

Keys to Speech Carryover

Strategies and Resources for Early Speech by Ann Alvarez MA, CCC-SLP, CAS



Speech Practice

Helping your child practice speech sounds using early books & nursery rhymes!

Books and nursery rhymes are excellent resources for children's language development and they can also help your child practice specific sounds (e.g., /k/ as in cat) or speech pattern (e.g., pot/spot). Listen below are specific terms and strategies that can help children gain confidence with correct productions of speech sounds that they've practiced in speech therapy!

1

ARTICULATION

Refers to the way that a child makes a sound for another sound (wing/ring)

2

PHONOLOGY

A group of sounds that make up a specific pattern (e.g., pot/spot, nake/snake, top/stop)

3

INTELLIGIBILITY

Refers to how the child is understood by others when making sounds

The Steps to Speech

Listed below are strategies that can help your child use speech sounds more independently!

Imitation- Have your child say with you or after you the word or phrase that you are practicing in speech! You can say words such as my turn to model the word and your turn for increasing turn taking while practicing sounds!

Successful Repetition Counts!

Slowly increasing the number of times that you child imitates a word successfully can help with correct productions of the word (e.g., gradual increase from one, three to five times).

Books for Speech Sound Practice

Using books or songs that contain easily predictable, high frequency or repetitive sequences can help with speech practice!

Using non-sense words is a great way to work on the speech sounds that the child has in her own inventory! If the child is working on the /s/ sound you can incorporate the sounds (see, say, sigh, so) in lyrics from *Twinkle Twinkle Little Star*. You can gradually increase the repetition and pace of the song to mimic the rate of natural speech. It's a fun way to get many repetition of sounds in songs.

Repetitive songs such as *Wheels on the Bus* or *Five Little Monkeys* are predictable and can encourage children to slow down to listen for their part of the song! If an adult sings the first part of the song, then the child can fill in the target sound (e.g., /b/ for bus or beep beep). You can also work on singing the part together to work on imitation of speech sounds as well. Changing the target words in the song but



keeping the rhythm the same can help with maintaining the child's interest!

Using carrier phrases (it's a _____ or I see) are great ways to work on imitation of sounds in a phrase or fill in the blank! An adult can provide the first part of the word (Where's) and the child provides the second part (spot). Incorporating toys or cards can also be an extension activity for looking for the character from the book during a scavenger hunt while working on speech sounds!

BOOKS THAT CAN BE USED FOR SPEECH SOUNDS

-*Brown Bear, Brown Bear* : initial /s/ or in carrier phrase (I see _____)

-*Five Little Monkeys*: Initial /f/ (five), initial /l/ (little), initial /m/ and medial /k/ (monkeys)

-*Where's Spot?* or *Very Busy Spider*: initial /sp/

-*Mamma Mamma Mad at Llama*: initial /m/ (mamma) or initial /l/ (llama)

