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DEPARTMENT OF SPEECH, LANGUAGE, AND HEARING SCIENCES
NORMA S. AND RAY R. REES SPEECH, LANGUAGE AND HEARING CLINIC

Home Program
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(Introduce the home program to the reader. Generally, the reader is the client. Address the client by first name. The client may opt to give the HP to anyone else to read. Address any other persons who may read the HP as “Partner.”) Jack, this semester you have learned to:

1. Describe objects using features
2. Gesture actions
3. Write single words

This Home Program includes two [adjust if needed] activities to help you keep the skills you learned this semester. The goal areas addressed include 1) describing objects and 2) gesturing and writing.

General Directions (this will include the number of practice days, and time per practice session, that you recommend. If the rest of the HP is written for a different reader, explain that here).

Work on these Home Program activities at least 3-4 times per week, and whenever an opportunity presents itself. If possible, practice with your husband or daughter, as they are familiar with the activities. Instructions for both you and a partner are included. You can do these activities during your daily routines and activities. Practice time is about 5-10 minutes. You may practice longer if you wish.

#1- Describing objects around your home

(General rationale for activity) Describing a word will help your partner guess the word you want to say. This semester you learned to describe words using five Features.

Materials provided: Feature Question cards (included, list of questions also included in Appendix A), Feature list.

Materials needed: Partner

Status of skill-what can the client do now? Jack, at the end of this semester, you can produce 3-4 words to describe a common object when I ask you a question about its features. A “feature” is an area to describe such as the function of the object (or answers the question: *What does it do?*) When I ask you a question, you answer with a word or a gesture. When you need help, I act out a word I want you to say or I give you the first sound of the word. You usually can produce your descriptive word after those cues.

Activity, materials, necessary support-what is needed to set up the activity, how the caregiver can support the client's success; try to give an example to help make it clear. Be family friendly, and avoid professional jargon.) You can practice this activity using common objects around your home, such as a *remote control*, *comb*, *soap*, etc. The different features we've worked with include:

function/what it does;
description/how it looks;
category/group it belongs to;
location/where to find it;
association/what or reminds her of.

1. **Partner:** Look around the room for an object. Show Jack the object.
2. **Partner:** Read the question from the first card of the Question deck.
3. **Jack:** Answer the question using your words or gestures.
4. Repeat steps 2-3 for the remaining questions.

Partner: There are multiple correct answers for these questions. Accept any response that describes the object you chose. Encourage Jack to use any of his words, phrases or gestures that help him describe the object you chose. If he needs help, act out the words you want him to say or give him the first sound of the word. Jack is usually accurate when given the first sound of the word. Remember to praise him when he responds correctly. Please note: Some questions are difficult to answer. If you feel that the question is difficult, it is OK to skip it for that object. For example, Jack may not know a category for the word *pillow*. Sometimes the answer to the **Association** question has the same answer as a previous question. That is OK, too.

For example, if the word is *pillow* and the first feature is **Location** and the second feature is **Function**:

Partner: Where do you usually find it?

Jack: [has trouble responding]

Partner: B----

Jack: Bed!

Partner: That's it! You find a pillow on the bed!

Partner: What do you do with it?

Jack: [has trouble responding]

Partner: [pantomime sleeping]

Jack: Sleep!

Partner: That's right! You sleep on a pillow!

(2nd paragraph with a more functional application, if appropriate)

To extend this skill, use this activity in natural day-to-day activities when Jack may not be able to say the word that he wants. Encourage him to "talk about" the word. Ask him the same feature questions found on the cards, until you are able to guess his word. There may still be times when you won't be able to understand what Jack is trying to say after he answers one question. When that happens, repeat his response, (*Oh, it's red.*) and ask another feature question (*What do you do with it?*). You may need to ask Jack to show you the object. There may be times when you

cannot determine the word Jack wants to say. Encourage him for trying and help him take a deep breath. After he relaxes, the word may come to him. (*You are doing a good job describing features. I don't know your word, yet. Let's stop for a bit and take a deep breath.*) Take advantage of the next natural opportunity that comes along.

Example Instructions for a higher-level client:

(Status of skill) Jack, at the end of this semester, you are able to describe an object by reading questions about the object's features and answering them. Sometimes you have difficulty answering a question, but if I act out the word I want you to say, or point to a part of the object, you usually answer with a correct phrase or short sentence.

You may practice this activity alone or with a partner.

Practicing alone:

1. Get your description cards and place them in front of you.
2. Look around the room for an object.
 - a. Example objects: remote control, fork, iron, phone, camera, piano, toothpaste
3. Read the first question card. Answer the question thinking of your object.
4. Answer all the questions in the deck.
5. Choose another object and answer the questions in your card deck.

It is OK if you skip a question. Sometimes it is hard to find an answer for a particular object. You can show your object and your question to your wife. She can give you an example answer. Remember, there are multiple correct answers! Bonus points for you if you give two answers to a question!

Practicing with a partner:

This version is like the game *I Spy*. The object is to describe the object so your partner can guess what it is. Alternate describing objects with your partner.

1. **Jack:** Get your description cards and place them in front of you.
2. **Jack:** Look around the room for an object.
 - a. Example objects: remote control, fork, iron, phone, camera, piano, toothpaste
3. **Jack:** Look at your question deck. Choose a question to answer. Show the card to your partner. Tell your partner the answer to the question.
4. **Partner:** Try to guess the object. If you cannot guess it, ask for another feature. **Give me another feature.**
5. **Jack:** Choose another question card, show the card and answer the question. It is OK, to answer the first question in a different way, too.
6. Repeat steps 3-4 until your partner guesses the object. If you partner cannot guess the object after 5 features, point out the object to her.

7. **Partner:** Summarize the description once the object is revealed by describing the features and naming the object.

Example Dialog:

Object: piano

Jack: Shows function card and says, “**make music.**”

Partner: Radio?

Jack: No. Shows function card again and pantomimes tapping keys with fingers.

Partner: “**Oh, Piano?**”

Jack: “**Yes**”

Partner: “**You make music with a piano.**”

Partner Note: If you think you know the object, but Jack is having trouble producing the answer to his question, you can help him. Act-out/pantomime the word you think he is trying to say or give him the first letter of the word you think he wants to verbalize.

(2nd paragraph with a more functional application, if appropriate)

To extend this skill, any time Jack has difficulty saying an object, encourage him to describe it by asking him one of his feature questions. Encourage him to use any words, phrases or actions that would help him describe the word. Continue to ask feature questions until you guess the item. If Jack has more trouble verbally responding, tell him, “**Show me what you do with it**” or give him the first sound of the word. Deep breaths often help Jack calm down enough to verbalize his words. Acknowledge his efforts even if you did not guess the word. Try to summarize the description to help Jack hear how these features are all associated with his object: *It's kept in the bathroom, you (gestures brushing) your teeth with I and its green.* This may help you determine the word and helps Jack associate these features with the unsaid word.

#2-Gesturing and writing

(General rationale for activity) Gesturing a word will help your partner guess the word you want to say. This semester you learned to gesture action words.

Materials Provided: 20 pictures of different actions

Status of skill-what can the client do now?) Jack, at the end of the semester, you use gestures (or “act out”) and writing to help you express herself, given some help. In therapy, we’ve worked on using gestures in natural moments when you can’t think of the word you want. In this activity, you will practice this skill to describe pictures. You also write 2-3 letters to describe these pictures.

(Activity, materials, necessary support-what is needed to set up the activity, how the caregiver can support the client’s success; try to give an example to help make it clear. Be family friendly, and avoid professional jargon.) Most of the picture cards are the same as the ones we have used in therapy. I added a few new pictures to challenge you. There are several ways you can use the pictures:

1. Shuffle your deck of pictures. Pick a picture and gesture what you see.

- a. If you have trouble trouble, your partner will show you the beginning of the gesture and you can finish it.
 - b. If you cannot finish the gesture, your partner will show you the full gesture. Imitate the gesture and go on to the next picture.
2. Play a charade-type of game,
 - a. Pick a card, but don't show it to your partner.
 - b. Gesture the action and your partner will try to guess what the action is. (This is a good game to play with the grandkids who won't know the pictures!)
3. Have your partner say the word, without showing you the picture, and gesture the action. [Partner: see first activity for hints on how to cue Jack.]
4. Pick a picture and write the action word's first 2 letters. Bonus points if you write 3 letters!

(2nd paragraph with a more functional application, if appropriate)

Your gestures are often easier than your use of words. When you cannot say a word, try to gesture it. Your partner will prompt you by saying, "*Can you act it out?*" Your writing is improving. Gesture what you want to write, then write as much of the word as you can. Look at what you have written. Try to say your word. You can also show it to your partner and have her guess your word. Your partner will encourage you to use gestures, writing and of course, speaking, throughout your day as often as possible. Your goal is to use every type of communication.

(Closing) Jack, I appreciate all of your hard and commitment to therapy this semester. I know some days weren't easy, but you always kept trying! I wish you continued success.

Sally Clinician
Graduate Clinician

Jenny Rosenquist, MA, CCC-SLP
Clinical Supervisor

Appendix A

Activity 1: Description Question prompts

Function: What do you do with it?

Description: What does it look like?

Category: What group does it belong to?

Location: Where do you usually find it?

Association: Name something that this reminds you of.

Activity 1: Feature List

Appendix B

Function

Description

Category

Location

Association

Example of a pictured instruction set: [This is not for the same client as the above samples.]

Activity #3 – Reader on Bitsboard

General Directions

In this activity, you will hear a phrase and tap the picture described.

Materials Needed: Bitsboard Application
iPad

Time: 15-20 minutes

Frequency: 3 days a week

Specific Instructions

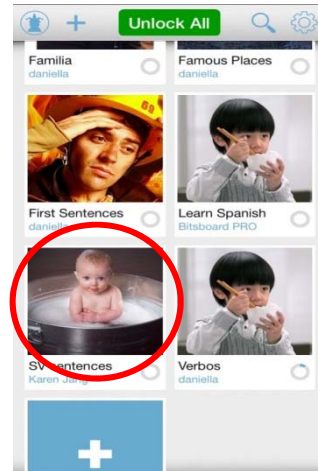
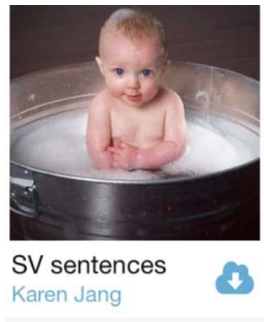
1. Get iPad.



2. Open Bitsboard.



3. Select

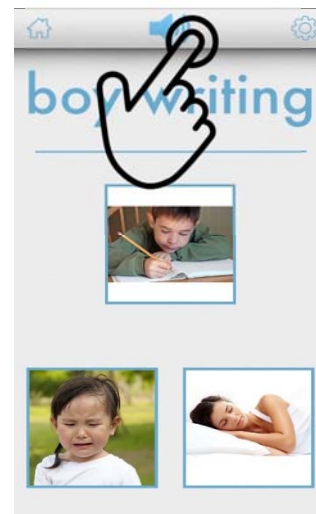


4. Select



5. Read the sentence to yourself.


If you need help, tap the speaker to listen to the sentence.




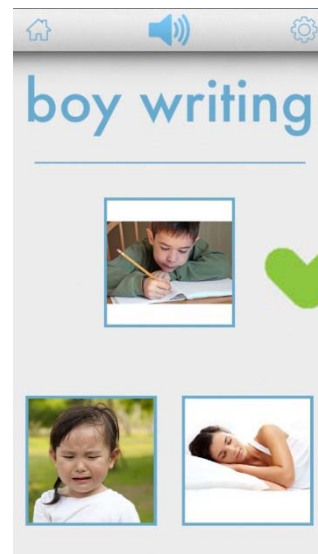
6. Tap the matching picture.



7. Answer check:

If you see a  **Congratulations!** You got it right! Wait for the next phrase.

If you see a , read the phrase again, touch the speaker to hear the sentence and choose another picture.



8. Repeat steps 5-7 until finished.

9. Congratulations, you have finished the set!