



LINDON BENNETT SCHOOL  
Main Street, Hanworth  
Middlesex TW13 6ST  
Telephone: 020 8898 0479

# **SPEECH AND LANGUAGE THERAPY**

## **PARENT HANDOUT**

### ***Understanding Language***

### ***Activities for: Following Directions (1-step)***

#### **What is understanding language?**

Understanding spoken language helps children follow instructions, answer questions, understand stories and identify objects and pictures.

#### **This may be suitable for children who:**

- Show some understanding of basic instructions but not all
- Require support from adults to follow instructions
- Benefit from visuals like photos or objects of reference
- Can sustain attention for 3-5 minutes at a time
- Show understanding of basic vocabulary
- May be beginning to complete their visual schedule at school but require support from an adult

#### **What does this handout focus on:**

- Developing listening and understanding skills through following **one-step** instructions.
- Games are structured according to the vocabulary/concepts e.g. actions; feelings; commands; body-parts; clothing; transport.
- Each game has a visual to use alongside the activity. This helps the child learn the vocabulary and concept faster.

#### **How to use this handout:**

- Start by selecting an area your child DOES know



- Print out the visual or have it displayed and point to it
- Start small – 5 minutes a day
- Have Fun!
- Use the phrase: “Ready Steady \_\_\_\_” for each instruction

## **Games:**

### **1.Actions Activity:**

#### **What you need:**

- Simon Says Actions Visual

#### **How to do it:**

- Have the visual next to you
- Point to each action and act it out with your child
- Encourage your child to do the action with you e.g. jump together
- Point to the action “jump” on the visual while you jump
- Say: “Ready Steady Jump” and jump together
- Repeat all actions
- **Make it easier:** Select 2-3 actions at a time and repeat them until the child can remember them.
- **Make it harder:** Once the child knows all the actions, you can remove the support of doing it with them. Give the instruction verbally and point to the visual.

#### **Other ways to practice actions in the same format:**

- Action Dice
- Animal walks
- Animal noises
- Action spinner

*All of these are in Appendices for you to print off.*



## **2.Emotions Activity:**

### **What you need:**

- Emotions photos Visual board
- Paper plate for a spinner

### **How to do it:**

- Have the visual next to you
- Go through the emotions and mimic the faces of each emotions
- Model to your child how to make each face, pointing to the visual each time
- Use a paper plate and stick photos or draw faces on it. Your child can help you with this!
- Spin the plate. Watch and see what it will land on. E.g. “happy”.
- Support your child by pointing to the emotions visual and showing them a happy face
- Repeat the activity until the child understands all emotions and can do the faces
- **Make it easier:** If the child does not know any emotions or faces yet, select 2 at a time to target. E.g. You can make a paper plate with only happy and sad on it until the child learns the vocabulary and concept.
- **Make it harder:** Once the child knows all the emotions and faces, you can remove the support of doing it with them. Give the instruction verbally and point to the visual.



### **3.Body Parts Activity**

#### **What you need:**

- Doll/Teddy
- Body Parts visual

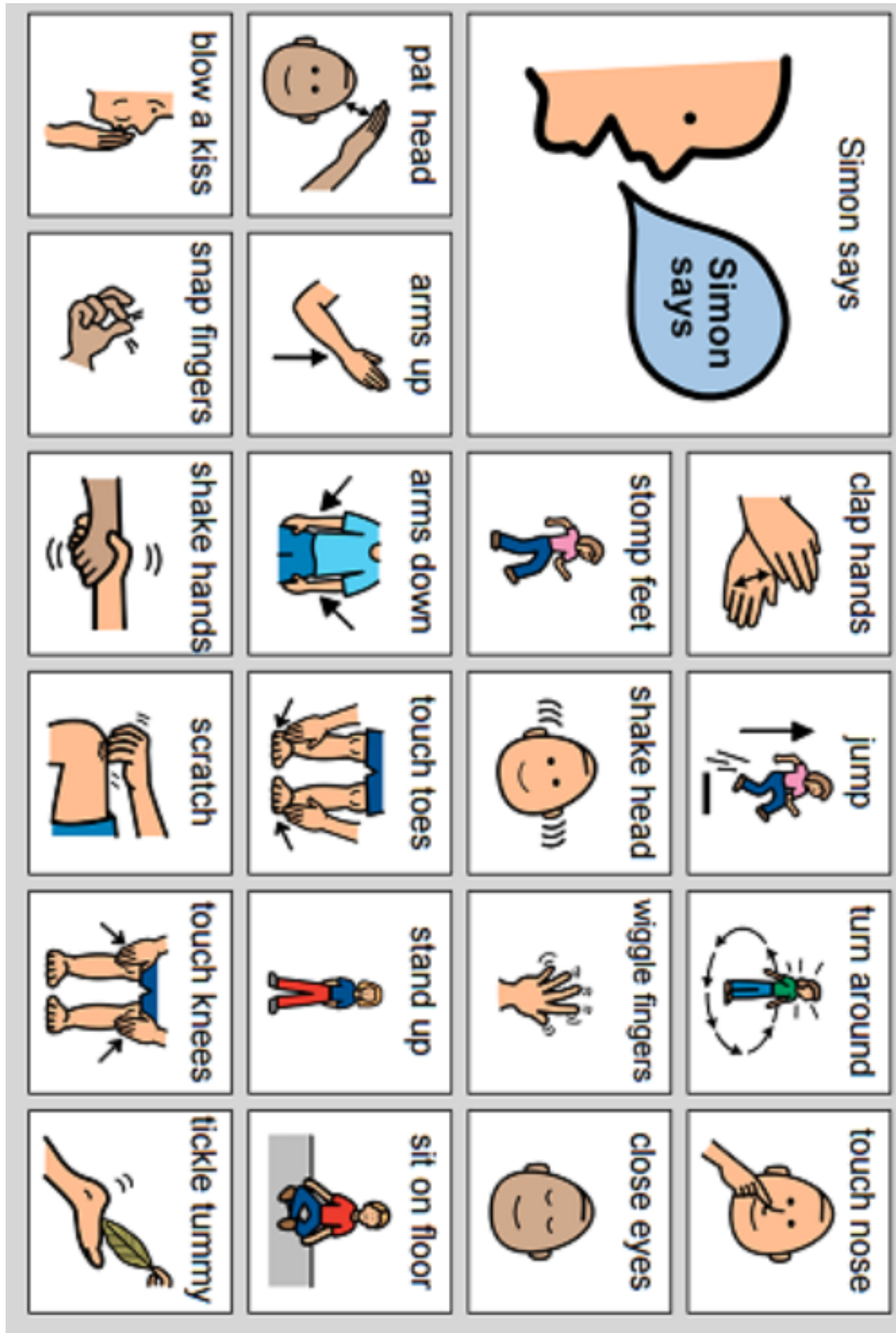
#### **How to do it:**

- This is easiest targeted in bath time or play-based activities with a doll, teddy, or any other figurine.
- Have the body parts visual available
- Point to your own tummy and say “mommy’s tummy”. Point to the visual tummy and then to the teddy. Repeat “tummy” as many times as you can.
- Say: “Where is your tummy Mommy?” and respond to yourself: “My tummy is here!”
- Say: “Where is your tummy teddy?” and respond: “There it is!”
- Say: “Where is your tummy” to your child and respond: “There it is!”
- Use humour and tickling to have fun!
- Point to the visual each time
- **Make it easier:** focus on two body parts at a time until the child has remembered them before moving on.
- **Make it harder:** Have multiple toys (doll; teddy; dinosaur; Mario) and ask the child to: “Show me the doll’s tummy!” and alternate between characters.



## Appendices:

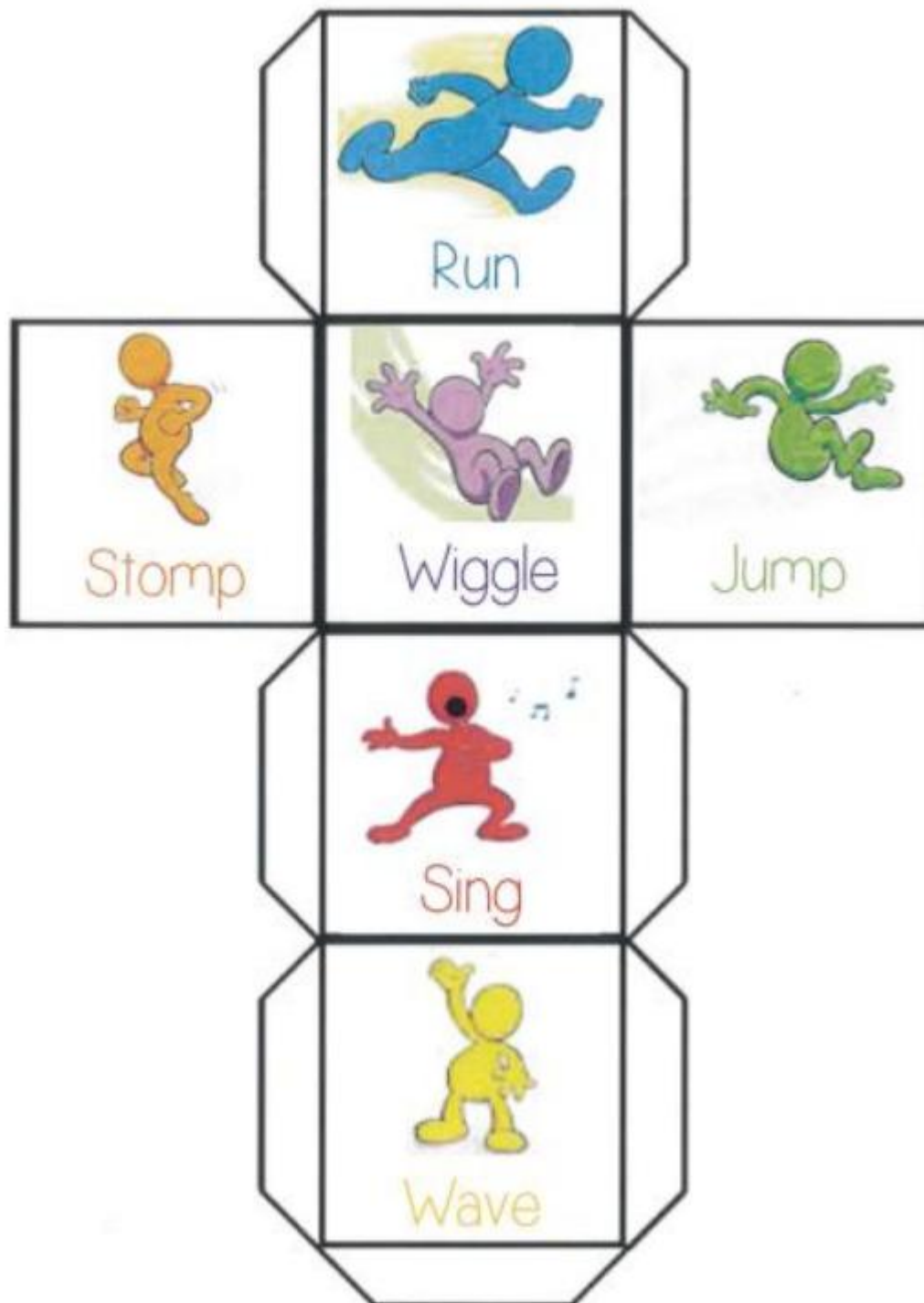
### Actions visuals:





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Actions dice:





## Animal Actions:



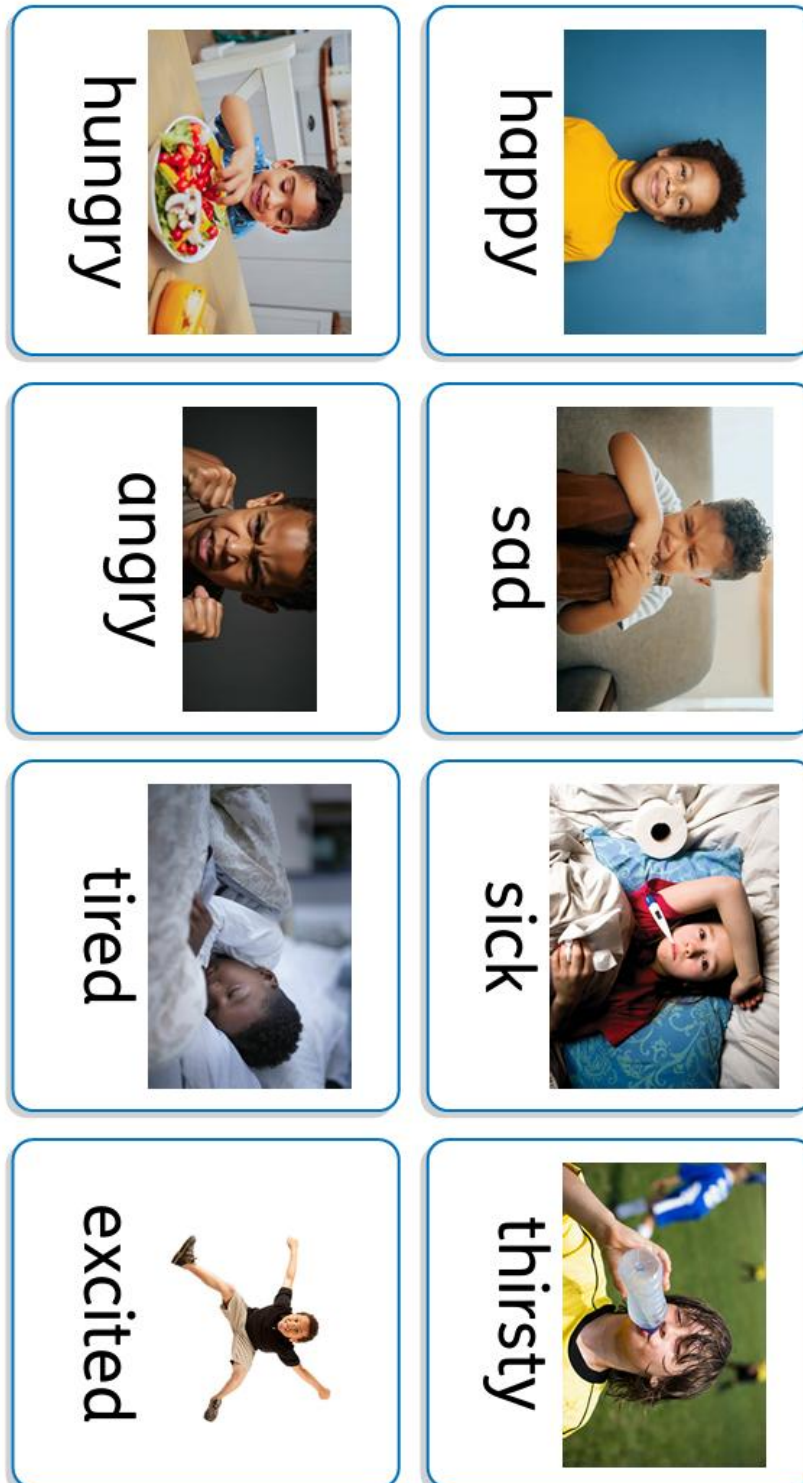


Animal noises:

| Flashcards                                                                          | Animals Sounds                                                                      |                                                                                       |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|    |    |    |
| oink-oink                                                                           | buzz                                                                                | COO-COO                                                                               |
|   |   |   |
| neigh-neigh                                                                         | eeh-aah                                                                             | quack-quack                                                                           |
|  |  |  |
| tweet-tweet                                                                         | woof-woof                                                                           | moo-moo                                                                               |



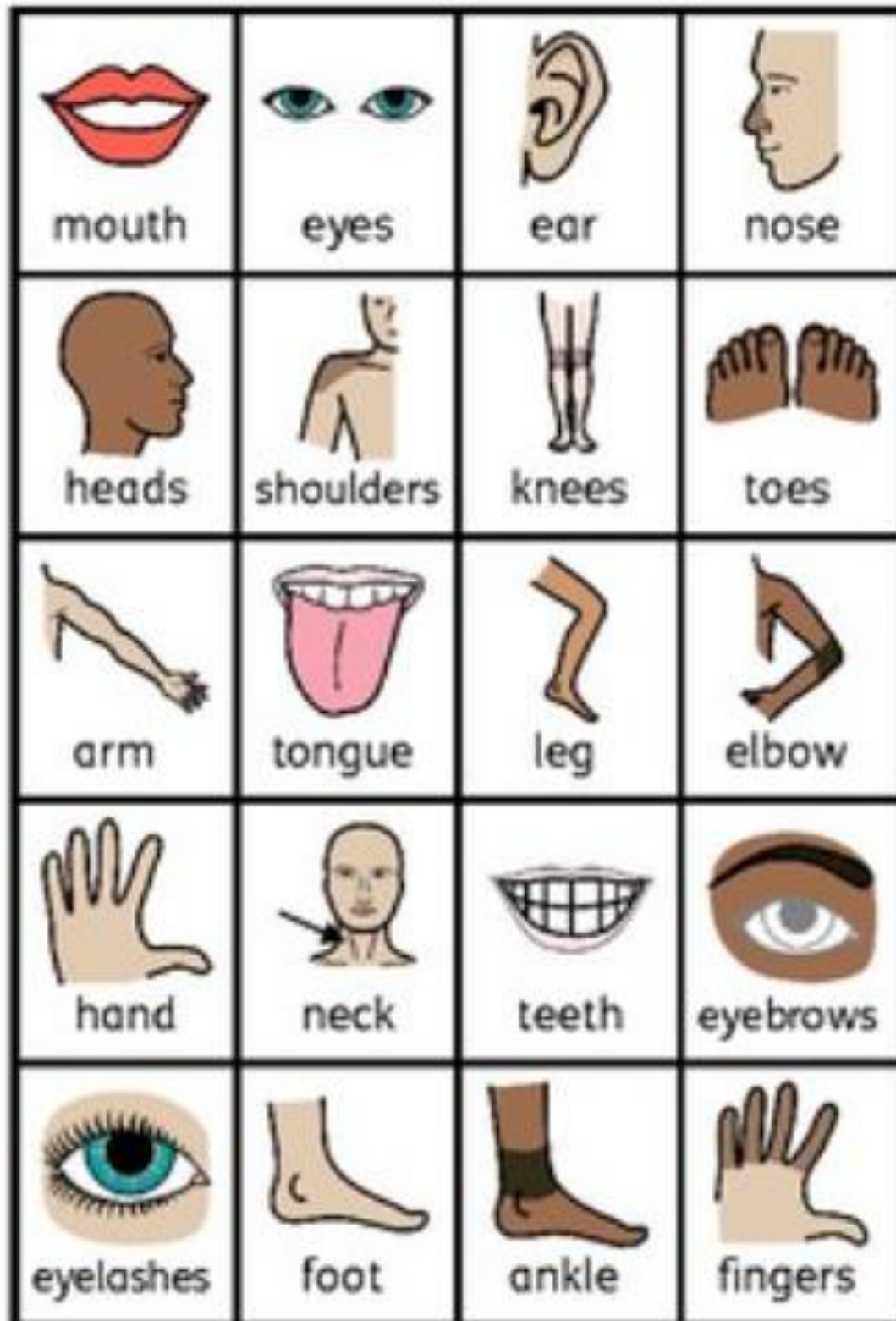
Emotions visual:



Emotions

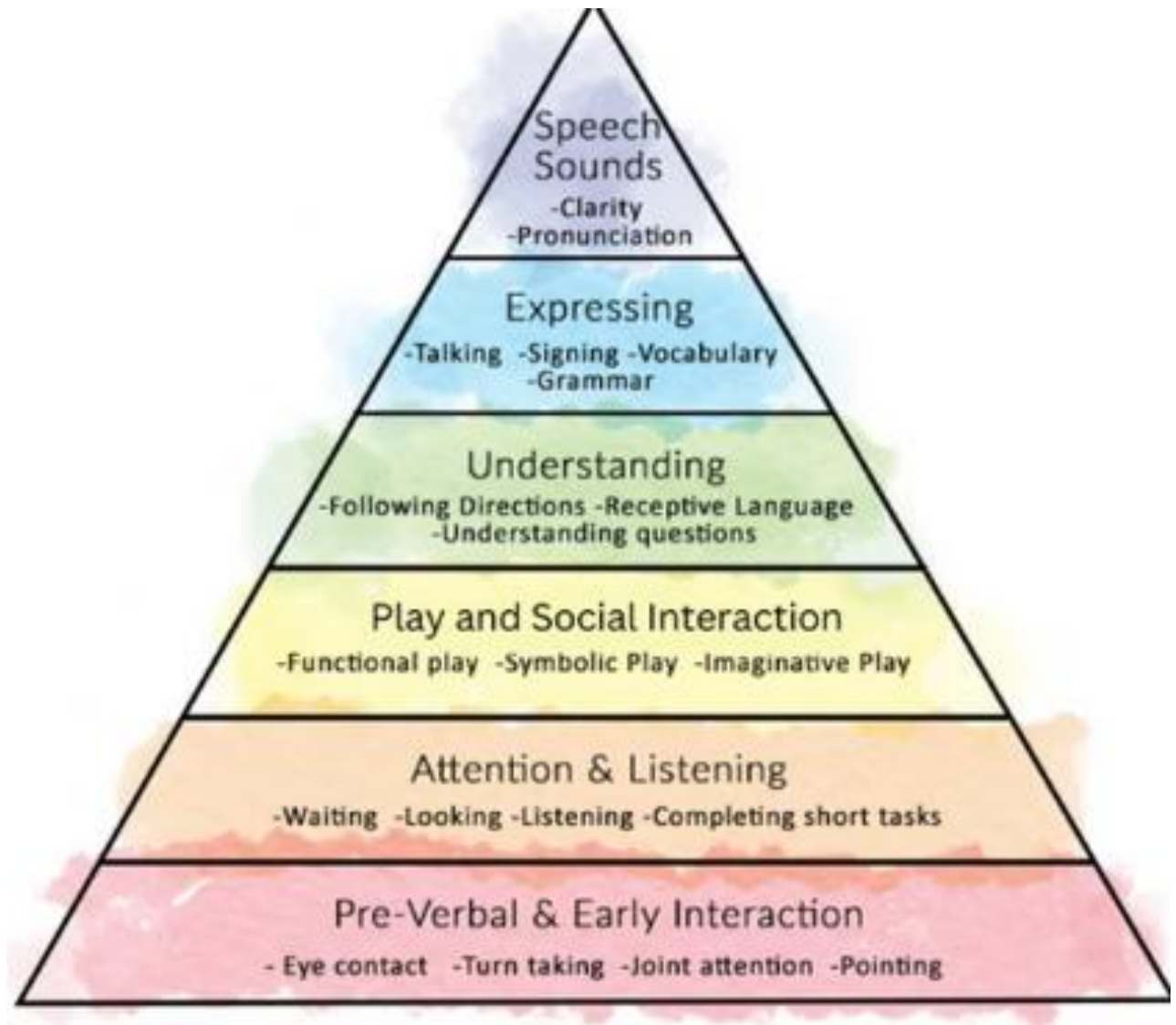


## Body Parts:





## Communication Pyramid:



*Following Directions consistently targets:*

- Understanding
- Attention & Listening
- Pre-Verbal & Early Interaction