



***All about the /T/ sound***

→ The /T/ is made by tapping the tongue tip up to the bump behind your top, front teeth before moving your tongue down slightly.

***Some common errors for the /T/ sound***

→ Children omit or leave out the /T/ at the end of the word.

**Awareness to develop a child's recognition of the /T/ sound in everyday conversations**

→ Emphasize the /T/ sound in your speech.

Example: Parent: "A pet." The word pet has a /t/ sound. Listen, pet."

→ Emphasize /T/ words within your child's speech.

Example: Child: "Turn the ligh off." Parent: "Yes, the light is on." "We need to turn the light off."

**Cue child's production of /T/ using corrective feedback strategies in everyday conversations**

Child says: "boa" (for boat)

Adult responds with a strategy that best fits the moment:

*Provide a good Model of the /T/ by saying the word again slowly and clearly:* "Boat."

*Provide a Visual Cue:* Tap your index finger on your bottom lip to give a visual cue while emphasizing the /T/ sound. "Boat."

*Provide a Verbal Cue:* "Look at my tongue. Watch me, boat."

*Provide Feedback:* "I didn't hear the ttt when you said boat."

*Use a Communication Breakdown technique:* "A bow? Oh, you mean boat."

**Target Sound Practice designed to give children many opportunities to say the /T/ 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 /T/ during Target Sound Practice***

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

***Activity Two: Target Sound Practice for /T/ 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 /T/ 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 /T/ during Target Sound Practice***

Child says: "ho" (for hot)

→ Say, "Let's try that again." "Hot."

→ Point to your mouth. Say "Watch me. Hot."

→ Point to your bottom lip to give a visual cue and emphasize the /T/ sound as you say, "Ho...t."

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**Listening List /T/ at the end**

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

fit	fight	vote	light
gate	route	bite	nut
fruit	spot	sheet	pet



Target Sound Practice Cards

hat



hot



boot



pot



tot



bite



hat



hot



boot



pot



tot



bite





### 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: hat pot boot bite	Ask me to say these words: hat pot boot bite
Ask me to say these words: hat pot boot bite	Ask me to say these words: hat pot boot bite
Ask me to say these words: hat pot boot bite	Ask me to say these words: hat pot boot bite
Ask me to say these words: hat pot boot bite	Ask me to say these words: hat pot boot bite



**Child's Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**SOUND PROBE - T at the end 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
<b>A<u>T</u></b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>BEA<u>T</u></b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>C<u>U</u>T</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>F<u>A</u>TE</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>ME<u>E</u>T</b>	<input type="checkbox"/>	<input type="checkbox"/>

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