25 SPEECH & LANGUAGE HANDOUTS

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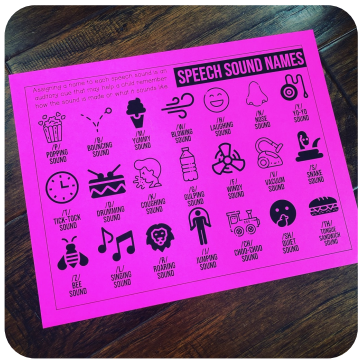

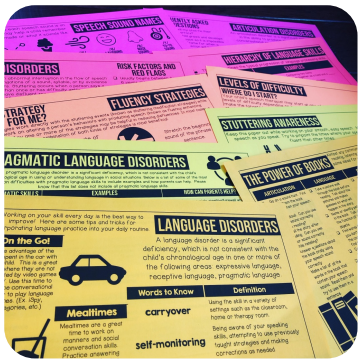

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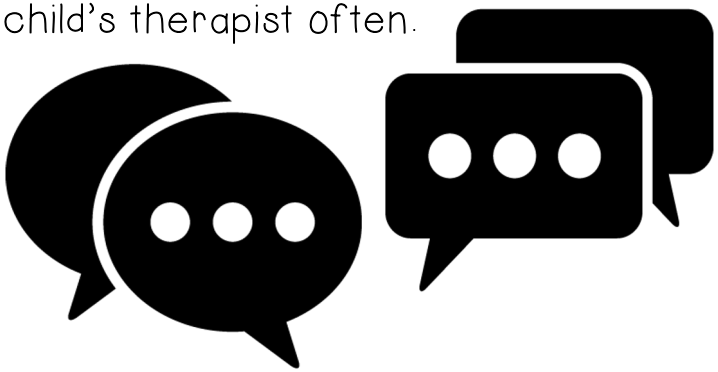
FREQUENTLY ASKED QUESTIONS

- When will my child fix their speech errors?

Each child grows and develops at their own pace so it is impossible to set a time frame for when a speech sound error will be remediated. However; practicing everyday ensures your child will make progress as quickly as possible.

- How can I help my child at home?

Talk with your child about their errors and be familiar with their goals. Practice activities that are sent home from your child's therapist and communicate with your child's therapist often.



ARTICULATION DISORDERS

An articulation disorder is a significant deficiency in the ability to produce speech sounds in conversational speech which is not consistent with chronological age.

Words to Know	Definition
carryover	Using the skill in a variety of settings such as the classroom, home or therapy room.
visual cue	Modeling/showing the correct way to move our tongue, lips or teeth. A mirror can be a great tool for visual cues.
auditory cue	Talking and explaining to the child how to produce a sound. Sometimes a keyword or mnemonic device may help remember how to produce a sound correctly.
tactile cue	Using our finger, tongue depressor or tool to touch a place where we should put our tongue, lips or teeth to produce a sound correctly.
intelligibility	How well your child is understood by another.
levels of difficulty	A hierarchy of levels for producing a speech sound; isolation, syllables, words, phrases, sentences, reading and conversation.
IEP	Individualized Education Plan

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LEVELS OF DIFFICULTY

WHERE DO I START?

Your child's speech therapist may start at any of the various levels of difficulty depending on how easily your child is able to make the targeted sound. If you are unsure of where to start, ask your child's therapist for clarification. As your student learns their sound they will move through the levels of difficulty. If your student is becoming frustrated or having a lot of difficulty at the conversation level, try moving backwards to an easier level of difficulty, in order to build confidence.

ISOLATION
/ B, B, B/

SYLLABLES
BEE, BAY, BOY

WORDS
BUG, BED, BIG

PHRASES
BIG BED

SENTENCES
I HAVE A BIG BED.

READING
THE BIG BEE FLEW BY. THE BEE LANDED ON A HUGE, BLUE FLOWER THEN FLEW AWAY.

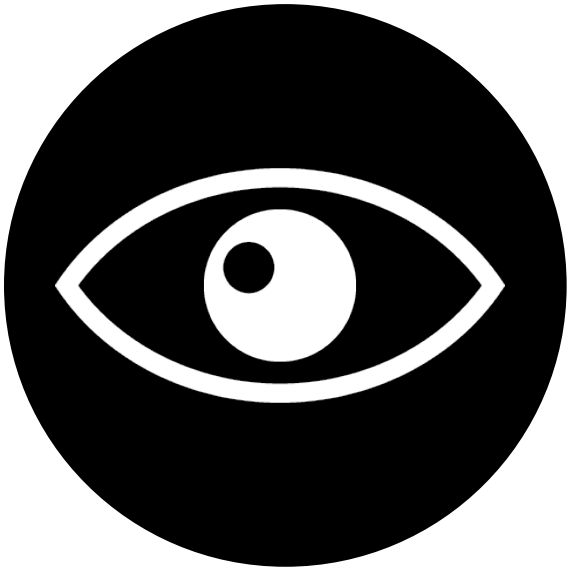
CONVERSATION
TELL A STORY ABOUT YOUR DAY. CAN YOU USE THE SOUND CORRECTLY WHILE SPEAKING?

HOW CAN PARENTS HELP?

- Talk about your student's goals and/or targeted speech sound with them daily.
- Practice with your student everyday.
- Try to avoid pushing your student to frustration. If they are close to a correct production, praise them! Sometimes it's best to move on and come back to practice at another time.
- Understand that changing a student's speech patterns takes time and frequent reinforcement. It cannot be done through speech therapy alone.
- Practicing correct sound production is just as important as listening to correct sound production. Model correct speech for your student.
- Refer to your child's IEP or therapist for specific speech sounds they're working with and/or goals they may have.

ARTICULATION CUEING

Your child's therapist may use a variety of prompts and/or cues when helping a child elicit a speech sound. Below are three types of cueing that may be used when working on articulation skills.



VISUAL CUES

Visual cues are cues your child can see. A therapist may imitate or model the mouth movements needed to make a speech sound and have the child watch them closely.

AUDITORY CUES

Auditory cues are cues your child can hear. A therapist may assign a name to each speech sound to help a child remember it better. For example, the /P/ sound is called the "popping" sound. Your mouth will "pop" open as you make it.

TACTILE CUES

Tactile cues are cues your child can feel. A therapist may use a variety of tools such as a tongue depressor, lollipop or straw to touch the parts of the mouth where the tongue or lips need to be placed.

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SPEECH SOUND ACQUISITION

Speech sound norms were taken from the Goldman Fristoe Test of Articulation-3 (2.106). This table shows the ages at which 90% of the GFTA-3 normative sample mastered consonants and consonant clusters.

MALES

Age	Initial Sound	Medial Sound	Final Sound
2	/m/	/p/	
3	/b/ /d/ /n/ /f/ /h/ /k/ /w/	/d/ /g/ /m/ /ng/ /f/ /n/ /z/ /y/	/p/ /n/ /f/ /b/ /d/ /k/ /m/ /nt/
4	/t/ /kw/ /s/ /sh/ /ch/ /j/	/b/ /k/ /sh/ /ch/	/g/ /v/ /t/ /sh/ ch/
5	/p/ /z/ /l/ /y/ /bl/ /pl/ /sp/ /st/ /sw/	/s/ /l/	/ng/ /z/
6	/g/ /v/ /dr/ /gl/ /gr/ /kr/ /tr/	/r/	
7	/th/ (voiced) /r/ /br/ /fr/ /pr/ /sl/	/v/	/er/ /l/ /r/
8		/t/ /th/ (voiced) /j/ /br/	/th/ (voiceless) /s/
9+	/th/ (voiceless)		

FEMALES

Age	Initial Sound	Medial Sound	Final Sound
2	/m/	/p/	
3	/b/ /d/ /k/ /n/ /w/ /h/ /f/	/d/ /g/ /m/ /n/ /f/	/p/ /n/
4	/t/ /sp/ /st/ /ch/ /j/ /l/ /y/ /fr/ /gl/ /pl/ /tr/	/b/ /k/ /ng/ /z/ /y/ /ch/ /l/	/d/ /k/ /m/ /f/ /v/ /nt/ /b/ /t/ /g/ /sh/ /ch/
5	/p/ /s/ /z/ /sh/ /bl/ /dr/ /kw/ /pr/ /sl/ /sw/	/sh/	/s/ /l/
6	/v/ /th/ (voiced) /r/ /br/ /gr/ /kr/	/v/ /s/ /j/ /r/ /br/	/er/ /ng/ /z/ /r/
7	/g/ /th/ (voiceless)	/t/ /th/ (voiceless)	/th/ (voiceless)

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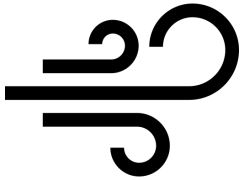
Assigning a name to each speech sound is an auditory cue that may help a child remember how the sound is made or what it sounds like.

SPEECH SOUND NAMES

/P/
POPPING SOUND

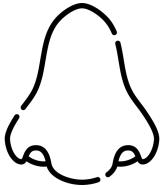
/B/
BOUNCING SOUND

/M/
YUMMY SOUND



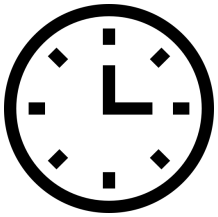
/W/
BLOWING SOUND

/H/
LAUGHING SOUND

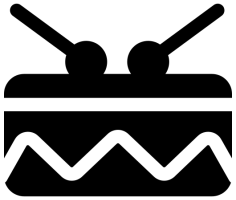


/N/
NOSE SOUND

/Y/
YO-YO SOUND

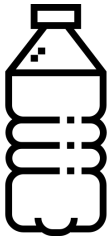


/T/
TICK-TOCK SOUND



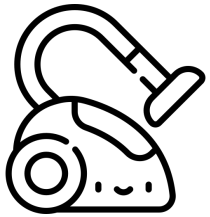
/D/
DRUMMING SOUND

/K/
COUGHING SOUND



/G/
GULPING SOUND

/F/
WINDY SOUND



/V/
VACUUM SOUND

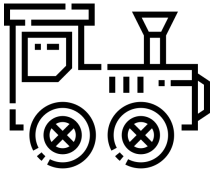
/S/
SNAKE SOUND

/Z/
BEE SOUND

/L/
SINGING SOUND

/R/
ROARING SOUND

/J/
JUMPING SOUND



/CH/
CHOO-CHOO SOUND

/SH/
QUIET SOUND

/TH/
TONGUE SANDWICH SOUND

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PHONOLOGICAL PROCESSES

Phonological processes are patterns of speech sound errors that most children make while they are learning to speak. These errors tend to fade away or be eliminated as children grow and develop. If a process persists past a certain age or a child exhibits many patterns of speech sound errors, the child may have developed a phonological processes disorder. The chart gives information for some of the more common phonological process errors seen in school-age children but please note that not all phonological processes are listed below.

PHONOLOGICAL PROCESS	DEFINITION	EXAMPLES
fronting	when a sound made in the back of the mouth is substituted with a sound made in the front of the mouth	"tup" for "cup" "dough" for "go"
backing	when a sound made in the front of the mouth is substituted with a sound made in the back of the mouth	"gog" for "dog" "cub" for "tub"
gliding	when an /L/ or and /R/ sound is substituted with a /W/ or a /Y/ sound	"wed" for "red" "way" for "lay" "yeyo" for "yellow"
stopping	when a sound made with air is substituted with a sound that is "stopped"	"pan" for "fan" "dock" for "sock" "dump" for "jump"
final consonant deletion	when the final sound in a word is omitted	"pie" for "pipe" "no" for "nose"
prevocalic voicing	when a voiceless sound is substituted with a voiced sound in the beginning of a word	"gat" for "cat" "ban" for "pan"
cluster reduction	when a consonant cluster is reduced from two sounds to one	"pate" for "plate" "top" for "stop"

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You will need flashcards that contain your student's targeted speech skill for these activities. You may need two sets of cards for some of these activities.

FLASHCARD ACTIVITIES

GO FISH

Players: 2-4
Materials: 2 sets of flashcards
Directions:

1. Deal 6 cards to each player and put the rest in a pile, face down between players.
2. Players take turns asking other players if they have one of the words/pictures in their hand using correct articulation. If using incorrect articulation, encourage the child to repeat the word, correcting themselves.
3. If the other player has what is requested they must give it to the player who asked for it.
4. Matches can be put down on the table in front of the players.
5. Continue playing in a clockwise manner until all matches have been made.
6. The player with the most matches wins!

MEMORY

Players: 2-4
Materials: 2 sets of flashcards
Directions:

1. Put all flashcards face down on a table in a grid-like arrangement.
2. Players take turns flipping over two cards at a time. Players say the word using their best articulation skills (or use it in a sentence).
3. If they flip over a match, they can keep it.
4. Play continues until all matches have been found.
5. The player with the most matches when time is up wins!

BOARD GAMES

Players: 2-4
Materials: any board game, 1 set of flashcards
Directions:

1. Choose a board game and explain how to play to the child.
2. In addition to the rules of the board game tell the child that you will flash one of their word cards before each turn. They must say the word (or use it in a sentence) correctly before they can take a turn.
3. Play board game as directed while flashing cards before each turn and encouraging correct articulation.
4. Repeat cards if needed.

HEADBANDS

Players: 2-4
Materials: 1 set of flashcards
Directions:

1. Put all cards in a pile, face down.
2. Have one player flip over a card without looking at it and hold it on their forehead (or attach it to a strip around the head if available).
3. The player holding the card must ask Yes/No questions to try and figure out the card they are holding. Ex. "Is it an animal?" "Is it food?".
4. Once the player figures out the card, they can look at it and must say it (or use it in a sentence) using correct articulation. If they are successful, they can keep the card, if not they must put it at the bottom of the pile.
5. The player with the most cards when time is up wins!

FLASH & SAY

Players: 2
Materials: 1 set of flashcards
Directions:

1. Choose 5-10 minutes to sit down with the child.
2. Explain that you will flash their word cards and see how many they can say using correct articulation.
3. Flash cards and have child say the word (or use the word in a sentence) using correct articulation.
4. Make two piles after the child says the word. One for correct articulation the first time and one for mis-articulation the first time.
5. After all cards have been flashed, review the misarticulated pile one more time with the student.

EASY OR TRICKY

Players: 2
Materials: 1 set of flashcards
Directions:

1. Put all cards in a pile face down.
2. Flash the cards and have your student say the word aloud.
3. If the word is easy to stay put it in the "easy" pile.
4. If the word is tricky to say, put it in the "tricky" pile.
5. Continue until all cards are sorted.
6. Challenge your student to use each word in a sentence and to move tricky words to the easy pile by practicing.

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ARTICULATION CARRYOVER

The term "carryover" refers to using the skills learned in therapy and carrying them over into a variety of settings such as the classroom or home. Here are some ideas to help encourage carryover.

1. iSpy: Play iSpy but only find items that contain your student's targeted speech sound.
2. Microphones: Often when listening to ourselves speak we are surprised by how we sound; this is also true with children who exhibit articulation disorders. Record your student speaking. Listen to it together. Talk about what they did well and what they need to improve.
3. Reward Jar: Create a candy jar for the week with your student's favorite candy. Every time you hear them use their sound correctly add another piece of candy. Every time they say it incorrectly take a piece of candy out. Don't want to use candy? Use beans or marbles instead! Decide on a reward with your student. When they reach X number of beans, they can earn their reward.
4. Highlight it: Whenever your student is reading a story for school or for fun go on a hunt for words that contain their targeted speech sound. Practice saying them. Sort the words into two groups; words that are easy to say and words that are tricky.
5. Speaking Games: Play speaking games with your student. Encourage them to use their best speech while playing. Discuss times when they are difficult to understand or make an articulation error. Some examples of speaking games include; HeadBandz, Guess Who, Go Fish, Telephone, Two Truths and a Lie, Guess My Word etc.
6. Dinner Time: Ask your student about their day. Check-in with them on the progress they are making using their speech sound in conversation.
7. Tic-Tac-Toe: Draw a tic-tac-toe board. Write a word in each box that contains the targeted speech sound. Before each turn the player must read the word and use it in a sentence.
8. Card/Board Games: Write a list of words that contain the targeted speech sound. Before each turn the player must read the word or use it in a sentence.
9. Visual Reminder: Some students may need a visual reminder throughout their day to keep working on their skills. This could be the targeted letter taped to their desk, picture cards on the fridge or a word list in their favorite notebook.
10. Mirror, Mirror: For students who are working on the correct placement of the lips, tongue or teeth practice in front of a mirror. Model the word, sentence or phrase and challenge your student to imitate.

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LANGUAGE DISORDERS

Working on your skill every day is the best way to improve! Here are some tips and tricks for incorporating language practice into your daily routine.

A language disorder is a significant deficiency, which is not consistent with the child's chronological age in one or more of the following areas: expressive language, receptive language, pragmatic language.

On the Go!

Take advantage of the time spent in the car with your child. This is a great time where they are not distracted by video games or TV. Use this time to practice conversational skills or to play language games. (Ex. iSpy, Categories, etc.)

Mealtimes

Mealtimes are a great time to work on manners and social conversation skills. Practice answering questions, sharing your day or talking about what you're looking forward to happening.

Bedtime

Developing a bedtime routine helps your child to practice following directions and sequencing events. Talk about the day or what is going to happen the following day.

Words to Know	Definition
carryover	Using the skill in a variety of settings such as the classroom, home or therapy room.
self-monitoring	Being aware of your speaking skills, attempting to use previously taught strategies and making corrections as needed.
expressive language	How language is used.
receptive language	How language is understood.
pragmatic language	Using or understanding language in social situations.
IEP	Individualized Education Plan

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10 WAYS TO BUILD VOCABULARY

1 Word of the Day:

Choose a new word each day to be the word of the day. Teach your child what it means. Use it for them throughout the day and encourage them to use it too!

2 Board Games:

Play board games that focus on using words such as Apples to Apples, Taboo, Blurt, Scattergories, or Boggle. Ask your child to use the words in a sentence. If they can't, model it for them.

3 Go Digital:

There are many different websites and mobile device applications (apps) that help kids practice new vocabulary. Check out these: Flocabulary, Tiny Hands First Words, Starfall, Endless Alphabet, Peek-a-boo Barn, My PlayHome.

4 Detective:

Find a word in a book that you don't know. Write it down, use the dictionary to look up the meaning. Try using the clues from the story to figure it out before you read the definition.

5 The Alphabet Game:

Give your child a category (ex. girl's names, foods, animals, etc.). Challenge them to the alphabet game. Go back and forth saying a word for each letter of the alphabet. A-alligator, B-bear, C-cat, D-dog, until someone can't think of anymore.

6 Make Your Own Dictionary:

Use a notebook or journal to make your own dictionary. Draw pictures to help you remember what the words mean instead of definitions.

7 Describe it:

How many words can you think of to describe it? While eating breakfast, lunch or dinner challenge your kiddo to describe how the food tastes, feels, smells or sounds using as many adjectives as they can.

8 Don't Say it!:

While riding in the car or sitting at home designate a "no-no" word that you can't say for the day (for example, mom or go). Instead of saying the word they must use a synonym.

9 Word Jar:

Create a word jar of words that are tricky for them to understand. Choose one word from the jar each week to learn and use in conversation.

10 Cut it Up:

Take an old newspaper or magazine and cut up words that are tricky to understand. Glue them into a journal or on a piece of paper. Look up the definitions and use them in a sentence.

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HIERARCHY OF LANGUAGE SKILLS

This chart outlines the typical progression of language processing skills.

LEVEL	SKILL	EXAMPLES
9	ANALOGIES	Comparing two items. Ex. A shoe and a sock go together as a hand and a ____.
8	IDIOMS	Understanding non-literal phrases. Ex. raining cats and dogs
7	MULTIPLE MEANINGS	Identifying and describing words that have more than one meaning. Ex. park, bowl, bat
6	DIFFERENCES	Telling how two or more objects are different Ex. How are a cat and a dog different?
5	SIMILARITIES	Telling how two or more objects are alike Ex. How are a cat and a dog alike?
4	CATEGORIZATION	Naming and identifying categories, synonyms and antonyms Ex. Name three fruits, give a synonym for cold.
3	ASSOCIATIONS	Naming and identifying what "goes together". Ex. peanut butter and jelly
2	FUNCTIONS	Naming and identifying objects by their function Ex. What do you do with scissors?
1	LABELING	Naming objects and pictures of objects Ex. What is this? Where is ___?

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10 WORD GAMES

Word games are a great way to practice building vocabulary! You may need a set of word cards for some of these games. Here are some word games to play at home!

1 Guess My Word:

Give your child clues to a word you are thinking of. It rhymes with.... It starts with.... It would be used to describe.... A synonym is....

2 Beach Ball Words:

Write words on a beach ball. Toss it to your child. Have them read the word that is under their right hand and tell something about it. Toss it back and forth.

3 Magnetic Letters:

Make words with magnetic letters on the refrigerator or any magnetic surface. Give your child the letters, tell them the word and see if they can make it. Then, use it in a sentence.

4 Sock Game:

Put word cards down on the floor. Have your child stand in their socks. Call out clues about a word and see how quickly they can find it and step on it!

5 Dot Game:

Laminate word cards. Be sure to review words before playing. Use an Expo marker to draw a dot on the back of one of the cards. Don't let your child see which one. Lay cards out on the floor or a table. Give clues to have your child guess which word is hiding the dot!

6 Shaving Cream:

Put shaving cream (or sand/paint) on a plate. Write a word using your finger. Have your child read it, describe it or use it in a sentence.

7 Newspaper Words:

Give your child a word. Have them use a highlighter and highlight it in the newspaper. Talk about what the word means and use it in a sentence.

8 Show and Tell:

Give your child a whiteboard and a marker. Call out a word. Have your child write it/draw a picture for it/write a sentence (choose a different task depending on your child's needs) for it and show you on the whiteboard.

9 Tic-Tac-Toe:

Draw a tic-tac-toe board. Write a word in each box. Before each turn the player must read the word, use it in a sentence or describe it.

10 Card Games:

Copy or write two sets of word cards. Play a card game such as Go Fish or Memory.

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LANGUAGE CARRYOVER

The term "carryover" refers to using the skills learned in therapy and carrying them over into a variety of settings such as the classroom or home. Here are some ideas to help encourage carryover of language skills.

1. iSpy: Play iSpy. Use describing words to help your child guess the item then switch roles.
2. Category of the Day: Choose a new category each day. Challenge your student to name as many items as possible that would fit into the category of the day. Talk about why the items may or may not belong.
3. Detective: Find a word in a book that you don't know. Write it down, talk about it with your student. Use it in a sentence, discuss where you may see the word.
4. Speaking Games: Play speaking games with your student. Some examples of speaking games include; HeadBanz, Guess Who, Go Fish, Telephone, Two Truths and a Lie, Guess My Word etc.
5. Reading: Books offer many language opportunities. Encourage your student to name or identify pictures in stories. Ask your student to retell the story using the beginning, middle and end. Help your student to describe the characters or setting in the story.
6. Don't Say it!: While riding in the car or sitting at home designate a "no-no" word that you can't say for the day (for example, mom or go). Instead of saying the word they must use a synonym.
7. Family Dinner Time: Ask your student about their day. Encourage them to share their favorite and least favorite part of their day.
8. Out to Eat: Visiting a restaurant offers many opportunities to practice language skills. Encourage your student to order while speaking with the waiter or waitress. Pretend you are ordering while also at home!
9. Card/Board Games: Play a game! Board games offer many language and social opportunities such as taking turns, following rules/directions, commenting, making requests and choices.
10. Flashcards: Work with a set of flashcards that have your targeted language skill. Play Go Fish, memory or practice using the word in a sentence.

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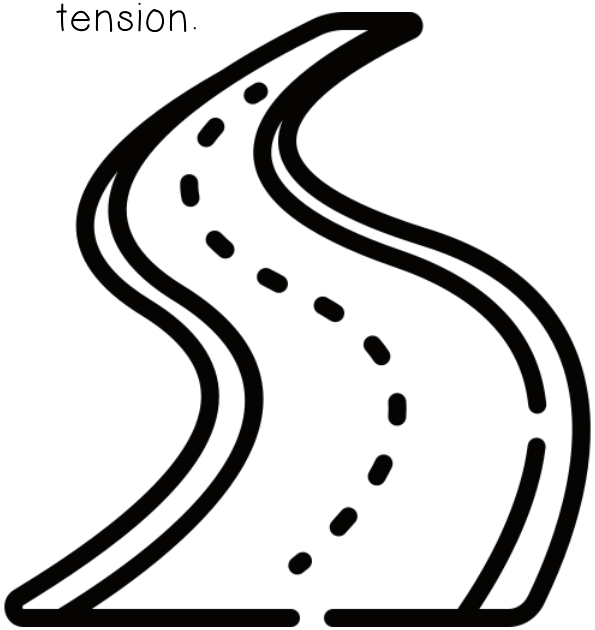
FLUENCY DISORDERS

A fluency disorder is an abnormal interruption in the flow of speech by repetitions or prolongations of a sound, syllable, or by avoidance and struggle behaviors. Stuttering occurs when a person says a sound or word more than once or has difficulty getting speech to come out. All people have disfluent speech to some degree. Below are the different types of disfluencies. Please be aware that there is no cure for stuttering, but strategies can be taught to help the speaker compensate or modify their speech to become more fluent.

Type of Disfluency	Examples
repetitions	Repeating a part of a word, whole word or phrase. Ex. "I-I-I-I want to go to the movies.
prolongations	Stretching out a sound in a word for a long time. Ex. "Ssssssssomebody took my juice".
blocks	Difficulty getting a word or part of a word to come out. This can result in pauses throughout speech. Ex. "She wants....to go... with us."

RISK FACTORS AND RED FLAGS

- ❑ Usually begins between 2 and 6 years old. (some degree of stuttering is typical in pre-school age children).
- ❑ Family history of stuttering.
- ❑ Males are more likely to stutter than females.
- ❑ Stuttering has lasted longer than 6 months.
- ❑ Stuttering events are accompanied with secondary behaviors and/or physical tension.



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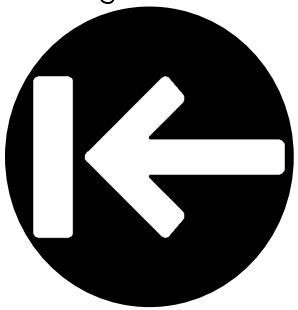
WHICH STRATEGY IS BEST FOR ME?

FLUENCY STRATEGIES

Some strategies work directly with the stuttering events (known as stuttering modification strategies) while others work on altering a person's behaviors with producing speech (known as fluency enhancing techniques). Any one or more of the strategies may be helpful in reducing disfluencies. In most cases a combination of both kinds of strategies is most beneficial.

SLOW RATE

Use a slow rate of speech when talking. Allow yourself time to think of what you want to say before you say it.

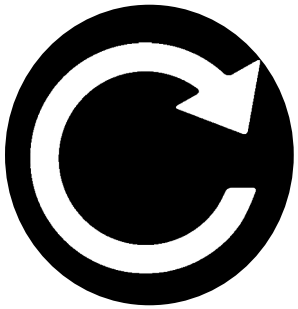


STRETCHY SPEECH

Stretch the beginning sound of the phrase or sentence.

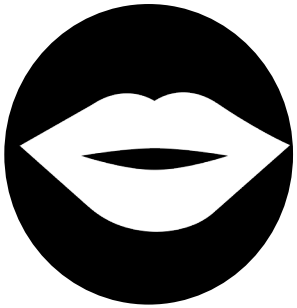
EASY ONSET

Begin your word or sentence slowly and easily.



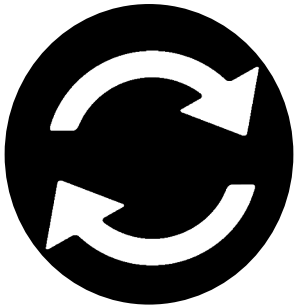
CANCELLATION

<u>After</u> you finish a stutter, stop and take a breath. Then, begin again.



LIGHT CONTACT

Try your best to make light contact or touches with your lips, tongue or teeth.



PULL-OUT

<u>During</u> a stutter, stop and take a breath. Then, begin again.

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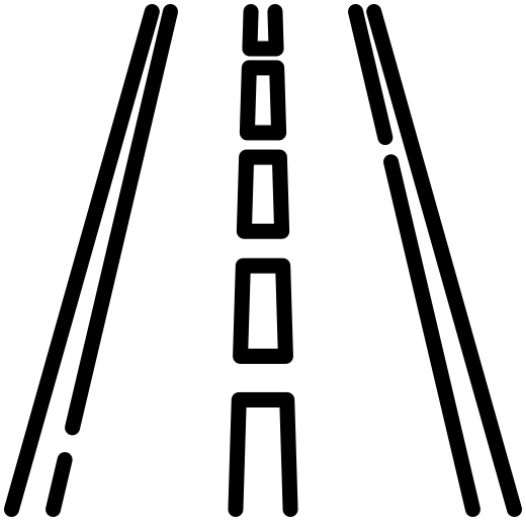
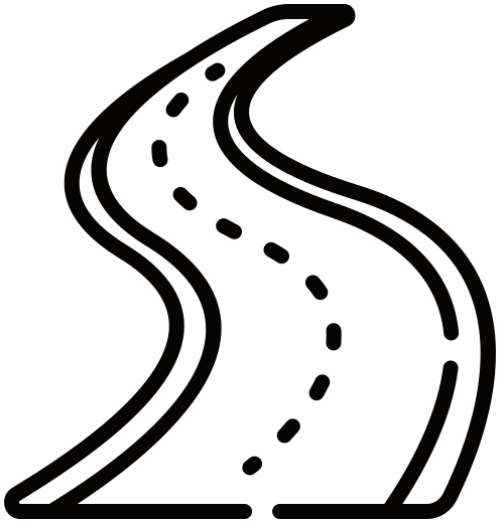
STUTTERING AWARENESS

Keep this paper out while working on your smooth, easy speech. Monitor your speech as you speak. Try to pinpoint the times where your speech is less fluent than other times.



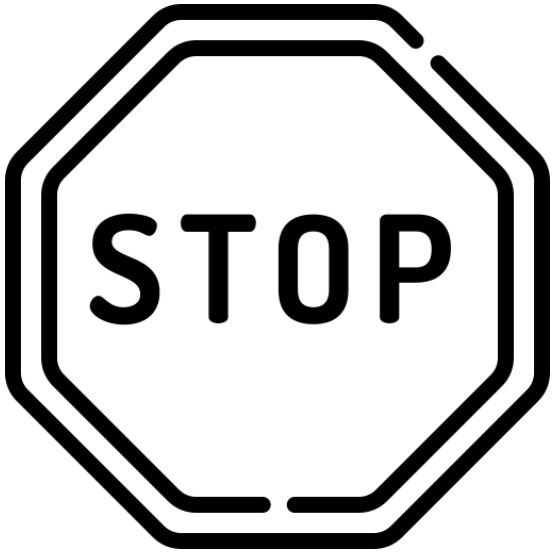
SMOOTH SPEECH

My speech is smooth with the right number of breaths, pauses and sounds.



BUMPY SPEECH

My speech has starts and stops. Sometimes I have trouble getting my words out.



STOPPED SPEECH

I can't get my speech out. I know what I want to say but it is stopped.

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STUTTERING TIPS

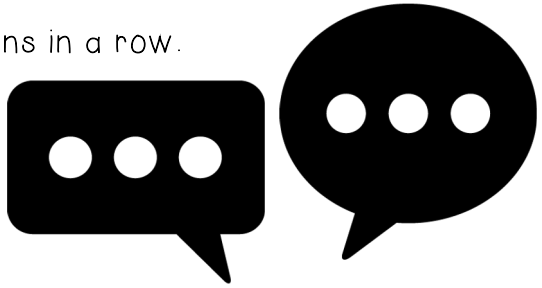
How can parents or caregivers help a child who stutters? Each child is different, and the most beneficial form of treatment will vary for each child Below is a list of general tips and strategies to try!

Do This!

- ❑ Remind your child of their smooth speech strategies.
- ❑ Allow your child uninterrupted time to share his/her thoughts.
- ❑ Talk about stuttering with your student freely.
- ❑ Identify and discuss situations or settings where your child may exhibit an increased number of disfluencies.
- ❑ Have high expectations from a child who stutters.
- ❑ Speak with siblings, friends or classmates about stuttering and how to help your child if they are exhibiting stuttering.
- ❑ Try to increase the time in which you are able to give your full attention to your child while speaking.
- ❑ Ask your child a question and give them wait time to respond.
- ❑ Praise your child when they attempt to communicate, even if they are exhibiting disfluencies
- ❑ Model and use slow speech.

Not That!

- ❑ Tell your child to "slow down" or "relax".
- ❑ Complete your child's sentences or talk for them.
- ❑ Avoid discussing stuttering or make it be something to be ashamed of.
- ❑ Avoid situations or settings because they tend to increase your child's chances of disfluencies.
- ❑ Lower your expectations of the child who stutters because an activity may be more difficult for them.
- ❑ Avoid talking about stuttering with others who interact with your child.
- ❑ Drop everything you are doing every time your child wants to talk in order to give them your full attention.
- ❑ Ask multiple questions in a row.



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FLUENCY CARRYOVER

The term "carryover" refers to using the skills learned in therapy and carrying them over into a variety of settings such as the classroom or home. Here are some ideas to help encourage carryover of fluency skills.

1. Easy Speech Strategies: Your child's speech therapist may recommend one or several strategies to use at home depending on the types of disfluencies your student is exhibiting. Talk with your child's therapist to determine which strategies (Ex. easy onset, stretchy speech, etc.) may be best.

2. Speaking Games: Play speaking games with your student. Remind your student that they can take their time talking while they play. Reassure them that they have your full attention and you are listening. Some examples of speaking games include; HeadBanz, Guess Who, Go Fish, Telephone, Two Truths and a Lie, Guess My Word etc.

3. Easy/Tricky: Stuttering events can often increase during demanding social situations such as presenting a project, talking in front of the class or asking a friend to play. Discuss times with your student that are easy for them to use smooth speech and times that it may be trickier. Talk about what they can do when they are faced with a tricky situation.

4. Slow Speech: Model slow, easy speech to your child. Talk with them slowly. Pause after your child finishes speaking before you begin to speak.

5. Family Dinner Time: Allow your student to speak freely at dinner time about their day, questions they have or simple comments they would like to make. Try you give your student your undivided attention. Try to reduce the number of questions you ask.

6. Taking-Turns: Practice taking conversational turns as a family. Try to limit interrupting your child. Teach other members of your family to practice good listening skills. With fewer interruptions and distractions children who stutter are more likely to produce smooth speech.

7. Daily Check-Ins: Talk with your student about their speech daily. Discuss times where they felt they had smooth speech and times that were more "bumpy". Reassure your student that you support them in helping them to become a more fluent speaker.

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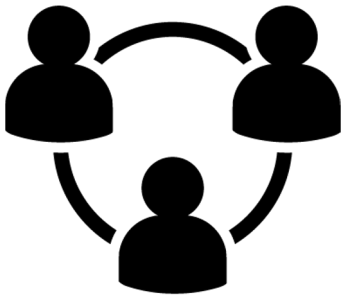
PRAGMATIC LANGUAGE DISORDERS



A pragmatic language disorder is a significant deficiency, which is not consistent with the child's chronological age in using or understanding language in social situations. Below is a list of some of the most common difficulties with pragmatic language skills to include examples and how parents can help. Please know that this list does not include all pragmatic language skills.

Pragmatic Skills	Examples	How can parents help?
greetings/ farewells	Using formal or informal greetings and farewells such as "hello", "good-bye", "good morning", "have a nice day".	Model the appropriate greeting/farewell whenever possible.
appropriate body language	Using appropriate body language with others such as sitting with the appropriate amount of space, and turning the body to a person when speaking.	Talk to your child about the appropriate amount of space between themselves and another when speaking. Also, encourage them to acknowledge the speaker by facing them when engaging in conversation.
making requests	Using appropriate language to express wants and needs instead of grabbing for preferred items. For example; "Can I have some ___?", "I want ____".	Model and discuss appropriate requests for items your child wants frequently. Encourage your child to request appropriately before giving them the desired object. Discuss appropriate reactions when immediate wants/needs are not met
interrupting	Knowing how and when it is appropriate to interrupt another who is speaking.	Practice how to politely interrupt others. Ex. "Excuse me...". Discuss situations where it would be appropriate to interrupt and ones where it would not be appropriate.
demonstrating affection	Understanding and demonstrating appropriate affection towards friends, family members and adults.	Talk to your child about appropriate vs. inappropriate affection towards others.
using polite forms	Using polite manners such as "thank you", "you're welcome", and "please".	Encourage your child to use polite forms throughout the day.
problem-solving social situations	Working through social problems while demonstrating appropriate reactions and realistic solutions. Ex. not getting along with friends, disagreeing with a teacher or having an argument with a sibling.	Ask your child about their relationships with their friends. Is there anything that they are angry about? Are they confused by any of their friends behavior? Help them work through these feelings to come up with solutions to social situations.

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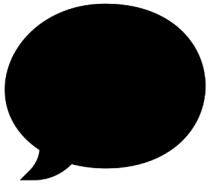
SELF-MONITORING SKILLS

THINK

Think about your topic while interacting with others.



ATTEMPT

Attempt to discuss the topic while interacting with others.

CORRECT

Try to correct any mistakes or go back to the topic if you get off-task.

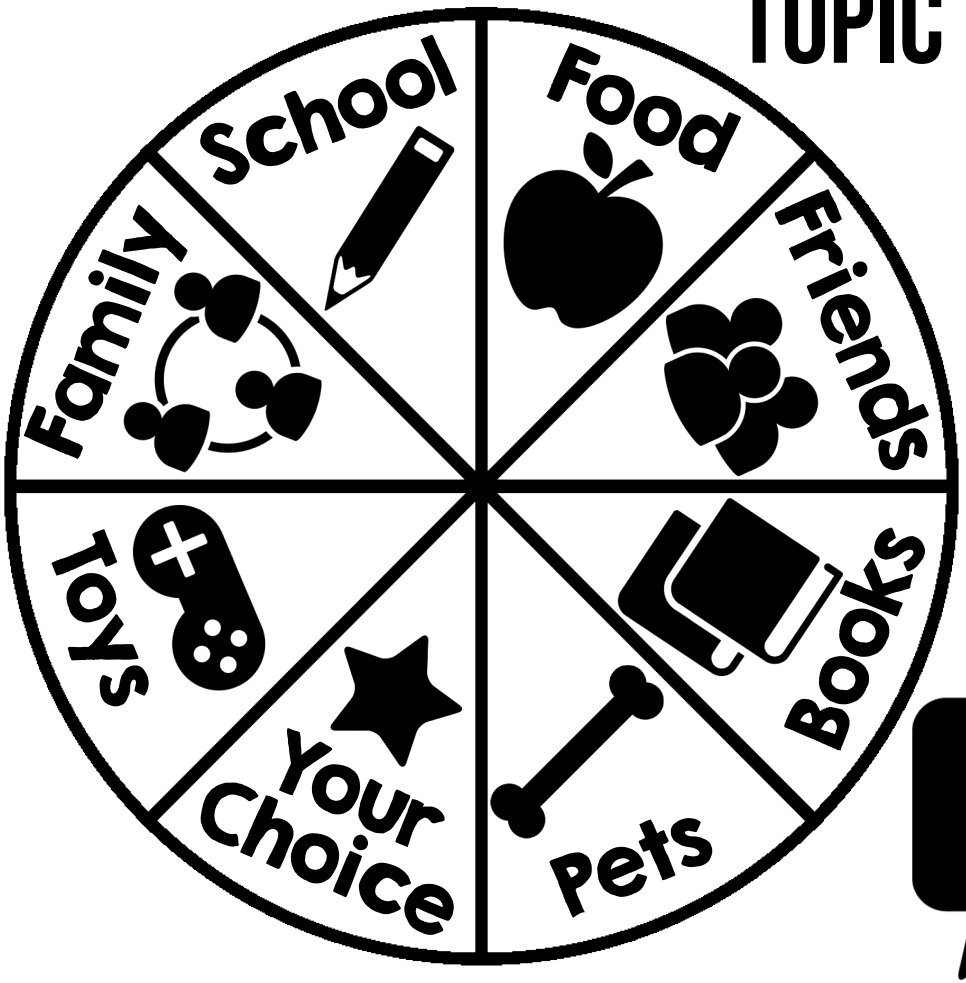
CHECK-IN

Check-in with your conversational partner. Did you listen to them and respond appropriately?

TOPIC MAINTENANCE

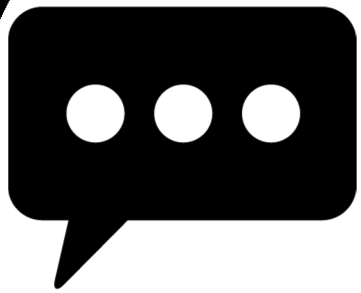
Maintaining topic can be very difficult for a child who demonstrates a pragmatic language disorder or who has difficulty with attention. To practice this skill you can teach the self-monitoring strategies and then choose a topic using the spinner. Challenge your student to maintain topic for 4 conversational exchanges.

TOPIC SPINNER



Directions:

1. Use a paper clip and a pencil to make a spinner.
2. Spin the paper clip to choose a topic.
3. Practice discussing that topic for 4 conversational exchanges.



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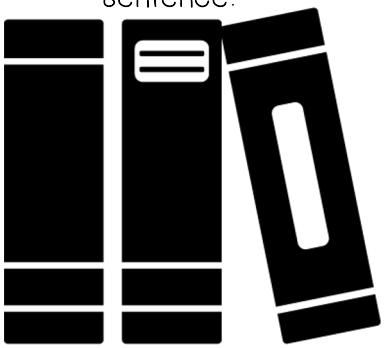
THE POWER OF BOOKS

Almost any communication skill can be practiced while reading, listening or talking about stories. Here are some ideas for using books to target different areas of communication.

ARTICULATION

- ❑ Go on a sound hunt. Find words from the book that contain your speech sound.
- ❑ Read aloud. Can you use your sound correctly while reading?
- ❑ Retell the story after reading. Can you use your sound correctly while retelling?
- ❑ Answer questions about the book orally using your speech sound correctly.
- ❑ Make a list of all the words in the book that contain your speech sound. Read them and try to use them in a sentence.



LANGUAGE

- ❑ Take a picture walk through the book before reading. Talk about the pictures and makes guesses on what will happen in the story.
- ❑ Name or identify pictures in the book. Talk about the function of these objects.
- ❑ Find words from the story you don't understand. Use the context clues to help find the meaning.
- ❑ Compare and contrast the characters in the story.
- ❑ Answer questions about the story after reading. Where did the story take place? What was the problem? Who were the characters? How was the problem solved? What do you think will happen next?
- ❑ After reading, sequence the story. Tell what happened first, next, then and last.

FLUENCY

- ❑ Talk about the story as you read. What do you think will happen next? What does this story remind you of? Use smooth speech strategies while talking.
- ❑ Read the story aloud. Can you use smooth speech while reading?
- ❑ Answer questions about the story before, during and after reading using smooth speech.
- ❑ Discuss the parts of the story using smooth speech (ex. characters, setting, problem, solution, and events).
- ❑ Use self-monitoring strategies while reading and when discussing the book to help maintain smooth, easy speech.

PRAGMATICS

- ❑ Practice appropriate listening/reading skills such as good attention, taking turns, not interrupting and maintaining topic.
- ❑ Discuss the problem in the story. Brainstorm solutions for how the problem could have been solved differently.
- ❑ Discuss the characters in the story. Did they exhibit appropriate behaviors? Discuss their character traits.
- ❑ Discuss the solution of the story. Do you think it was the best solution?
- ❑ Talk about the relationships between the characters in the book. Can you find connections with similar relationships in your life?
- ❑ Was there a lesson to learn from this story? If so, what was it and how can you relate to it?

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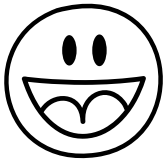
SELF-ASSESSMENT

Directions: Have your child take the following assessment. Encourage them to reflect on their feelings with regards to their speech.

1. How do you feel about your speech?

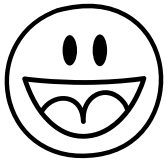

Great

Good

Okay

Bad

2. How do you feel others can understand you?

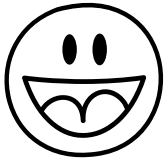

Great

Good

Okay

Bad

3. How do you feel about participating in speech therapy?

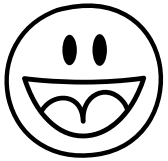

Great

Good

Okay

Bad

4. How do you feel about changing the way you speak?


Great

Good

Okay

Bad

5. What do you want to change about your speech?

_____

_____

_____

_____

_____

_____

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_____

_____

_____

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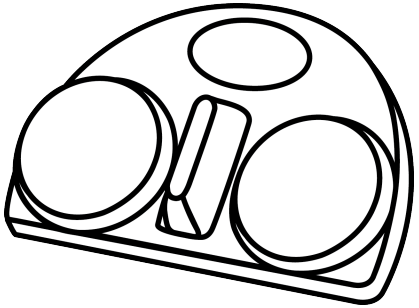
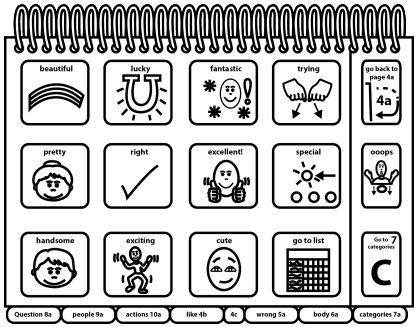
ALTERNATIVE MEANS OF COMMUNICATION

Children who use limited verbal speech may use alternative methods of communication such as picture cards, communication boards, aided language mats and/or speech generating devices. Here are examples of some of the types of alternative communication your child's therapist may recommend with some possible skills to target using each device.



Button Devices

- Making requests ("want" or something specific)
- Commenting (go/stop/all done)
- Greetings/Farewells (hello/good-bye)
- Communicating when a break is needed
- Taking Turns (your turn/my turn)
- Transitions (Ex. "Time to clean up.")
- Asking for repetition (more/again)
- Answering yes/no questions

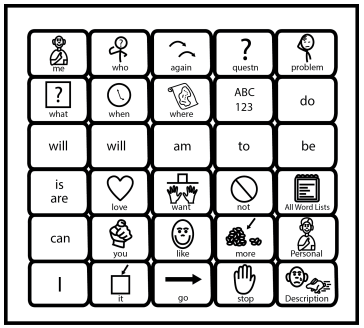


Communication Books

- Express wants/needs for items
- Aid language through academic subjects, settings or specific books/lessons
- Commenting (go/stop/all done)
- Answering questions
- Asking for repetition (more/again)
- Good tool for specific events in the school setting (Ex. lunchtime, free play, art class, reading time)

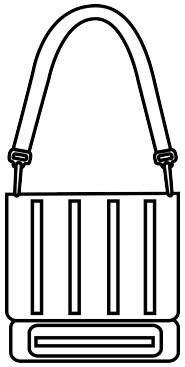
Communication Board

- Making requests or choices for preferred items
- Commenting (go/stop/all done)
- Answering yes/no questions
- Developing a better understanding of vocabulary words to include adjectives, prepositions, verbs, etc.)
- Asking for repetition (more/again)
- Core words are versatile and can be used to communicate through a larger setting of communication events.



Static Display Device

- Express wants/needs for items
- Commenting (go/stop/all done)
- Answering simple questions
- Asking for repetition (more/again)
- Putting together 1-3 word phrases.
- Limited to the vocabulary provided on the board
- Change create and change the boards as needed or the user makes progress
- Will generate speech for the user



Picture Exchange System

- Making requests or choices for preferred items
- Commenting (go/stop/all done)
- Answering yes/no questions
- Developing a better understanding of vocabulary words to include adjectives, prepositions, verbs, etc.)
- Asking for repetition (more/again)
- Exchange process is taught to expand from wants/needs to comments, answering questions and/or generating longer sentences

Dynamic Display Device

- Express wants/needs and knowledge
- Commenting
- Answering questions
- Asking for repetition/clarification
- Putting together multiple word phrases and sentences
- Access to a large amount of words and vocabulary
- Can take longer to train the user and/or caregivers to use, device needs to be programmed for the user
- Will generate speech for the user

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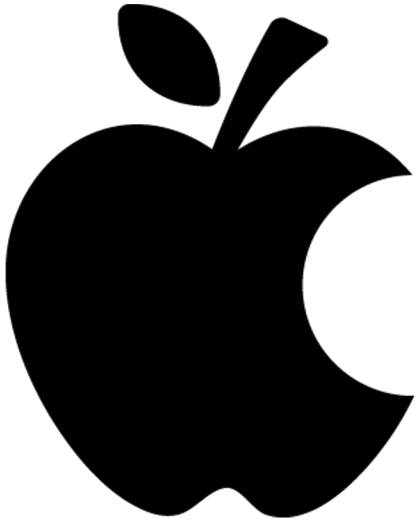
CORE VOCABULARY

Core vocabulary words are a small number of words that are most frequently used when we speak. These words are relevant across many settings. As you practice the words below and your child begins to use them, check them off!

SOCIAL WORDS	PREPOSITIONS	PRONOUNS	QUESTION WORDS	ADJECTIVES	VERBS	HELPING VERBS	ADVERBS	CONJUNCTIONS	DETERMINERS
❑ good-bye	❑ on	❑ me	❑ what	❑ more	❑ go	❑ be	❑ not	❑ and	❑ this
❑ no	❑ off	❑ mine	❑ where	❑ one	❑ turn	❑ is	❑ don't	❑ but	❑ that
❑ yes	❑ in	❑ my	❑ when	❑ big	❑ look	❑ am	❑ here		❑ some
❑ please	❑ out	❑ you	❑ who	❑ fast	❑ find	❑ was	❑ now		❑ all
❑ thank you	❑ up	❑ he	❑ why	❑ slow	❑ open	❑ were	❑ away		
❑ hello	❑ down	❑ she	❑ how	❑ same	❑ eat	❑ do	❑ again		
	❑ to	❑ we		❑ different	❑ get	❑ are	❑ there		
	❑ for	❑ it		❑ red	❑ want	❑ can			
	❑ under	❑ they		❑ blue	❑ say	❑ have			
	❑ over			❑ yellow	❑ come	will			
	❑ with			❑ good	❑ like				
				❑ bad	❑ color				
				❑ old	❑ work				
				❑ new	❑ all done				
				❑ happy	❑ stop				
				sad	❑ make				
					❑ see				
					❑ put				
					❑ close				
					❑ drink				
					❑ help				
					❑ need				
					❑ tell				
					❑ read				
					❑ feel				
					❑ play				

FRINGE VOCABULARY

Fringe vocabulary are set of words that are not as commonly used when we speak. Fringe vocabulary typically consists of specific nouns. (ex. ball, desk, bag, etc.) When helping a person to communicate either verbally or through alternative means of communication, core vocabulary is preferred due to their versatility in a variety of settings.



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WHAT IS SELF-MONITORING?

Self-Monitoring is the ability to be aware of your skills while you are speaking. The skills needed to self-monitor may change depending on what area of communication you are working on.

ARTICULATION SKILLS

THINK

Think about your speech sound(s) while speaking.

ATTEMPT

Attempt to use correct speech sound production while speaking.

CORRECT

Try to correct any mistakes or mis-articulations you make while speaking.

SLOW RATE

Use a slow rate of speech.

CHECK-IN

Check-in with your conversational partner. Did they understand what you were trying to say?

LANGUAGE SKILLS

THINK

Think about your using correct language skills while speaking.

ATTEMPT

Attempt to use correct correct language skills while speaking.

CORRECT

Try to correct any mistakes you make while speaking.

SLOW RATE

Use a slow rate of speech.

CHECK-IN

Check-in with your conversational partner. Did they understand what you were trying to say?

PRAGMATIC SKILLS

THINK

Think about your using appropriate pragmatic skills while interacting with others.

ATTEMPT

Attempt to use using appropriate pragmatic skills while interacting with others.

CORRECT

Try to correct any mistake or inappropriate behaviors you make while interacting with others

CHECK-IN

Check-in with your conversational partner. Did you listen to them and respond appropriately?

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TERMS OF USE

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