

Speech Sound Disorder workshop

An online workshop for parents/carers and school staff

Please write the **initials** of the child you are here for in the chat and whether you are parent/carers or member of staff from school so we can keep a record of who has attended today

Working in partnership

The Royal Wolverhampton NHS Trust
Walsall Healthcare NHS Trust



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Aims of the session:

- To understand how speech sounds develop
- To understand what a speech sound disorder is
- To understand how you can help your child's speech



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Myth or Fact?

1. Children with a tongue tie are more likely to have a speech sound disorder

2. Children with parents who work a lot are more likely to have speech sound disorders

3. Children can have difficulties with their speech sounds as well as their language development

4. Boys are more likely to have a speech sound disorder than girls

5. Children who miss off sounds at the ends of their words are lazy

6. Children who speak two languages are more likely to have a speech sound disorder

7. Children speak like this because they copy it from a character on YouTube

8. The child's sibling had speech errors and it resolved by itself so he/she doesn't need speech therapy input

9. The use of dummies can contribute to speech sound disorders



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What is the difference between speech and language?

- ❑ Speech = the individual sounds we use to talk

- ❑ E.g. 'p', 't', 'k', 'f', 's'

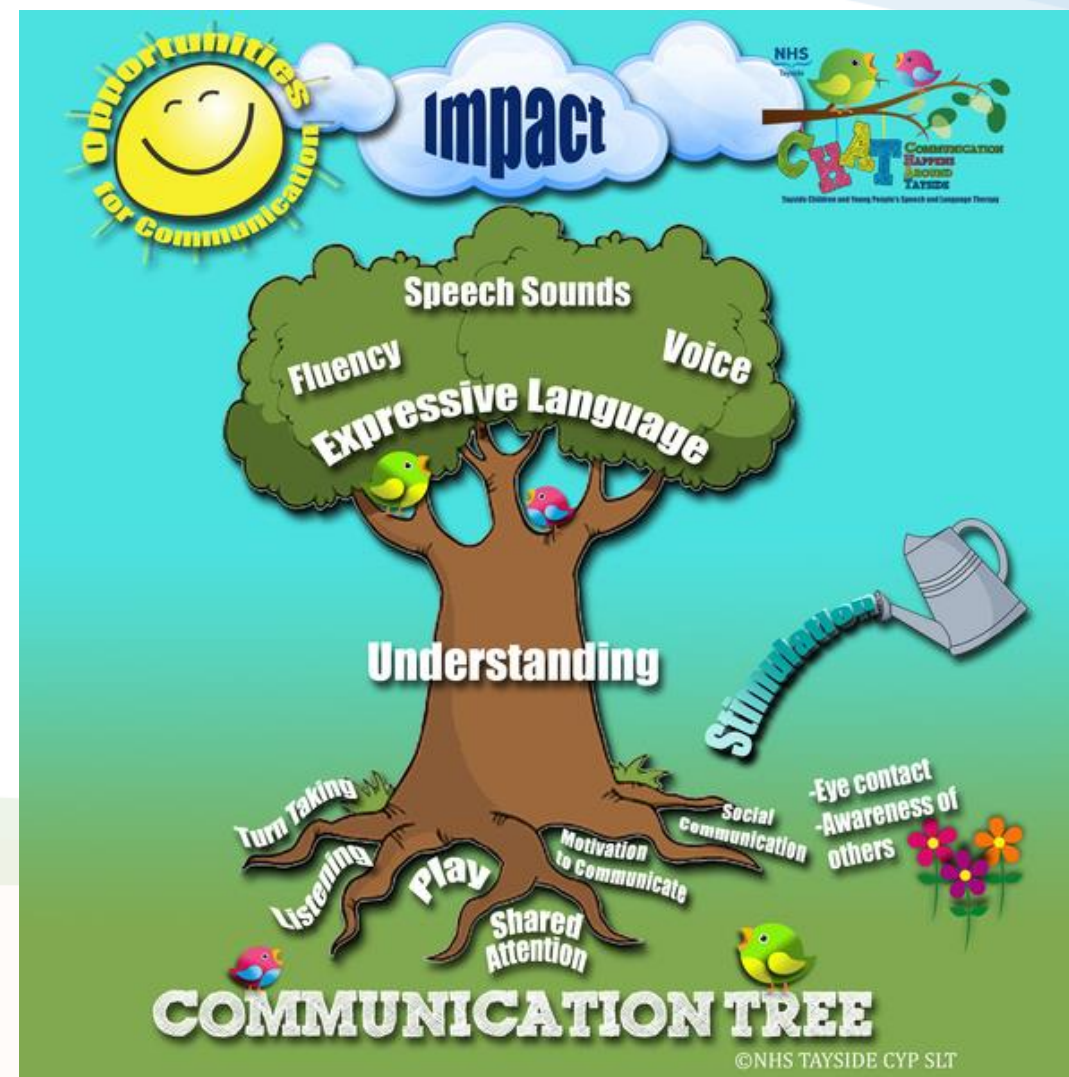
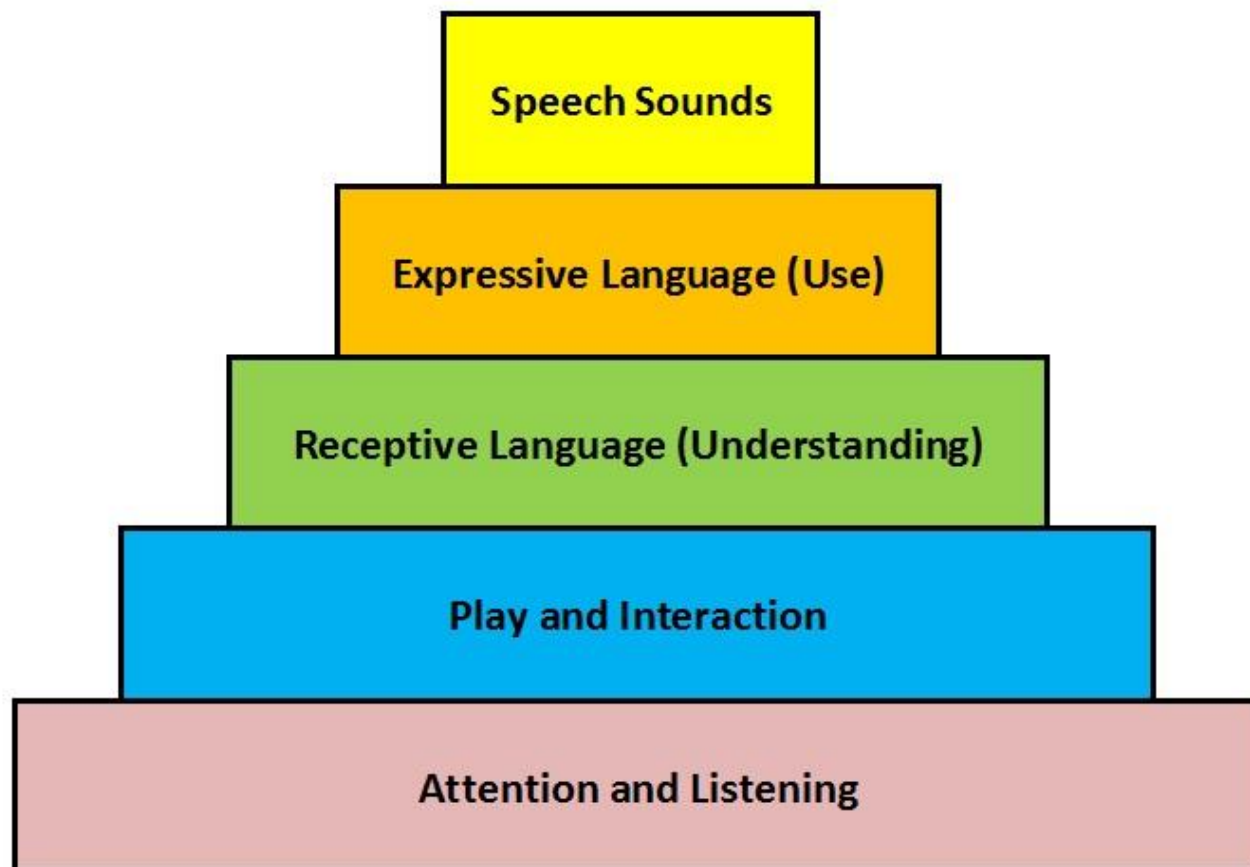
- ❑ Language = the words we use and the way we join them together to make sentences

- ❑ E.g. 'ball', 'want', 'car', 'she', 'running'.

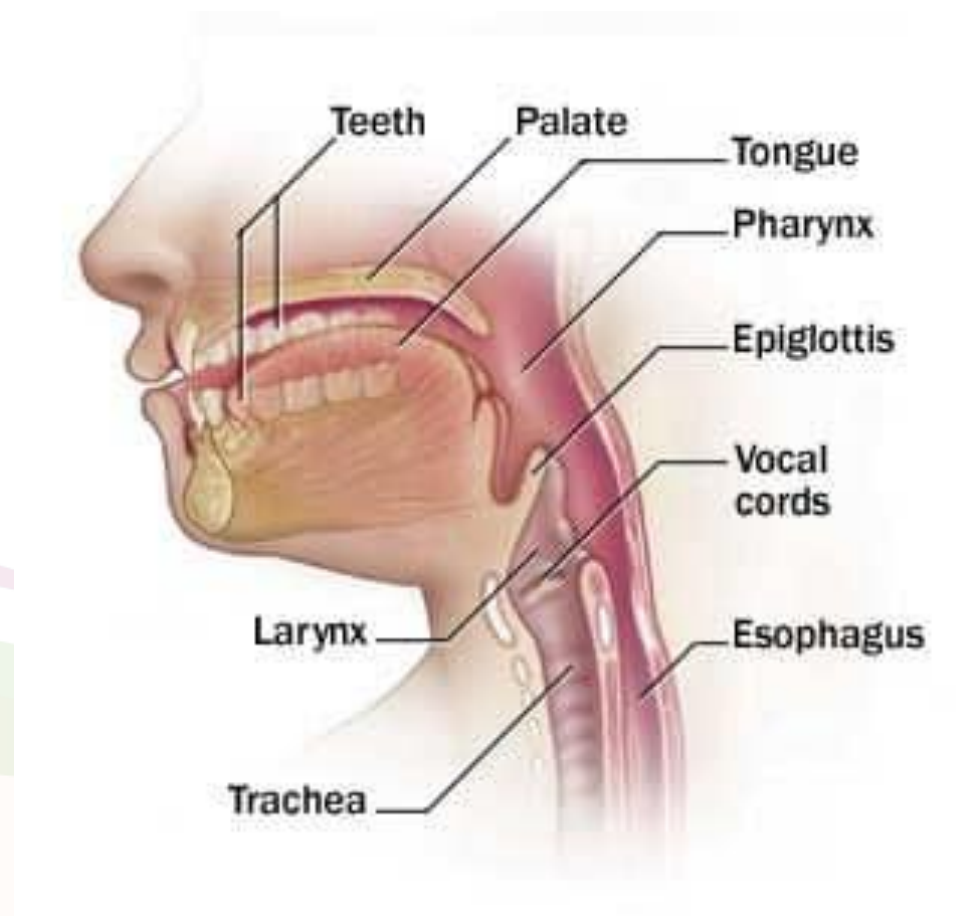


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The Communication Pyramid/ Tree

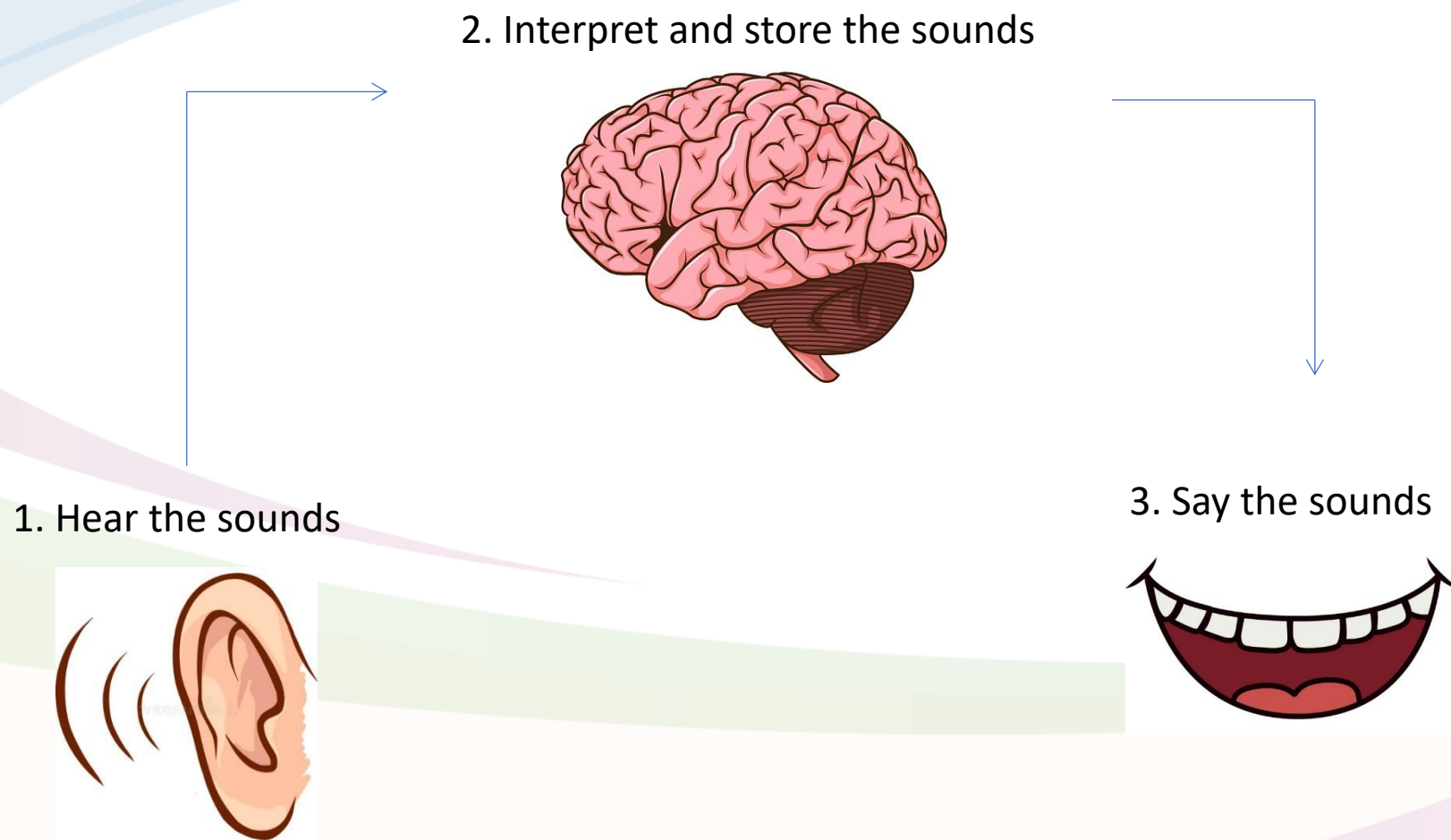


How do we make speech sounds?



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How do our children learn speech sounds?

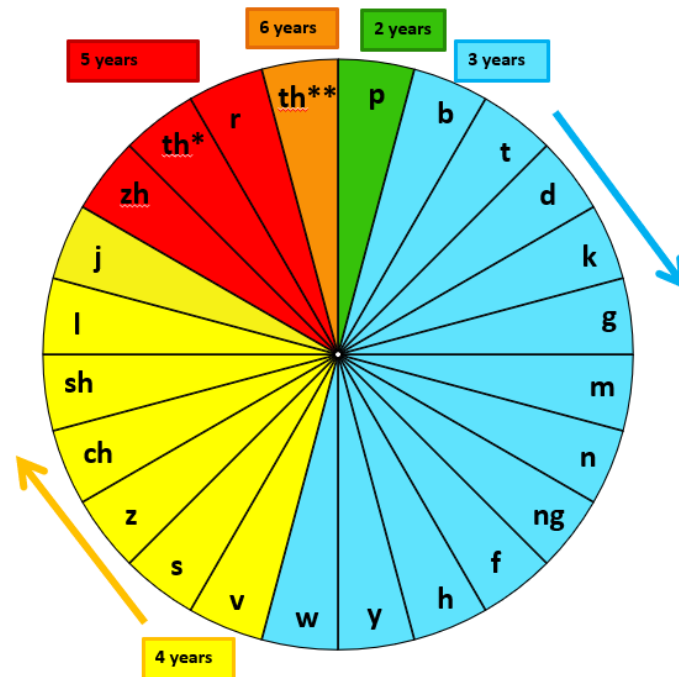


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How speech sounds develop

How Speech Sounds Develop

Across the World



* = voiced (e.g. this)
** = voiceless (e.g. thing)

McLeod, S., & Crowe, K. (2018). Children's consonant acquisition in 27 languages: A cross-linguistic review. *American Journal of Speech-Language Pathology*, 27, 1546-1571.
Revised Feb 2022 AT



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Typical development may include:

☐ Changing sounds:

- 'red' → 'wed'.
- 'spoon' → 'boon'
- 'yellow' → 'lelow', 'yeyow'

☐ Missing sounds off the ends of words:

- 'book' → 'boo'
- 'sheep' → 'she'

☐ Reducing longer words:

- 'banana' → 'nana'
- 'hospital' → 'hostibal'



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So... what is a Speech Sound Disorder?



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What is a Speech Sound Disorder?

❑ A Speech Sound Disorder is when a child's speech contains:

- Unusual error patterns not typical of younger children
- Difficulties producing certain sounds that we would expect them to be able to say at their age

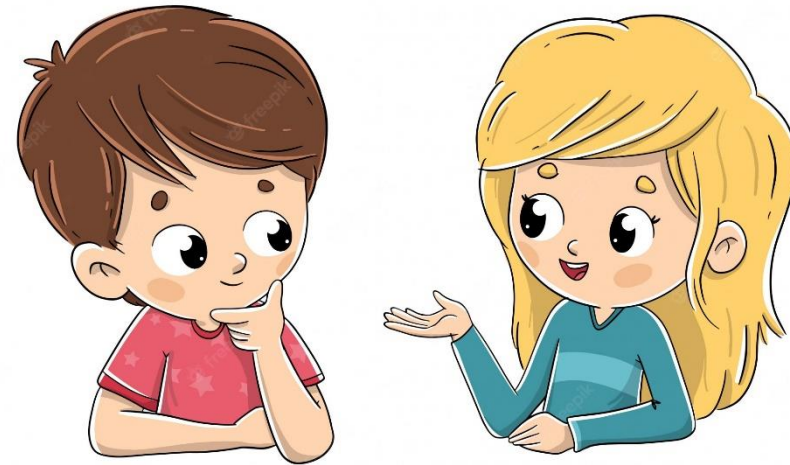
Factors impacting on speech sound development

- Hearing difficulties
- Neurological disorders (e.g. cerebral palsy, dyspraxia)
- Structural abnormality (e.g. cleft palate, impaired palate movement)
- Genetics (e.g. Downs Syndrome, family history)
- Environment (e.g. lack of stimulation, dummy/bottle use)
- Unknown or no cause

➤ Speech difficulties are NOT due to laziness!

Impact of speech sound difficulties on the child

- Ability to get needs met
- Ability to share information
- Social Interaction
- Family relationships
- Peer relationships
- **Emotions – frustration**
- Behaviour
- Self confidence
- Educational progress



How you can help!

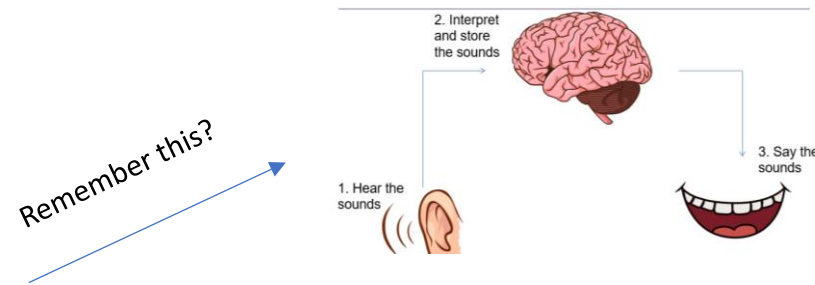
☐ Evidence shows:

- Parents achieve significant change when trained by SLT to work on their child's speech
- Short, frequent sessions throughout the week are the most effective (and parents/schools are best placed to do this)



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Be a good model



- ☐ Children learn speech from what they hear = we need to make sure our speech is clear.
- ☐ If your child makes a mistake you can model back how the sound should be said
- ☐ Repeat the word 2-3 times, slightly exaggerating the sound as you say it
- ☐ Don't ask your child to repeat it, they may not be able to say this sound yet

For example:

Child: Det it down!

Parent: Get it down. Get what down? Oh, you want me to get this down? I'll get it down.

Child: bish

Parent: Yes fish, it's an orange fish, the fish is swimming.



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Activity – learning speech sounds

➤ For each of these words, try to substitute 't' for 'm'

- Team
- Tight
- Ten
- Tenth
- Tiger
- Testing
- Television

➤ Now try to substitute the same 't' for 'm' in the following phrases:

- The teacher took the toys
- Tony tied the toy to the tree
- Time to take turns in twos
- Two toads on the train
- Sit on the tiny turtle



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Types of Speech Sound Disorder

1. Phonological Delay/Disorder = the child is able to say all of the sounds but the representation in their head is incorrect.
 - For example: producing 'tat' for 'cat'. The child will be able to say 'cat', but in their head any word with a 'k,c' is replaced with 't'.
- 2. Articulation Disorder = the child has a physical difficulty moving and coordinating the tongue, lips, jaw to make speech sounds and cannot say the sound in any context
 - For example: producing 'r' as 'w' but unable to produce 'r' when asked



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Other types of Speech Sound Disorder

- 3. Childhood Apraxia of Speech (CAS) = difficulty coordinating the muscle movements necessary to sequence sounds into syllables and words
 - It is estimated that 1 in 1000 (0.1%) children have CAS
- 4. Dysarthria = a neurological related speech disorder featuring weak or imprecise sounds (e.g. often seen in children with cerebral palsy).

Where to start with therapy



Speech Sounds Programme of Work

Child's name: _____

Date of programme: _____

Target sound: _____

Error your child currently makes: _____



This pack includes pictures with your child's target sound **at the start/in the middle of words and at the end of words**. Start with 's' in the middle of words, complete the programme and then go back to 's' at the end of words.

Working on just the words given should help your child to use the target sound in other words – you don't need to work on every word containing this sound.

Don't necessarily expect your child to be able to say a sound in a word, sentence or in different situations straight away, even if he/she can say the sound on its own. This takes time to develop.



Minimal Pairs Support Programme

Child's Name: _____ NHS no.: _____

Target Sound: _____ Date: _____

Who can use this programme

- This programme is for use by parents, carers and educational setting staff.
- It is for use with a child identified by Walsall Healthcare NHS Trust Speech and Language Therapy team as needing additional help to use the correct speech sounds at either the beginning, middle or end of words; the child can already make the individual sounds.
- The Minimal Pairs are pairs of rhyming words represented by pictures. The child is currently saying both words the same (e.g. 'key' and 'tea' are produced as 'tea'). This programme will help the child to say both words correctly.

What to do

Step 1: Listening practice:

- Place the pictures in front of the child
- Point to each picture and say the word
- Ask the child to listen and pick up the picture you say (e.g. "pick up 'key'").

Step 2: Practice the target sound with all the minimal pair pictures:

- Ask the child to take turns being the 'teacher' and tell each other which picture to pick up
- Make sure you pick up the picture you hear
- If the child is trying to say 'key' but says 'tea', say: "I heard 'tea', is that right? Were you trying to say 'key'? We must remember to use our 'k' sound at the start for that one. Let's try it again together"

Step 3: Practice the pictures with the target sound in short phrases

- Now use carrier phrases like "I see a **key**", "a big **key**" or create 'silly phrases' about the word.
- If the child makes an error, model the phrase and emphasise the target sound.

Step 4: Practice the pictures with the target sound in sentences

- Slowly increase the length of the phrase into sentences. The child may find it easier to copy a sentence that you make.
- Take turns making up silly sentences with each word.
- Next try saying sentences with a few different target words (e.g. the five fish flew over the forest, if their target sound is 'f').

Top Tips:

- If the child has multiple target sounds, work on one sound at a time, starting with the one the child can achieve with a word best
- Spend as long on each step as the child needs. Go back to the previous step if the child is finding the task difficult
- Do not expect the child to use the sound in a word, sentence or in different situations straightaway. This takes time to develop
- Praise the child when the target sound is used correctly
- Provide encouraging feedback when the child tries to say the word but is unsuccessful (e.g. 'good try', 'I can see you're trying hard to say 'key'')
- Practice daily for 10-15 minutes in a quiet area
- Encourage the child to say the target words multiple times. The evidence suggests that using the sound 70-100 times in a practice session is most effective.

Make it fun – use games to keep your child motivated!

- Pick the child's favourite game that involves taking turns. Whoever has a turn must say the word, phrase or sentence five times before taking their turn (e.g. Pop-up Pirate, Snakes and Ladders, Crocodile Dentist, Connect 4, Noughts and Crosses)

MINIMAL PAIRS HANDOUT - SP, PH, NS 2025

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Speech Sound Clinic Target Sheet

Child's name: _____ DOB: _____ NHS: _____

Clinician's name: _____ Date: _____

The advice, targets and recommendations in this document replaces all previous advice, targets and recommendations. If your child has not been in the clinic for the most recent advice and recommendations should be included in the annual review.

Your child has attended speech sound therapy in clinic with an SLT/ SLTA and is currently on a therapy break. During this break your child should practice using the speech sounds practiced in clinic.

Sounds to practice:

Next steps:

What is a Speech Sound Therapy Clinic:
In clinic, a SLT or Assistant SLTA will provide supported activities using evidence-based approaches.

We work collaboratively with parents
through modelling and providing resources for follow up work. The clinic sessions aim to build parental confidence to support to the child's speech sound development.

How often should your child practice:
Your child should ideally **practice daily for 10-15 minutes** in a quiet area, away from distractions. Encourage your child to say the target words multiple times; The evidence suggests that using the sound 70-100 times in a practice session is most effective. **Parents/ carers are our therapy partners.** It is important that follow up work is completed so your child can make progress with the sounds.

How to give your child positive feedback

Always include your child's target sound(s) when giving feedback

What to say when the sound is right...

- "Well done, that was a super 's' sound that time."
- "I heard a lovely 't' sound at the beginning of 'tea'. Well done!"

What to say when the sound is wrong...

- Ask your child to say the word again. (e.g. "Can you say that one more time?")
- Let your child know what you heard (e.g. "Did you say 'tear' word?")
- Say "You meant the 'cap' didn't you, not 'tap', the 'cap' that starts with the 'k' sound."
- Say "Good trying but I think you can make an even clearer 'd' sound"

For further information and/or advice, please call 01922 605400 or email walsall.slt@nhs.uk

SPEECH CLINIC TARGET SHEET - LMS, JB, PH, NS 2025

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Articulation Support Programme

Child's Name: _____ NHS no.: _____

Target Sound: _____ Date: _____

Who can use this programme

- This programme is for use by parents, carers and educational setting staff.
- It is for use with a child identified by Walsall Healthcare NHS Trust Speech and Language Therapy team as needing additional help to physically make speech sounds

What to do

Step 1: Model the target sound:

- Ask the child to watch your mouth as you say the target sound on its own
- Ask your child to repeat the target sound.
- Things you can do to help:
 - use a mirror so the child can see what he/she is doing with his/her mouth
 - use the articulation cards provided to describe how to make the child's specific target sound.

Step 2: Blend the sound with a vowel:

- Ask the child to watch your mouth as you say the sound:
 - with a vowel after the consonant sound (e.g. **top**, **egg**) (CV)
 - with a vowel before the consonant (e.g. **goat**, **egg**) (VC)

Step 3: Practice using the sound in words.

- Start with words where the sound is at the beginning of the word followed by a vowel sound (e.g. **ant**, **goat**)
- Next try words with the sound at the end of the word (e.g. **big**, **mouse**)

Step 4: Practice using the sound in short two to three word phrases and then in simple sentences

Top Tips:

- Always have a 'sound card' of the target sound in front of you and the child. (This will be provided with this programme)
- If the child has multiple target sounds, work on one sound at a time, starting with the one the child can copy best
- Spend as long on each step as the child needs. Go back to the previous step if the child is finding the task difficult
- Do not expect the child to use the sound in a word, sentence or in different situations straightaway. This takes time to develop
- Praise the child when the target sound is used correctly
- Provide encouraging feedback when the child tries to make the sounds but is unsuccessful (e.g. 'good try', 'I can see you're trying hard to make that sound')
- Practice daily for 10-15 minutes in a quiet area
- Encourage the child to say the sound/word multiple times. The evidence suggests that using the sound 70-100 times in a practice session is most effective.

Make it fun – use games to keep the child motivated
Pick the child's favourite game that involves taking turns. Whoever has a turn must say the target sound or word five times before taking their turn (e.g. Pop-up Pirate, Snakes and Ladders, Crocodile Dentist, Connect 4, Noughts and Crosses).

ARTICULATION THERAPY HANDOUT - PH, SN, NS 2025

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What are minimal pairs?

❑ Minimal pairs are pairs of words that differ by one sound only. For example:

- “stick” and “sick”
- “cap” and “tap”
- “vest” and “best”

❑ We use minimal pairs to contrast our child’s error sound with the target sound

STEP 1

Listening



STEP 2

Sound by itself e.g. "sss"



STEP 3

Sound in syllables e.g. "see"



STEP 4

Sound in words e.g. "seed"



STEP 5

Sound in phrases/sentences e.g. "I have a seed"



STEP 6

Sound in connected speech



A child has to achieve at least 80% success at any of these levels before moving to the next. It is really important to achieve consistent success at each level.

Word Positions: e.g. /k/

Start of word e.g. "cat"

End of word e.g. "book"

Middle of word e.g. "talking"



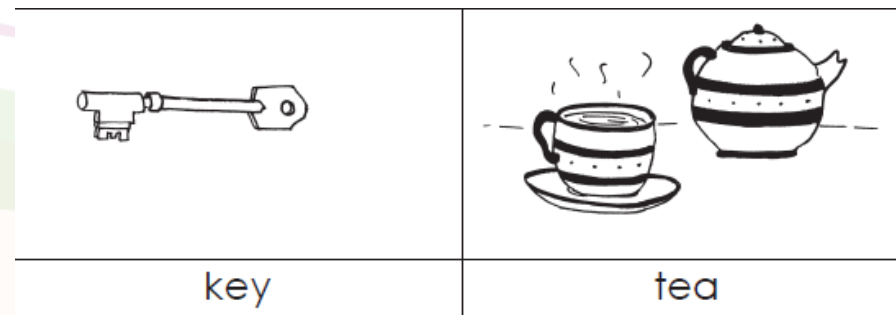
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1. Listening

❑ Listening activities are really important – they are the foundation for developing speech sounds

❑ Example activity:

- Child & adult sit at a table facing each other at eye level.
- The adult shows some minimal pair pictures and asks the child, ‘*where is the key?*’
- Provide praise & instructional feedback (‘*The tea? The word I said sounds a bit like tea, but it’s different. Listen again, pick up the picture of the key.*’)



2. Saying the sound by itself

- ☐ The aim of the articulation approach is to achieve correct production of a single sound.
- ☐ Your child will have been offered 3 short appointments in clinic with the aim of achieving this.
- ☐ Possible sounds your child is working on:
 - c/k
 - s
 - l
 - r
 - f
 - sh

☐ Techniques:

➤ Visual Feedback:

- Child watches adult and copies
- Mirror – child can compare their production to adult
- Picture/Diagram of where to put their tongue
- Cued articulation by Jane Passy (Makaton for speech sounds)

➤ Auditory Feedback:

- Adult describing where the mouth/tongue goes – front sound, back sound, long sound, short sound



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3. Sound in syllables

❑ Blending the target sound with a vowel, either before or after to make nonsense words. For example:

- 's' + 'ee' = see
- 'k' + 'oo' = koo
- 'ar' + 'l' = arl
- 'oh' + 'k' = oak



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4. Saying the sound at the start of words

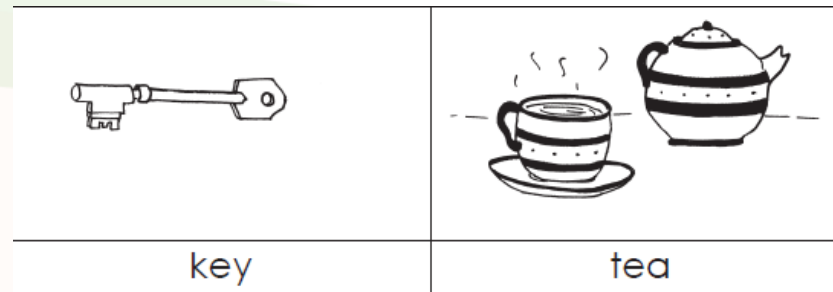
❑ Example activity:

- As before, but ask the child to be the teacher and instruct you to pick up a picture.
- He/she is to tell the adult what picture to pick up. He/she is likely to produce the two words the same and this **challenges them to produce a contrast between the word pairs** in order to be understood

	
key	tea

5. Using the sound in 2 word phrases

- ❑ Once your child is able to say their sound accurately in single words 80% of the time during practice, it is time to encourage them to use it in phrases.
- ❑ During your normal practice session, instead of the child saying the word by itself, encourage them to think of a phrase.
- ❑ Example:
 - Instead of saying 'key', the child might say 'big key' or 'white key'



6. Using the sound in short sentences

- Once your child is using their sound in 2 word phrases, it is time to build up into sentences.
- Write down a set list of sentences before the session and model to the child OR ask your child to think of a sentence.
- Make sure you remind the child to use their target sound again as they will probably revert back to their original error
- Aim for the child to say the sentence without you modelling it first
- E.g. 'I use a key to open the door'

7. Using the sound in sentences

- Using stories, rhymes, songs, talking games
- This will help your child to become better at using the words in sentences
- Play talking games such as “I went to the market and I bought...”
- At this stage, you are still completing this during structured speech activities
- If your child doesn't use their sound, give a gentle prompt. Did you mean 'tea' or did you mean 'key' with our 'k' sound?

8. Generalising into everyday talking

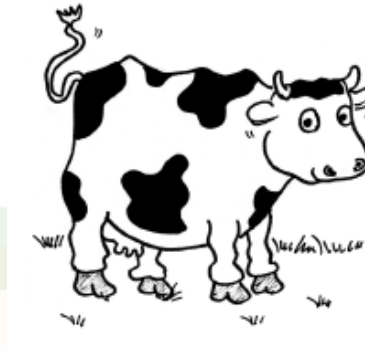
- All adults involved with the child should support at this stage (teacher, TA, parents/carers, other family members)
- Praise the child for using their new sound
- Prompt the child to correct themselves if they make a mistake, e.g. is it 'tea' or 'key'?



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Activity Ideas

❑ Matching picture pairs



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Activity Ideas

- Fishing: put paper clips on pictures and use fishing rods to get them out



Activity Ideas

- Noughts and Crosses

/K/ INITIAL King Kite Camel Cone Cat Cake Kick Kettle Card			
			
			

THE SLT SCRAPBOOK

 Carrot	 Door	 Fork
 Four	 Party	 Rainbow
 Rope	 Zero	 Rose

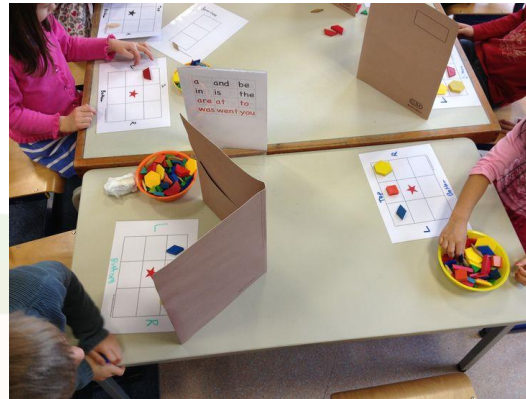
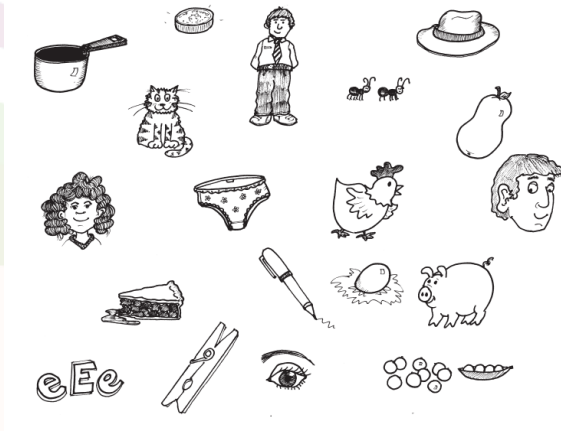


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Activity Ideas – Phrase Level

❑ Barrier games – take it in turns to give instructions

- ‘colour the pig pink’
- ‘put a tick on the puppy with the dirty paws’
- ‘put some peas on the puppy’s plate’
- ‘draw a line between the pillow and the paint’



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Giving feedback during activities

- ☐ Keep it simple, keep it specific
- ☐ Use lots of praise
- ☐ “You made a really great ‘v’ sound”
- ☐ “I could see that you kept your teeth on your lip for your v sound”
- ☐ “Good trying but I think we need to make our lips more like this....”
- ☐ To help your child you might say ‘did you mean tat or did you mean cat?’ while it’s important to correct them, it’s important that you don’t do this every time as this may affect their confidence.



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Giving feedback if you're not sure

- ☐ If you're not sure if your child has said it right, let them know you didn't hear
- ☐ Never say well done or good if you're not certain



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How to help your child

- Phase out the use of dummy/bottle if you haven't already
- Try to be face to face with your child when you talk to them
 - Will help them to listen and see the shapes you're making with your mouth
- Encourage your child to look at you
- Slow down your talking
- If you don't understand what they are trying to say – don't guess!
Encourage them to show you what you mean e.g. by pointing/gesture



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How to help your child cont.

- Let others know what helps your child. E.g. tell nursery/school if they are good at using gesture to communicate
- Use specific praise to support confidence. E.g. tell them when they have done good talking
- Focus on what your child is saying rather than how they say it
- Acknowledge their feelings – it is ok for them to feel frustrated/upset if people don't understand them
- Keep your language positive
 - E.g. if your child says 'look a tat!' don't say 'no it's a CAT', say 'yes I can see a cat too!'
- Avoid over-correcting as this can have an impact on their confidence

When can I expect my child to start using their target sound in their everyday talking?

- ☐ It is much easier for your child to remember their sounds during speech practice time than during the rest of the day.
- ☐ Once your child is beginning to use their target sound in phrases, you can start encouraging them to use this sound in simple everyday talking. For example, if requesting something, calling someone's name, etc.



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What makes it work?

- ❑ We recommend practicing daily for 10-15 minutes in a quiet area, away from distractions
- ❑ In a session, we should be focused on getting as many accurate productions of the target words as possible.
- ❑ We need the child to say the sound/word 100 times per session
 - This sounds like a lot – but if you get the child to say the word 10 times before rolling the dice, you only need to do this 10 times in a session 😊

What do I do if my child won't practice?

- ☐ Fun is the biggest motivator
- ☐ You can make the homework as fun for your child as you wish. There are lots of ways to do this.
- ☐ Use their interests
- ☐ Practicing little and often is best
- ☐ Vary the activities – use more active games where you can
- ☐ Do you have any ideas?

Useful resources

- [Speech and Language UK: Information and support](#)
- [Home – Afasic](#)
- [Paediatrics - Walsall Healthcare NHS Trust](#)
- [Cued Articulation, Jane Passy - summary of all sounds and handsigns - YouTube](#)