

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: Patricia H.  
Student Clinician: Mary Brown

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

**(Intro)** This Home Program includes activities to address 2 skills from Patricia's Spring 2024 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 ending 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)**

Please try to work on these Home Program ideas at least 4-5 times per week, or 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 ending sounds in words**

Materials provided: 20 picture cards with ending sounds

**(Status of skill-what can the client do now?)** At this point, Patricia is able to produce the ending sounds of words all of the time after an adult model and most of the time on her own or with a reminder. The easiest ending 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). She has enjoyed practicing her sounds while playing 2 games in particular-"hide and seek" and "I spy"

- Hide and Seek-I place the pictures, face down, under and behind things in the room. I remind her that all of the words have an "ending sound". As she moves towards one, I say "hot" or "cold" to let her know she is getting close. Once she finds a picture, she names it. If she needs help, I remind her that there is an ending sound, and if she still needs help, I say the word for her and ask her to repeat it.
- I Spy-I place all the pictures face up in a 4x5 grid. I remind her that all the word she will "Spy" have an ending sound. I give 2-3 clues, then she will guess the picture. If she needs help, I use the feedback as above.

You can use these pictures in any way that motivates her, even naming a picture before taking a turn in a game. Use the supports noted above, if necessary.

**(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 last sounds. These types of frequent models are good to draw her attention to the sound. You can also ask Patricia to label items she is familiar with, such as *sock, shoes, spoon, dog, cup, etc.* While reading at bedtime, ask her to fill in specific words that have a sound at the end. If she does not say the last sound in a word, ask her to “say the word again using the ending sound”, or say it for her and have her repeat you. Always praise her for correctly producing the final sound in a word or making any attempts, even if not correct.

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

Materials Provided: none required

**(Status of skill-what can the client do now?)** At this point, Patricia is able to follow a simple direction with *next to* and *under* (“Patricia, 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*. Be careful 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 Patricia 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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Mary Brown  
Graduate Clinician

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Jenny Rosenquist, MA, CCC-SLP  
Clinical Supervisor