



All about the /T/ sound

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

Some common errors for the /T/ sound

→ Children omit or leave out the /T/ at the end of the word. Some children substitute a “k” for the “t” sound. (backing)

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

→ Emphasize the /T/ sound in your speech.

Example: Parent: “Let’s take a look”. “Listen, Take. Take starts with the /t/ sound. Take.”

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

Example: Child: “I kook it.” Parent: “Took? You took it?”

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

Child says: “koo” (for two)

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: “Two.”

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

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

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

Use a Communication Breakdown technique: “you want koo?” “Oh, you mean two.”

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 /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: “keam” (for team)

→ Say, “Let’s try that again.” “team”

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

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

Listening List /T/at the beginning

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

- | | | | |
|------------|------|-------|--------|
| two | team | tune | top |
| television | type | toast | tickle |
| table | tape | time | toad |

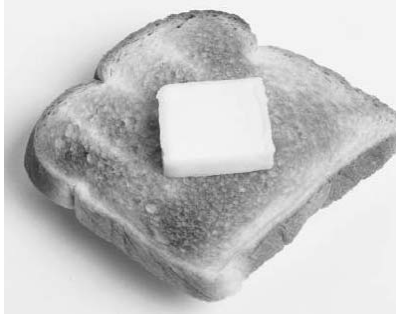


Target Sound Practice Cards

table



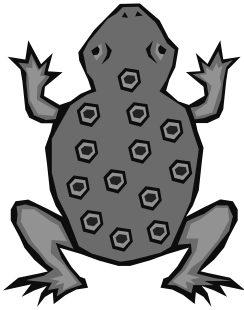
toast



tape



toad



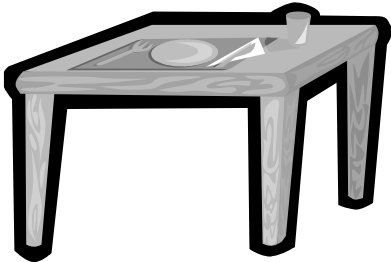
teeth



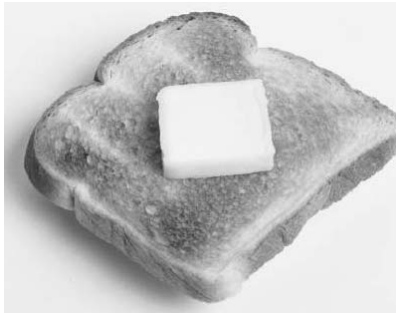
team



table



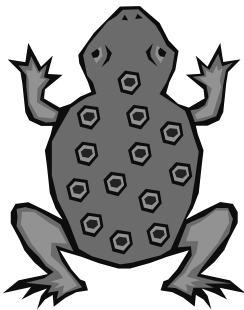
toast



tape



toad



teeth



team





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: Team Toast Tape Teeth	Ask me to say these words: Team Toast Tape Teeth
Ask me to say these words: Team Toast Tape Teeth	Ask me to say these words: Team Toast Tape Teeth
Ask me to say these words: Team Toast Tape Teeth	Ask me to say these words: Team Toast Tape Teeth
Ask me to say these words: Team Toast Tape Teeth	Ask me to say these words: Team Toast Tape Teeth



Child's Name: _____

Date: _____

SOUND PROBE - T 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>T</u>ype	<input type="checkbox"/>	<input type="checkbox"/>
<u>T</u>aste	<input type="checkbox"/>	<input type="checkbox"/>
<u>T</u>une	<input type="checkbox"/>	<input type="checkbox"/>
<u>T</u>ake	<input type="checkbox"/>	<input type="checkbox"/>
<u>T</u>ear	<input type="checkbox"/>	<input type="checkbox"/>

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