Targeted Intervention for Speech Difficulties

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Jacqui Woodcock
Where to find resources:

www.hacw.nhs.uk/childrensSLT

- Resources
  - Communication TAs Resources

Children's Speech and Language Therapy Resources
Where to find resources:

Worcestershire Speech and Language Therapy Demo Video playlist
## When to Worry?

### Easy Reference for Speech Intelligibility Expectations

<table>
<thead>
<tr>
<th>Age</th>
<th>Intelligibility Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>19-24 Months</td>
<td>25% to 50%</td>
</tr>
<tr>
<td>2-3 years</td>
<td>50% to 75%</td>
</tr>
<tr>
<td>4-5 years</td>
<td>75% to 90%</td>
</tr>
<tr>
<td>5+ years</td>
<td>90% to 100% (a few articulation errors may persist)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sounds:</th>
<th>Average age that children develop sound:</th>
<th>Age that 90% of children use sound accurately:</th>
</tr>
</thead>
<tbody>
<tr>
<td>p, b, m, h, n, w</td>
<td>1:06</td>
<td>3:00</td>
</tr>
<tr>
<td>k, g, d, t</td>
<td>2:00</td>
<td>3:06</td>
</tr>
<tr>
<td>ng</td>
<td>2:00</td>
<td>7:00</td>
</tr>
<tr>
<td>f</td>
<td>2:06</td>
<td>3:06</td>
</tr>
<tr>
<td>y</td>
<td>2:06</td>
<td>4:06</td>
</tr>
<tr>
<td>l</td>
<td>3:00</td>
<td>5:06</td>
</tr>
<tr>
<td>r</td>
<td>3:00</td>
<td>8:00</td>
</tr>
<tr>
<td>s</td>
<td>3:00</td>
<td>7:00</td>
</tr>
<tr>
<td>ch, sh</td>
<td>3:06</td>
<td>6:06</td>
</tr>
<tr>
<td>z</td>
<td>3:06</td>
<td>7:00</td>
</tr>
<tr>
<td>j</td>
<td>4:00</td>
<td>6:06</td>
</tr>
<tr>
<td>v</td>
<td>4:00</td>
<td>5:06</td>
</tr>
<tr>
<td>th</td>
<td>4:06</td>
<td>7:00</td>
</tr>
<tr>
<td>zh as in ‘treasure’</td>
<td>5:00</td>
<td>8:00</td>
</tr>
</tbody>
</table>
At the input level the child has to:

- Hear the sounds clearly
- Discriminate the sounds

Some sounds are just too similar for children to hear the difference easily and they need lots of opportunities to hear them in quiet environments to learn this skill.
What are discrimination difficulties?

Lots of children with perfect vision confuse: b d

because they LOOK too similar

Similarly, many children with good hearing confuse: t/k s/sh r/w th/f

Because they SOUND too similar
2. storage

At the storage level the child stores the word as a pattern of sounds...

If they have HEARD the wrong sound, they will STORE the wrong sound.
At the output level the child has to say the sounds quickly and in the correct order to make the word.

Most children with speech sound difficulties CAN make the sounds they don’t use BUT if they have stored the word with the wrong sound they will make it with the wrong sound.

3. output
1. input

Is it a ‘t’ or a ‘ck’ at the start?

2. storage

? Not sure so store it with the more familiar sound.. ‘t’

‘Camera’

3. output

Then says it as it is stored..

‘tamera’
Why work on input?

- Over 90% of children with speech difficulties can make the sounds they don’t use.
- Working on input will improve output.
- All these activities will help children who need extra support with phonics.
What might you hear?

tar

Fronting

Back sounds ‘ck’ & ‘g’ are made at the front of the mouth to become ‘t’ and ‘d’
What might you hear?

Stopping

long sounds such as ‘sss’ & ‘fff’ are made as short sounds such as ‘t’ or ‘d’ or ‘p’ or ‘b’
What might you hear?

yeaf

weaf

gliding

The four ‘glide’ sounds ‘r’; ‘w’; ‘l’ & ‘y’ are confused – usually
‘l’ becomes ‘y’
‘r’ becomes ‘w’
What might you hear?

**bear**

**voicing**
Voiceless sounds ‘p’; ‘t’ & ‘ck’ are replaced by voiced sound ‘b’; ‘d’ & ‘g’
What might you hear?

ba..

**final consonant deletion**

The child leaves the last sound off the word
What might you hear?

dar

Blend reduction
The child reduces a consonant blend to just one sound
Principles for targeted intervention groups:

You can group children:

• with different sound substitutions
• working at different levels
• with speech difficulties OR with literacy difficulties or both
What you can include in a intervention session:

• Phonics Foundations
• Syllables
• Specific sound discrimination
• Rhyme if they are ready
Phonics Foundations:

• Activities which require children to listen to a sequence, hold the sequence in their head and reassemble it

• Can be taught with non speech sound tasks e.g. musical instruments or compound words
• Musical instrument matching
  ✓ Instrument to instrument - easier
  ✓ Instrument to photo - harder
Phonics Foundations:

- Musical instrument sequencing
- Matching/Sequencing animal noises
Phonics Foundations:

• Compound words
  • Adult says word – they assemble it (segmenting)
  • Adult assembles word – they ‘read’ it (blending)

butterfly
<table>
<thead>
<tr>
<th>fire</th>
<th>man</th>
<th>Post</th>
<th>box</th>
</tr>
</thead>
<tbody>
<tr>
<td>Snow</td>
<td>ball</td>
<td>fruit</td>
<td>cake</td>
</tr>
<tr>
<td>pan</td>
<td>fly</td>
<td>butter</td>
<td>dragon</td>
</tr>
</tbody>
</table>
Why work on syllables?

- Easiest judgement task for children with speech sound difficulties
- Improves intelligibility
- Improves sound storage
- Helps all children with spelling
- Helps children to learn, remember and use new words
NB: Within a group try clapping and sorting relevant topic vocabulary

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>👍</td>
<td>👏</td>
<td>👍</td>
<td>👏</td>
</tr>
<tr>
<td>👍</td>
<td>👏</td>
<td>👍</td>
<td>👏</td>
</tr>
</tbody>
</table>
Syllable game:
use any board game and clap syllables instead of a dice
Principles for sound discrimination:

• Children need to hear the difference between a target sound and the sound they replace it with. Pick two sounds and see if the child can judge which sound they hear.

• Work on sounds in the order they typically develop.

• Always start with YOU saying the word and the children staying quiet, listening and making a judgement “This is a game for your ears.”
Sound discrimination:

- Sounds in isolation
  - Demo 28
- Initial sounds
  - Demo 10
  - Demo 29
- Listening for mistakes
  - Demo 8
  - Demo 11
Sound discrimination:

- Listening for correct production

Harder discrimination activities:

- Same/different judgement

<table>
<thead>
<tr>
<th>Demo 33</th>
<th>Demos 34 &amp; 35</th>
</tr>
</thead>
</table>

pot pat
Sound discrimination:

- Where in the word digger

Demo 36
Rhyme:

Why work on rhyme?
• Helpful for Final Consonant Deletion
• Helpful for vowel distortion
• Supports phonological processing for literacy

**BUT** – rhyme is a cognitively challenging concept. If children do not grasp concept quickly then they are not ready yet.
Rhyme:

The first sound is different... → mouse

The rest sounds the same ▲▲▲
Rhyme:

- Nonsense rhyme strings
- Rhyming with a semantic clue

<table>
<thead>
<tr>
<th>Semantic Clue</th>
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</thead>
<tbody>
<tr>
<td>You find this in a nest</td>
</tr>
<tr>
<td>Hens lay these</td>
</tr>
<tr>
<td>It rhymes with...</td>
</tr>
<tr>
<td>Peg</td>
</tr>
<tr>
<td>leg</td>
</tr>
<tr>
<td>Egg</td>
</tr>
</tbody>
</table>

Demo 18

Demo 19
How to help children generalise new sounds:

• Model sound back consistently
• Practise listening for an adult’s errors
• Identify and agree some key words that contain the target sound so that adults can reinforce these e.g. counting or friend’s name
• Catch me doing it charts are really useful to help children generalise a new sound
Strategies for supporting children with speech difficulties:

• Make sure the child can see your face.
• Only ask a child to repeat a word if you genuinely did not understand them.
• Instead, model the correct use of sounds. Repeat words back emphasising the sounds which were wrong.
• Don’t practise saying a sound until you are sure their can discriminate it in words.
• Make sure new vocabulary is stored accurately:
  ✓ let children hear word in isolation first
  ✓ Clap the word out
  ✓ Ask children to repeat the word
What to do when you don’t understand:

Don’t pretend to understand when you don’t. I will know!

Be sympathetic – take the blame yourself. Tell me your ears aren’t working as well as they should!

Ask me to SHOW you if I can!

Go back to the last thing you understood and try again – “so you were playing tig and then…?"

If you often find it hard to understand me then use a news book. Already knowing my news will help you

If you still can’t understand, say sorry and suggest we ask mummy when she collects me
Any Questions?
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jacquelinewoodcock@nhs.net
www.hacw.nhs.uk/childrensSLT

Worcestershire Speech and Language Therapy

SLT_worcs