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Welcome to...



Phonology Day 2
Training

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Aims of the Day

- Re-cap the speech chain
- Types of cues and praise
- Input difficulties and how to help
- Central processing difficulties and how to help
- Output difficulties and how to help
- Case Study
- Therapy Tips and Games
- Quiz and Conclusions

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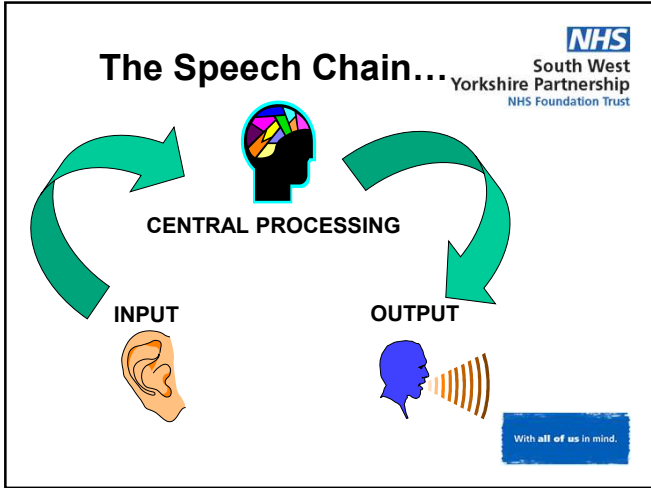
Speech sound screen feedback

- Was it easy/hard?
- What patterns did you notice?
- What were the challenges/what helped?

Discuss together and then feed back

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Types of cues and praise

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- **Visual cues** – cued articulation, written words, looking at the adult’s mouth
- **Sound property cues** – adult using pure sounds, describe sounds e.g. you say sun and then say “did you hear that really long ssss for sun?”
- **Tactile cues (feeling the sounds)** – ‘buzzy’ feeling for loud sounds or not ‘buzzy’ for quiet sounds, feeling the air on their hand for short and quiet sounds
- **Specific praise (praise plus)**

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INPUT

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Discrimination = Listening !!!


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Input Activities

- Minimal Pairs
- Sorting words by final sounds
- Sorting words by initial sounds




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Minimal Pairs

- Two words that differ by one sound
- For example; 'fox' and 'box', 'saw' and 'door'.
- Children need to be able to listen to and discriminate between the words

**Can you think of any minimal pairs for if a child is having difficulties with front/back sounds?
Therefore they are replacing a 'k' with a 't' sound.**




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Final sounds

Children need to know:

- That the final sound is part of the whole word
- That it can change the way a word sounds
- how to discriminate between final sounds in words
- how to use different final sounds in words
- how to segment words according to the final sound **e.g. fork**
- How to complete segmented words according to the final sound



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**Apple Tree Game –
Final sounds**





put your sound card here to collect apples ending in this sound

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Initial Sounds



- Children often know more about initial sounds as this is focused on in literacy
- Children need to know about initial sounds in the same way as final sounds
- They need to be able to identify which sound is at the start of word
- They need to be able to segment and blend according to the initial sound

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**Bus Sorting Game –
Initial sounds**





put your sound card here to collect passengers on the bus starting with this sound

put your sound card here to collect passengers on the bus starting with this sound

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Input Summary

- To develop input processing
- The child listens - discrimination

Different types-

- Minimal pairs
- Final sound sorting
- Initial sound sorting



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Central Processing

- Central processing skills include the accurate phonological representation of words, which requires knowledge about:-
 - rhyming components of the word
 - number of syllables
 - What sounds are in words (without having to hear someone say the word)



CENTRAL PROCESSING


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Rhyme



Two words rhyme when the onset is different but the rime is the same

- Onset = the initial consonant or consonant cluster
- Rime = the remainder of the word

e.g. spin and bin share the same rime, but different onsets
So do:- chair and fare



The rime must sound the same, however, it may not always be spelt the same

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Rhyme






- Work on rhyme recognition first then rhyme generation.
- Use cues – visual and meaning to help.
- Rhyme can take a long time for children and young people to understand the concept.

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Activities for Rhyme






- Books and songs/poems
- Rhyme jigsaws
- Wiggly woo – with and without a clue
- Older children and young people ideas

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Syllables


- Syllables are the beats in word
E.g. butterfly = butt er fly = 3
- Syllable awareness helps literacy development by helping the child to:
 - read and spell a long word
 - Notice sounds within words
 - Help children say the overall word structure
 - develop units of meaning

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Syllables




- Segmentation – breaking up into syllables
- Clapping and recalling number of claps
- Usually work on 1-4 syllables
- 2 syllable words are easiest
- Use hand over hand clapping to help or visual supports e.g. jigsaws
- Be careful how you say a word may alter the number of syllables.

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Practical Activity




- Think of words linked to a topic/vocabulary set with 1-4 syllable words.







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Syllables summary



- Syllable clapping is very helpful for lots of children
- It's quick and easy to do and helpful for many speech sound needs
- Try and link to meaningful vocabulary e.g. names of people, class topics
- Supports literacy
- It's a good long term strategy to use for tricky words that children might struggle at the generalisation stage of speech work

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Silent sorting

- Sound maps stored in our speech centres
- Helps for children to know where sounds are in words without needing to listen to the word
- Gradual introduction of activity; whispering, using visual cues, working on a closed set of words.
- Use a visual prompt to help them remember it is a thinking job not a talking job.

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Silent sorting – how

- Use apple tree or bus sorting games
- This time don't say the word – let the child look at the picture and sort onto the correct board
- Check they know what the pictures are
- Work on 2 contrasting sounds at once

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Silent sorting – practical









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Central Processing Summary

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- Accurate information in speech centres – sound maps
- Support literacy and predictors for reading
- Work on:
 - Rhyme
 - Syllable segmentation
 - Silent sorting




Very helpful for children with disorder speech sound systems.

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Output



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- Activities which practise saying target sounds building to words and longer chunks of language.
- Use speech steps to work from saying the sound in its own all the way up to conversation.
- Time needed for gradual build up
- We work on one sound in one word position



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Output



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- Identify which sound – based on SALT advice, screens, sounds they can already make
- Decide which word position will you work on?
- Use cues to help them remember which sound you are practising- cued articulation, written words, articulation clues e.g. back/front of mouth, use bunny teeth, property clues e.g. long, quiet

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Speech Steps

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Consolidation

Sentence level – simple and complex

Phrase level / carrier phrase

Word

Sound plus vowel CV / VC

Single sound

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Example - Speech production – of 's'

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Using words with 's' in an eye spy game, I went to market game

I live in a house / I live in a big house with a garden

big house/ I've got a house

house sun

ceesss sssseeee

ssssssss

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Speech Steps Activity


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- In your groups please work through the speech steps for the 'f' sound.
- Think of:
 - How to help say the sound on its own – what cues will help
 - Saying the sound with a vowel
 - Word level practice- what words, short, long words
 - Phrase level practice – example of phrases, position of target sound word in the phrase
 - Sentence level practice – where to start, simple to longer sentences

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Output - Summary




- Work through the speech steps
- One sound at once – one word position
- Use cues to help
- More language = harder to remember the sound
- Think about functional words with their sound
- Imitation versus using own language
- Copying sentences easier than thinking of own sentences.
- Don't rush through the steps – lots of little and often practice.
- Use the toolkit for resources.

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Generalisation - Using the new sound in conversations




- Look out for signs of generalisation:
 - Words
 - Positions
 - Sounds
- Basic principles for practice:
 - Outside the therapy environment.
 - Different people.
 - Different tasks
- Takes a long time
- Impact of learning
- Self-monitoring
- Specific praise and helpful feedback

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Generalisation – how



- Listening and helping with their sound
- Practice in a different place e.g. playground, classroom
- Practice with different people
- Different tasks e.g. reading, conversation
- Practice remembering to use the target sound in a conversation for short periods. E.g. 5 mins per day about a favourite topic.
- Encouraging child to 'fix' their sound
- You Choose/First 1000 Words books for discussion
- WOW words – word of the week to reinforce words
- Functional Vocabulary – focus on names, words important to the child
- Involving Class Teacher (not just TA)

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Case Study

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Therapy tips

The basics

- Be prepared
- Explain the task
- Check they understand/teach concepts in the task
- Use visual support
- Simple games with short turns
- For speech output include opportunities for them to say their words 50-100 times
- Pace activities
- Be careful about feeding back on errors
- Quiet environment

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Reward Games

- Aim for a goal
- Games, stickers
- Games that have a natural reward
- Younger children may need more active games


- See games sheet handout

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QUIZ !




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Conclusion

- Development of speech sounds
- Speech sound articulation
- Pure sound
- Properties of sounds
- Speech Chain
- Screening assessment
- Referral and website
- Attention and Listening
- Activities for input/central/output
- Therapy Tips




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Thank you

Please complete survey at <http://ratenhs.uk/z33v9D>
We value your feedback and thoughts.



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