (or food!), practice snipping paper, ripping paper to glue into a picture. Baking cookies or cakes or dough with your child, having them knead the dough.
Visual-Motor	Tracing or copying lines, shapes and letters, Coloring pictures of favorite characters, Mazes, Word searches, Dot-to-Dots, Sidewalk chalk outside, Making letters/shapes from playdough, Paints or just water with paint brushes, Finger painting.
Visual Perceptual	Mazes, Word searches, Dot-to-Dots, Hidden Pictures.

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For students who communicate using AAC Devices:

- **Tobii Dynavox Core Word Lessons:** https://www.tobiidynavox.com/en-US/software/content/core-first/?ck_subscriber_id=216880974#CoreFirstLearning
- **Speechie Side Up - Free Core Word of the Month Lessons:**
These can be accessed from the following link (requires you to make a free account): <https://www.teacherspayteachers.com/Store/Speechie-Side-Up>
These lessons include suggestions of books that caregivers/parents can pair with core words and more to help give students exposure and practice.
- **Emily Diaz SLP:**
https://www.youtube.com/watch?feature=youtu.be&v=jQG8MB6lIso&ck_subscriber_id=216880974&app=desktop - A video that gives six zones/activities where you can model words and phrases daily on your student's device.