

CALIFORNIA STATE UNIVERSITY, EAST BAY  
DEPARTMENT OF SPEECH, LANGUAGE, AND HEARING SCIENCES  
NORMA S. AND RAY R. REES SPEECH, LANGUAGE AND HEARING CLINIC

**Home Program**

Spring 2024

Nam Pr 0.002 Tc 0.002 Tw (AND)Tj0 Tc 0H. 1.52 0 Td( )Tj-0.002 Tc 0.00.2(P)1 (r)4 2A1j(P)1 (r)4 (o3(P)1 (r)4

**(2<sup>nd</sup> paragraph with a more functional application, if appropriate)**

There are also practice and reinforcement opportunities in her daily routines. For example, during daily routines such as dressing and mealtimes, you can produce single words and emphasize the last sounds. These types of frequent models are good to draw her attention to the sound. You can also ask Patricia to label items she is familiar with, such as *sock*, *shoes*, *spoon*, *dog*, *cup*, *etc.* While reading at bedtime, ask her to fill in specific words that have a sound at the end. If she does not say the last sound in a word, ask her to “say the word again using the ending sound”, or say it for her and have her repeat you. Always praise her for correctly producing the final sound in a word or making any attempts, even if not correct.

**#2 Following directions**rep( )in-00 [c]oj-00 (emo-11 (ep)-4( )in-0m0)6,)IT 00T 00 37IT (e)IT 00IT 00 [fo]-[E