

Speech Therapy Goal Ideas for Common Kids Toys

Research shows children learn best through embedded language strategies in daily routines and play. These are ideas can be used as a guide for therapists and parents to target specific goals while using toys in the child's home. The "E" indicates an Expressive Language Goal, the "R" indicates Receptive Language Goal and the "S" indicates Pragmatic/Social Language Goal. Your child's therapist can explain the difference between expressive and receptive language. You should work closely with your child's speech therapist to determine appropriate goals for your child.

1. Tunnel

- E—Requesting "up"/ "down" in order to climb/roll ball through tunnel
- E—Requesting "in"/ "out" with ball/person
- E—Tunnel straight up, requesting "down" to climb in/ "up" to pull up over child
- E—Naming pictures on tunnel
- R—Following directions (go in the tunnel, point to __, pick up tunnel)
- R—Identifying people (where's mommy?)

3. Play Cups/Plates/Forks/Bowls

- S—Pretend play (eat/drink) with baby/adult/peer
- S—Pretend to cook food
- S—Pretend to serve food
- E—Request food/drink
- E—Request fork/spoon
- E—Naming foods/drinks
- R—Respond to "hungry"/ "thirsty"
- R—Respond to adult request for food/drink
- R—Follow directions (put spoon in bowl)

4. Baby Doll

- E—Naming body parts on baby
- E—Naming clothing items
- E—Actions baby is doing (sleeping, playing, jumping)
- E— Singing songs to baby
- S—Feeding baby (tea party)
- S—Putting baby to sleep
- R—Understand adult request (sleep, feed, drink, etc.)
- R—Identifying body parts
- R—Identifying clothing items

5. Mr. Potato Head

- E—Name body parts/clothing
- E—Request "more" or body parts/clothing
- E— Request actions
- R—Identifying body parts/clothing
- R—Following directions (put the eyes on, make him jump)
- R—Ask for body parts/clothing when "cleaning up" (give me eyes)
- S—Pretend play with potato heads (feeding)

6. Barnyard Bingo

- E—Request to open container
- E—Name animals
- E—Request for “more”/ “open”
- E—Request “in” and “out”
- E—Producing animal sounds
- S—Turn-taking
- R—Identify animal based on sound
- R—Matching colors and animals
- R—Identify animals

8. Play dough with shape cut-outs

- S—Make pretend food
- S—Make snake and pretend to play with
- E—Request to make obj/food
- E—Naming colors
- E—Naming animals
- R—Follow simple commands (ID animals, colors, etc.)
- R—Identify animal, food, etc. made

9. Books

- E—Vocalizing back and forth
- E—Name pictures of objects, people, animals, etc.
- E—Naming actions
- E—Requesting (turn page)
- R—Identifying pictures
- R—Joint attention (following parent’s pointing)

10. Peek-a-blocks

- E—Stacking blocks (“up”/ “down”)
- E—Requesting more blocks
- E—Naming objects in blocks
- R—Identifying objects in blocks
- R—Following directions (put block on top)
- S—Take turns stacking “my turn”

11. Bus with people

- E—Request people
- E—“Wheels on Bus” song (pause to let child finish)
- E—Request to “open bag” of people
- E—Request “in” and “out”
- R—Identifying people
- R—Follow directions or pointing (put the driver here)

12. Stacking rings

- R—Identify colors
- R—Follow directions (put orange one here)
- S—Turn-taking
- E—Requesting new rings or for help

14. Barn pop-up animals

- E—Name animals
- E—Describe what animals look like
- E—Request to make animals pop up
- E—Request help
- R—Identify animals
- R—Following directions (open this one)
- S—Taking turns

16. Puzzles

- E—Naming animals, objects, people, etc.
- E—Requesting “help”
- E—Produce animal sounds
- E—Produce a variety of consonant-vowel combinations
- R—Identify animals, objects, people, etc.
- R—Identify animal sounds
- R—Follow directions (“up” / “on top” / “under” / “down”)
- S—Pretend play with objects, animal, people, etc. (cow eating, eat the apple)

17. Jack-in-the-box

- E—“pop” when jack pops out
- E—Request to “go in”, “bye-bye”, “back in”, or “in”
- E—Sing song with tune with pausing for “more”
- R—Identify pix on box
- S—Turn taking

18. Bubbles

- E—/b/ (bubbles) and /p/ (pop) productions
- E—Requesting (“more” / “open” / “up” / “down”)
- E—Say “pop” when popping bubbles
- E—Requesting to “go” (“ready, set go”)
- R—Pointing to bubbles
- S—Taking turns blowing

19. Swing

- E—Requesting to “go” (“ready, set, ...go”)
- E—Requesting “more” after stopping
- E—Requesting to swing “high” or “low”
- S—Eye contact back and forth with person swinging

20. Slide

- E—Requesting to “go” (“ready, set, ...go”)
- E—Requesting “more”
- E—Choosing object to roll down slide
- R—Follow directions (go up the ladder vs the slide)
- S—Turn taking with child and baby doll going down