

Talking Matters

www.talkingmatters.com.au Ph: 8255 7137
Helping your child to reach their potential



Goal: Learning to use new sounds

Your child has some difficulties saying some sounds. To practice the sound the speech pathologist has chosen, follow these steps.

- ★ **Step 1: To begin with, your child must be able to hear the difference between the sound they make and the correct sound.**
 - ☆ Place the 2 pictures that represent each sound in front of your child and talk about how the sounds are made (refer handout)
 - ☆ Show your child what to do by practicing sounds together first. Say one of the sounds and ask your child to show you which sound they heard by pointing to the picture as you do. When your child is able to do this encourage them to do it by themselves just by listening to you.
 - ☆ You can make the activity fun by asking your child to put a stamp or sticker on the correct picture.
 - ☆ Repeat the activity using the short words provided. Ask your child to listen to the sound at the beginning of the word. Change the first sound to the error sound in some cases and ask your child to tell you which group they belong to. The 'old' sound or the 'new' sound.

- ★ **Step 2: Practice of the sound in isolation**

Practice the sound by itself and develop confidence in producing it

 - ☆ Ask your child to say the target sound 10 times, mark off each one on your fingers.
 - ☆ Ask your child to say the sound slowly and then quickly, loudly and then softly.
 - ☆ Ask your child to say the sound as they post the cards (provided) into a post box, or step on them like they are stepping stones.
 - ☆ When your child can say the sound by itself correctly 9 times out of 10 it's time to move to step 3.

- ★ **Step 3: Practice the target sound at the beginning of syllables**

Practice making the target sound at the beginning of syllables (i.e. short words that contain only a consonant and a vowel). Some syllables will not be "real words".

 - ☆ Draw pictures of monsters and then give your monsters silly names. Practice saying they together. To name your monsters join your target sound together with these vowel sounds
 - ee as in see
 - ar as in far
 - or as in for
 - oo as in too
 - uy as in buy
 - ay as in day
 - oy as in boy
 - ow as in how
 - oe as in hoe
 - e.g. kee, kar, kor, koo, kuy, kay, koy, kow, koe
 - ☆ Use the syllable words provided to play games such as lotto, bingo, memory, posting, stepping stones etc.
 - ☆ The child may benefit from a small gap between the first and second sounds to start with.
E.g. k.....ee k ee, and then, kee



★ **Step 4: Production of the target sound at the beginning of words.**

When the child can say the target sound in syllables correctly 9 times out of 10 it's time for step 4.

- ☆ Use the pictures provided with this hand out to play games. (see the making practice fun handout).

★ **Step 5: Practising words in a sentence.**

When the child can say the target sound in words correctly 9 times out of 10 it's time for step 5.

- ☆ Using the activities you used for step four, ask your child to put the target sound in a small sentence. Instead of expecting a word response for each picture, your child must now put the word in to a sentence.
- ☆ Start with sentences which all have the same beginning part and the last word changes, e.g.
 - I found a
 - I see a
 - I got a
- ☆ Then have you child develop sentences for each picture. You can do this by asking your child to tell you
 - What is happening in the picture
 - What you use the object for
 - To describe the object
 - To tell you something you might use with the object.



★ **Step 6: Using the new sound in everyday speech.**

When the child can say the target sound in sentences correctly 9 times out of 10 it's time for them to start using the sound in their everyday talking.

- ☆ Ask your child to tell you what they did at school/preschool remembering to use their special sound.
- ☆ Look at story books together and ask your child to tell you the story, using their special sounds.
- ☆ Point to things in the everyday environment that have their special sound in and ask them to tell you what they are.
- ☆ If your child uses the old sound provide them a model of the correct way to say the word e.g. Model the correct articulation of words and emphasise the corrected sound.
Eg Child: "I can't find my soo"
Adult: "Have you lost your **shoe**? I wonder where your **shoe** is?"
- ☆ Place signs around the house (especially on objects that have the target sound in the name), to remind your child to use the correct pronunciation.
- ☆ Praise your child when they use the new way, or when they correct themselves if a mistake is made
- ☆ When your child is talking, model back the correct pronunciation of words with the target sound, as often as you think of it.



Making Speech Practice Fun

Here are some activities to help your child practice their target speech sounds. Use the articulation pictures provided by your speech pathologist with these activities.



★ Lotto Game

Each player has one complete page of pictures as a lotto board. Two more pages of these pictures can be cut into cards that match the lotto boards. Place the cards in a pile face down in front of the players. Each player takes it in turns to pick a card off the top of the pile, say the word practicing the target sound and match it to the lotto board.

★ Memory Game

Place pairs of cards face down in rows. Each player takes turns to turn over 2 cards and say the words, practicing the target sound. If the cards match, that player can keep the cards and have another turn.

★ Hiding Game

Hide the pictures around the room and ask the child to find them. As they find each one, they have to say the name of the picture on the card.

★ Board games

You can use your child's pictures with their favourite games (e.g. snakes and ladders). Place a pile of cards face down and before each player has a turn they need to pick a card from the pile. The player then needs to say the target word before they have their turn.

★ Snap

Use the pictures to play snap. Make sure each player says the words on the card as they turn over each picture.

★ Posting

Post the pictures into a posting box (a box with a slot cut in it). The child needs to say the word on each card before they post it.

★ Puzzles

Place a pile of articulation cards in front of the child. Using a puzzle, tip out all of the pieces. Your child has to choose a card and say the word before they can put a piece in the puzzles. You can use any puzzle that the child doesn't find too hard.

★ Skittles

Stick the articulation cards to the base or front of skittles. Have the child bowl their ball and knock over the skittles. Say the words on each skittle that has been knocked over.

★ Fishing

Using the picture cards, attach a paper clip and use a magnet on a string to catch the "fish". Name the pictures as they are caught. You could also make fish shapes and attach the pictures to these.

★ Feeding a puppet

Use a puppet and the picture cards. Pretend the puppet is hungry and feed it to the picture cards. Say the words as you give the puppet each card.

★ Shine a torch

Stick the picture cards on a wall or put them on the floor. Turn the lights down and shine a torch on the pictures as you say the words.

★ Bean bag toss

Scatter the picture cards on the ground. Take turns throwing a beanbag on the pictures. Name the picture the bean bag lands on.

★ Throw the dice

Make a dice and stick the picture cards on each side of the dice. Take turns throwing the dice and saying the word the dice lands on. You can also use a number dice and take turns throwing the dice and saying as many words as the number you threw on the dice.