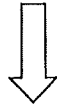


Final Consonant Deletion

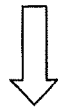
The Path to Mastery of a Target Sound or Suppression of a Phonological Process

Identify sound or phonological process to address

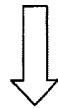


Increase Awareness

1. Auditory Bombardment
2. Introduce Terminology and/or Cue (if appropriate)
 - A. Tactile Cue
 - B. Visual Speech Sound Cue
 - C. Minimal Pairs

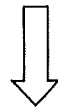


Increase Production at Sound Level



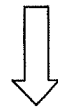
Increase Production at Word Level

Begin with CV and VC and slowly increase complexity of words (add sounds and syllables). Words can be nonsense words at first. Work on production in the initial, medial and final position of words. Minimal pairs.



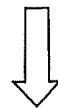
Increase Production at Phrase Level

Work on target sound or phonological process in a word within a phrase.



Increase Production at the Sentence Level

Work on target sound or phonological process in a word within a sentence.



Increase Production in Conversation (Everyday Speech)

The focus is to cue errors when they occur during spontaneous speech activities. Trying to assist the child in self-monitoring his own speech.

Activities/Games

1. Articulation/Phonological Game boards
2. Storybook with vocabulary pictures and game boards
3. General reinforcement games- Animal Buddies, Brennan the Bear games, Fits in the Pants with artic cards.
4. Memory game with articulation cards or minimal pair cards.
5. Worksheets
6. Scissors and Glue activities
7. Scavenger Hunt with target sound cards.
8. Fishing
9. Pass the bag



Date _____

Dear Parent/Helper:

An integral part of your child's speech program is continuing to reinforce the skills they have learned by having speech practice at home. Your child will be bringing home a story book that they have made and activity sheets. Your child's therapist will mark activities for you to do at home. Keep practice sessions short, 2-3 minutes a day!

1. The story is for auditory bombardment. Please re-read the story to your child, slightly emphasizing, (but not over exaggerating,) the target sound words.
2. Review the activity sheet and homework assignments.
3. Your child will be bringing home target word cards. Here are some suggestions of how to use them:
 - (a) Play "hide and seek." You can hide them, then switch and let your child hide them. Either way, the child can produce the word when found.
 - (b) Have your child teach a stuffed animal how to say the word!
 - (c) Using two sets of word cards, play "memory" by turning them face down, and then turning them up two on a turn to find a matching pair.
 - (d) Put a penny on each card. Say each word correctly and your child collects a penny he/she can turn in for a treat!
 - (e) Have your child say each word before bed. If said correctly, the card is placed under the pillow. Then, have your child say the word under the pillow upon waking!
 - (f) Play "Guess What!" Place the cards out and say "Guess what I am thinking of?" and give your child a clue.

There are many other ways to use these cards, so feel free to think up your own, and have your child come up with some creative ways to practice!

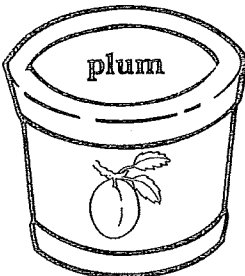



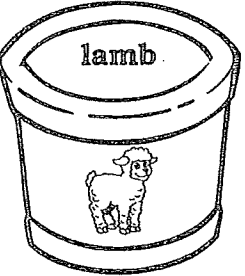

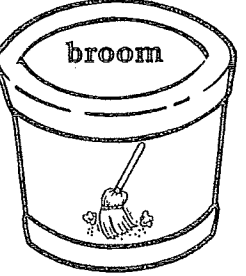

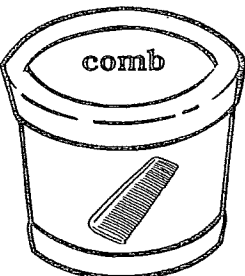







- Most important, is for you to praise and give positive reinforcement to your child.
- This should be a fun and rewarding experience for both you and your child. If any particular word is difficult or causes frustration, discontinue that word.
- Keep in mind that your child is just learning this new sound and is not yet expected to use it during spontaneous speech.
- And remember, during any conversational speech, it is more important what your child wants to tell you than how your child says it!

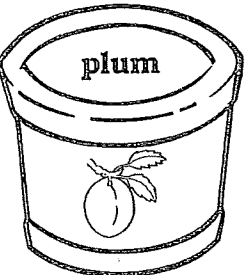

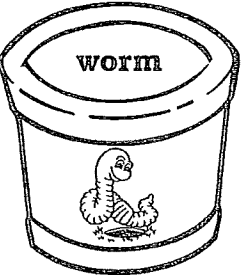

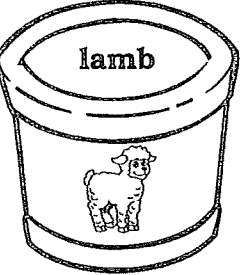

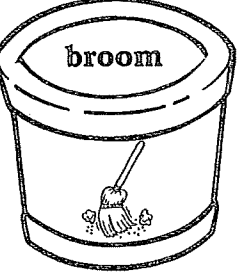

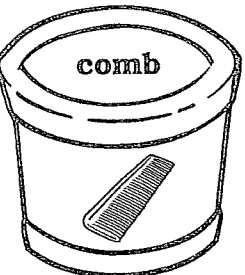







Sincerely,

Speech-Language Pathologist

Drum Memory

Directions: Read/say aloud each picture-word below. Cut out the pictures. Place all cards face down. Try to match the cards. Say each card as you pick it up, using your good M sound. Keep all matches. Most matches wins!

 <p>plum</p> 	 <p>worm</p> 	 <p>lamb</p> 	 <p>broom</p> 
 <p>comb</p> 	 <p>ice cream</p> 	 <p>bubblegum</p> 	 <p>bedroom</p> 

 <p>plum</p> 	 <p>worm</p> 	 <p>lamb</p> 	 <p>broom</p> 
 <p>comb</p> 	 <p>ice cream</p> 	 <p>bubblegum</p> 	 <p>bedroom</p> 

Homework Partner

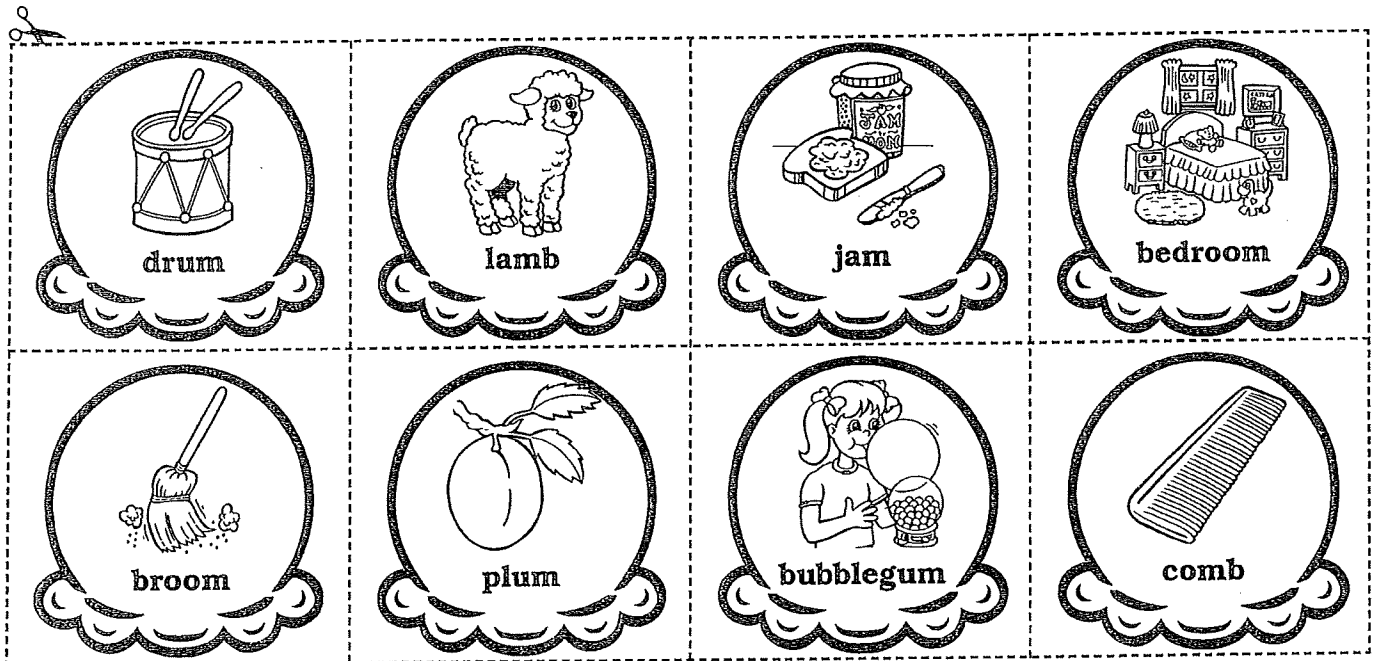
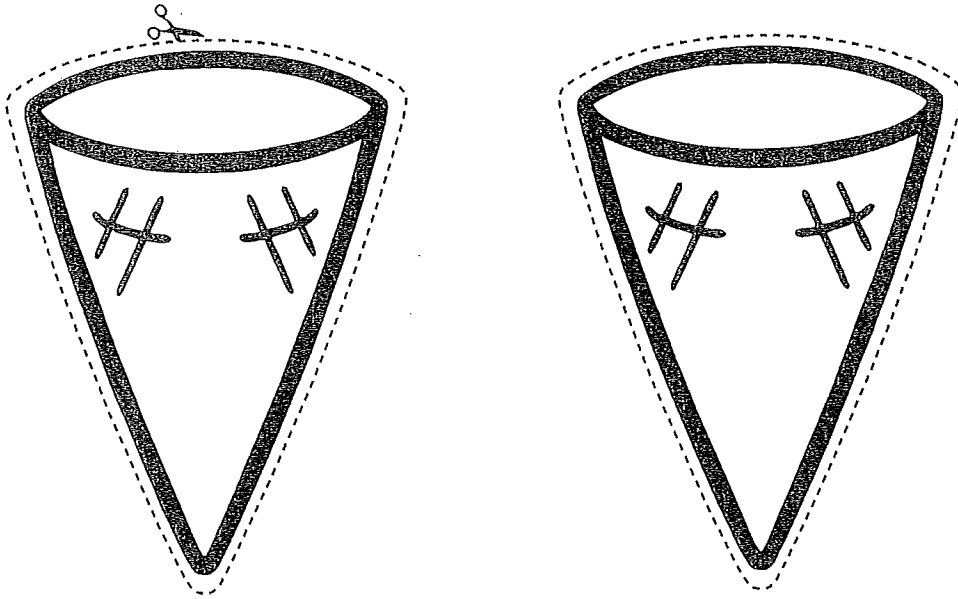
Date

Speech-Language Pathologist

Final M
Words

Ice Cream Scoops

Directions: Read/say aloud the picture-words below. Then, cut out the ice cream cones and scoop cards. Each player gets a cone. The first player reads/says the picture-word on a scoop card and places it on his/her cone. Play continues in turn. Remember to use your good M sound.



Homework Partner _____

Date _____

Speech-Language Pathologist _____

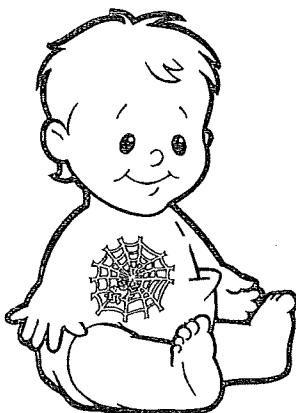
Final M
Words

The Baby's Bib

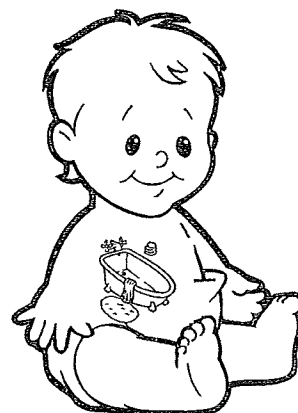
Directions: Cut out the bibs below. Read/say aloud each picture-word. Then, put a numbered bib on each baby that corresponds with the number of syllables in the picture-word on the baby. Read/say the word on each baby aloud, using your good B sound. (Variation for younger students: clap out the syllables of the word as you say them. Then, put a numbered bib on each baby that corresponds with that number of claps.)



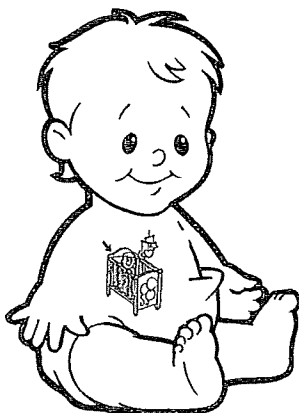
crab



spiderweb



bathtub



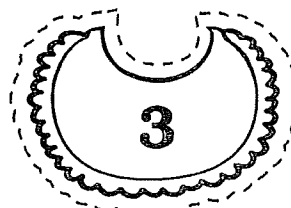
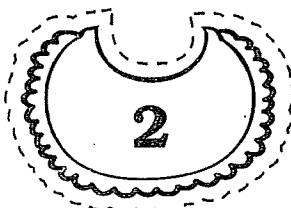
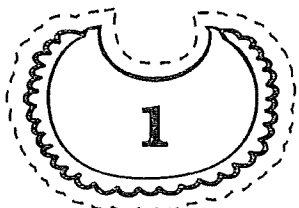
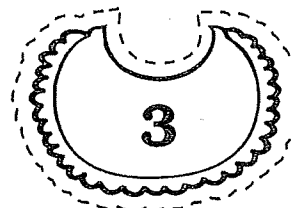
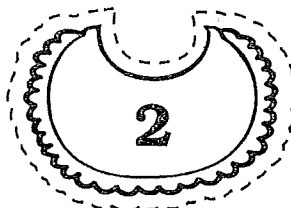
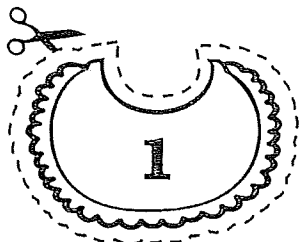
crib



doorknob



taxicab



Homework Partner

Date

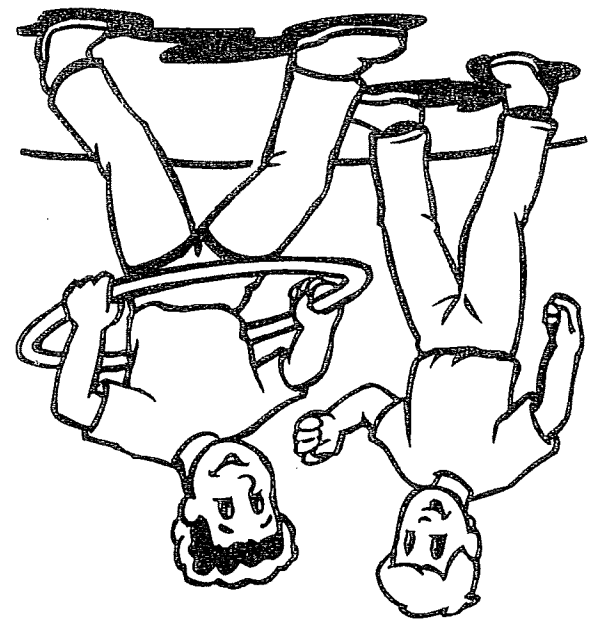
Speech-Language Pathologist

Final B
Words

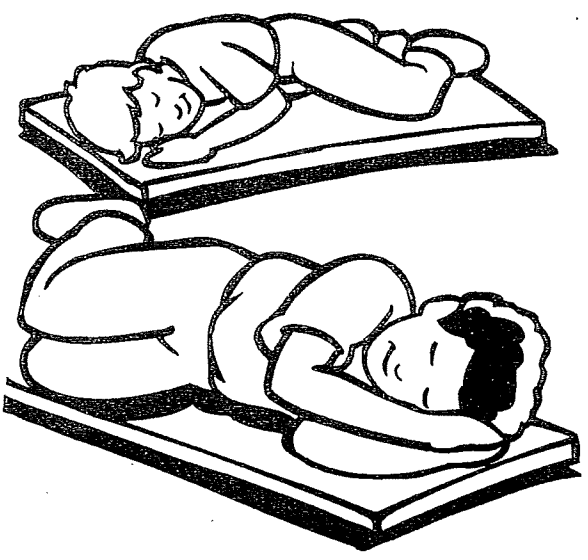
Kip and Skip played with the top and the hoop. They made them flip and flop. Kip did a flip and a flop too!



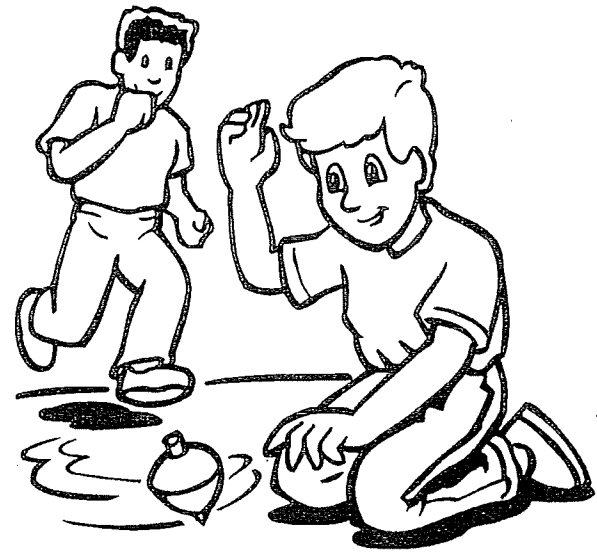
"Skip, come play with my new hoop," said Kip. "I can spin my hoop and we can hop up and jump through it!"



Kip and Skip



"Stop," yelled Kip. "I can't flip or flop anymore." "Stop," called Skip. "I can't hop or jump up anymore." So, Skip and Kip took a long nap.



"Kip, come play with my top," said Skip. "I can wind up my top and make it flip and flop!"

Top It Off

Instructions: Point to the picture on each top. Say each word ___ times. Then color the picture. Please return by: _____



Homework:

- Please have your child complete all the activities below.
- Please have your child complete only the activities checked below.
- Point to each picture and say the word ___ times.
- Hop on one foot, then the other. Say "hop" every time you hop.
- Partner recites: "Little Bo Peep lost her sheep, and doesn't know where to find them." Partner asks "What did Little Bo Peep lose?"
- Find ___ things in your house that you can touch the top of (you can get help from a helper!). Say "top" every time you touch the top of something. (suggestions: a bookcase, the computer, TV, table, your head, a shelf)

Name Helper Signature

Date

Speech - Language Pathologist

Target: Final P

A Hop, Skip and a Jump

Instructions: Help Kip and Skip jump up and touch each picture. Say "jump" as you touch the picture and say the word.
Please return by: _____



Homework:

- Please have your child complete all the activities below.
- Please have your child complete only the activities checked below.
- Jump up and down ____ times. Say "jump" every time!
- Which one: Can spin? Is an animal? Cleans the floor? Do you wear? Do you drink from?
- Practice these other final "P" words: cup, mop, cap, soup, soap, nap, sheep.
- Pretend to: use a cup, use a mop, use soap, take a nap, wear a cap, drink soup, spin a top, tie a rope. Explain what you are doing to your partner.

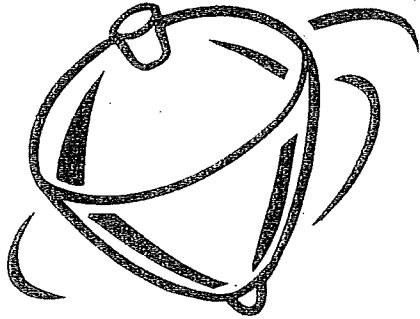
Name Helper Signature Date

Speech - Language Pathologist

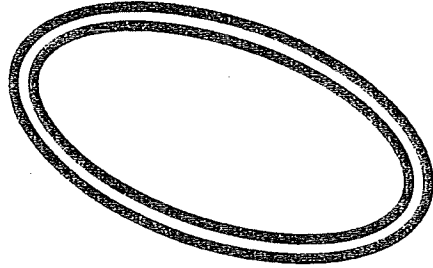
Target: Final P

Kip and Skip

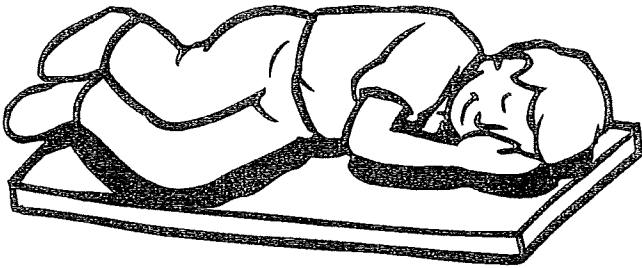
Final P



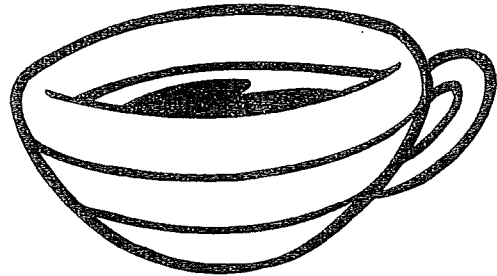
top



hoop



nap



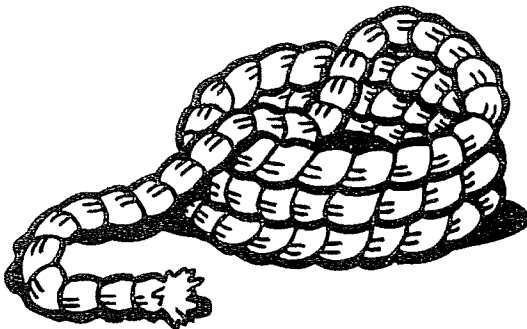
cup



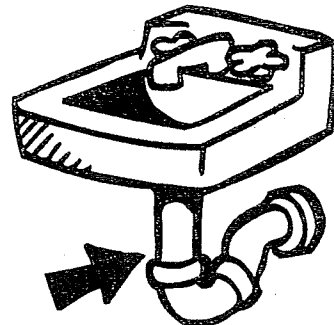
jump



soup



rope



pipe

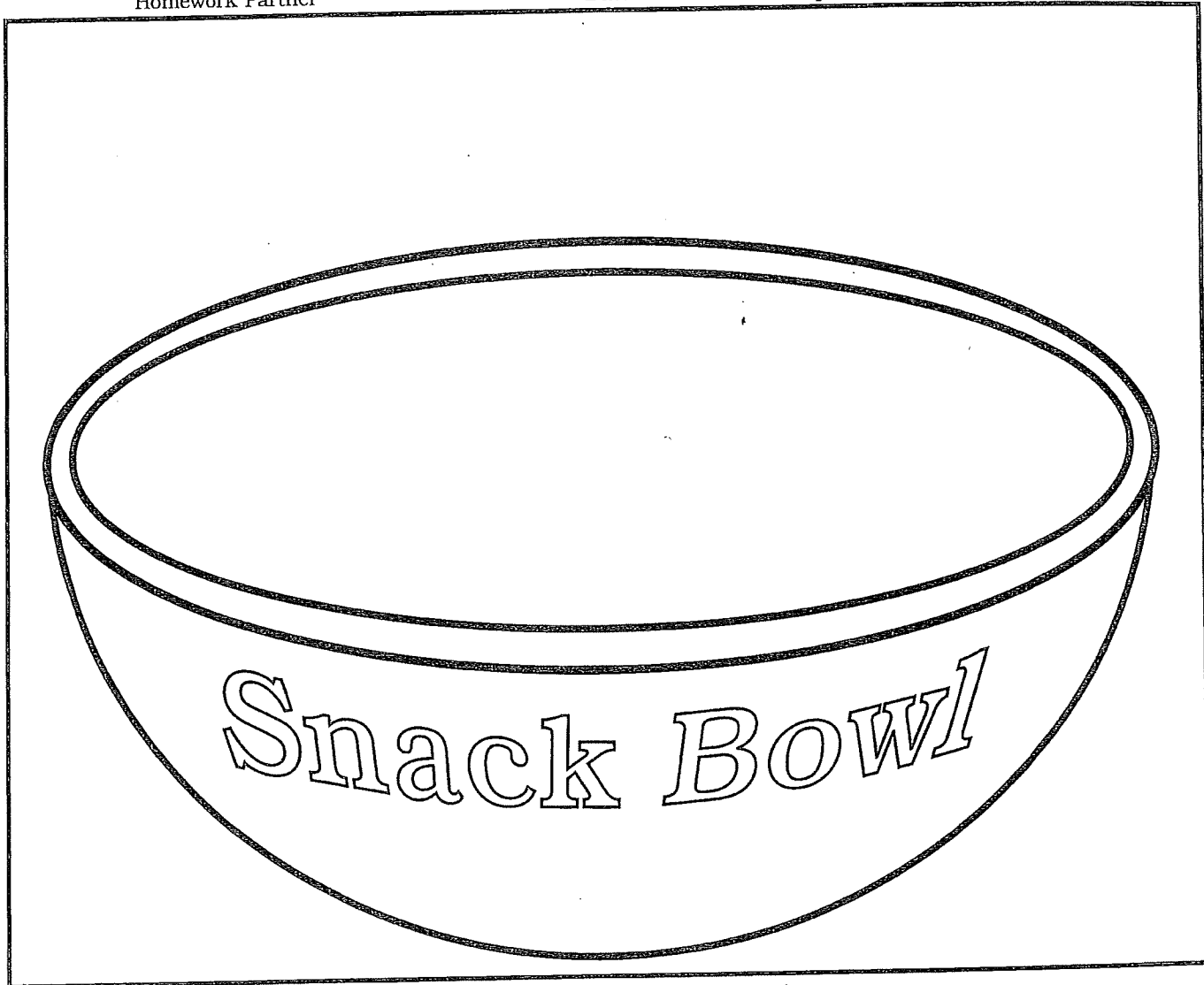
Snack Time

Instructions: Color and cut out the snacks. Have the child say eat before gluing a snack in the bowl.

Homework Partner _____

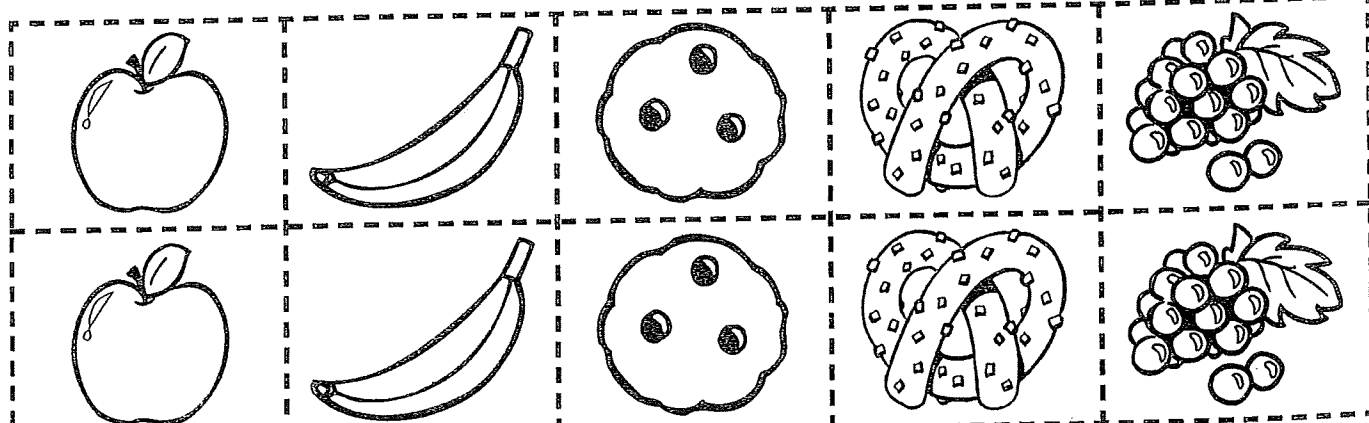
Date _____

Speech-Language Pathologist _____



Processes: Clusters, Liquids, Stops, Velars

Target Sounds/Words: /sn-/ /-k/ /b-/ /-l/ /-t/ snack, bowl, eat



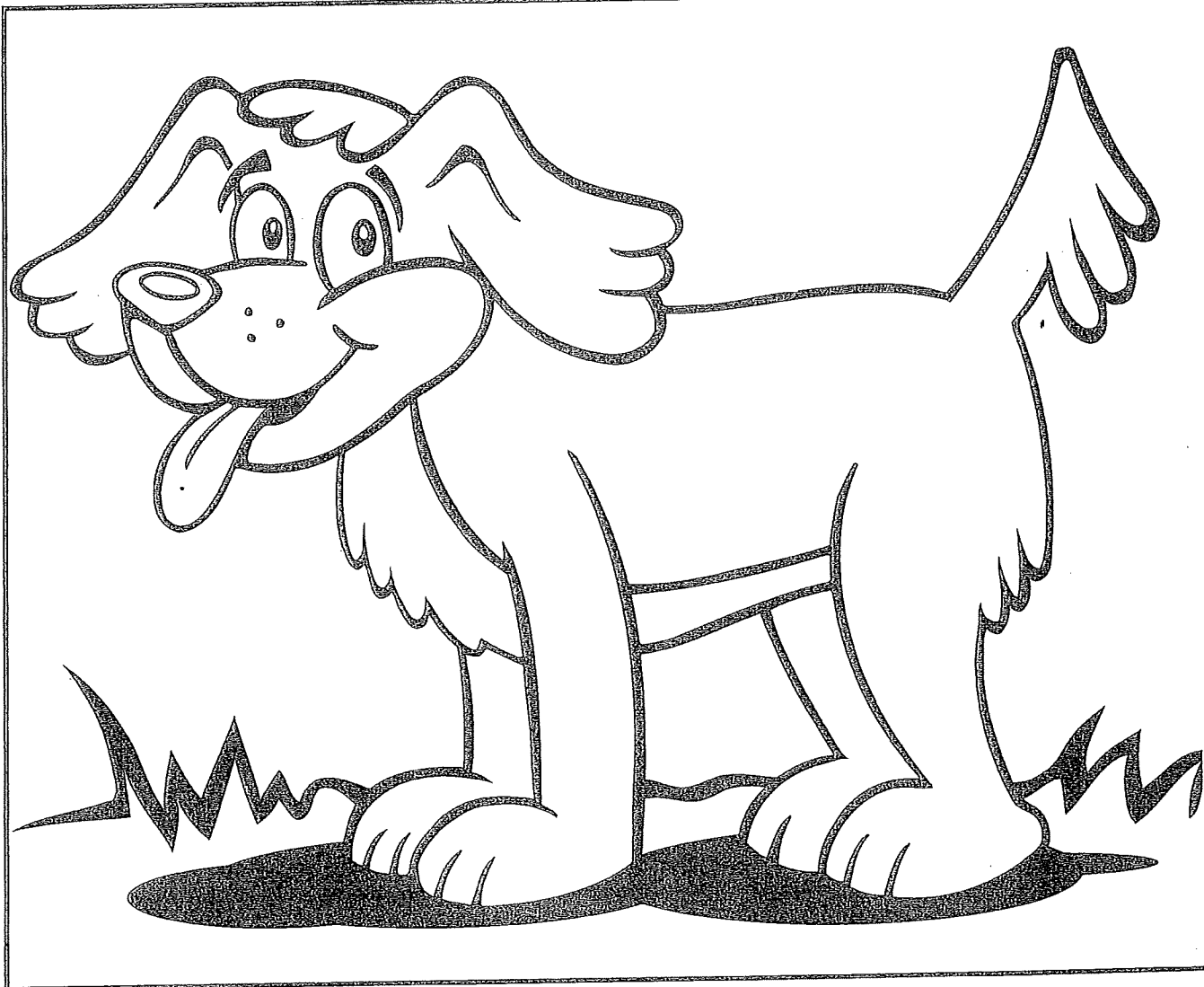
Spotty Dog

Instructions: Color and cut out the spots. Have the child say dog before gluing a spot on the dog.

Homework Partner _____

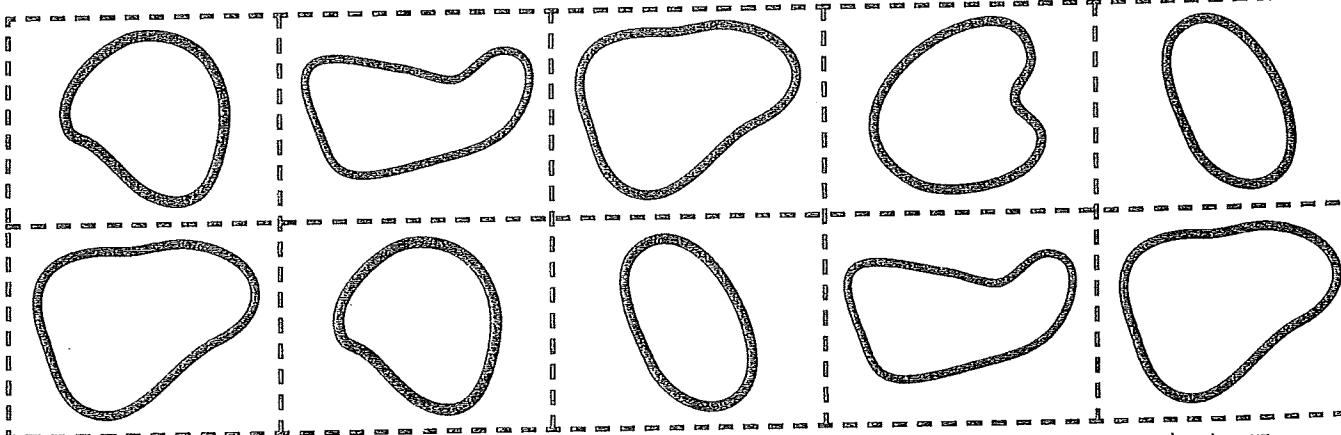
Date _____

Speech-Language Pathologist _____



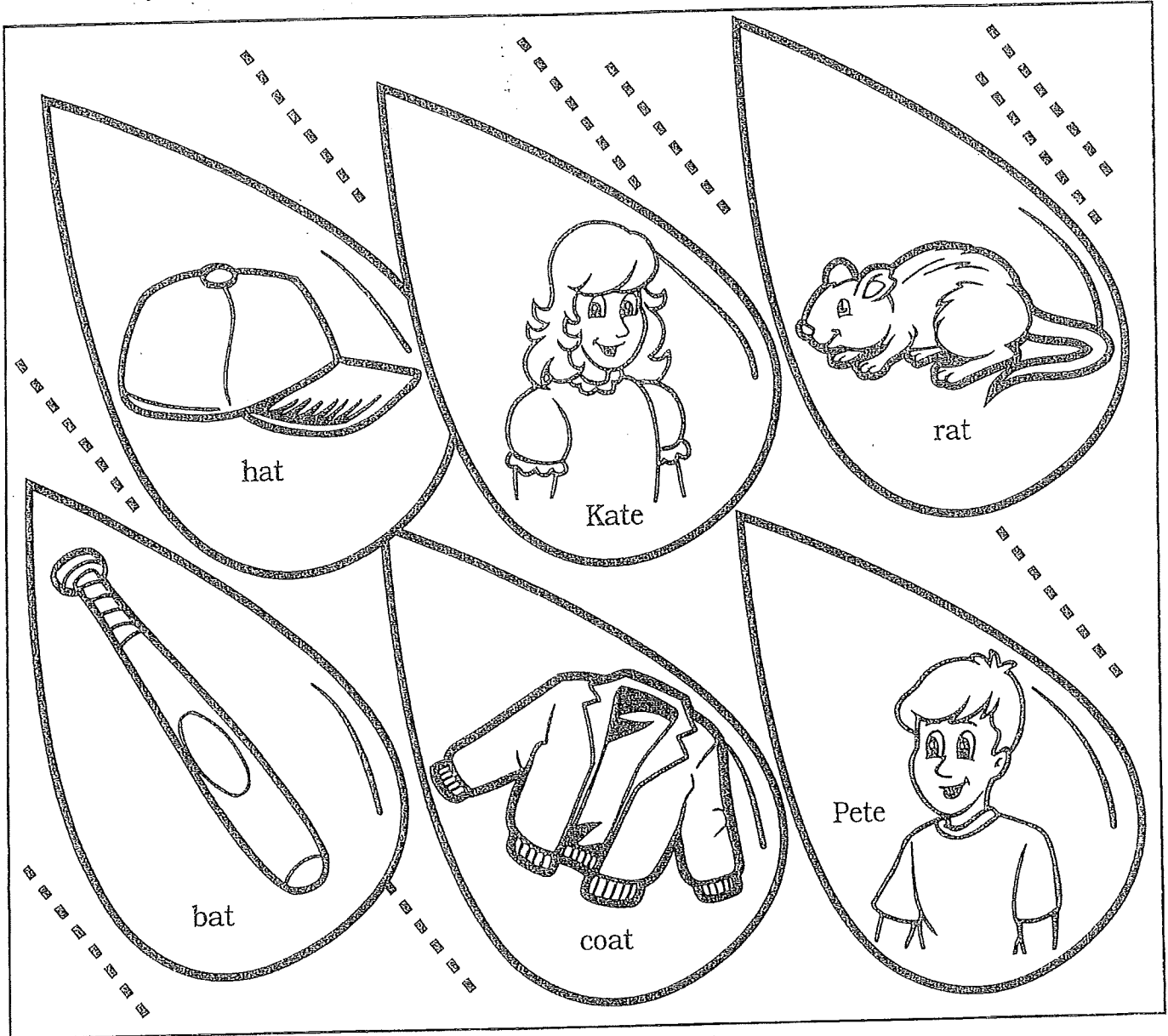
Processes: Clusters, Stops, Velars

Target Sounds/Words: /sp-/ /-t/ /d-/ /-g/ spot, dog



All Wet

Instructions: Touch each raindrop and say the word ____ times. Then trace around the raindrop using a crayon or marker.
Please return by: _____



Homework:

- Please have your child complete all the activities below.
- Please have your child complete only the activities checked below.
- Touch each raindrop and say the picture ____ times. Color in the raindrop.
- Which one: Is for baseball? Goes on your head? Is an animal? Do you wear in the rain?
- Partner recites: "Peas porridge hot, peas porridge cold, peas porridge in the pot nine days old. Some like it hot, some like it cold, some like it in the pot nine days old." (Emphasize the final T sound.) Your child can join in the final T words!
- Say these rhyming pairs: cat/rat; hat/bat; coat/boat; wet/pet; Pete/eat; Kate/late.

Name _____ Helper Signature _____

Date _____

Speech - Language Pathologist

Target: Final T