

Expressive Language: use of facial expressions, gestures, sign language, words, sentences, writing to convey a message (how you get your point across)

Vocabulary

Elementary

- Label items
 - Younger/less verbal: verbally label items given choice of 2+ items
 - Older/more verbal: commenting during structured conversation, describing items
- Identify items
 - Younger/less verbal: point to items given choice of 2+ items
 - Older/more verbal: point to items given function or description
- Identify and use prefixes (e.g., pre, dis, un, re) and suffixes (e.g., ed, est, er, ful)
- Identify and use synonyms (e.g., happy/glad) and antonyms (e.g., happy/sad)
- Provide adjectives to describe a word or item
- Sorting/categorizing (e.g., shapes, colors, numbers etc.)

Middle/High

- Define and use curriculum based vocabulary (refer to resources for definition such as an online dictionary)
- Create a sentence using curriculum based vocabulary word
- Identify and use prefixes (e.g., anti, meta, di) and suffixes (e.g., ism, ly, tion)
- Identify and use homonyms (i.e., words with same spelling and pronunciation but different meanings) and homophones (i.e., words that are pronounced the same but may be spelled differently and have different meanings)
- Create shopping list

Receptive Language: understanding of messages (how well you understand what others are communicating)

Elementary

- Following directions (e.g., play 'Simon Says', use directive words such as "before," "after," "next")
- Identify the main idea of a sentence
- Identify a detail from a sentence

Middle/High

- Listening comprehension (e.g., read articles and ask comprehension what, when, where, who, how and why questions)
- Complete complex multi-step directions

Pragmatic Language: social language skills used during interactions with others; following rules for conversation

Elementary

- Practice turn taking while playing a game
- Enforcing house rules (e.g. sitting at the table to eat, using a timer to complete a task)
- Practice appropriate use of refusal (e.g., saying “No thank you”)

Middle/High

- Maintaining a topic during a conversation
- Asking follow up questions
- Taking a message for a parent/caregiver through the phone
- Buying something at a store using social rules
- Create mock shopping cart activity (e.g., pick items online to “buy”, add up cost and identify change)

Articulation: formation of clear formation of speech (how well you pronounce sounds)

- Practice and drill target sounds (e.g., say “ch” 10x)
- Say target sound at beginning of word (e.g., chair) in the middle of word (e.g, teacher) and end of word (e.g., teach)
- Use target sound in words (e.g., chair)
- Use target sound in phrases/sentences (e.g., I sit on a chair)

Helpful websites for speech and language activities:

<https://www.asha.org/>

<https://www.speechandlanguagekids.com/>

<https://www.superduperinc.com/default.aspx>

<https://www.rethinked.com/>