



All about the /D/ sound

→ The /D/ is made by tapping the tongue tip up to the bump behind your top, front teeth while you move your tongue down slightly. Your voice is on.

Some common errors for the /D/ sound

→ Children omit or leave out the /D/ at the beginning of the word. Some children substitute a “g” for the “d” sound. (backing)

Awareness to develop a child’s recognition of the /D/ sound in everyday conversations

→ Emphasize the /D/ sound in your speech.

Example: Parent: “Let’s do this. Listen, do. Do starts with the /d/ sound. Do.”

→ Emphasize /D/ words within your child’s speech.

Example: Child: “I’m all un.” Parent: “Done? You are all done?”

Cue child’s production of /D/ using corrective feedback strategies in everyday conversations

Child says: “goo” (for do)

Adult responds with a strategy that best fits the moment:

Provide a good Model of the /D/ by saying the word again slowly and clearly: “Do.”

Provide a Visual Cue: Tap your index finger on your top lip to give a visual cue while emphasizing the /D/ sound. “Do.”

Provide a Verbal Cue: “Look at my tongue. Watch me, do.”

Provide Feedback: “I didn’t hear the ddd when you said do.”

Use a Communication Breakdown technique: “you want to “goo” it? Oh, you mean do it.”

Target Sound Practice designed to give children many opportunities to say the /D/ correctly

Learning speech sounds takes practice. The speech/language pathologist will assign one targeted speech sound for the child to work on each week. Find a quiet, consistent time each day to practice with the child.

Activity One: Awareness Activities for /D/ during Target Sound Practice

→ Use the Listening List (below) to heighten awareness of the /D/ before target sound practice sessions.

Activity Two: Target Sound Practice for /D/ with words and picture cards

→ Use the Target Sound Picture Cards (next page) and activities to give the child many opportunities to practice saying the /D/ sound correctly in words. Provide the child with feedback on how he/she is doing as they practice (e.g. “Great Job!”, “That was close, say it again after me.”)

Cueing strategies for /D/ during Target Sound Practice

Child says: “gime” (for gime)

→ Say, “Let’s try that again.” “dime.”

→ Point to your mouth. Say “Watch me. dime.”

→ Point to your top lip to give a visual cue and emphasize the /D/ sound as you say, “d...ime”

Listening List /D/ at the Beginning

Say these words to your child. Have them watch and listen without repeating you.

do	day	did	deep
dad	dive	don’t	dime
deer	done	date	dog



Target Sound Practice Cards

dime



dog



day



dive



dad



doll



dime



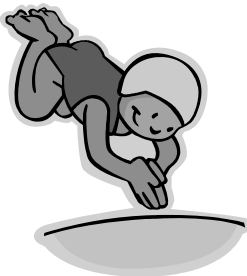
dog



day



dive



dad



doll





Carrying over Practice to other Times of the Day

Cut apart the cards below. Put these cards in different places in your home, in the child's daycare and/or school. This allows the child practice throughout the day and helps remind us the importance of using good speech skills all the time, not just at practice time. It also helps transfer correct productions into other environments, with other people, and in other word contexts. Examples of places to put these cards are:

on the bathroom mirror
on the refrigerator
in the car during travel

on his/her cubbie at daycare/school
on the doorway leaving the classroom
on his/her pillow to say before bed

Ask me to say these words: doll dog day dad	Ask me to say these words: doll dog day dad
Ask me to say these words: doll dog day dad	Ask me to say these words: doll dog day dad
Ask me to say these words: doll dog day dad	Ask me to say these words: doll dog day dad
Ask me to say these words: doll dog day dad	Ask me to say these words: doll dog day dad



Child's Name: _____

Date: _____

SOUND PROBE - D at the beginning of words

Please complete this after you have finished the entire home program with your child. You will complete a different sound probe for each set of target words you were given. This will give us an idea of how well the target sounds transferred to words that were not practiced by your child.

Instructions:

- Say these words as naturally as possible to your child
- Have your child repeat these words after you
- Listen only for the target sounds that were practiced
- Check the appropriate box next to each word

	Correct	Incorrect
<u>D</u>an	<input type="checkbox"/>	<input type="checkbox"/>
<u>D</u>iet	<input type="checkbox"/>	<input type="checkbox"/>
<u>D</u>oor	<input type="checkbox"/>	<input type="checkbox"/>
<u>D</u>ifferent	<input type="checkbox"/>	<input type="checkbox"/>
<u>D</u>ate	<input type="checkbox"/>	<input type="checkbox"/>

Use this area to provide specific comments or questions about progress: