

The Speech Book MONSTER



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Have any of your children ever had their speech and language workbook eaten by the “Speech Monster”? Sometimes speech homework mysteriously disappears. We have fun at my school pretending that the “Speech Monster” ate it.

On a more serious note, the speech and language book is a very important part of therapy. Without practice at home, a child’s speech and language will not improve without carryover. This means that if you have a student that comes to speech, he/she should leave for speech with a book and come back with the book as well.

The parent or helper should sign speech homework. Since speech involves actual “speaking,” the activities are usually verbal in Grades 1-4. Grades 5-6 sometimes have to write out assignments, as a part of written language development. Most commonly, the homework is a list of vocabulary words that match the current season, holiday, or school activities. The child must say the words with a LISTENER, and then have it signed.



Other assignments include daily conversation calendars, cutting out pictures in a designated category, forming opinions or stating facts from stories, creating grammatically correct sentences, and describing objects. All of these assignments target a child's language ability, which directly effect academic success.

Children can earn stickers and prizes for completing homework. Children get three chances to do their homework before I contact the teacher or parents. Children often forget the speech work because of organizational problems associated with speech disorders. I find that about 50% of children who come to speech do their speech work consistently.

Parents/Teachers can really help by doing the following:

1. Send the child to speech class with his/her bookbag. That way the homework goes directly inside it. Parents, check the bookbag for the speech book/folder.
2. Teachers can check to see if the child comes back from speech class with a speech book. Parents should complete the "speaking" activities/speech assignment with the child and sign off or make sure all work is complete. Watch the child put the folder back into the bookbag.
3. Put a reminder on the child's desk what days/times he/she goes to speech.