



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 (2-step)

What is understanding language?

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

What does this handout focus on:

Developing listening and understanding skills through following **two-step** instructions.

This may be suitable for children who:

- Show understanding of basic instructions
- May complete their visual schedule at school
- Can do daily routines like “put coat on”; “sit down”; “shoes on”.
- Enjoy engaging with adults consistently
- Can sustain attention for up to 5-15 minutes at a time

Games:

1.Simon Says – 2-step: e.g. “Do a lion roar & a frog jump”

Instructions:

- Use a visual printout to support you
- Target one area at a time first: actions; animal sounds; animals; emotions; noises. E.g. “Walk like a frog”; “Roar like a lion”.
- Once you have completed Simon says with all the areas, you can begin to combine them
- Start with Simon says with a Visual and point to the action you are asking them to do
- As they learn how the activity works, you may be able to use two visuals together to combine actions.



- Only once a child shows strong understanding of spoken language and all the actions, can you progress to removing the visuals.

Resources in Appendices:

- Actions visual
- Animal actions visual
- Animal noises visual
- Gross motor visual
- Funny faces visual
- Generic Simon Says instructions

2.Posting Game – 2 step e.g. “Put the dog and the cat in the postbox”

What you need:

- Post box
- Post box pictures (please see in Appendices)
- Post box sensory items E.g. bottle caps; paper

Instructions:

- Reveal all the items and pictures (these must not be new vocabulary or concepts for the child)
- Clearly label all items and pictures
- Say the instruction “put the pig in the post-box”
- Model completing the action to teach the activity
- Give 2-step instructions to the child e.g. “put the dog and the cat in the post-box”.

3.Action Dice – 2 step: e.g. “5 kicks”

Instructions:

- Roll at least one “action word” dice and the number dice to start your turn.
- Do the action the number of times the number dice indicates.
- As your child is doing their action, repeat or “bombard” the new vocabulary word. For example: “The dice say to kick 5 times! Look how high you are kicking! You are kicking so fast! I love how you kick!”
- Take turns back and forth. If your child is unfamiliar with how to do the action, slowly exaggerate it to let your child process the word and the action.

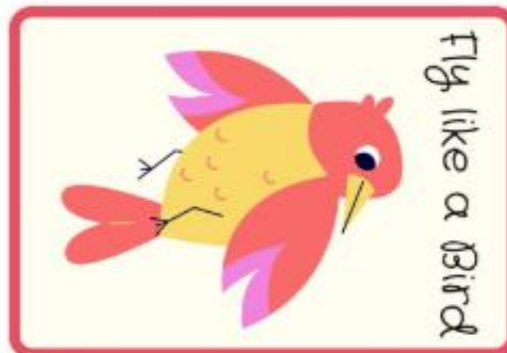
Resources in Appendices:

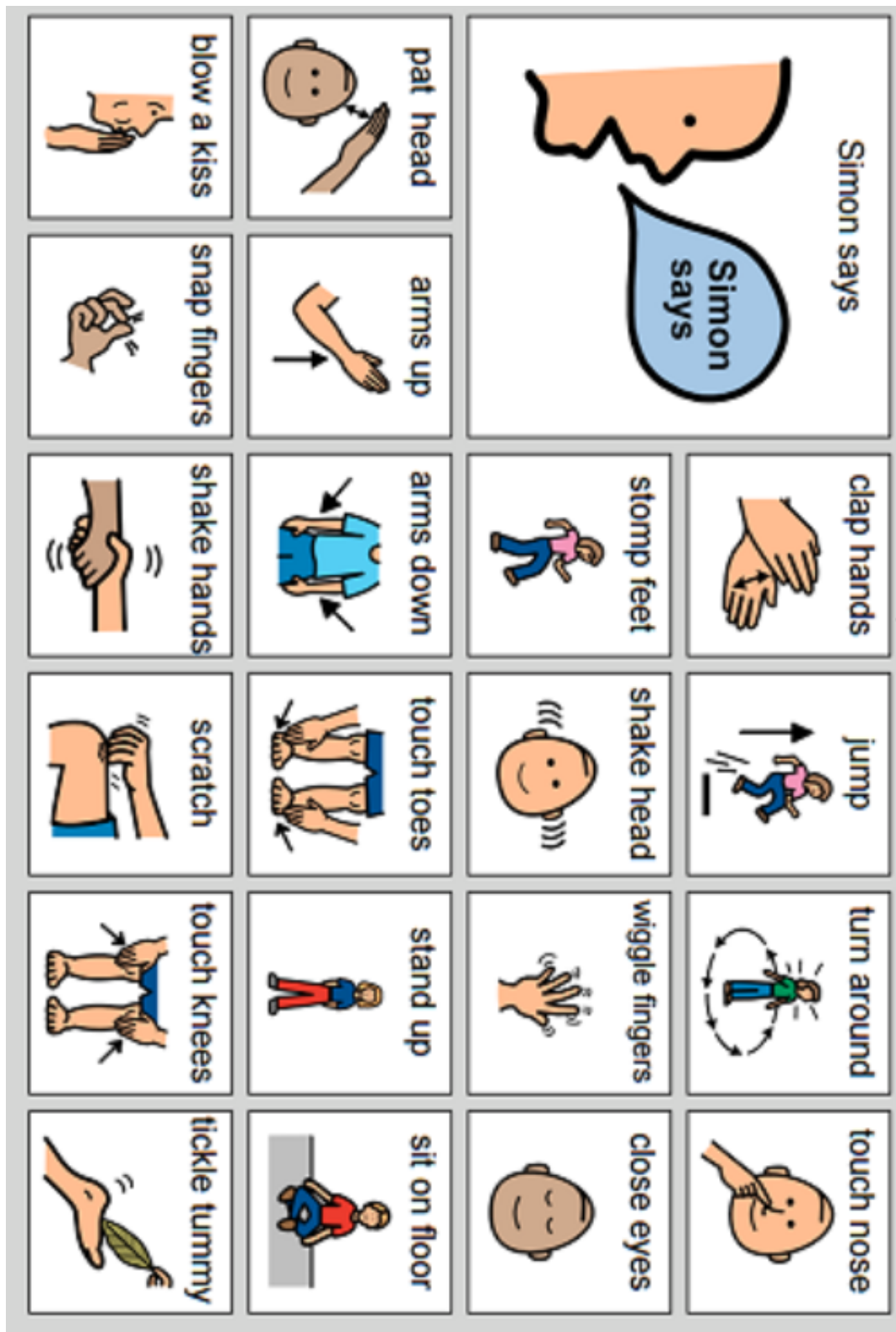
- Action dice
- Number dice



Appendices:

Simon Says:







Simon says...



- Bend your knees
- Bow
- Clap your hands
- Clap your knees
- Climb the stairs
- Close your eyes
- Cross your arms/legs
- Dance
- Freeze
- Give yourself a hug
- Hop on your left/right foot
- Jump
- Laugh
- Make a funny face
- Move forward/back one step
- Move like a robot
- Open your mouth
- Play the air- guitar
- Pretend to sit in a chair
- Put your hands on your hips
- Put your hands on your shoulders
- Put your hands on your stomach
- Put your thumbs up
- Raise your left/right arm
- Reach for the sky
- Roll your eyes
- Shake your body
- Shake your head
- Shake your left/right foot
- Sing a song
- Smile
- Snap your fingers
- Stamp your feet
- Stand on your left/right foot
- Stand on your toes
- Stick your tongue out
- Swim
- Touch your elbow
- Touch your mouth
- Touch your nose
- Touch your toes
- Turn around
- Walk on the spot
- Wave goodbye
- Wave with your left/right hand
- Wiggle your fingers



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Post-box items:





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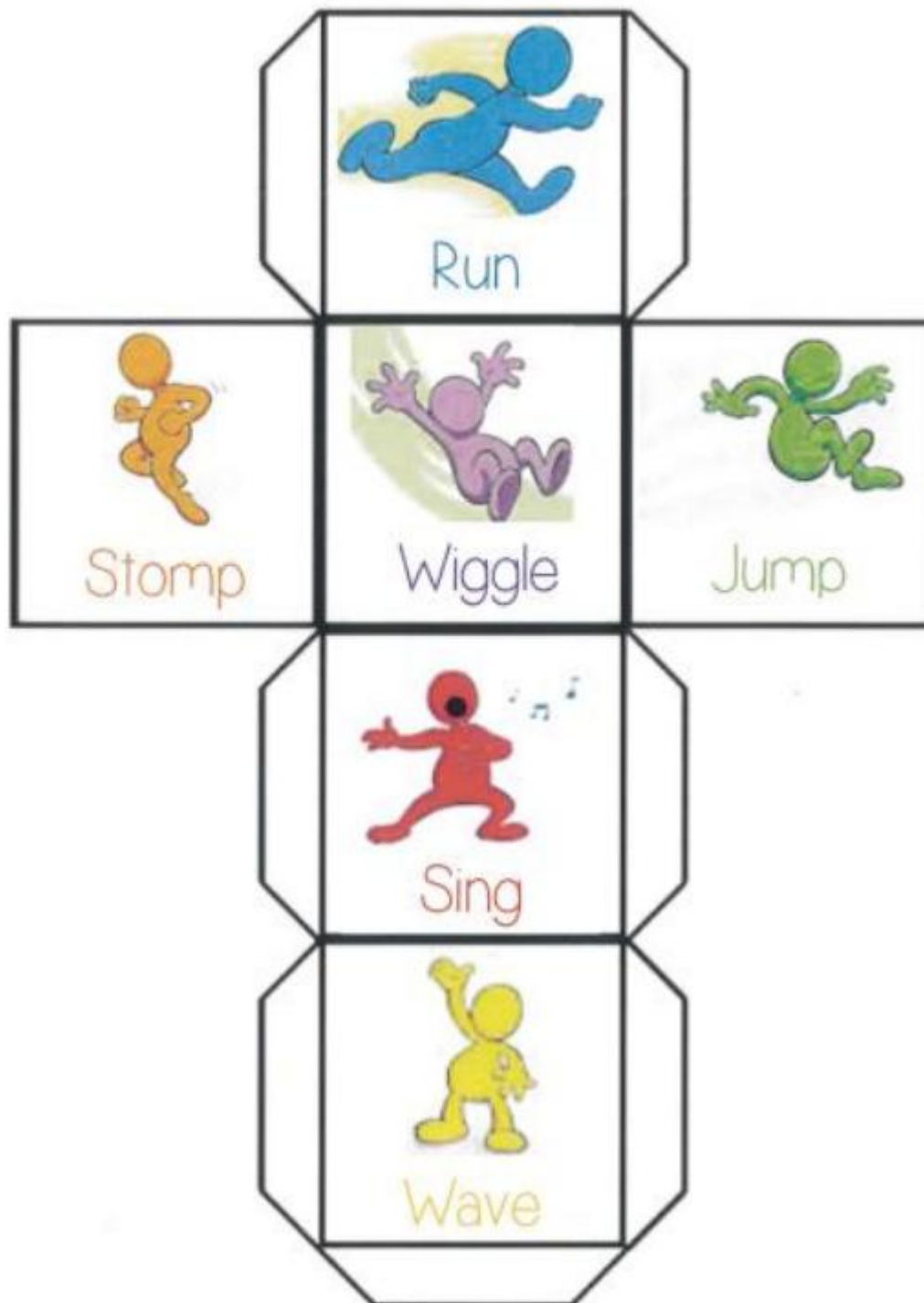
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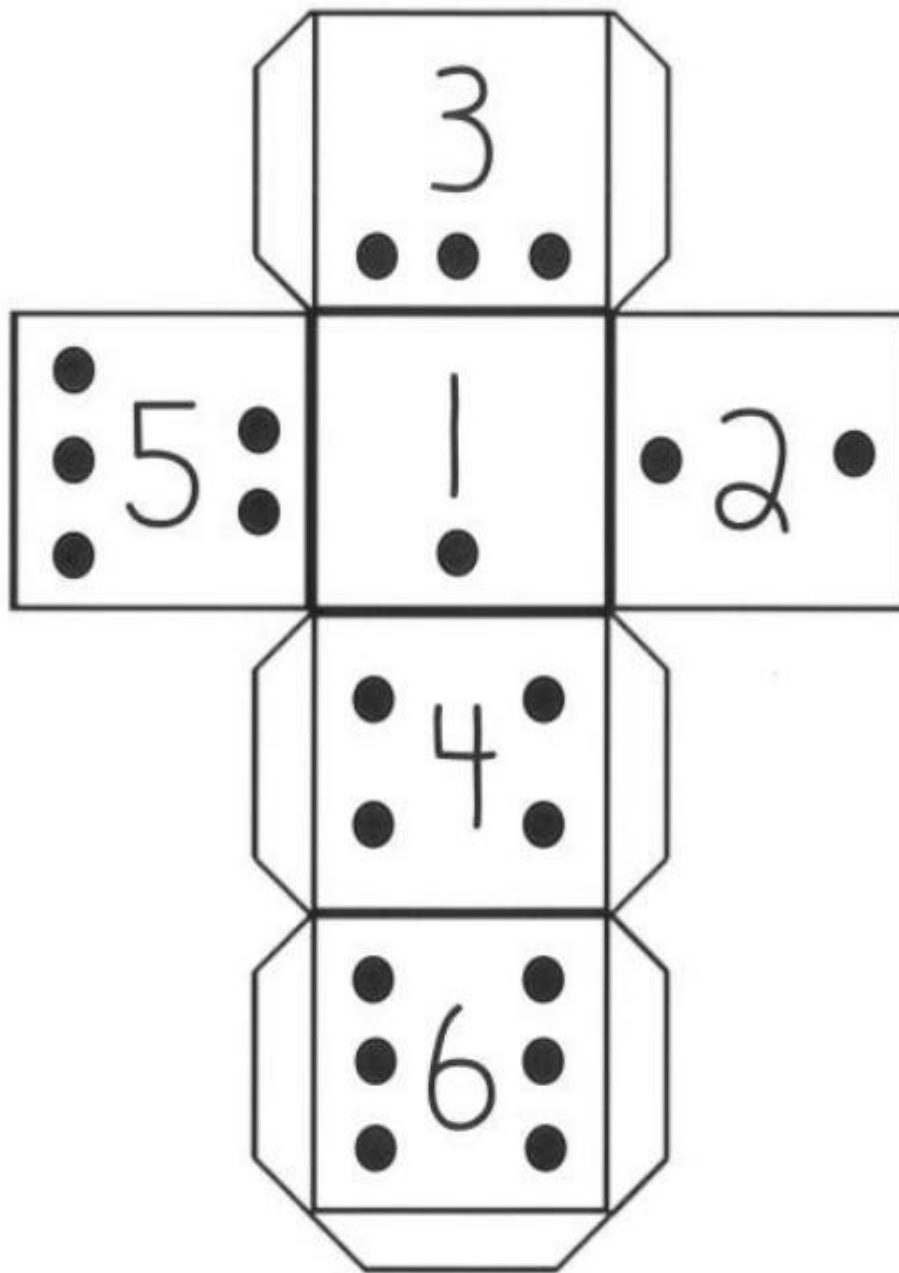
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Action Dice:



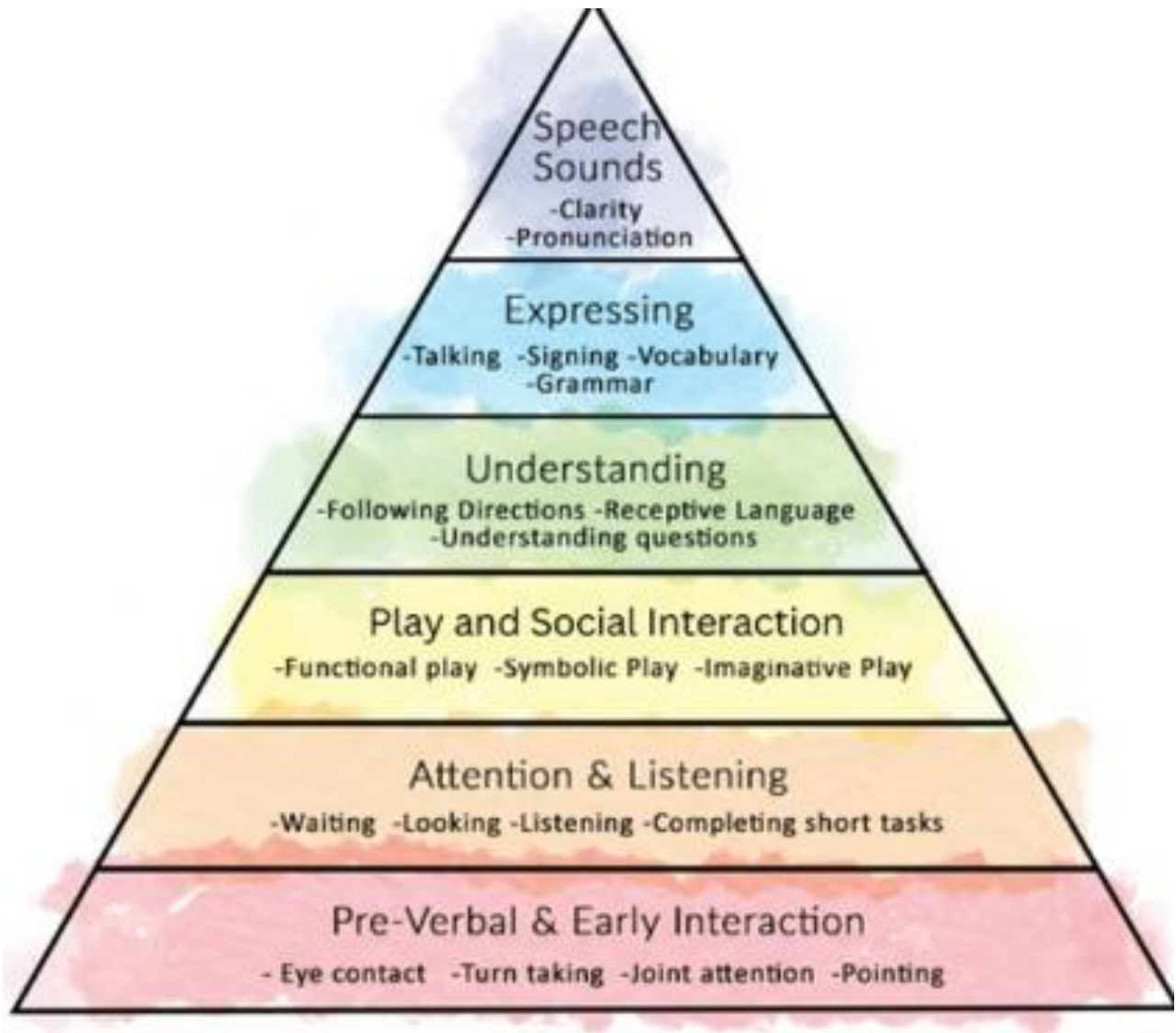


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Communication Pyramid:



Following Directions consistently targets:

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