FIELD NINE

FREE DOWNLOAD

FOR SLPS AND SLPAS TO SEND HOME

Speech therapy handouts parents will read

Eight one-page handouts in plain, warm language, from what happens in a session to speech sound ages, AAC and stuttering. Plus a home practice calendar and take-home notes that keep families in the loop.

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PARENT FRIENDLY · FILL IN AND SEND HOME · 13 PAGES

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FOR THE SLP OR SLPA

Send home one page at a time

Eight one-page handouts, a home practice calendar and take-home notes, written for families at about a 6th to 8th grade reading level. Each handout takes about two minutes to read. This is the only page written for you.

Sign the top line

Write your name on the "From your speech therapist" line so the family knows who sent the page.

Say how to reach you

Fill in "Questions? Ask me" with your email, your phone, or "a note in the folder."

Circle one thing

Highlight the one or two lines that matter most for this child. Families act on a short list.

Which page, when

PAGE	HANDOUT	SEND IT HOME WHEN
3	**What happens in speech therapy**	Services start, after an eligibility meeting, or when a family asks what you do in sessions.
4	**When kids learn speech sounds**	A family asks whether a sound error is expected for their child's age, or before an articulation meeting.
5	**Practicing speech sounds at home**	A student is ready to practice a sound outside of sessions. Send it with the calendar.
6	**Home practice calendar**	Each month, with the practice words written in. Ask the family to send it back.
7	**Growing language in everyday routines**	Any child with language goals, from preschool through the early grades.
8	**Early talkers: birth to 3**	Early intervention visits, late talkers, and toddlers waiting for services.
9	**Reading together**	Language or literacy goals, or any family that asks for one easy daily habit.
10	**AAC: myths and facts**	AAC is first introduced, or a family worries that a device will replace talking.
11	**Stuttering: how to help at home**	After a fluency evaluation, or when relatives keep telling the child to "slow down."
12	**Today in speech notes**	After any session. Fill one in during the last two minutes, or have the SLPA fill it in.

Talk it through when you can

A handout lands better after a short conversation at pickup, at a meeting, or on a call. Point to the one part you want the family to try first.

Families who speak another language

Go over the page with a qualified interpreter. Encourage families to use the language they speak best at home. The language and reading ideas in this set work in any language.

For SLPAs

Check with your supervising SLP before you send a handout on a new goal area. Keep a copy of each take-home note with your session data.

Printing

Print single-sided so each handout can go home on its own. The take-home notes print two to a page. Cut on the dashed line.

From your speech therapist: _____ Date _____

FOR FAMILIES

What happens in speech therapy

Speech therapy helps your child talk, understand others, and share ideas. Here is what a session looks like, who you will meet, and how you can be part of it.

Who's who

SLP stands for speech-language pathologist. Your child's SLP has a graduate degree in speech and language. The SLP tests your child, writes the goals, and plans therapy.

SLPA stands for speech-language pathology assistant. An SLPA is trained to work with your child on the goals the SLP writes, and the SLP supervises that work.

Where and how often

Sessions can happen one on one, in a small group, in your child's classroom, or online by video.

How long and how often depends on your child's plan. If you are not sure what the plan says, ask. We are happy to go over it with you.

A typical session

1. **Hello and warm up.** A quick chat, or a look back at what your child practiced last time.
2. **Practice the goals.** Your child practices with games, books, toys, and conversation. Expect lots of short tries, with help when it's needed.
3. **Keep track.** The therapist writes down how many tries went well and how much help your child needed. Over the weeks, this shows progress.
4. **Wrap up.** A quick review, and often something small to try at home.

How you can help

- Ask your child about speech today, and read the notes we send home.
- Practice for a few minutes most days with what we send.
- Tell us what you notice at home: new words, new sounds, or things that are still hard.
- Let us know about changes, like a hearing test, a new medicine, or a big change at home.
- Come to meetings, or ask for a phone call if you can't make it.

Questions you can ask

- "What is my child working on right now?"
- "Why did you choose these goals?"
- "What does progress look like, and how will I hear about it?"
- "What is one thing I can do at home this week?"
- "Can I watch part of a session?"

Words you might hear

Goal	A skill your child is working toward, like saying the "s" sound in words.
Target	The exact sound, word, or skill your child is practicing today.
Trial	One try. Therapists count tries to see how your child is doing.
Cue	A hint or a bit of help, like a picture, a hand signal, or a reminder.
Carryover	Using a new skill outside of speech: at home, at school, and with friends.

Questions? Ask me: _____

From your speech therapist: _____ Date _____

SPEECH SOUNDS

When kids learn speech sounds

Children learn speech sounds a few at a time over several years. Each row shows the sounds that about 9 out of 10 children say correctly by that age. Many children say them much sooner.

By age 3 by 2 years, 11 months	**b** ball	**n** no	**m** mom	**p** pop	**h** hat	**w** wet	**d** dog
By age 4 by 3 years, 11 months	**g** go	**k** key	**f** fish	**t** toe	**ng** sing	**y** yes	
By age 5 by 4 years, 11 months	**v** van	**j** jump	**s** sun	**ch** chip	**l** leaf	**sh** shoe	**z** zoo
By age 6 by 5 years, 11 months	**r** red	**th** this buzzy th	**zh** measure	These take longer. Many 4-year-olds still say "wed" for "red," and that fits this chart.			
By age 7 by 6 years, 11 months	**th** think quiet th	Often the last sound to settle in. A 5-year-old who says "fink" for "think" fits this chart.					

How to read this chart

Find the row for your child's age. Say your child is 4 and a half: most children that age say the sounds in the first two rows. Sounds in the rows below may still be on the way, and that is expected.

Every child is different

Children learn sounds in their own order and at their own pace. Your child's speech therapist looks at the whole picture: age, which sounds are hard, how easy your child is to understand, and how speech affects school and friendships. The therapist decides what is typical for your child.

Sounds, not letters

This chart is about sounds. The "k" sound is spelled with a c in "cat" and a k in "key." The letters "th" make two different sounds: buzzy in "this" and quiet in "think."

More than one language?

This chart is for English. Sounds and ages differ from language to language. Your child's speech therapist will think about every language your child speaks.

Sounds we are working on in speech _____ **Started on** _____

Ages show when about 90% of children say each English consonant correctly. Crowe, K., & McLeod, S. (2020). Children's English consonant acquisition in the United States: A review. *American Journal of Speech-Language Pathology, 29*(4), 2155–2169.

Questions? Ask me: _____

From your speech therapist: _____ Date _____

HOME PRACTICE

Practicing speech sounds at home

A few minutes of practice most days helps your child use new sounds outside of speech. You don't need special materials. Use the words your child's speech therapist sends home, and keep it light.

A five-minute plan

1 min

Warm up

Say the sound together a few times, the way the therapist showed you. Let your child see your mouth.

3 min

Practice

Go through the practice words. Aim for lots of quick tries. Short tries add up fast.

1 min

Celebrate

Tell your child one thing they did well. Then color in the day on your practice calendar.

What good practice looks like

- Practice only the sounds and words from speech. New sounds are best started with the therapist.
- Stay at your child's level. If the note says "words," stick with single words for now.
- Ask the therapist how many tries to aim for each day, and keep count as you go.
- Pick a time that already happens every day, like after dinner or in the car.
- Stop while it's still fun. If your child is tired or upset, try again tomorrow.

When a sound isn't right yet

- Say the word once the right way, then give another turn: "Listen: sun. Your turn."
- Try "Almost! Let's try again" instead of "No, that's wrong."
- Two or three tries on one word is plenty. Then move on.
- Save corrections for practice time. In everyday talk, listen to what your child is telling you, unless the therapist asks you to give reminders.

Praise that helps

"I heard your 's' in sun!"
Say exactly what they did well.

"You kept trying on that tricky word."
Praise the effort, too.

High five, thumbs up, happy dance
Praise doesn't always need words.

Keep it fun

Game turns

Say a practice word before each turn in any board or card game.

Hide and find

Hide the word cards around the room. Say each word when you find it.

On the move

Say a word before each basketball shot, jump, or beanbag toss.

Car rides

Take turns saying practice words, or spot things that have the sound.

Silly voices

Say each word like a robot, a mouse, or a giant. Your child picks the voice.

Kitchen helper

Say a word for every scoop, stir, or pour while you cook together.

Questions? Ask me: _____

From your speech therapist: _____ Month _____

HOME PRACTICE

Home practice calendar

Practice for about five minutes, then color in the circle for that day. Send this page back to speech at the end of the month.

Name _____ Sound or skill _____ Please send back by _____

THIS MONTH'S PRACTICE WORDS

1 _____	2 _____	3 _____	4 _____
5 _____	6 _____	7 _____	8 _____
9 _____	10 _____	11 _____	12 _____

MON	TUE	WED	THU	FRI	SAT	SUN
☐ ○	☐ ○	☐ ○	☐ ○	☐ ○	☐ ○	☐ ○
☐ ○	☐ ○	☐ ○	☐ ○	☐ ○	☐ ○	☐ ○
☐ ○	☐ ○	☐ ○	☐ ○	☐ ○	☐ ○	☐ ○
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☐ ○	☐ ○	☐ ○	☐ ○	☐ ○	☐ ○	☐ ○

NOTES FROM HOME

Write the date in each small box

Missed a day? That's OK. Pick it back up tomorrow. Every colored circle counts.

Questions? Ask me: _____ Family signature _____

From your speech therapist: _____ Date _____

LANGUAGE AT HOME

Growing language in everyday routines

You don't need special toys or extra time. Children learn language in the moments you already share: meals, baths, car rides, chores, and play. Here are eight ways to make those moments count.

1. Wait

After you talk, pause and count to five in your head. The quiet gives your child room to talk, point, or sign.

> **Try:** Hold up the bubbles, smile, and wait before you blow.

2. Follow their lead

Join in with whatever your child picks, and talk about that. Kids talk more about things they care about.

> **Try:** If they line up cars, line up cars too. "Red car. Blue car. Long line!"

3. Talk about what they're doing

Be the friendly announcer for your child's play. Use short, simple words.

> **Try:** "You're pouring the water. Pour, pour, pour. All gone!"

4. Add one word

Take what your child says and add one more word. This shows them the next step.

> **Try:** Your child says "Ball." You say "Big ball!" or "Throw ball!"

5. Offer choices

Hold up two things and name them both. Give your child the one they pick, even if they point.

> **Try:** "Apple or crackers?" Then: "Crackers! Here are your crackers."

6. Comment more than you question

Too many questions can feel like a quiz. Comments invite your child to join in.

> **Try:** Swap "What's that?" for "Wow, a tall tower!"

7. Repeat and expand

Say back what your child said, the right way, with a little more. They don't need to repeat it.

> **Try:** Your child says "Doggy run." You say "Yes, the doggy is running fast!"

8. Read together

Read favorite books again and again. Pause so your child can fill in words they know.

> **Try:** "The cow says..." Then wait for "Moo!"

Pick one to try this week

- [ ] Wait
- [ ] Follow their lead
- [ ] Talk about it
- [ ] Add one word
- [ ] Offer choices
- [ ] Comment
- [ ] Repeat and expand
- [ ] Read together

I'll try it during _____

Use the language you know best

Talk with your child in the language you are most comfortable speaking. All eight of these ideas work in any language.

Questions? Ask me: _____

From your speech therapist: _____ Date _____

BIRTH TO 3

Words for early talkers

Babies and toddlers learn to talk by hearing the same words again and again in everyday moments. Keep words short, say them often, and pause so your child can take a turn.

Bath time

WORDS TO USE

water · splash · wet · wash · bubbles · pop · duck · in · out · all done

TRY SAYING

"Splash, splash!" · "Wash your toes." · "Bubbles. Pop!"

Try this: Blow bubbles, then pause before you pop one. Wait for a look, a sound, or a word.

Meals and snacks

WORDS TO USE

more · eat · drink · cup · yum · hot · open · bite · crunch · all done

TRY SAYING

"More milk?" · "Open! Crunch, crunch." · "All done eating."

Try this: Give small bites so your child can ask for more with a reach, a sign, a sound, or a word.

Car rides and walks

WORDS TO USE

go · stop · car · bus · truck · dog · tree · fast · slow · beep

TRY SAYING

"Ready, set... go!" · "Stop. Red light." · "Look, a big truck!"

Try this: Sing a song you both know and leave off the last word for your child to fill in.

Getting dressed

WORDS TO USE

shirt · shoes · socks · on · off · up · arm · feet · head · peekaboo

TRY SAYING

"Arm in. Other arm in." · "Shoes on!" · "Peekaboo!"

Try this: Hold up two shirts and name them. Let your child choose by pointing, looking, or saying it.

Playtime

WORDS TO USE

ball · roll · block · up · uh-oh · crash · my turn · your turn · again

TRY SAYING

"Ready, set, roll!" · "Up, up, up... crash!" · "Uh-oh, it fell!"

Try this: Stop a fun game, like pushing the swing, and wait. Let your child ask for "again" any way they can.

In every routine

- Get down to your child's level so they can see your face and what you're doing.
- Copy your child's sounds and words, then wait for another turn.
- Use gestures and simple signs along with your words.
- Say the same short words every day. Repeating helps words stick.

Every way counts. Looks, sounds, reaching, pointing, signs, and words are all ways to communicate. When you answer each one, your child learns that communicating works.

Questions? Ask me: _____

From your speech therapist: _____ Date _____

BOOKS AND TALKING

Turn a book into talking time

You don't have to read every word on the page. Use the pictures to talk, take turns, and follow what your child finds interesting. A few minutes a day with any book counts.

Four ways to talk about any book

1 Point and name

Point to a picture and name it. Then let your child point while you name, or the other way around.

> **Try:** "Look, a duck! The duck is swimming. Where's the baby duck?"

2 Pause and let them fill in

Read a line your child knows well, then stop before the last word. Wait, and smile.

> **Try:** "And the little bear said, 'Goodnight, ...'" Wait for "moon!"

3 Ask what happens next

Before you turn the page, ask your child to guess. Any answer is a good answer.

> **Try:** "Uh-oh, the ball rolled away. What do you think happens next?"

4 Connect to their life

Link the story to people, places, and things your child knows.

> **Try:** "He's at the park. We went to the park on Saturday! What did you play on?"

Questions to try

LITTLE ONES (ABOUT 1 TO 3)	PRESCHOOL (ABOUT 3 TO 5)	SCHOOL AGE (5 AND UP)
"Where's the dog?"	"What is she doing?"	"Why do you think he did that?"
"Can you find the ball?"	"How does he feel? How do you know?"	"What would you do if you were her?"
"What does the cow say?"	"What happens next?"	"What was the problem in the story?"
"Show me the big one."	"Have you ever done that?"	"Can you tell me the story in your own words?"
"Uh-oh! What happened?"	"Where do you think they are going?"	"How is this like another book we read?"

Books that get kids talking

- Books with a line that repeats on every page
- Lift-the-flap and touch-and-feel books
- Wordless picture books, where you tell the story together
- Books about things your child loves, like trucks, animals, or food
- Books from your family's culture or in your home language

Make it easy

- Let your child hold the book and turn the pages.
- Skip pages, or read the same book every night. Both are fine.
- Stop when your child is done, and try again later.
- Talk about pictures on cereal boxes, signs, and menus too.
- Visit your library. Many have free story times for kids.

A book we used in speech _____ Words to talk about _____

Questions? Ask me: _____

From your speech therapist: _____ Date _____

AAC

AAC: myths and facts

AAC stands for augmentative and alternative communication. It means any way to communicate besides talking. AAC gives your child a way to say what they want to say today, while they keep working on speech.

NO TECH
Gestures, signs, facial expressions, and body language.

LOW TECH
Picture cards, picture boards, and letter boards.

HIGH TECH
Tablets and devices that say a word out loud when your child touches it.

Myths and facts

MYTH	**AAC will stop my child from learning to talk.**	FACT	Research has not found that AAC keeps children from talking. Some children start saying more words after they begin using AAC.
MYTH	**My child has to be "ready" for AAC.**	FACT	There are no skills a child must show before starting. Children learn AAC by seeing it used and using it.
MYTH	**AAC is a last resort.**	FACT	AAC can start early, alongside speech therapy. Starting AAC does not mean giving up on talking.
MYTH	**My child is too young for AAC.**	FACT	There is no minimum age. Toddlers can learn to use AAC.
MYTH	**My child says some words, so AAC isn't needed.**	FACT	Children who talk some, or whose speech is hard to understand, can use AAC too. It helps when talking is hard.

How to model AAC at home

Modeling means you use your child's AAC while you talk to them. Children learn AAC the way they learn speech: by seeing and hearing others use it first.

1. **Talk and touch.** As you talk, touch one or two key words. Say "Let's go outside" and touch GO and OUTSIDE.
2. **Show without testing.** Model, then keep going. Your child doesn't have to copy you.
3. **Use it everywhere.** Meals, bath, play, and the car. Keep it close and charged.
4. **Let them explore.** Pressing lots of buttons is how children learn where words are. Answer as if they said it.
5. **Go beyond wants.** Model words for comments and feelings too, like "funny," "look," and "I don't like it."

Words to model first

Pick a few and use them all day, in every routine.

more · go · stop · help · all done · want · like · not · look · my turn · open · again · different · finished

Answer every message. Whether your child uses the device, a sign, a sound, or a word, respond to what they said.

Myths 1 to 4 are discussed in Romski, M., & Sevcik, R. A. (2005). Augmentative communication and early intervention: Myths and realities. *Infants & Young Children, 18*(3), 174–185.

Questions? Ask me: _____

From your speech therapist: _____ Date _____

STUTTERING

Stuttering: how to help at home

Stuttering is a difference in the way speech flows. Your child might repeat sounds ("b-b-ball"), stretch them ("sssun"), or get stuck with no sound coming out. A patient listener at home helps a lot.

You did not cause this

Stuttering is not caused by anything you did or said. It is no one's fault, and your child is not doing it on purpose. Stuttering often runs in families.

Things that help

- **Give time.** Wait for your child to finish, even when it takes a while.
- **Keep listening.** Stay relaxed and show you are interested in what your child is saying.
- **Answer the message.** Respond to what your child said, the same way you would any other time.
- **Take turns.** At family meals, make sure everyone gets a turn and no one has to rush.
- **Make time to talk.** A few calm minutes a day where your child leads the talk.

Things to skip

- **Finishing words or sentences,** even to help.
- **Saying "slow down," "take a breath," or "relax."** These sound kind, but they tell your child their way of talking is a problem.
- **Asking your child to say it again** without the stutter.
- **Hurrying or interrupting,** even on busy mornings.

Talking about stuttering

Some children want to talk about stuttering, and some don't. Follow your child's lead. If they bring it up, keep it calm and simple, and use their words for it, like "bumpy" or "stuck."

> **"That word got stuck. That happens. I'm listening."**

> **"Take your time. I'll wait."**

> **"It's OK to stutter with me. I want to hear what you have to say."**

Good days and hard days

Stuttering often comes and goes. It may show up more when your child is excited, tired, or has a lot to say. Ups and downs are expected.

If others tease or interrupt

Step in kindly, and tell your child's speech therapist and teacher. Every child deserves to be heard all the way to the end.

Questions to ask your child's speech therapist

- "What are my child's goals in speech?"
- "How can I talk with my child about stuttering?"
- "What should I tell teachers, coaches, and relatives?"

Questions? Ask me: _____

Cut on the dashed line. Fill one in during the last two minutes of the session and send it home the same day.

Today in speech

Name _____ Date _____

Seen by: ☐ Speech-language pathologist (SLP) ☐ Speech-language pathology assistant (SLPA)

What we worked on:

☐ Speech sounds ☐ New words ☐ Sentences ☐ Following directions ☐ Answering questions ☐ Telling stories ☐ Conversation
☐ Using AAC ☐ Stuttering support ☐ Other

Today's target _____

How it went:

☐ Did it on their own
☐ Needed a little help
☐ Needed a lot of help
☐ A new skill we are starting

Correct tries _____ out of _____

Try this at home:

A great moment today _____

Note from home (optional) _____

Signature _____ Questions? Ask me: _____

Today in speech

Name _____ Date _____

Seen by: ☐ Speech-language pathologist (SLP) ☐ Speech-language pathology assistant (SLPA)

What we worked on:

☐ Speech sounds ☐ New words ☐ Sentences ☐ Following directions ☐ Answering questions ☐ Telling stories ☐ Conversation
☐ Using AAC ☐ Stuttering support ☐ Other

Today's target _____

How it went:

☐ Did it on their own
☐ Needed a little help
☐ Needed a lot of help
☐ A new skill we are starting

Correct tries _____ out of _____

Try this at home:

A great moment today _____

Note from home (optional) _____

Signature _____ Questions? Ask me: _____

ONE MORE THING

Update families with less paperwork

A take-home note is quick to write when you already know how the session went. Field Nine drafts the session note and goal data before you walk out of the room, so telling families what happened today takes less time.

FIELD NINE

Hands free notes.

Record the session on your phone or Meta smart glasses. Trial counts and cue levels come from what happened in the room, and the note and goal data are drafted before you walk out. Nothing enters the record until you approve it.

- 5 free sessions to start
- Then $1 a session, with no subscription
- We sign a BAA with your practice

SCAN TO TRY IT

field9.ai/speech

HOW IT WORKS

1

Run your session

Put on the glasses or prop up your phone, tap record, and run the session the way you always do.

2

Review the draft

Trial counts, cue levels and a drafted note are ready when you walk out of the room.

3

Approve and sign

Change anything you want, then sign. Nothing enters the record until you approve it.

Terms of use

Free for SLPs, SLPAs, teachers and families. Print it, copy it, and share it with colleagues and the families on your caseload. Please don't sell it, and please don't post an edited copy as your own.

A clinical note

Each handout gives families general information. Go over it with the family when you can, and change anything that doesn't fit the child in front of you.

MORE FREE KITS FROM FIELD NINE

Download all six at **field9.ai/free**

WH Questions Kit
120 leveled questions, stories and picture cues
13 pages

Articulation Word Lists
504 words for 12 sounds, blends and vocalic R
19 pages

Phonological Processes Guide
A probe, a cycles planner and 100+ minimal pairs
14 pages

Speech Therapy Data Sheets
Trial sheets, goal trackers and session notes
12 pages

Speech Therapy Goal Bank
115 fill-in goals in ten areas
14 pages

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