









# Home Plan Speech Therapy

## Practice pointing.

Toddlers start to point by using their whole arm. They may reach out with their arm toward a person or direction they want to go. Later this turns into pointing with their finger.

### Goal:

<p><u>Diapers/Dressing</u></p> <p>Points to body parts while getting dressed, "Where's your tummy?".</p> 	<p><u>Grooming</u></p> <p>Shows you their clean teeth by pointing to them.</p> 	<p><u>Meals/Snacks</u></p> <p>Points to the food they want from a choice of two, "Do you want waffles for cereal?"</p> 	<p><u>Helping</u></p> <p>Points to dirty spots on the window.</p> <p>Points out crumbs on the floor when helping to clean up.</p> 
<p><u>Going Out</u></p> <p>Points to pictures on packages of food.</p> 	<p><u>Play Time</u></p> <p>Points to the toy they want from a choice of two.</p> <p>Will point to a favorite toy up on a shelf.</p> 	<p><u>Books</u></p> <p>Points to pictures in a book. Touch and feel books are good ones to start with.</p> 	<p><u>Bath Time</u></p> <p>Practice pointing with a finger by popping bubbles or using finger paints in the tub.</p> 

# Home Plans for Speech Therapy

er: \_\_\_\_\_ ) Progress after \_\_\_\_\_ day of \_\_\_\_\_  
they do now (date \_\_\_\_\_)

# Home Plan

## Speech Therapy

### Blank

#### Pre-Verbal

- Joint attention**
- Participation and increase attention
- Taking turns**
- Gestures**
- Pointing**
- Shaking head or saying "No"
- Early sign language**

#### Understanding

(receptive language)

- Understanding the word "No"
- Responding to their name
- Following 1-step directions in daily routines
- Finding familiar objects
- Pointing to body parts
- Following 2-step related directions in daily routines
- Following unrelated 2 step directions.
- Responding to simple questions
- Answering yes/no questions
- Understands basic concepts
- Identifying parts of objects/pictures

#### Speaking

(expressive language)

- Making sounds and babbling.
- Imitating sounds and noises**
- Imitating words**
- Saying words on their own
- Naming things
- Asking "What's that?"**
- Asking for help**
- Saying social words
- Saying location words**
- Saying pronouns**
- Saying action words**
- Saying describing words**
- Using plurals**
- Using 2-3 word phrases
- Talking in 3-5 word sentences

#### Sounds by age 2

- B**
- D**
- H**
- M**
- N**
- P**

#### Sounds by age 3

- W**
- T**
- F**
- K**
- G**

#### Elimination of phonological processes by age 3

- F**
- S**









Home Plan  
**Speech Therapy**

**Blank**

# Home Plan Speech Therapy

## Practice

Goal:

<u>Diapers/Dressing</u>	<u>Grooming</u>	<u>Meals/Snacks</u>	<u>Helping</u>
			
<u>Going Out</u>	<u>Play Time</u>	<u>Books</u>	<u>Bath Time</u>
			
<b>Other:</b>			

What they do now (date \_\_\_\_\_) | Progress after \_\_\_\_\_ days/weeks

Not Yet	Some times	Half the time	Most of the time	Consistently
0	25%	50%	75%	90-100%









# Pre-Verbal

# Home Plan Speech Therapy

## Practice joint attention.

Joint attention is when the child and adult are both focused on the same object. The child will look back and forth between the adult and the object. This is a social interaction because both people show awareness of the shared interest.

### Goal:

<p style="text-align: center;"><u>Diapers/Dressing</u></p> <p>Sing songs and playing tickle games. Looking down at your child while they are on their back is great for eye contact. Take a step back to see if they look at you to do it again.</p> 	<p style="text-align: center;"><u>Grooming</u></p> <p>Make silly faces and sounds to gain their attention in the bathroom mirror.</p> 	<p style="text-align: center;"><u>Meals/Snacks</u></p> <p>Give your child only a little bit of food at a time. Encourage them to look at you to get your attention. Respond with, "Oh, you want more?"</p> 	<p style="text-align: center;"><u>Helping</u></p> <p>Point out spills, stains and messes. Say "Uh oh". Pause and wait to see how your child responds. Do they look at the mess and then at you?</p> 
<p style="text-align: center;"><u>Going Out</u></p> <p>Direct your child's attention to things around you such as birds, dogs, big trucks, airplanes etc. Point and say "Look" excitedly. Will they look at the object then back at you?</p> 	<p style="text-align: center;"><u>Play Time</u></p> <p>Put favorite toys out of reach so your child has to get and direct your attention to what they want. Balls, cars, balloons and bubbles are all great for joint attention.</p> 	<p style="text-align: center;"><u>Books</u></p> <p>Sit across from your child at eye level. Use an exaggerated voice and face to talk about the pictures. Stop occasionally to see if they'll look at you to continue.</p> 	<p style="text-align: center;"><u>Bath Time</u></p> <p>Help increase joint attention by playfully putting a towel over both your head and theirs. Sing or play peek-a-boo while you have their attention.</p> 
<p>Other:</p>			

What they do now (date \_\_\_\_\_) | Progress after \_\_\_\_\_ days/weeks









Not Yet	Some times	Half the time	Most of the time	Consistently
0	25%	50%	75%	90-100%

# Home Plan Speech Therapy

## Practice participation and increase attention.

Children need to interact with you before they will communicate. Help toddlers stay with an activity for longer and longer periods of time.

### Goal:

<p><b><u>Diapers/Dressing</u></b></p> <p>Sing a song or follow a familiar routine when getting dressed. Kids will learn that there is a start and beginning.</p> 	<p><b><u>Grooming</u></b></p> <p>Songs like “This is the way we wash our hands” can be adapted to many different daily activities. Using an electric toothbrush with a timer or a visual timer can also be helpful.</p> 	<p><b><u>Meals/Snacks</u></b></p> <p>If your child has a hard time sitting through meals start keeping track of how long they will sit. Begin adding a minute or two at a time.</p> 	<p><b><u>Helping</u></b></p> <p>Include little ones in family chores. They can help clear the table, pick up laundry and put away toys. Start with 1-2 items then work up to having them finish a whole job with you.</p> 
<p><b><u>Going Out</u></b></p> <p>Infant and toddler times at libraries are a great place to start building more structured play.</p> <p>Swim lessons or tumbling classes are also good for active kids.</p> 	<p><b><u>Play Time</u></b></p> <p>Play interactive games like peek-a-boo and tickle.</p> <p>Doing the actions with early songs and finger plays helps to keep kids attention. Try The Itsy Bitsy Spider or The Wheels on The Bus.</p> 	<p><b><u>Books</u></b></p> <p>If your child won't sit through a whole book start with just a few pages. Let them turn the page. Talk about one or two of the instead of reading all the words. Try touch and feel books.</p> 	<p><b><u>Bath Time</u></b></p> <p>Get creative with bath time. Think of it as play time together. Ideas for toys to add to the bath:</p> <ul style="list-style-type: none"> <li>• Tupperware</li> <li>• Doll clothes</li> <li>• Cut up pool noodles</li> <li>• Dinosaurs</li> <li>• Legos</li> </ul> 
<p>Other:</p>			

What they do now (date \_\_\_\_\_) | Progress after \_\_\_\_\_ days/weeks









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# Home Plan Speech Therapy

## Practice taking turns.

Taking turns is one way to teach young kids about the back and forth of communication. One person talks and the other person listens. Then you switch turns.

### Goal:

<p style="text-align: center;"><u>Diapers/Dressing</u></p> <p>Make up a game copying actions like clapping your hands or stomping your feet. Be silly.</p> 	<p style="text-align: center;"><u>Grooming</u></p> <p>Take turns when washing your hands together. Use the words "My turn" "Your turn" with the water and soap.</p> 	<p style="text-align: center;"><u>Meals/Snacks</u></p> <p>Pass out snacks a few pieces at a time. "Some pretzels for me" "Some pretzels for you". Encourages patience and waiting. Use the words "my turn" when passing items like ketchup around the table</p> 	<p style="text-align: center;"><u>Helping</u></p> <p>Take turns folding napkins or washcloths. Show them how to do it. Then give them a turn to try.</p> 
<p style="text-align: center;"><u>Going Out</u></p> <p>Take turns with kids on the slide and swings at the park.</p> <p>Talk about people taking turns when paying for groceries, checking out library books or getting a haircut.</p> 	<p style="text-align: center;"><u>Play Time</u></p> <p>Take turns:</p> <ul style="list-style-type: none"> <li>• blowing bubbles</li> <li>• rolling a ball back and forth</li> <li>• playing instruments</li> </ul> 	<p style="text-align: center;"><u>Books</u></p> <p>Take turns touching touch and feel books.</p> <p>Tap a picture and repeat a sound. Point to a duck and say "quack, quack, quack". See if your child will copy you.</p> 	<p style="text-align: center;"><u>Bath Time</u></p> <p>Make up a bath time game like taking turns knocking toys off the edge of the tub in the water.</p> 
<p>Other:</p>			

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# Home Plan Speech Therapy

## Practice using gestures.

Gestures are a way of communicating with our bodies. These are actions like pointing and waving. Even as adults, we still use gestures to communicate.

### Goal:

<p><b><u>Diapers/Dressing</u></b></p> <p>Plug or wrinkle nose during a diaper change.</p> 	<p><b><u>Grooming</u></b></p> <p>Blow kisses to each other in the mirror.</p> 	<p><b><u>Meals/Snacks</u></b></p> <p>Reaching arms up to go in or out of highchair.</p> 	<p><b><u>Helping</u></b></p> <p>Give high five after throwing garbage away.</p> 
<p><b><u>Going Out</u></b></p> <p>Wave hi or bye to people in the neighborhood like grocery clerk, librarian or mailman.</p> 	<p><b><u>Play Time</u></b></p> <p>Participates in songs with gestures. (Ex. Wheels on the Bus, Itsy Bitsy Spider).</p> <p>Points to toys from two choices.</p> 	<p><b><u>Books</u></b></p> <p>Gestures “come here” with hand or finger to read a book.</p> <p>Pats floor next to them to tell you to sit down.</p> 	<p><b><u>Bath Time</u></b></p> <p>Reaches to be picked up out of the bathtub.</p> 
<p><b>Other:</b></p>			

What they do now (date \_\_\_\_\_) | Progress after \_\_\_\_\_ days/weeks









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# Home Plan Speech Therapy

## Practice pointing.

Toddlers start to point by using their whole arm. They may reach out with their arm toward a person or direction they want to go. Later this turns into pointing with their finger.

### Goal:

<p style="text-align: center;"><u>Diapers/Dressing</u></p> <p>Points to body parts while getting dressed, "Where's your tummy?".</p> 	<p style="text-align: center;"><u>Grooming</u></p> <p>Shows you their clean teeth by pointing to them.</p> 	<p style="text-align: center;"><u>Meals/Snacks</u></p> <p>Points to the food they want from a choice of two, "Do you want waffles for cereal?"</p> 	<p style="text-align: center;"><u>Helping</u></p> <p>Points to dirty spots on the window.</p> <p>Points out crumbs on the floor when helping to clean up.</p> 
<p style="text-align: center;"><u>Going Out</u></p> <p>Points to pictures on on packages of food.</p> 	<p style="text-align: center;"><u>Play Time</u></p> <p>Points to the toy they want from a choice of two.</p> <p>Will point to a favorite toy up on a shelf.</p> 	<p style="text-align: center;"><u>Books</u></p> <p>Points to pictures in a book. Touch and feel books are good ones to start with.</p> 	<p style="text-align: center;"><u>Bath Time</u></p> <p>Practice pointing with a finger by popping bubbles or using finger paints in the tub.</p> 
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# Home Plan

## Speech Therapy

### Practice shaking head or saying “No”

Teaching children a way to express “no” or “stop” can help reduce negative behaviors such as hitting or biting.

#### Goal:

<p style="text-align: center;"><u>Diapers/Dressing</u></p> <p>Get it wrong – Child shakes head or says “No” when you playfully put clothes on the wrong body part (pants on arm).</p> <div style="text-align: right;"></div>	<p style="text-align: center;"><u>Grooming</u></p> <p>Get it wrong – mix up the bathroom routine. Pretend to brush their hair with a toothbrush. Does the child respond?</p> <div style="text-align: right;"></div>	<p style="text-align: center;"><u>Meals/Snacks</u></p> <p>Child will shake head or say “No” instead of pushing or throwing food.</p> <div style="text-align: right;"></div>	<p style="text-align: center;"><u>Helping</u></p> <p>Get it wrong – put groceries away in the wrong spot, like the dishwasher. Playfully encourage the child to shake head or say “No”. You can expand this and say “No, not there”.</p> <div style="text-align: right;"></div>
<p style="text-align: center;"><u>Going Out</u></p> <p>Hand your child a book for grown ups instead of kids, “No, that’s mine.” Be silly.</p> <div style="text-align: right;"></div>	<p style="text-align: center;"><u>Play Time</u></p> <p>Play “Where’s the ball?” Hide a ball and look for it in several places. “Under the couch?” “No”, “On the table?” “No”.</p> <div style="text-align: right;"></div>	<p style="text-align: center;"><u>Books</u></p> <p>Start reading a book upside down. See if you child notices. Say “No” and turn it right side up.</p> <div style="text-align: right;"></div>	<p style="text-align: center;"><u>Bath Time</u></p> <p>Be silly and start to put your child in the bath with their diaper on. Do they stop you? Shake your head “No, diaper” and take it off.</p> <div style="text-align: right;"></div>
<p>Other:</p>			

What they do now (date \_\_\_\_\_) | Progress after \_\_\_\_\_ days/weeks

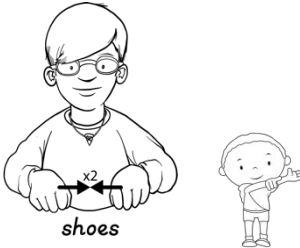


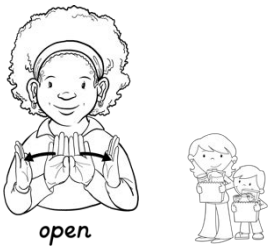
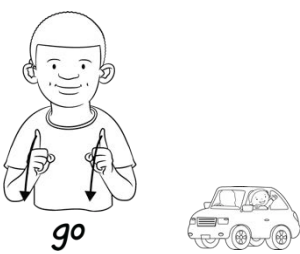
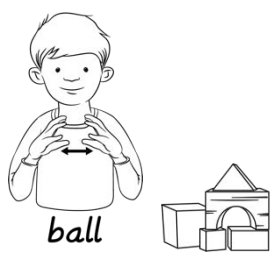

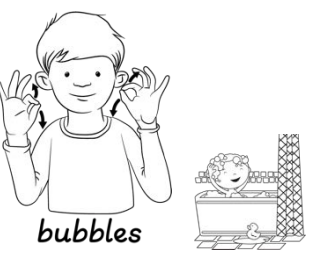
Not Yet	Some times	Half the time	Most of the time	Consistently
0	25%	50%	75%	90-100%

# Home Plan Speech Therapy

## Practice early sign language.

Teaching a few simple signs can help a child communicate and reduce frustration. Research shows learning sign language will not delay talking.

### Goal:

<p style="text-align: center;"><u>Diapers/Dressing</u></p> <p>Shoes is an easy sign for kids to imitate. They often look forward to going outside.</p> <div style="text-align: center;">  <p style="margin-top: 5px;"><i>shoes</i></p> </div>	<p style="text-align: center;"><u>Grooming</u></p> <p>Finish routines such as brushing teeth, washing hands or brushing hair by signing "all done".</p> <div style="text-align: center;">  <p style="margin-top: 5px;"><i>done</i></p> </div>	<p style="text-align: center;"><u>Meals/Snacks</u></p> <p>Toddlers are often very motivated to learn how to sign "eat" for favorite foods.</p> <div style="text-align: center;">  <p style="margin-top: 5px;"><i>eat</i></p> </div>	<p style="text-align: center;"><u>Helping</u></p> <p>Teach your child to help hold the door "open" for people.</p> <div style="text-align: center;">  <p style="margin-top: 5px;"><i>open</i></p> </div>
<p style="text-align: center;"><u>Going Out</u></p> <p>Practice telling things to "go".</p> <div style="text-align: center;">  <p style="margin-top: 5px;"><i>go</i></p> </div>	<p style="text-align: center;"><u>Play Time</u></p> <p>Teach your child the sign for their favorite toy. "Ball" or "baby" are good words to start with.</p> <div style="text-align: center;">  <p style="margin-top: 5px;"><i>ball</i></p> </div>	<p style="text-align: center;"><u>Books</u></p> <p>Kids can sign "open" or "book" to have them read you a story.</p> <div style="text-align: center;">  <p style="margin-top: 5px;"><i>book</i></p> </div>	<p style="text-align: center;"><u>Bath Time</u></p> <p>Practice signing "bubbles" at bath time.</p> <div style="text-align: center;">  <p style="margin-top: 5px;"><i>bubbles</i></p> </div>
<p>Other:</p>			

What they do now (date \_\_\_\_\_)      Progress after \_\_\_\_\_ days/weeks

Not Yet	Some times	Half the time	Most of the time	Consistently
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# Understanding

# Home Plan Speech Therapy

## Practice understanding the word “No”.

Children usually first learn no to protect them from something dangerous. You can also teach no playfully to mean that something isn't right.

### Goal:

<p style="text-align: center;"><u>Diapers/Dressing</u></p> <p>Responds to “No” when going to pick up dirty diaper.</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Grooming</u></p> <p>Child stops pulling off hat or hair accessories after hearing “No”.</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Meals/Snacks</u></p> <p>Child will stop making a mess with food after adult says “No”.</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Helping</u></p> <p>Children will stop making a mess when told “No”.</p> <div style="text-align: right; margin-top: 100px;"></div>
<p style="text-align: center;"><u>Going Out</u></p> <p>Child understands to stop in a dangerous situation when told “No”.</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Play Time</u></p> <p>Children won't bite or chew on toys when told “No”.</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Books</u></p> <p>Child will stop ripping pages when told “No”.</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Bath Time</u></p> <p>Child stops splashing or dumping water out of the tub when told “No”.</p> <div style="text-align: right; margin-top: 100px;"></div>
<p><b>Other:</b></p>			

What they do now (date \_\_\_\_\_) | Progress after \_\_\_\_\_ days/weeks

Not Yet	Some times	Half the time	Most of the time	Consistently
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# Home Plan

## Speech Therapy

### Practice responding to their name.

It can take some children longer than others to respond to their name. Repetition, using a sing-song voice and rewarding with a positive action are several strategies that may help.

#### Goal:

<p style="text-align: center;"><u>Diapers/Dressing</u></p> <p>Call your child's name when it's time to go outside. They will likely respond if it is something they enjoy doing.</p> 	<p style="text-align: center;"><u>Grooming</u></p> <p>Play peek-a-boo with a wash cloth when washing their face. "Where's ____?"</p> 	<p style="text-align: center;"><u>Meals/Snacks</u></p> <p>Children may learn to respond to their name if they have a positive reward like a favorite food.</p> 	<p style="text-align: center;"><u>Helping</u></p> <p>Have your child near you as you are doing housework. Make up songs with their name in it for repetition and to gain their attention. "____, ____ I love you."</p> 
<p style="text-align: center;"><u>Going Out</u></p> <p>See if you child will respond to their name in different settings. It may be harder to get their attention in a new place.</p> 	<p style="text-align: center;"><u>Play Time</u></p> <p>Say their name, if they don't respond try adding a sound like a rattle or musical toy when you call. Sing "Where oh where oh where is ____?" or a made up song with their name in it.</p> 	<p style="text-align: center;"><u>Books</u></p> <p>Point to pictures of them in photographs and photo albums. Repeat their name multiple times.</p> 	<p style="text-align: center;"><u>Bath Time</u></p> <p>Practice by tickling and playing with your child during a bath. Pause, call their, then return to playing when they respond.</p> 
<p>Other:</p>			

What they do now (date \_\_\_\_\_) | Progress after \_\_\_\_\_ days/weeks









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# Home Plan Speech Therapy

## Practice following 1-step directions in daily routines.

When teaching directions start by doing the direction with them. Then just point to the object or what you want them to do. Finally, see if they understand when you don't give any clues.

### Goal:

<p><u>Diapers/Dressing</u></p> <p>“Sit down” when putting on clothes.</p> <p>“Give me the shoe” can hand adult clothing/diaper when getting dressed.</p> 	<p><u>Grooming</u></p> <p>“Get your toothbrush” when brushing teeth.</p> <p>“Sit down” before brushing their hair.</p> 	<p><u>Meals/Snacks</u></p> <p>“Sit down” at the table.</p> <p>“Can I have some?” shares food upon request.</p> 	<p><u>Helping</u></p> <p>“Get the sock” will pick up dropped item like laundry when asked.</p> <p>“Throw ___ away” will throw away diaper or item when asked.</p> 
<p><u>Going Out</u></p> <p>“Get your coat” collects items from playground.</p> <p>“Watch your fingers” understand safety rules around cars.</p> 	<p><u>Play Time</u></p> <p>“Come here” will come over to adult when asked.</p> <p>“Give me the ball” hands toy to you.</p> 	<p><u>Books</u></p> <p>“Come here” will come over to read when called.</p> <p>“Sit down” will sit on lap, couch etc. to read a book.</p> 	<p><u>Bath Time</u></p> <p>“Hold still” will stand when you are drying them off with a towel.</p> 
<p>Other:</p>			

What they do now (date \_\_\_\_\_) | Progress after \_\_\_\_\_ days/weeks

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# Home Plan Speech Therapy

## Practice finding familiar objects.

Have your child hand you a familiar item in front of them. "Give me your shoe". Later practice asking them to go find a familiar item in another room "Go get your shoes".

### Goal:

<p><b><u>Diapers/Dressing</u></b></p> <p>Ask your child to help by getting you their diaper or wipes.</p> <p>See if they can go get their shoes when it's time to go outside.</p> 	<p><b><u>Grooming</u></b></p> <p>Practice learning the names of things in the bathroom "Get your toothbrush", "Where's your brush". "Find your towel."</p> 	<p><b><u>Meals/Snacks</u></b></p> <p>"Go get your cup" is a great way to practice finding familiar objects. Kids usually have a drink nearby and you can practice many times a day.</p> 	<p><b><u>Helping</u></b></p> <p>Ask your child to help by bringing you their laundry "Bring me your pants". They can also help get their plate from the table or bring you a towel. Make sure items are safely within reach.</p> 
<p><b><u>Going Out</u></b></p> <p>Children can be sent short distances to increase their independence. Ask them to go pick out a book at the library or go get their coat from the stroller when you're at the park.</p> 	<p><b><u>Play Time</u></b></p> <p>Finding favorite toys can be practiced all day long. "Where's your Thomas?", "Go get your truck." "Help me find baby".</p> 	<p><b><u>Books</u></b></p> <p>Kids often have a favorite book. See if they can pick it out from a small stack of books. "Go get your doggy book".</p> 	<p><b><u>Bath Time</u></b></p> <p>Put your child in charge of getting their pajamas after a bath.</p> 
<p><b>Other:</b></p>			

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# Home Plan

## Speech Therapy

### Practice pointing to body parts.

Start by teaching just a few body parts at a time. Learning too many at once may be confusing.

#### Goal:

<p><b><u>Diapers/Dressing</u></b></p> <p>Diaper changes are a great time to point to tummy/belly.</p> <p>Have a child wiggle their toes when putting socks on.</p> 	<p><b><u>Grooming</u></b></p> <p>Ask, "Where's your hair?" before drying or brushing their hair.</p> <p>Say "Show me your teeth." When they are done brushing them.</p> 	<p><b><u>Meals/Snacks</u></b></p> <p>Hands and mouth are good to practice at meal times. Especially if they are sticky. "Oooh, let's see your sticky hands."</p> 	<p><b><u>Helping</u></b></p> <p>Ask your child to cover their ears before turning on the vacuum or blender. See if they understand by asking them at other times of the day too.</p> 
<p><b><u>Going Out</u></b></p> <p>Say "Where's your head" before putting on their hat. Or, "Where's your feet" before you pull out their shoes.</p> 	<p><b><u>Play Time</u></b></p> <p>Make a game with their favorite toy. Put "Thomas on your head", "Put Thomas on your nose".</p> 	<p><b><u>Books</u></b></p> <p>Have your child point to body parts of characters in books, "Touch Elmo's nose", "Tickle Dora's tummy".</p> 	<p><b><u>Bath Time</u></b></p> <p>Ask your child to "Wash you ears" or "Wash your feet" during baths. Practice body parts again by drying them after.</p> 
<p><b>Other:</b></p>			

What they do now (date \_\_\_\_\_) | Progress after \_\_\_\_\_ days/weeks









Not Yet	Some times	Half the time	Most of the time	Consistently
0	25%	50%	75%	90-100%

# Home Plan Speech Therapy

## Practice following 2-step related directions in daily routines.

Related directions are when the second one naturally follows the first. You would usually do the two directions together. Wash you hands, Dry your hands.

Goal:

<p style="text-align: center;"><u>Diapers/Dressing</u></p> <p>“Get your shoes and put them on.”</p> <p>“Get a diaper and lay down.”</p> <div style="text-align: right; margin-top: 20px;"></div>	<p style="text-align: center;"><u>Grooming</u></p> <p>“Flush the potty then wash your hands.”</p> <div style="text-align: right; margin-top: 20px;"></div>	<p style="text-align: center;"><u>Meals/Snacks</u></p> <p>“Pick up your plate and put it in the kitchen.”</p> <p>“Go get your bowl and put it on the table.”</p> <div style="text-align: right; margin-top: 20px;"></div>	<p style="text-align: center;"><u>Helping</u></p> <p>“Turn on the hose and water the flowers.”</p> <div style="text-align: right; margin-top: 20px;"></div>	
<p style="text-align: center;"><u>Going Out</u></p> <p>“Get your (library) books and bring them to the counter”</p> <div style="text-align: right; margin-top: 20px;"></div>	<p style="text-align: center;"><u>Play Time</u></p> <p>“Get the ball and throw it to me.”</p> <p>“Put your blocks in the box and put it back on the shelf.”</p> <div style="text-align: right; margin-top: 20px;"></div>	<p style="text-align: center;"><u>Books</u></p> <p>“Show me the train and say “Choo Choo”.”</p> <div style="text-align: right; margin-top: 20px;"></div>	<p style="text-align: center;"><u>Bath Time</u></p> <p>“Put your bath toys away and unplug the drain.”</p> <div style="text-align: right; margin-top: 20px;"></div>	
<p>Other:</p>				

What they do now (date \_\_\_\_\_) | Progress after \_\_\_\_\_ days/weeks









Not Yet	Some times	Half the time	Most of the time	Consistently
0	25%	50%	75%	90-100%

# Home Plan Speech Therapy

## Practice following unrelated 2 step directions.

Unrelated directions are two separate actions that don't always go together. They are not part of a routine.

### Goal:

<u>Diapers/Dressing</u>	<u>Grooming</u>	<u>Meals/Snacks</u>	<u>Helping</u>
<p>“Put your book away and go get your shoes”</p> <p>“Go get your snack and put on your coat”</p>	<p>“Say good night to Papa then go brush your teeth”.</p> <p>“Go wash your hands then get your backpack”.</p>	<p>“Bring me your cup then go pick out a snack”.</p> <p>“Put your plate in the kitchen then bring me the towel.”</p>	<p>“Put your stool away then turn off the light”.</p>
			
<u>Going Out</u>	<u>Play Time</u>	<u>Books</u>	<u>Bath Time</u>
<p>“Go down the slide then run to that tree.”</p>	<p>“Build a tower and have the horse knock it down.”</p> <p>“Put the book back on the shelf and go find your cars.”</p>	<p>“Go get your truck book and put it in my bag”</p>	<p>“Can your duck slide off your head then eat all those bubbles?”</p>
			
Other:			

What they do now (date \_\_\_\_\_) | Progress after \_\_\_\_\_ days/weeks

Not Yet	Some times	Half the time	Most of the time	Consistently
0	25%	50%	75%	90-100%









# Home Plan

## Speech Therapy

### Practice responding to simple questions.

Toddlers love to be independent. It can be difficult to know if they don't understand the question or don't want to respond. Use objects and point to what you are asking about. Give them a lot of praise then they respond.

#### Goal:

<p style="text-align: center;"><u>Diapers/Dressing</u></p> <p>Does your child respond to "Did you go potty?"</p> <p>Will they look for their shoes if you ask "Where's your shoes?"</p> 	<p style="text-align: center;"><u>Grooming</u></p> <p>Does your child understand if you ask "Is the water too hot?"</p> <p>Would they know if you asked them "Who's toothbrush is this, yours or mommy's?"</p> 	<p style="text-align: center;"><u>Meals/Snacks</u></p> <p>Ask simple questions during meals, "Do you want more banana?", "Can I try a cracker?"</p> 	<p style="text-align: center;"><u>Helping</u></p> <p>Do they understand questions like "Where's the lid?" in the kitchen. Or "Where do these books go?" When cleaning up.</p> 	
<p style="text-align: center;"><u>Going Out</u></p> <p>Will they look around if you ask them "Do you see the dog?"</p> <p>Ask them to help you look for the car when leaving the store "Do you see mommy's car?"</p> 	<p style="text-align: center;"><u>Play Time</u></p> <p>Does your child understand when you give them choices, "Do you want to play cars or blocks?"</p> <p>Ask them to share, "Can I have some more tea?" during a tea party.</p> 	<p style="text-align: center;"><u>Books</u></p> <p>See if they can find items in a book, "Where's the balloon?" or "Show me who's swimming."</p> 	<p style="text-align: center;"><u>Bath Time</u></p> <p>Does your child understand simple questions like "Where's your boat?" in the bathtub. Try making it harder by asking "Where's your duck with the hat?"</p> 	
<p>Other:</p>				

What they do now (date \_\_\_\_\_) | Progress after \_\_\_\_\_ days/weeks

Not Yet	Some times	Half the time	Most of the time	Consistently
0	25%	50%	75%	90-100%









# Home Plan

## Speech Therapy

### Practice answering yes/no questions.

Younger children first learn to respond “No” when they don’t want something. They learn to answer “yes” and “no” questions around 3.

#### Goal:

<p><b><u>Diapers/Dressing</u></b></p> <p>“Is this your shoe?” Hand them dad’s.</p> <p>“Is this your coat?” Show them their coat.</p> <div style="text-align: right;"></div>	<p><b><u>Grooming</u></b></p> <p>“Did you wash your hands?” You may not always get an honest response. Try asking them when you know they have washed them too.</p> <div style="text-align: right;"></div>	<p><b><u>Meals/Snacks</u></b></p> <p>“Do you want more?” A great yes/no question because you can often tell if their answer will be yes or no.</p> <div style="text-align: right;"></div>	<p><b><u>Helping</u></b></p> <p>“Is this clean?” When washing windows or cleaning tables. See if they can help you find more dirty spots to get.</p> <div style="text-align: right;"></div>
<p><b><u>Going Out</u></b></p> <p>You can ask questions like “Do you want these crackers?” in the grocery store. Or “Should we get this book?” at the library.</p> <div style="text-align: right;"></div>	<p><b><u>Play Time</u></b></p> <p>Be silly and get things wrong. For examples try the wrong piece of a puzzle, “Does this fit?” “No”.</p> <div style="text-align: right;"></div>	<p><b><u>Books</u></b></p> <p>Where’s Spot? books are good for yes/no questions. Help Dad find Spot, “Is he under the bed?” “No”.</p> <div style="text-align: right;"></div>	<p><b><u>Bath Time</u></b></p> <p>Be silly and put pajamas on wrong after a bath. “Does this go on your head?”, “No”.</p> <div style="text-align: right;"></div>
<p><b>Other:</b></p>			

What they do now (date \_\_\_\_\_) | Progress after \_\_\_\_\_ days/weeks









Not Yet	Some times	Half the time	Most of the time	Consistently
0	25%	50%	75%	90-100%

# Home Plan Speech Therapy

## Practice understanding basic concepts

We often use basic concepts together like hot/cold. Try teaching one concept before you focus on the opposite.

### Goal:

<p><u>Diapers/Dressing</u></p> <p>Clothes are good for teaching wet and dry. After playing in water help you child notice their pants or socks may be wet.</p> 	<p><u>Grooming</u></p> <p>Help teach concepts like clean and dirty when washing hands.</p> <p>Talk about the water being "too hot" or "too cold" with them.</p> 	<p><u>Meals/Snacks</u></p> <p>Practice hot and cold with foods. "That oatmeal is hot", "Burr. Ice cream is cold"</p> <p>See if they want a little cookie (broken piece) or a big cookie (whole cookie).</p> 	<p><u>Helping</u></p> <p>Talk about the table or floor being dirty. Have them help you clean it up, say "all clean".</p> 
<p><u>Going Out</u></p> <p>Fill your shopping cart, grocery cart or library bag. Talk about full or heavy.</p> 	<p><u>Play Time</u></p> <p>Play with toys of different sizes. Big and little cars, blocks, dinosaurs, balls or babies. The bigger the size difference the better.</p> 	<p><u>Books</u></p> <p>Read books about opposites. There are a lot of books for toddlers that focus on basic concepts.</p> 	<p><u>Bath Time</u></p> <p>Wet/dry, hot/cold, dirty/clean are all good words to talk about at bath time.</p> 
<p>Other:</p>			

What they do now (date \_\_\_\_\_) | Progress after \_\_\_\_\_ days/weeks









Not Yet	Some times	Half the time	Most of the time	Consistently
0	25%	50%	75%	90-100%

# Home Plan Speech Therapy

## Practice identifying parts of objects/pictures.

Once children are able to name common things like house and bird. Start teaching the names of the parts of those things, door, window, wing, feathers.

### Goal:

<p style="text-align: center;"><u>Diapers/Dressing</u></p> <p>Talk about the parts of clothing, zipper, buttons, pockets, laces.</p> 	<p style="text-align: center;"><u>Grooming</u></p> <p>Does your child know all the parts of their face? Hair, eyes, nose, mouth, teeth, ears...</p> 	<p style="text-align: center;"><u>Meals/Snacks</u></p> <p>What's on your pizza or in your sandwich? Including your child in making their meals helps them see all the parts that go in to it.</p> 	<p style="text-align: center;"><u>Helping</u></p> <p>Teach the names for parts of tools you use like the buttons on the dishwasher or handle on the door.</p> 
<p style="text-align: center;"><u>Going Out</u></p> <p>Point out the parts of vehicles, "Look at those tires on the truck." Let kids get up close and explore objects when possible.</p> 	<p style="text-align: center;"><u>Play Time</u></p> <p>Practice naming the parts of animals, vehicles, play foods, parts on a doll...</p> 	<p style="text-align: center;"><u>Books</u></p> <p>Lift the flap or touch and feel books are a good place to start with part to whole. Work your way up to finding all the little parts on a page with lots of pictures. Look for the stripes on a tiger or leaves on the trees.</p> 	<p style="text-align: center;"><u>Bath Time</u></p> <p>If you child knows their basic body parts like eye, nose, feet. Start to teach parts like fingernail, eyebrow, elbow...</p> 
<p>Other:</p>			

What they do now (date \_\_\_\_\_) | Progress after \_\_\_\_\_ days/weeks

Not Yet	Some times	Half the time	Most of the time	Consistently
0	25%	50%	75%	90-100%











# Speaking

# Home Plan Speech Therapy

## Practice making sounds and babbling.

Turn copying sounds in to a game. Copy the sounds your child is making. Will copy you back so you'll do it again? Change the sound a little and see what they do.

### Goal:

<p><b><u>Diapers/Dressing</u></b></p> <p>Blow raspberries on your child's tummy. Will they blow raspberries with you.</p> 	<p><b><u>Grooming</u></b></p> <p>Brushing your child's teeth helps bring awareness to their mouth. They may make more sounds when you're done.</p> 	<p><b><u>Meals/Snacks</u></b></p> <p>Practice making sounds while your child is in their highchair. They may be more focused with less distractions.</p> 	<p><b><u>Helping</u></b></p> <p>When you are busy doing housework notice to see if your child is making sounds. Sometimes they will learn to entertain themselves by babbling.</p> 
<p><b><u>Going Out</u></b></p> <p>Kids can be more vocal when their bodies are moving. Encourage making sounds at the playground or playing outdoors.</p> 	<p><b><u>Play Time</u></b></p> <p>Try making silly sounds into a bucket or container. Let your child try. Some kids will like hearing their voice echoed back to them.</p> 	<p><b><u>Books</u></b></p> <p>Use lots of sound effects and noises when you are reading. Make sure your are at their eye level.</p> 	<p><b><u>Bath Time</u></b></p> <p>The bathroom can be a great place for getting loud. Let them splash and make noise.</p> 
<p><b>Other:</b></p>			

What they do now (date \_\_\_\_\_) | Progress after \_\_\_\_\_ days/weeks

Not Yet	Some times	Half the time	Most of the time	Consistently
0	25%	50%	75%	90-100%









# Home Plan

## Speech Therapy

### Practice imitating sounds and noises.

Kids usually imitate sounds and noises before words. Exaggerating the sounds and using a sing-song voice are helpful strategies.

#### Goal:

<p style="text-align: center;"><u>Diapers/Dressing</u></p> <p>“Eww” during stinky diaper changes or when taking of shoes and socks.</p> <div style="text-align: right; margin-top: 20px;"></div>	<p style="text-align: center;"><u>Grooming</u></p> <p>“Ooo” for clean smooth hair. “Owe” for brushing tangles hair.</p> <div style="text-align: right; margin-top: 20px;"></div>	<p style="text-align: center;"><u>Meals/Snacks</u></p> <p>“mmm” or “yum” when eating favorite foods.</p> <div style="text-align: right; margin-top: 20px;"></div>	<p style="text-align: center;"><u>Helping</u></p> <p>“Uh oh” if something spills or they find a mess.</p> <div style="text-align: right; margin-top: 20px;"></div>
<p style="text-align: center;"><u>Going Out</u></p> <p>“Vroom”, “Beep beep” or siren sounds when you see vehicles.</p> <div style="text-align: right; margin-top: 20px;"></div>	<p style="text-align: center;"><u>Play Time</u></p> <p>Use animal and vehicle sounds during play. “vroom”, “moo”, “quack-quack”.  Sing along to early songs like “Wheels on the Bus”.</p> <div style="text-align: right; margin-top: 20px;"></div>	<p style="text-align: center;"><u>Books</u></p> <p>Make animals and vehicle sound for pictures in books.</p> <ul style="list-style-type: none"> <li>• Moo</li> <li>• Baa</li> <li>• Quack</li> <li>• Vroom</li> </ul> <div style="text-align: right; margin-top: 20px;"></div>	<p style="text-align: center;"><u>Bath Time</u></p> <p>“Burr” when getting out of the tub.</p> <div style="text-align: right; margin-top: 20px;"></div>
<p><b>Other:</b></p>			

What they do now (date \_\_\_\_\_) | Progress after \_\_\_\_\_ days/weeks









Not Yet	Some times	Half the time	Most of the time	Consistently
0	25%	50%	75%	90-100%

# Home Plan Speech Therapy

## Practice imitating words.

Small words like up, ow, no, go, in, on and hi, are good because they are easy to say. Start with words that have one vowel (a e i o u) and one consonant (ex. n, h, b, m...).

### Goal:

<p><u>Diapers/Dressing</u></p> <p>Practice words like “up” when pulling up pants or pulling up a zipper. Talk about putting clothes “on” and “off” while getting dressed and undressed.</p> 	<p><u>Grooming</u></p> <p>Kids may come to you when they are hurt. “Ow”, “boo boo” and “ouch” are all words with simple sounds. Try repeating the same word over and over like “wash, wash, wash” as you wash your hands.</p> 	<p><u>Meals/Snacks</u></p> <p>Kids may try to copy names for their favorite foods. It’s okay if it doesn’t sound perfect. Praise them if they try. Cookie may sound like “tootie”</p> 	<p><u>Helping</u></p> <p>Repeat the word “in” for every toy you put away. Kids love to be picked up. Make a game out of loading the laundry by having them say “up” each time they add something to the load.</p> 
<p><u>Going Out</u></p> <p>Practice saying “hi” and “bye” to people as you are out.</p> 	<p><u>Play Time</u></p> <p>Try to get your child to copy you saying “go” to be pushed on a swing or to roll a ball.</p> 	<p><u>Books</u></p> <p>Books are great because kids can see the pictures for each word. You can also practice the same word again and again. Touch all the balls on one page, “ball, ball, ball” Does your child copy you?</p> 	<p><u>Bath Time</u></p> <p>Kids often have several of the same kinds of bath toys. Line them up on the edge and tap them in. Repeating the word, “duck, duck, duck, duck...”</p> 
<p>Other:</p>			

What they do now (date \_\_\_\_\_) | Progress after \_\_\_\_\_ days/weeks









Not Yet	Some times	Half the time	Most of the time	Consistently
0	25%	50%	75%	90-100%

# Home Plan Speech Therapy

## Practice saying words on their own.

Speech therapists don't count a word until a child starts to use it on their own. They may copy you saying "up" but will they ask for "up" when you don't say it first?

### Goal:

<p style="text-align: center;"><u>Diapers/Dressing</u></p> <p>Toddlers may protest a diaper change by saying "No", but that's a good thing! They are communicating.</p> <div style="text-align: right;"></div>	<p style="text-align: center;"><u>Grooming</u></p> <p>Try leaving off the end of a song or phrase you use in routines. Say "Wash your ____" Pause and see if they will fill in "hands".</p> <div style="text-align: right;"></div>	<p style="text-align: center;"><u>Meals/Snacks</u></p> <p>Hold up the milk but don't say anything. See if they will use the word to request it. Give them time to respond. Don't withhold food or drinks if they don't say it. Whisper it to them to help them out.</p> <div style="text-align: right;"></div>	<p style="text-align: center;"><u>Helping</u></p> <p>When putting toys away start the phrase "bye ____" and see if your child fills in the name of the toy.</p> <div style="text-align: right;"></div>
<p style="text-align: center;"><u>Going Out</u></p> <p>Kids may start using words to direct your attention. Listen to see if they are showing you a bird or pretty flower. Are they telling you to look? "Look" can sound like "woot" or "wuk".</p> <div style="text-align: right;"></div>	<p style="text-align: center;"><u>Play Time</u></p> <p>Keep favorite toys out of reach. If your child is able to copy a word (like bu bu for bubbles), encourage them to use the word before you give it to them. Bubbles are good because they can ask again and again.</p> <div style="text-align: right;"></div>	<p style="text-align: center;"><u>Books</u></p> <p>Point to favorite pictures and characters. Look at them like it's their turn to do something. Wait. See if your child starts to name the pictures.</p> <div style="text-align: right;"></div>	<p style="text-align: center;"><u>Bath Time</u></p> <p>Play "Ready, set ____". Wait for your child to say "Go" then drop a toy into the tub. Practice this over and over. They may start to say "Go" when you just hold a toy over the tub.</p> <div style="text-align: right;"></div>
<p>Other:</p>			

What they do now (date \_\_\_\_\_) | Progress after \_\_\_\_\_ days/weeks









Not Yet	Some times	Half the time	Most of the time	Consistently
0	25%	50%	75%	90-100%

# Home Plan Speech Therapy

## Practice naming things.

First words are often the names of things kids use every day. See what common items your child knows the name of.

### Goal:

<p style="text-align: center;"><u>Diapers/Dressing</u></p> <p>Does your child know the names of clothes like socks, shoes, hat, glasses?</p> 	<p style="text-align: center;"><u>Grooming</u></p> <p>Do they know the name for brush, toothbrush, toothpaste, soap, towel?</p> 	<p style="text-align: center;"><u>Meals/Snacks</u></p> <p>Can your child say the name for favorite foods? Banana, milk, cheese, cereal. They may also be able to say cup, bowl, chair.</p> 	<p style="text-align: center;"><u>Helping</u></p> <p>Help your child learn the names of things as you do daily chores. Say "Clean _(sock)_" as you hold up laundry when folding.</p> 
<p style="text-align: center;"><u>Going Out</u></p> <p>Grocery stores are a great place to name different kinds of foods.</p> <p>General stores like Wal-Mart and Target are filled with items we use every day.</p> 	<p style="text-align: center;"><u>Play Time</u></p> <p>Practice naming your child's favorite toys. Do they know animals, vehicles, foods, tools, clothing?</p> 	<p style="text-align: center;"><u>Books</u></p> <p>Take some time when reading favorite stories to talk about what you see on each page.</p> 	<p style="text-align: center;"><u>Bath Time</u></p> <p>Bring toys in the bath with you that need to be scrubbed. "Clean the ____"</p> 
<p>Other:</p>			

What they do now (date \_\_\_\_\_) | Progress after \_\_\_\_\_ days/weeks

Not Yet	Some times	Half the time	Most of the time	Consistently
0	25%	50%	75%	90-100%









# Home Plan

## Speech Therapy

### Practice asking "What's that?"

Asking "What's that?" is one way kids build their vocabulary. They may ask you about the same thing over and over. This repetition helps them.

#### Goal:

<p><u>Diapers/Dressing</u></p> <p>See if your child ask "What's that?" to unfamiliar items in your closet.</p> 	<p><u>Grooming</u></p> <p>Open a drawer and pull out items your child may not see every day.</p> 	<p><u>Meals/Snacks</u></p> <p>Trying new foods is a great way to practice asking "What's that?".</p> 	<p><u>Helping</u></p> <p>Make a game of asking questions. Have your child ask "What's that?" as you pull items out from under the couch. Even if they know what it is they will think it's fun to ask.</p> 
<p><u>Going Out</u></p> <p>Going out is a great place to learn new words. Remember to slow down while doing errands to allow your child to learn new words.</p> 	<p><u>Play Time</u></p> <p>If your child knows the names of their favorite toys, see if they will ask you to name the parts of an item. Can they ask "What's that?" as you point to the tail of a horse or the sail on a boat?</p> 	<p><u>Books</u></p> <p>Try picking up some books with on less familiar topics to expand vocabulary. If you child likes farm animals show them books with more exotic animals from around the world.</p> 	<p><u>Bath Time</u></p> <p>Make a game by hiding a bath toy under a washcloth. See if they will ask "What's that" before you show them what it is. Or Describe it and see if they can guess.</p> 
<p>Other:</p>			

What they do now (date \_\_\_\_\_) | Progress after \_\_\_\_\_ days/weeks









Not Yet	Some times	Half the time	Most of the time	Consistently
0	25%	50%	75%	90-100%

# Home Plan Speech Therapy

## Practice asking for help.

Setting up situations where your child has to ask you for help is a good strategy for teaching them to communicate.

### Goal:

<p><u>Diapers/Dressing</u></p> <p>Notice if your child looks uncomfortable. Encourage them to ask for help, "Oh, the hat is scratchy". See if they will ask for help to get shoes down from a shelf when it's time to go outside.</p> 	<p><u>Grooming</u></p> <p>See if your child will ask for help getting a stool or to be picked up to use the sink. Will they let you know if they can't turn on the water?</p> 	<p><u>Meals/Snacks</u></p> <p>Try handing them a snack in a package without opening it. See if they will ask for your help.</p> <p>Give your child cereal or yogurt with no spoon and wait to see how they respond.</p> 	<p><u>Helping</u></p> <p>Ask your child to carry a heavy bag of groceries. See if they will ask for your help.</p> 
<p><u>Going Out</u></p> <p>Pause before opening the car door to see how they respond.</p> 	<p><u>Play Time</u></p> <p>Tighten the lid to bubbles before handing them to your child.</p> <p>Turn off or take out batteries to toys that use them.</p> 	<p><u>Books</u></p> <p>Does your child come get you when they want you to read them a story.</p> 	<p><u>Bath Time</u></p> <p>Wait before drying your child to see what they will do.</p> 
<p>Other:</p>			

What they do now (date \_\_\_\_\_) | Progress after \_\_\_\_\_ days/weeks

Not Yet	Some times	Half the time	Most of the time	Consistently
0	25%	50%	75%	90-100%











# Home Plan

## Speech Therapy

### Practice saying social words: hi bye please thank you

Modeling means to teach a child what we want them to do by having them watch us do it first. Kids need to hear a word many times before they will say it on their own.

#### Goal:

<p style="text-align: center;"><u>Diapers/Dressing</u></p> <p>Have your child help you take off hats, gloves etc. Say "Thank you" to them.</p> <div style="text-align: right; margin-top: 20px;"></div>	<p style="text-align: center;"><u>Grooming</u></p> <p>Model saying "Thank you" as you ask your child to hand you items in the bathroom. "Can I have the towel?" "Thank you".</p> <div style="text-align: right; margin-top: 20px;"></div>	<p style="text-align: center;"><u>Meals/Snacks</u></p> <p>Practice saying "Please" and "Thank you" during meals. "Milk please." "Thank you."</p> <div style="text-align: right; margin-top: 20px;"></div>	<p style="text-align: center;"><u>Helping</u></p> <p>Thank your child each time they pick up a toy. Make a big deal when they are helping and they will likely do it more often.</p> <div style="text-align: right; margin-top: 20px;"></div>
<p style="text-align: center;"><u>Going Out</u></p> <p>Use words like "Hi", "Bye", "Please" and "Thank you" with people in your community.</p> <div style="text-align: right; margin-top: 20px;"></div>	<p style="text-align: center;"><u>Play Time</u></p> <p>Use the words "Please" and "Thank you" when your child hands you toys while playing.</p> <p>Model animals, dolls and even cars saying "Hi" and "Bye" during play.</p> <div style="text-align: right; margin-top: 20px;"></div>	<p style="text-align: center;"><u>Books</u></p> <p>Say "Hi" to the characters in the book.</p> <p>Model saying "Thank you" at the end of a story.</p> <div style="text-align: right; margin-top: 20px;"></div>	<p style="text-align: center;"><u>Bath Time</u></p> <p>Say "Bye" to bath toys when you put them away.</p> <div style="text-align: right; margin-top: 20px;"></div>
<p>Other:</p>			

What they do now (date \_\_\_\_\_) | Progress after \_\_\_\_\_ days/weeks

Not Yet	Some times	Half the time	Most of the time	Consistently
0	25%	50%	75%	90-100%









# Home Plan

## Speech Therapy

### Practice saying location words: in out on off up down

Location words, or prepositions, tell a child “where” something is. Talking out loud about what we are doing helps kids learn words. “Milk goes IN the cup”.

#### Goal:

<p><u>Diapers/Dressing</u></p> <p>Put clothes “on” and “off”.</p> <p>Stand “up” and lay “down”.</p> 	<p><u>Grooming</u></p> <p>Turn the bathroom light “on” and then “off”.</p> 	<p><u>Meals/Snacks</u></p> <p>Ask “Want up?” Before putting them in the highchair.</p> <p>Put their cereal “in” the bowl.</p> <p>Milk goes “in” the cup.</p> <p>Food goes “on” your plate.</p> 	<p><u>Helping</u></p> <p>Put trash “in” the garbage can.</p> <p>Put laundry “in” the washer. Take it “out” of the dryer.</p> <p>Help turn lights “off”.</p> 
<p><u>Going Out</u></p> <p>Talk about getting “in” and “out” of the car.</p> <p>Put groceries “in” the cart.</p> <p>Go “up” the stairs and “down” the slide.</p> 	<p><u>Play Time</u></p> <p>Put puzzle pieces “in”.</p> <p>Park cars “in” a garage. Drive them “out”.</p> <p>Stack blocks “up” then knock them “down”.</p> 	<p><u>Books</u></p> <p>Talk about the characters that are “in”, “on” “up”... on the page.</p> <p>Look for interactive books where you take pieces “off” and put them “on.”</p> 	<p><u>Bath Time</u></p> <p>Get “in” and “out” of the bathtub.</p> <p>Have the toys swim “up” and “down” in the water.</p> 
<p>Other:</p>			

What they do now (date \_\_\_\_\_) | Progress after \_\_\_\_\_ days/weeks









Not Yet	Some times	Half the time	Most of the time	Consistently
0	25%	50%	75%	90-100%

# Home Plan Speech Therapy

## Practice saying pronouns: I me my mine you

Pronouns are words we use to talk about people (or objects - it). Little kids usually learn pronouns for themselves first. Other pronouns include: he, she, we, they, them.

### Goal:

<p><u>Diapers/Dressing</u></p> <p>Talk about “my” shoes and “your” shoes.</p> 	<p><u>Grooming</u></p> <p>Use words like “My toothbrush” and “Your toothbrush”.</p> <p>Say “You do it” and let them try to brush their hair.</p> 	<p><u>Meals/Snacks</u></p> <p>Talk about what you have on your plates, “I have grapes” “You have a banana”</p> <p>Say “My grapes”.</p> 	<p><u>Helping</u></p> <p>“I do it” Let those independent toddlers help.</p> 
<p><u>Going Out</u></p> <p>Model phrases: “My shoes on” or “I see a plane”.</p> <p>If you take a picture of them playing at the park, show them and ask “Who’s that?” “Me!”</p> 	<p><u>Play Time</u></p> <p>Children at this stage of development can be possessive of their toys. Teach them to use “Mine” instead of hitting when a child tries to take their toy.</p> 	<p><u>Books</u></p> <p>Photo books are great for practicing pronouns. “That’s me”. “Look at you”.</p> 	<p><u>Bath Time</u></p> <p>Can your child tell you about body parts using a phrase? “ My toes”, “My tummy”, “My back”.</p> 
<p>Other:</p>			









What they do now (date \_\_\_\_\_) | Progress after \_\_\_\_\_ days/weeks

Not Yet	Some times	Half the time	Most of the time	Consistently
0	25%	50%	75%	90-100%

# Home Plan

## Speech Therapy

**Practice saying action words: go eat open jump run**  
 Kids learn action words best by doing them. If your child is running say “run” “run” “run”.  
**Goal:**

<p style="text-align: center;"><u>Diapers/Dressing</u></p> <p>“Sit” “Lay down” “Stand up”</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Grooming</u></p> <p>“Brush” “Wash” “Dry” “Clean up”</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Meals/Snacks</u></p> <p>“Eat” “Drink” “Open” “Cut” “Finish” “Carry”</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Helping</u></p> <p>“Help” “Wipe” “Rub” “Clean” “Hold” “Carry”</p> <div style="text-align: right; margin-top: 100px;"></div>
<p style="text-align: center;"><u>Going Out</u></p> <p>“Open” “Sit” “Go” “Run” “Jump” “Look”</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Play Time</u></p> <p>“Play” “Go” “Throw” “Catch” “Crash” “Push”</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Books</u></p> <p>“Sit” “Read” “Open” “Turn”</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Bath Time</u></p> <p>“Wash” “Rinse” “Splash” “Dry”</p> <div style="text-align: right; margin-top: 100px;"></div>
<p><b>Other:</b></p>			

What they do now (date \_\_\_\_\_) | Progress after \_\_\_\_\_ days/weeks

Not Yet	Some times	Half the time	Most of the time	Consistently
0	25%	50%	75%	90-100%









# Home Plan Speech Therapy

**Practice saying describing words: hot fast wet big yucky**

We use adjectives to describe things. Learning adjectives helps kids build longer sentences.

“Big truck”, “My pants wet”

**Goal:**

<p style="text-align: center;"><u>Diapers/Dressing</u></p> <p>“Wet” “Dry” “Dirty” “Clean” “Loose” “Tight”</p> <div style="text-align: right; margin-top: 20px;"></div>	<p style="text-align: center;"><u>Grooming</u></p> <p>“Dirty” “Clean” “Wet” “Dry”</p> <div style="text-align: right; margin-top: 20px;"></div>	<p style="text-align: center;"><u>Meals/Snacks</u></p> <p>“Hot” “Cold” “Empty” “Full” “Messy” “Clean”</p> <div style="text-align: right; margin-top: 20px;"></div>	<p style="text-align: center;"><u>Helping</u></p> <p>“Dirty” “Clean” “Heavy” “Light”</p> <div style="text-align: right; margin-top: 20px;"></div>	
<p style="text-align: center;"><u>Going Out</u></p> <p>“Fast” “Slow” “Loud” “Quiet” “Big” “Little”</p> <div style="text-align: right; margin-top: 20px;"></div>	<p style="text-align: center;"><u>Play Time</u></p> <p>“Big” “Little” “Fast” “Slow”</p> <div style="text-align: right; margin-top: 20px;"></div>	<p style="text-align: center;"><u>Books</u></p> <p>“Quiet” “Loud” “Soft” “Scratchy”</p> <div style="text-align: right; margin-top: 20px;"></div>	<p style="text-align: center;"><u>Bath Time</u></p> <p>“Hot” “Cold” “Wet” “Dry”</p> <div style="text-align: right; margin-top: 20px;"></div>	
<p><b>Other:</b></p>				

What they do now (date \_\_\_\_\_) | Progress after \_\_\_\_\_ days/weeks









Not Yet	Some times	Half the time	Most of the time	Consistently
0	25%	50%	75%	90-100%

# Home Plan Speech Therapy

## Practice using plurals.

We use an "S" at the end of a word to mean more than one. Some words like "Teeth" and "Men" don't follow that rule.

### Goal:

<p style="text-align: center;"><u>Diapers/Dressing</u></p> <p>"Socks" "Shoes"</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Grooming</u></p> <p>"Teeth" "Hands" "Fingers" "Bubbles"</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Meals/Snacks</u></p> <p>"Grapes" "Apples" "Crackers" "Carrots"</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Helping</u></p> <p>"Crumbs" "Spots" "Bags" "Cans"</p> <div style="text-align: right; margin-top: 100px;"></div>
<p style="text-align: center;"><u>Going Out</u></p> <p>"Cars" "Kids" "Bags" "Snacks"</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Play Time</u></p> <p>"Cars" "Blocks" "Dinosaurs" "Dolls"</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Books</u></p> <p>"Books" "Pages" "dogs" (Anything you see more than one of)</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Bath Time</u></p> <p>"Toys" "Bubbles" "Toes" "Ears"</p> <div style="text-align: right; margin-top: 100px;"></div>
<p>Other:</p>			

What they do now (date \_\_\_\_\_) | Progress after \_\_\_\_\_ days/weeks








Not Yet	Some times	Half the time	Most of the time	Consistently
0	25%	50%	75%	90-100%

# Home Plan Speech Therapy

## Practice using 2-3 word phrases.

Children will start making phrases when they are able to say about 50 words. Combine different kinds of words to make phrases (things, actions, descriptions, location, people)

### Goal:

<p style="text-align: center;"><u>Diapers/Dressing</u></p> <p>“My shoes” “Take off” “Zip up”</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Grooming</u></p> <p>“Wash hands” “Brush teeth” “Comb hair”</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Meals/Snacks</u></p> <p>“More please” “Too hot” “I all done”</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Helping</u></p> <p>“I help” “Too heavy” “Put cups in”</p> <div style="text-align: right; margin-top: 100px;"></div>
<p style="text-align: center;"><u>Going Out</u></p> <p>“Open the door” “Mommy Car” “Push me”</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Play Time</u></p> <p>“My car” “Get the ball” “Big ball”</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Books</u></p> <p>“Sit down” “My turn” “More books”</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Bath Time</u></p> <p>“Toys in” “Wash hair” “I cold”</p> <div style="text-align: right; margin-top: 100px;"></div>
<p>Other:</p>			

What they do now (date \_\_\_\_\_) | Progress after \_\_\_\_\_ days/weeks

Not Yet	Some times	Half the time	Most of the time	Consistently
0	25%	50%	75%	90-100%

# Home Plan Speech Therapy

## Practice talking in 3-5 word sentences.

Help your child use more words in a sentence. If they are using 2-3 words then you use 3-4 words. Add just one more word than they normally use. We are expanding their sentence length.

### Goal:

<p><u>Diapers/Dressing</u></p> <p>“My shoes” You say “My blue shoes”</p> <p>“Take off” You say “Take off coat”</p> <p>“Zip up” You say “Zip up pants”.</p> 	<p><u>Grooming</u></p> <p>“Wash hands” You say “Wash my hands”.</p> <p>“Brush teeth” You say “Done brushing teeth”</p> 	<p><u>Meals/Snacks</u></p> <p>“More please” You say “More soup please”</p> <p>“Too hot” You say “It’s too hot”</p> 	<p><u>Helping</u></p> <p>“I help” You say “I need help”</p> <p>“Too heavy” You say “Bag’s too heavy”</p> 
<p><u>Going Out</u></p> <p>“Open the door” You say “Open the door please”</p> <p>“Mommy Car” You say “That’s mommy’s car”</p> 	<p><u>Play Time</u></p> <p>“Get the ball” You say “Go get the ball”</p> <p>“My ball” You say “My green ball”</p> 	<p><u>Books</u></p> <p>“Sit down” You say “Let’s sit down”.</p> <p>“My turn” You say “My turn mommy”</p> <p>“More books” You say “Read more books”</p> 	<p><u>Bath Time</u></p> <p>“Toys in” You say “Toys go in”</p> <p>“I cold” You say “I’m cold mommy”</p> 
<p>Other:</p>			

What they do now (date \_\_\_\_\_) | Progress after \_\_\_\_\_ days/weeks

Not Yet	Some times	Half the time	Most of the time	Consistently
0	25%	50%	75%	90-100%











# Speech Sounds

# Home Plan Speech Therapy

## Practice B words

### Goals:

<p style="text-align: center;"><u>Diapers/Dressing</u></p> <p>“Belly” “Boots”</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Grooming</u></p> <p>“Boo boo”</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Meals/Snacks</u></p> <p>“Banana”</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Helping</u></p> <p>“Bed”</p> <div style="text-align: right; margin-top: 100px;"></div>
<p style="text-align: center;"><u>Going Out</u></p> <p>“Bye” “Bag” “Bus” “Bug”</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Play Time</u></p> <p>“Ball” “Bubbles” “Baby”</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Books</u></p> <p>“Book”</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Bath Time</u></p> <p>“Boat”</p> <div style="text-align: right; margin-top: 100px;"></div>
<p>Other:</p>			









What they do now (date \_\_\_\_\_) | Progress after \_\_\_\_\_ days/weeks

Not Yet	Some times	Half the time	Most of the time	Consistently
0	25%	50%	75%	90-100%

# Home Plan Speech Therapy

## Practice P words

Goal:

<p style="text-align: center;"><u>Diapers/Dressing</u></p> <p>“Pants”</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Grooming</u></p> <p>“lip”</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Meals/Snacks</u></p> <p>“Pie” “Pea” “Please”</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Helping</u></p> <p>“Up” “Help”</p> <div style="text-align: right; margin-top: 100px;"></div>
<p style="text-align: center;"><u>Going Out</u></p> <p>“Pup” “Puppy” “Up”</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Play Time</u></p> <p>“Pop” (bubbles)</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Books</u></p> <p>“Pup” “Puppy” “Pig”</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Bath Time</u></p> <p>“Pop” (bubbles)</p> <div style="text-align: right; margin-top: 100px;"></div>
<p>Other:</p>			









What they do now (date \_\_\_\_\_) | Progress after \_\_\_\_\_ days/weeks

Not Yet	Some times	Half the time	Most of the time	Consistently
0	25%	50%	75%	90-100%

# Home Plan Speech Therapy

## Practice H words

Goal:

<p><u>Diapers/Dressing</u></p> <p>“Hat”</p> 	<p><u>Grooming</u></p> <p>“Hair”</p> 	<p><u>Meals/Snacks</u></p> <p>“Hot”</p> 	<p><u>Helping</u></p> <p>“Help” “Hose”</p> 
<p><u>Going Out</u></p> <p>“Hot” “Hat”</p> 	<p><u>Play Time</u></p> <p>“Hoop” “Horn”</p> 	<p><u>Books</u></p> <p>“Happy” “Hen” “Horse”</p> 	<p><u>Bath Time</u></p> <p>“Hot”</p> 
<p>Other:</p>			









What they do now (date \_\_\_\_\_) | Progress after \_\_\_\_\_ days/weeks

Not Yet	Some times	Half the time	Most of the time	Consistently
0	25%	50%	75%	90-100%

# Home Plan Speech Therapy

## Practice M words

Goal:

<p style="text-align: center;"><u>Diapers/Dressing</u></p> <p>“My tummy”</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Grooming</u></p> <p>“Me” (in the mirror) “Mine”</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Meals/Snacks</u></p> <p>/mmm/ “Milk” “More”</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Helping</u></p> <p>“Mop” “My turn”</p> <div style="text-align: right; margin-top: 100px;"></div>
<p style="text-align: center;"><u>Going Out</u></p> <p>“Mom” “Moon”</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Play Time</u></p> <p>“More”</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Books</u></p> <p>“Mom”</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Bath Time</u></p> <p>“My toes”</p> <div style="text-align: right; margin-top: 100px;"></div>
<p>Other:</p>			









What they do now (date \_\_\_\_\_) | Progress after \_\_\_\_\_ days/weeks

Not Yet	Some times	Half the time	Most of the time	Consistently
0	25%	50%	75%	90-100%

# Home Plan Speech Therapy

## Practice N words

Goal:

<p style="text-align: center;"><u>Diapers/Dressing</u></p> <p>“No” “Knees”</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Grooming</u></p> <p>“Nice” “Neat” “Nose”</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Meals/Snacks</u></p> <p>“Knife”</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Helping</u></p> <p>“Need” “Not”</p> <div style="text-align: right; margin-top: 100px;"></div>
<p style="text-align: center;"><u>Going Out</u></p> <p>“Knock” “Name” “New”</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Play Time</u></p> <p>“No” “Not”</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Books</u></p> <p>“Nest” “Nine”</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Bath Time</u></p> <p>“Neck” “Knee” “Nap” “Night”</p> <div style="text-align: right; margin-top: 100px;"></div>
<p>Other:</p>			









What they do now (date \_\_\_\_\_) | Progress after \_\_\_\_\_ days/weeks

Not Yet	Some times	Half the time	Most of the time	Consistently
0	25%	50%	75%	90-100%

# Home Plan Speech Therapy

## Practice D words

Goal:

<p style="text-align: center;"><u>Diapers/Dressing</u></p> <p style="font-size: 1.2em;">“Dirty”</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Grooming</u></p> <p style="font-size: 1.2em;">“Dad”</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Meals/Snacks</u></p> <p style="font-size: 1.2em;">“Done”</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Helping</u></p> <p style="font-size: 1.2em;">“Dirty”</p> <div style="text-align: right; margin-top: 100px;"></div>
<p style="text-align: center;"><u>Going Out</u></p> <p style="font-size: 1.2em;">“Door”</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Play Time</u></p> <p style="font-size: 1.2em;">“Dig” “Dirt” “Doll” “Dog”</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Books</u></p> <p style="font-size: 1.2em;">“Dad” “Dino” “Dog”</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Bath Time</u></p> <p style="font-size: 1.2em;">“Duck” “Dirty”</p> <div style="text-align: right; margin-top: 100px;"></div>
<p>Other:</p>			









What they do now (date \_\_\_\_\_) | Progress after \_\_\_\_\_ days/weeks

Not Yet	Some times	Half the time	Most of the time	Consistently
0	25%	50%	75%	90-100%

# Home Plan Speech Therapy

## Practice T words

Goal:

<p style="text-align: center;"><u>Diapers/Dressing</u></p> <p>“Two” “Toe” “Tall”</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Grooming</u></p> <p>“Tooth” “Teeth” “Tongue”</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Meals/Snacks</u></p> <p>“Taste” “Turkey” “Toast” “Taco”</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Helping</u></p> <p>“Top” “Tool”</p> <div style="text-align: right; margin-top: 100px;"></div>
<p style="text-align: center;"><u>Going Out</u></p> <p>“Talk” “Team”</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Play Time</u></p> <p>“Take” “Toy”</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Books</u></p> <p>“Touch” “toad” “Tiger” “Turtle”</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Bath Time</u></p> <p>“Towel” “Tub”</p> <div style="text-align: right; margin-top: 100px;"></div>
<p>Other:</p>			

What they do now (date \_\_\_\_\_) | Progress after \_\_\_\_\_ days/weeks









Not Yet	Some times	Half the time	Most of the time	Consistently
0	25%	50%	75%	90-100%



# Home Plan Speech Therapy

## Practice W words

Goal:

<p style="text-align: center;"><u>Diapers/Dressing</u></p> <p>“Wet”</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Grooming</u></p> <p>“Wash”</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Meals/Snacks</u></p> <p>“Water” “Waffle”</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Helping</u></p> <p>“Water” “Web”</p> <div style="text-align: right; margin-top: 100px;"></div>
<p style="text-align: center;"><u>Going Out</u></p> <p>“Worm” “Whee!”</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Play Time</u></p> <p>“One” “Waa” (baby crying)</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Books</u></p> <p>“Woof” “Water”</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Bath Time</u></p> <p>“Water”</p> <div style="text-align: right; margin-top: 100px;"></div>
<p>Other:</p>			









What they do now (date \_\_\_\_\_) | Progress after \_\_\_\_\_ days/weeks

Not Yet	Some times	Half the time	Most of the time	Consistently
0	25%	50%	75%	90-100%

# Home Plan Speech Therapy

## Practice K / C words

Goal:

<p><u>Diapers/Dressing</u></p> <p>Coat</p> <div style="text-align: right; margin-top: 100px;"></div>	<p><u>Grooming</u></p> <p>Comb</p> <div style="text-align: right; margin-top: 100px;"></div>	<p><u>Meals/Snacks</u></p> <p>Cook Snack Cut Carrot Corn Cone Candy</p> <div style="text-align: right; margin-top: 100px;"></div>	<p><u>Helping</u></p> <p>Carry</p> <div style="text-align: right; margin-top: 100px;"></div>
<p><u>Going Out</u></p> <p>Walk Car Bike Truck Key Cart Cop Rock Stick</p> <div style="text-align: right; margin-top: 100px;"></div>	<p><u>Play Time</u></p> <p>Catch Kite</p> <div style="text-align: right; margin-top: 100px;"></div>	<p><u>Books</u></p> <p>Book Cat Cow Cub Cave</p> <div style="text-align: right; margin-top: 100px;"></div>	<p><u>Bath Time</u></p> <p>Cool Cold</p> <div style="text-align: right; margin-top: 100px;"></div>
<p>Other:</p>			









What they do now (date \_\_\_\_\_) | Progress after \_\_\_\_\_ days/weeks

Not Yet	Some times	Half the time	Most of the time	Consistently
0	25%	50%	75%	90-100%

# Home Plan Speech Therapy

## Practice G words

Goal:

<p style="text-align: center;"><u>Diapers/Dressing</u></p> <p>Bag Leg</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Grooming</u></p> <p>Give Good</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Meals/Snacks</u></p> <p>Egg Mug Big</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Helping</u></p> <p>Garbage Good</p> <div style="text-align: right; margin-top: 100px;"></div>
<p style="text-align: center;"><u>Going Out</u></p> <p>Goodbye Gas Gate Dig Bug Bag Hug Gone</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Play Time</u></p> <p>Game Go Guitar Tag</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Books</u></p> <p>Gorilla Goat Goose Girl Frog Pig</p> <div style="text-align: right; margin-top: 100px;"></div>	<p style="text-align: center;"><u>Bath Time</u></p> <p>Gone Rug (bathmat)</p> <div style="text-align: right; margin-top: 100px;"></div>
<p>Other:</p>			









What they do now (date \_\_\_\_\_) | Progress after \_\_\_\_\_ days/weeks

Not Yet	Some times	Half the time	Most of the time	Consistently
0	25%	50%	75%	90-100%

# Home Plan Speech Therapy

## Practice F words

Goal:

<p><u>Diapers/Dressing</u></p> <p>Feet Foot</p> <div style="text-align: right; margin-top: 100px;"></div>	<p><u>Grooming</u></p> <p>Face Fingers</p> <div style="text-align: right; margin-top: 100px;"></div>	<p><u>Meals/Snacks</u></p> <p>Fork Food</p> <div style="text-align: right; margin-top: 100px;"></div>	<p><u>Helping</u></p> <p>Four Five Off</p> <div style="text-align: right; margin-top: 100px;"></div>
<p><u>Going Out</u></p> <p>Leaf Fall Phone</p> <div style="text-align: right; margin-top: 100px;"></div>	<p><u>Play Time</u></p> <p>Fun Fast</p> <div style="text-align: right; margin-top: 100px;"></div>	<p><u>Books</u></p> <p>Fish Farm Fur</p> <div style="text-align: right; margin-top: 100px;"></div>	<p><u>Bath Time</u></p> <p>Feet Foot Fan</p> <div style="text-align: right; margin-top: 100px;"></div>
<p>Other:</p>			









What they do now (date \_\_\_\_\_) | Progress after \_\_\_\_\_ days/weeks

Not Yet	Some times	Half the time	Most of the time	Consistently
0	25%	50%	75%	90-100%

# Home Plan Speech Therapy

## Practice S words

Goal:

<p><u>Diapers/Dressing</u></p> <p>Sock</p> 	<p><u>Grooming</u></p> <p>Soap</p> 	<p><u>Meals/Snacks</u></p> <p>Juice ice</p> 	<p><u>Helping</u></p> <p>Yes Sad</p> 
<p><u>Going Out</u></p> <p>Sun Sand House Grass</p> 	<p><u>Play Time</u></p> <p>Sing Horse</p> 	<p><u>Books</u></p> <p>Sit</p> 	<p><u>Bath Time</u></p> <p>Soft</p> 
<p>Other:</p>			

What they do now (date \_\_\_\_\_) | Progress after \_\_\_\_\_ days/weeks

Not Yet	Some times	Half the time	Most of the time	Consistently
0	25%	50%	75%	90-100%

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**Lia Kurtin**

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