

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 2024

Name: Jack Loggins  
Student Clinician: Mary Brown

Date: 5/2/2024  
Supervisor: Jenny Rosenquist, MA, CCC-SLP

**(Introduce the goals of therapy, and those included in the home program to the client, with consideration of their reading level. Address the client by first name. Address any other persons who may read the HP as “Partner.”). If you addressed 2 goals, and have the same 2 goals for the Home Program, revise accordingly.**

**Jack**, this semester you have learned to:

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

This Home Program includes two activities to help you keep the skills you learned this semester. The goal areas addressed include

- 1) gesturing
- 2) writing single words

**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).

**Jack:** please work on these Home Program activities at least 4-5 times per week.

**Partner:** you may find many opportunities throughout Jack’s day to work on these skills. These activities include some that Jack can do by himself, and those which may need your help. You can do some of these activities during your daily routines and activities. Practice time is about 10-20 minutes, but you may practice longer if you wish.

**Activity #1- Gesturing the use of objects and activities**

**Materials provided:** 20 pictures of objects; 20 pictures of activities that may occur in the home and community.

**Status of skill-what the client can do now**

**Jack**, at the end of the semester, you can gesture the use of a common object or an activity either on your own or with a verbal reminder about the action.

**Activity design:** (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.)

**Jack:** practice this activity using the pictures provided. Show your partner how you use the object or perform the activity in the picture.

**Partner:** if Jack doesn't gesture on his own, support his gestures by first describing how to use the object or perform the activity. If he needs more help, you can use your hands to give him a small hint of the movement.

1. **Partner:** Show Jack the pictured object or action (e.g., remote control)
2. **Jack:** Gesture the action for the object or gesture the entire action
3. **Partner:** if needed, you can show Jack how to start the movement (e.g., hold it out, as though you were going to push the buttons), after which he is typically successful.
4. If he's still not successful, it's okay just to demonstrate the action .
5. Repeat steps 1-3 until 5 objects and 5 actions are gestured successfully.
6. Rotate through the pictures every time you work on them.

**(2<sup>nd</sup> 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 or activity that he wants. Encourage him to use his gestures.

- Ask him to show you (or "gesture") what he wants/needs.
- If you know what he wants, and he can't gesture on his own, give him the same verbal description and small movement hints, noted in Step 3, above.
- If he remains unable to gesture, you have at least 2 options:
  - If you know what he wants, you can bring him the object and ask him to show you how it's used. Then take the object away and encourage him to show you again.
  - If you don't know what he wants, you can ask yes/no questions (for example, "do we need it for the TV?"; "do we drink with it?") to determine what he wants. If you can figure it out, then follow Steps 1-3 (above) to practice the gesture again.
- Take advantage of any natural opportunity that comes along.

**Activity #2- Writing single words**

**Materials provided:** 20 pictures of common objects (same from the first activity), alphabet board

**Status of skill-what the client can do now**

**Jack,** at the end of the semester, you can usually write the first few letters for the names of common objects. You can always write the whole word once you see it.

**Activity design:** (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.)

**Jack:** practice this activity using the pictures provided. You can also write the names of objects around your home and ask your wife to check your spelling.

**Jack:**

1. Choose 5 pictures
2. Place the alphabet board in front of you
3. Write the name of the object, using the alphabet board for help, if needed.
4. Say the sound of each letter you try.
5. When you are done, turn the card over and check your spelling with the answer..
6. If you were incorrect, copy the correct word and write it again 3 times.

**Partner:**

Jack can practice writing the names for any object, person, or activity, but he will do best if they have no more than 7-8 letters. When he practices writing other words, please double check his spelling, provide the alphabet board for him to reference when he is incorrect, and then provide a chance for him to write it again. Writing it 3 additional times is great practice.

**(Closing)**

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

---

Mary Brown  
Graduate Clinician

---

Jenny Rosenquist, MA, CCC-SLP  
Clinical Supervisor