



The Meridian Public School District Office of Exceptional Children is committed to excellence in providing your child and family educational resources. The speech and language strategies were primarily developed to provide parents with ideas to implement in the home during this time. We created these specifically with your child in mind. Please do not hesitate to reach out to your child's Speech Pathologist by email, facetime, zoom or any other means of communication already established.

Speech-Language Strategies Articulation

These strategies are intended for children for whom you have Articulation concerns. Try these strategies and for any further assistance please contact your child's Speech Pathologist.

1. If you cannot understand your child and you have asked them to repeat themselves, it might help to ask your child to show you or say it in a different way. For example, ask your child to write the word if they are able to do so.
2. If your child's response contains a known sound error, it's important to repeat what the child said with an appropriate model. (e.g., If the child says 'nak' for snake, you would say, "Oh, you want the snake"). This way you are not focusing on the error or calling negative attention to the child, but providing an appropriate model.
3. With younger children bring whatever you are talking about closer to your mouth so that the child is more apt to focus on speech production.
4. If you hear a consistent speech sound error use written text to increase the child's ability to see, hear and be aware of that sound. (e.g., Ask your child to find all of the words containing the error sounds in a page of a story).

Speech-Language Strategies Vocabulary/Word Meaning

These strategies are intended to assist our children with comprehension/vocabulary.

Vocabulary and Word Meanings:

1. Prior to reading stories with your child, compile a list of key vocabulary words. Discuss words and possible meanings with your child.
2. When introducing words, try using a graphic organizer or visual mapping to come up with word relationships including antonyms, or synonyms.

3. When possible pair a visual picture with the vocabulary words. When vocabulary is abstract and pictures are not available, try to relate the words to a personal experience for your child to relate to.
4. Place words and definitions on note cards. Use cards to play games such as matching or memory.
5. Create word list with vocabulary and definitions to display in a visible place around the home.
6. Encourage use of word-games with family (Scrabble, hangman etc.).

Speech-Language Strategies Following Directions/Processing Information

Following Directions:

1. When giving directions, repeat them again using different words.
2. Using gestures when giving directions can be beneficial.
3. If there are several directions, give one to two directions at a time versus all at one time.
4. Be specific when giving directions.
5. If possible, give a visual cue. For example, if making an activity you can demonstrate the steps as you go along. Showing the completed project would also provide them assistance.
6. When working with projects that have multi-step directions, it may be helpful to model or write the directions on a sheet of paper.

Processing Information:

1. Ask basic questions that have the answer in a picture or hands-on activity.
2. Provide language opportunities where your child can discuss newly learned concepts or ideas.
3. Provide adequate time for your child to process what you have asked and form their answer. If your child does not respond after a given period of time, ask the question in a different way.
4. Use several modalities when teaching materials (speaking, reading, writing, listening, visual, hands-on).
5. Do frequent comprehension checks when reading. Stop periodically and discuss the information you have presented.
6. Encourage your child to ask for help.

The following links may assist with speech/language development:

mommyspeechtherapy.com

www.mpsdk12.net/onlinelearning