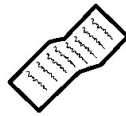


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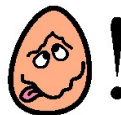
Ideas for generalising speech sounds

Here are a few ideas to help your child expand her use of the 'new sound'.

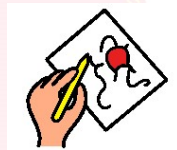
1. **New Sound List:** Help your child to make up a list of words with the 'new sound' in them. Every few nights your child should read through the words and add a new one. Remember to think of words that don't just begin the sound but have the sound at the end and in the middle e.g. cat, cake, take. Can you think of 10 words? You could use some of your previous worksheets to help. Your child will probably need to begin slowly saying the words but as he becomes more familiar with the new sound, he can gradually increase the speed that he reads through the list. The aim is to establish a natural pace but maintain the accuracy.

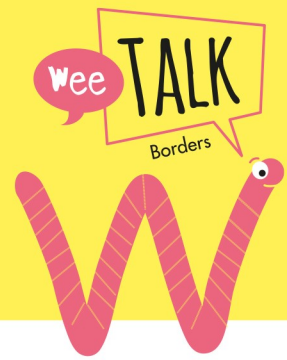


2. **Silly Sentences:** Make up silly sentences and rhymes. Pick 2 or 3 words from the list above and put them into a silly sentence e.g. "the seagull was eating soup in the sun". Practise these several times a week. Your child can write them in a book and may enjoy drawing a picture about the sentence/rhyme.



3. **Sound Zone Poster:** Your child can make a poster that will remind him of the new sound. This poster can be used to create a 'sound zone' i.e. it can be placed in one room and every time your child goes into the room he has to remember to use the 'new sound'. You may decide to make the zone an activity rather than a room e.g. at a mealtime or whilst driving in the car. Over time increase the size of the zone. Your hand signal can be used in this activity too.





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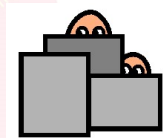
- Hand Signal:** Spend 5 minutes having a short conversation about something you and your child have done that day. Together establish a hand signal that you can use to indicate to your child when they have made an error (or when “I don’t quite hear a hissy /s/ sound”) with their sound during the conversation. Explain that you will only correct them for these set 5 minutes and not use the signal at other times. A hand signal means that you are not interrupting the flow of the conversation. Your child must look out for your hand signal. The aim is for your child to get to the end of the conversation without you making a signal. Their progress can be charted. You may wish to introduce a reward for progress. Initially slow down the speed of the conversation by slowing your own speech rate. This will help to provide your child with time to anticipate any ‘tricky’ sounds.



- Art Collage:** This is a great activity for children who like art projects. Cut out pictures of items containing the target sound from magazines, newspapers, colouring books, and other sources. Help your child arrange and glue the pictures onto a piece of cardboard or stiff paper. Talk about the pictures as you work.

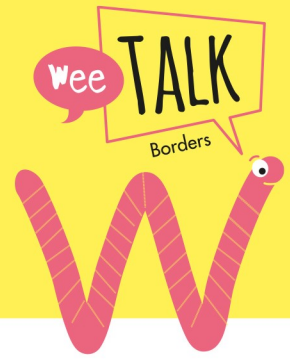


- Treasure hunt:** Involve other family members and see who can find the most things that begin with the target sound. Make up your own “house rules” to make it more fun.



- Sound Walk:** walk with your child through the neighbourhood, a park, or a shopping centre. Tell your child to look for things with the target sound. You look, too, and see who can spot the most objects.



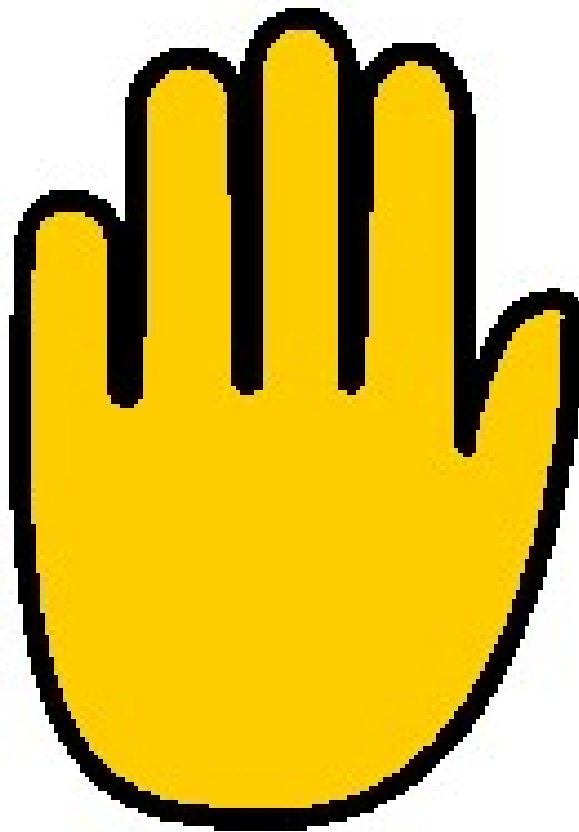


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The secret is to keep practising the sound over and over until it becomes automatic. Without practise your child will find it difficult to use the 'new sound' in everyday speech.

Hand Signal

For the hand signal you could even draw round your hand, colour it in and stick it to a lollipop stick to use to hold up as a signal. Or you may wish to draw a picture of your target sound and stick that on a stick. Or you could even do both, whatever your child is comfortable with.



**For more information on the Speech and Language Therapy Service (including how to request support from us) please see: <http://www.nhsborders.scot.nhs.uk/slt>
[Check out our Wee Talk Borders Facebook page](#) or you can call us on 01896 826710**