

Parents play a vital role in children's speech and language development. Here are some useful tips to use at home:

Praise

Praising your child is really important to help them change the way they use their sounds. Use an encouraging tone of voice even when they don't get it right.



Say things like:

Well done!

Good try!



Avoid saying:

No!

Say it properly!

Modelling

If your child makes an error repeat it back correctly to them 2-3 times. Don't ask them to copy you. The aim is to let your child hear the word said correctly

Examples:

Child: Det it off!

Adult: Get what off?

Oh, get this off?

OK. I'll get it off for you.

Child: I dee a tat.

Adult: Oh, I see a cat too.

It's a really big cat.

A black cat.

What else do you see?



Prompting

Give your child a clue to help them say the target word



Example:

- Child sees sun but says dun
- Parent then prompts the child by saying 'remember your **ssss** sound at the beginning'. Parent might use an action prompt too.
- Another cue may be to give your child the choice, so you might say back: 'Is it dun or sun?'.

Imitation

Encourage your child to copy the target utterance (sound/word/phrase) after you. Ensure your child is looking at you and listening. Encourage them to copy saying what you have said and how you have said it.

Repetition

Encourage your child to say words lots of times. Maybe ask them to say it 3-5 times after you have said it for them.



With any therapy task the aim is for the child to be able to achieve this by doing it themselves. Therefore you may have to help in other ways including:



Self-monitoring skills

A child needs to be able to recognise when they have made an error in order to be able to self-correct it. This can be done when doing therapy tasks in a number of ways, eg

- Tell your child you are going to say back to them what you heard them say. It is hoped in this case they identify the error and then try to 'fix it'.
- Encourage your child to be the teacher and have them listen to you saying words. At times say these incorrectly and ask the child 'did I say that right?' or 'did I make a good sound?'. You can also ask such questions after saying words correctly.
- Record your child talking and ask them to listen back. It is hoped your child will identify when they hear words said incorrectly.

Please note only use these **self-monitoring** strategies when you are carrying out structured therapy tasks i.e. homework. Do not use these strategies in a child's everyday conversation unless you have been instructed to by your Speech & Language Therapist.

Remember: Speech and language development is a gradual process and may take time.

