

## **Bury Children's Speech and Language Therapy**

### **Generalisation of speech sounds**

Generalisation is the process of transferring the skills learnt during sound practice into everyday conversational speech. This is often difficult as the child has got so used to saying a word in their old way that they need support to start using their new way all the time.

Generalisation activities work by putting extra demand on your child's thought processes, i.e. they must remember to use their new way whilst concentrating on something else at the same time. This skill will improve gradually until they can eventually use their new way in conversation, without having to think about it.

### **Self-monitoring**

If your child says a sound using their old way during these activities then allow them time to think about it, realise and self-correct. If they do not self-correct then prompt them to think about what they just said, did they use their new way? Help your child to decide what sound they need to alter and what sound should have been used. This activity will help them with their self-monitoring skills.

During the activities where you (as the adult) are participating, try making deliberate errors using your child's old way of saying the sound. See if your child notices; help them to identify what you should have said. This will again help develop their self-monitoring skills.

### **Praise and encouragement**

When learning new skills it is important that you are supportive and positive with your child to encourage them to keep going. It's easy to give praise when they have got it all right but during the learning process this is not often the case. Some techniques you may find helpful to use throughout this programme are listed below:

### **Modelling**

Modelling a target sound or word is a really useful tool as it gives your child the feedback of what the target is. This can be used in response to both a correct or incorrect response.

- Positive feedback to a correct production: Well done, 'sss'.
- Positive feedback to a wrong answer: Good try, 'sss'

### **Old way – new way**

This technique takes away the 'right and wrong' aspect of the activities, but instead looks at your child's 'old way' of saying sounds and their 'new way' which they are learning. Don't forget to model!

E.g. "That was a good try but can you say it using your new way? Sea"

Opportunities for 'new way' praise will present itself more during the real word activities but do not overload your child with this kind of situation, select a few words which fit into your everyday routines and work on those.

## Generalisation Activities

### Word of the Week

- Choose one of your child's target words for them to practice in everyday situations over the week. Try and choose words which present with lots of opportunities to practice. You may wish to introduce a reward chart system to help motivate your child with this.

### Spelling test

- If your child is starting to write / spell words, encourage them to give you a spelling test using some of their target words. Listen carefully to how your child says the word and make sure you spell the word as you hear it. This will provide visual feedback regarding their sound production. Are they able to produce the word so you write the accurate spelling?

### Conversation

- Each day spend approximately 5 minutes together and ask the child to tell you about something they did that day / night etc. During this conversation the child must concentrate on their target sounds and use their 'new way' of saying words. They may need lots of prompting and support with this initially but will gradually improve. Try saying any errors back to your child as you've heard it, in a 'confused' voice e.g. "a big bider" (spider) Adult: "a *bider*?. Remember to be patient and only attempt this with sounds your child can do at a longer sentence level.
- Start with only one sound at a time so that they can get used to the activity.
- Gradually increase the length of time your child must concentrate for.

### Picture naming task

Place various pictures containing the child's target sounds face down on the table, each person picks up a picture and says what it is. Here the child will have to think about the word, the sounds and saying them correctly.

- If the child says a word incorrectly, give them time to think about it and recognise that their production is incorrect. If they don't immediately recognise, copy how they said it so they can hear it back.
- Help your child decide which sound has been said incorrectly and which sound they should have said. This skill will help the child develop self-monitoring skills. Note: the child only has to recognise and correct their target sounds – don't worry about the other sounds in the word.
- Take turns at this game and on your turn make deliberate mistakes. Again ask the child to breakdown where and what was incorrect.
- Once they are able to do this task then expand by putting the word into a small sentence, e.g. 'I can see a....'. Keep the sentence the same for each word to avoid putting too much load on their memory.
- Once the child can consistently put the word into the simple sentence then encourage them to make up their own sentence. They may find this difficult as they will have to think of the sentence and also the sounds in that sentence. Sentences with lots of words containing the child's target sound are the hardest, e.g. 'the silly snake saw the sand'.

### Using busy pictures (books or posters)

Ask the child to find all the objects with the same sound at the beginning of the words, e.g. all the objects beginning with a 's'.