



Integrated
Treatment Services
Client-centred Therapy

Webinar 5: April 2018

Speech Difficulties & How to Support Them

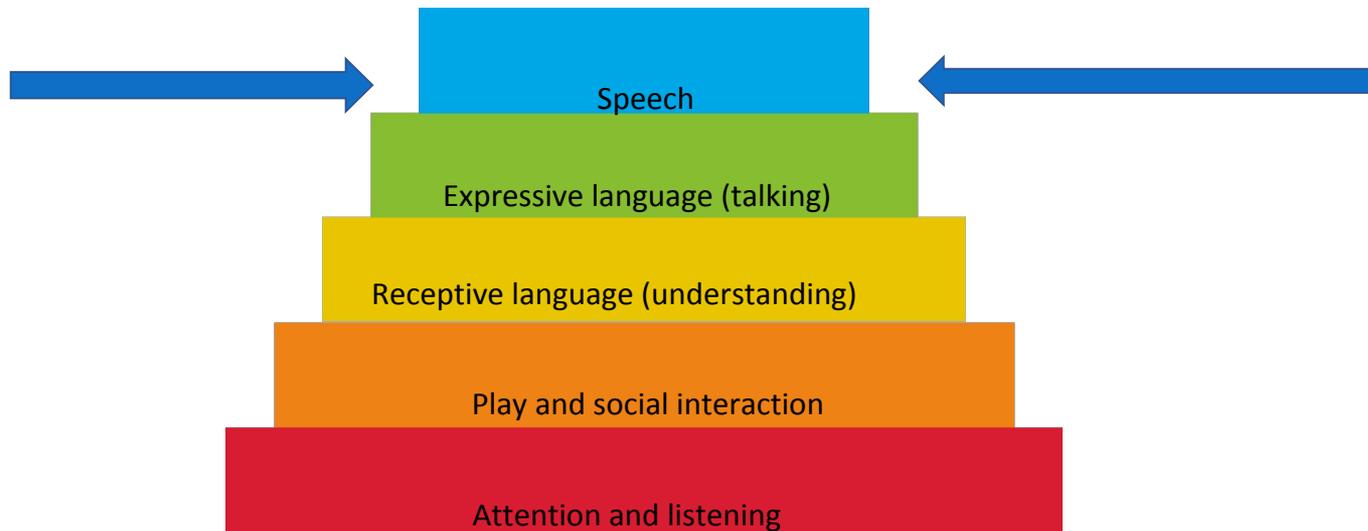
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What will we cover

- Speech and the communication pyramid
- Speech developmental norms
- Delay v's disorder
- Articulation
- Phonological norms
- Strategies
- Games to play with target sound cards

Communication Pyramid



Speech developmental norms

2 1/2 - 3 years

Sounds used	Sounds emerging
M n	
P b t d k g	
	f s
W y h	

3 - 4 years

Sounds used	Sounds emerging
M n	
P b t d k g	
F s	'Sh' v z l 'ch' j
W y h	

Note: S blends will probably be reduced e.g. 's' becomes 'p'. By 4 will be using all other consonants correctly at the start of words

4 - 5 years

Sounds used	Sounds emerging
M n	
P b t d k g	
F v s z 'sh' 'ch' j	Th r
W l y h	
	Sp, st, sk, bl, pl, gr

These are based on developmental norms for English (Elks & McLachlan)



Delay v's Disorder

- A **delay** means that the child is making mistakes that are a usual part of development but at a later age than might be expected.
- A **disorder** would mean that the child's pattern of mistakes is not part of usual development.

Articulation difficulties

- Articulation is the physical production of speech

Articulators	Speech sounds
Lip	P, b and m
Lip and teeth together	F and v
Teeth and tongue together	th
Alveolar ridge	T, d, s, z, and n
Post alveolar ridge	Sh and zh (treasure)
Velum	K, g and ng

Phonological Norms

Phonological Process	Age span	Example
Gliding	2;0 – 5;11	When /r/ becomes a /w/, and /l/ becomes a /w/ or y sound e.g. rabbit - wabbit
Deaffrication	2;0- 4;11	When an affricate (ch or j), is replaced with a fricative or stop e.g. jump – dump
Cluster reduction	2;0 -4;11	When a consonant cluster is reduced to a single consonant e.g. spider - pider
Fronting of velars	2;0-3;11	A back sound is replaced by a front sound e.g. car-tar
Weak syllable deletion	2;0-3;11	Weak (unstressed) syllables are deleted from a word of more than one syllable
Stopping of fricatives	2;0-3;5	A long sound (fricative) is replaced by a short sound e.g sock – tock, fish – bish, ship - tip
Voicing	2;0- 2;11	When a voiceless sound is replaced with a voiced sound like e.g teddy - deddy
Final consonant deletion	-2;0	A final consonant is missed off the word bus – bu
Backing	unusual	When front sounds, like /t/ and /d/, are replaced with velar sounds like /k/ and /g/ e.g. daddy – gaggy

Reference Dodd, *Diagnostic Evaluation of articulation and phonology* 2002



Strategies

- Don't pretend to understand, however uncomfortable you might feel. Get the child to show you or use a familiar person to the child to help you understand what the child is saying.
- Don't correct the child's speech, model back to them. Never correct a child's speech, instead, repeat or model back the correct version but do not ask them to repeat it.
- Special time with the child. Build in special time with the child, to focus on play not speech.
- Dummy and bottle use. Encourage and support parents to reduce the use of dummies and bottles.
- Stay in contact with parents/carers, introduce a home/school liaison book to help you gain context to what the child is saying in news sharing.

Games

Favourite games to play with sound target cards

- Pairs game
- Snap
- Skittles
- Hide and seek
- Kim's game

You can find many games and other resources on our website at the following link:

<http://integratedtreatmentservices.co.uk/resources/speech-and-language-therapy/>



Thank you for watching

If you would like to provide us with any feedback or request assistance with implementing any approaches or ideas within your settings or sessions do get in touch via our contact details on the next slide.

We can provide training or direct therapy support to therapists and teaching staff.

CONTACT US



Thank you

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