

CALIFORNIA STATE UNIVERSITY, EAST BAY  
DEPARTMENT OF SPEECH, LANGUAGE, AND HEARING SCIENCES  
NORMA S. AND RAY R. REES SPEECH, LANGUAGE AND HEARING CLINIC

**Home Program**  
Spring 2020

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**(Intro)** This Home Program includes activities to address 2 skills that were addressed in the Fall 2018 semester of P's speech therapy at CSUEB. While we worked on 4 goals during the semester, 2 goal areas are recommended to continue to work on at home. These include 1) making the final sounds in simple words, and 2) following directions containing *next to* and *under*

**General Directions (this will include the number of practice days, and time per practice session, that you recommend)**

It is recommended that you work on these Home Program ideas at least 4-5 times per week, whenever an opportunity presents itself. These activities should be fairly easy to incorporate into your daily routines and activities. Practice might range from 5-10 minutes at a time.

**#1- Making final sounds in words**

Materials provided: 20 picture cards with final sounds

**(Status of skill-what can the client do now?)** At this point, P is able to produce the final sounds of words all of the time after an adult model and some of the time on her own. The easiest final sounds for her to produce are "m", "t" and "p", but she can make all of the sounds after a few attempts.

**(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.)** I've included a set of pictures that contain early vocabulary with the sounds we've worked on this semester (for example: hot, cup, pen). You can use these pictures in a variety of ways that fit in to your life: play hide and seek with the pictures, and have her name the picture when she finds it; bean bag toss, where she names the picture the bag lands on; guessing games, where you give her clues and she has to name the picture. If P does not say the final sound in a word, ask her to "say the word again using all the sounds"-she's generally able produce the last sound at this point. If not, just provide the correct model and ask her to repeat what you say.

**(2<sup>nd</sup> paragraph with a more functional application, if appropriate)**

There are also practice and reinforcement opportunities in her daily routines. For example, during daily routines such as dressing and mealtimes, you can produce single words and emphasize the final sounds. These types of frequent models are good to draw her attention to he

sound. You can also ask P to label items/activities she is familiar with, such as *sock, shoes, eat, dog, cup, etc.* While reading at bedtime, ask her to fill in specific words that have a sound at the end. If P does not say the final sound in a word, ask her to “say the word again using all the sounds”, or provide the correct production and have her repeat what you say. Always praise her for correctly producing the final sound in a word or making any attempts, even if not correct.

## **#2 Following direction containing *next to* and *under***

Materials Provided: none required

**(Status of skill-what can the client do now?)** At this point, P is able to follow a simple direction with *next to* and *under* (“P, put the bear next to the telephone”) most of the time by herself or if I just repeat the direction.

**(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.)** – Throughout your day (great opportunities might be when she is helping you clean up, or setting the table) provide directions containing *next to and under*. One thing to be careful of is to make sure the object you want her to put something *next to* clearly has a *side, front and back*, or at least it would be obvious enough if it’s correct (so, putting something next to a doll house is better than next to a ball; next to a chair is better than next to a piece of paper). Other than that, you can ask directions throughout her day, as opportunities arise. If she doesn’t respond or looks at you like she needs help, repeat the direction-she’ll generally follow it at this point. She is also starting to understand when an adult does it wrong, so you can also try saying where you’re going to put something, do it incorrectly, and wait for her to correct you.

**(Closing)** I enjoyed working with P this semester and seeing her progress. She worked hard towards all of her goals and she was a joy to have in therapy. I wish her continued success in the future.

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Suzannah Smith  
Graduate Clinician

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