



Let's Make Sounds

K

Parent Workbook

Funding of this project was supported by the
Ministry of Children and Youth Services

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Disclaimer:

This workbook was created to help you work with your child on his or her articulation after you have had an initial assessment with a registered Speech-Language Pathologist and after you have watched the e-learning computer training course, "Let's Make Sounds." This e-learning course is password protected. A password was provided to you by your Speech-Language Pathologist at the time of your initial assessment. Please contact your Speech-Language Pathologist if you have any questions.

The e-learning course is available on www.childdevelopmentprograms.ca.

Your child must be stimulative for their target speech sound to start this program. This means that your child is able to repeat the sound accurately after an adult provides an initial model. Your Speech-Language Pathologist will determine whether your child is ready to work on the /k/ sound.

This program is intended for children who can sit, follow directions, and pay attention for 5-10 minutes. Children under 3 ½ years of age may benefit from a more "play-based" approach. Please speak with your Speech-Language Pathologist if your child is under 3 ½ years of age, or you are having trouble getting your child, who is over 3 ½ years of age, to participate in this program. Shorter practice periods and using positive reinforcement more often (e.g., playing a quick game) may help your child stay engaged and be more motivated to practice.

Five General Practice Tips

The tips below use the example of /k/ at the sound level. This same approach would be used to begin each new level on the Speech Ladder (e.g., sound, syllable, double syllable, and sentence level).

NOTE: Remember we are working on the **speech sound**. Depending on the spelling, the /k/ may “look” differently on paper, but it still makes the /k/ sound (e.g., cough, back, box, and quack).

Tip #1: Strive for Five = High Repetition

- Chunk practice into “sets of 5” (e.g., /k/, /k/, /k/, /k/, /k/).

Tip #2: Train for Accuracy = Slow Down

- Slow down the sound (i.e., say it louder, hold it longer).
- Slow down the rate of repetition (i.e., pause longer in between /k/ repetitions and/or in between sets of 5).
- Let your child be the guide. If you speed up the rate and their accuracy falls apart, slow your child down again, by modelling a slower rate.

How to be a Good Speech Sound Model

When showing your child how to make their speech sound:

1. Sit in front of them so they can see your face.
2. Make sure they are paying attention to you by saying, “**Watch my mouth and listen.**”
3. Once they are looking at your mouth, say their speech sound slowly and then have them try it.

Tip #3: How to Train for Speed = Automaticity

- Once your child’s speech sound is accurate, start speeding them up. We want smooth and quick movements for the /k/ to become automatic.
- Reduce any exaggerated movements or atypical movements and then work towards eliminating them completely (e.g., tight lips, mouth open too wide, or mouth closed too much, loud or extended sound for /k/).

Tip #4: Speed Criteria

- What is automatic or how fast do we need to go? 3 sets of 5 in 10-12 seconds is our goal at any level on the Speech Ladder (i.e., sound, syllable, double syllable, word, and phrases/sentences).
- 18 or more seconds is slow.
- 12-15 seconds is medium.
- 10-12 seconds is fast and our goal.

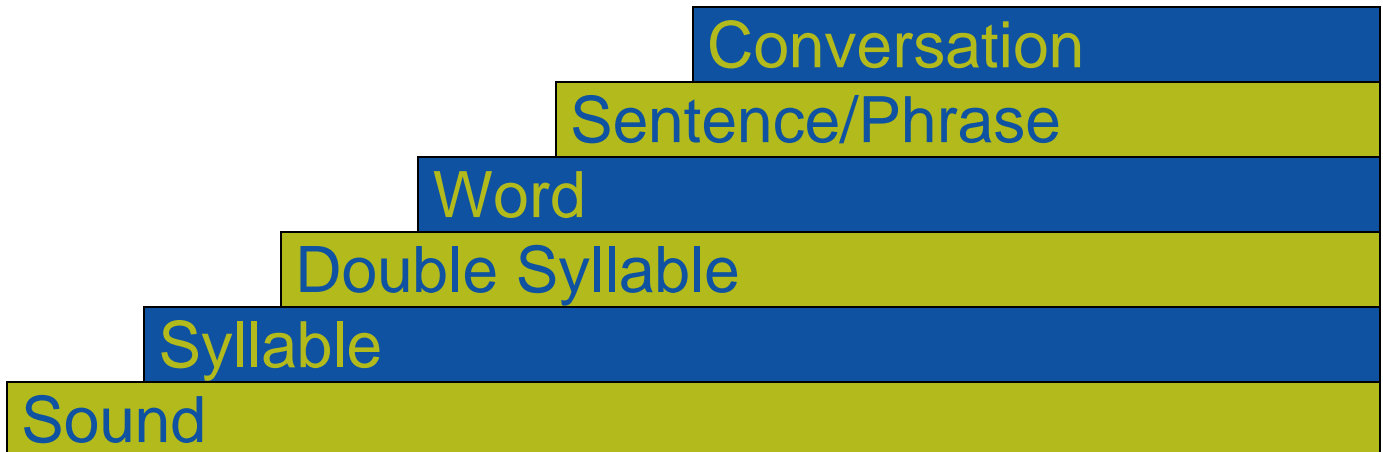
A speed of 10-12 seconds
is considered acceptable to move up the
Speech Ladder.

Tip #5: Keep it Positive and Fun!

- Praise your child: “Great!”; “That’s it!”; or “I heard a good /k/ there!”
- Play games: Play a quick game with your child at regular times (e.g., after they do 3 sets of 5) (e.g., Hungry Hippos, Pop up Pirate, blowing bubbles 10 times in a row).
- Keep corrections to a minimum: If your child was not accurate say, “Good try” and then **slow down your model**. Avoid saying, “No” or “Not like that.”
- Focus on success: Spend the majority of the time practicing your child’s sound and sound combinations at the level **where it is the easiest for them to produce**.
- Believe in yourself and your child’s greatness.
- Make practice part of your regular routine.

K Practice Program

Sound Level



First, have your child imitate after you:

/k/
 /k/, /k/
 /k/, /k/, /k/
 /k/, /k/, /k/, /k/
 /k/, /k/, /k/, /k/, /k/

As you do this:

- Increase the number of repetitions gradually up to 3 sets of 5.
- Keep track of repetitions by showing your fingers.
- Remember: accuracy first, then speed.
- Then increase speed, slowing back down if accuracy falls apart.
- Goal: 3 sets of 5 in 10-12 seconds.

Syllable Level

Conversation

Sentence/Phrase

Word

Double Syllable

Syllable

First, do a warm up: /k/ - 3 sets of 5.

Then, have your child imitate after you:

/ka/

/ka/, /ka/

/ka/, /ka/, /ka/

/ka/, /ka/, /ka/, /ka/

/ka/, /ka/, /ka/, /ka/, /ka/

Initial Productions

ka (like cough)

ki (like kite)

kay (like cake)

key

koh (like comb)

koo (like cool)

Final Productions

ak (like back)

ike (like Mike)

ake (like lake)

eek (like peek)

oak (like poke)

ook (like spook)

As you do this:

- Increase the number of repetitions gradually up to 3 sets of 5.
- Keep track of repetitions by showing your fingers.
- Remember: accuracy first, then speed.
- Then increase speed, slow back down if accuracy falls apart.
- Goal: 3 sets of 5 in 10-12 seconds (e.g., /ka/ 15 times in 10-12 sec).

Sound

Double Syllable Level

Conversation

Sentence/Phrase

Word

Double Syllable

First, do a warm up: /k/ - 3 sets of 5; /ka, key, oak, eek/ - 1 set of 5 (each syllable).

Then, have your child imitate after you:

/ka-ki/
 /ka-ki/, /ka-ki/
 /ka-ki/, /ka-ki/, /ka-ki/
 /ka-ki/, /ka-ki/, /ka-ki/, /ka-ki/
 /ka-ki/, /ka-ki/, /ka-ki/, /ka-ki/, /ka-ki/

Initial Productions

ka-ki
 ki-kay
 kay-key
 key-koh
 koh-koo

Final Productions

ak-ike
 ike-ake
 ake-eek
 eek-oak
 oak-ook

As you do this:

- Increase the number of repetitions gradually up to 3 sets of 5.
- Keep track of repetitions by showing your fingers.
- Remember: accuracy first, then speed.
- Then increase speed, slow back down if accuracy falls apart.
- Goal: 3 sets of 5 in 10-12 seconds (e.g., /ka-ki/ 15 times in 10-12 sec).

Syllable

Sound

Word Level

Conversation

Sentence/Phrase

Word

First, do a warm up: /k/ - 3 sets of 5; 1 set of 5 (each syllable); /ka-ki, ak-ike/ - 1 set of 5 (each double syllable).

Then, have your child imitate after you*:

/cake/
 /cake/, /cake/
 /cake/, /cake/, /cake/
 /cake/, /cake/, /cake/, /cake/
 /cake/, /cake/, /cake/, /cake/, /cake/

Initial	Medial	Final
come	because	back
can	monkey	kick
cake	picking	bike
cook	taking	look
keep	making	duck

As you do this:

- Stay at 1 set of 5.
- Keep track of repetitions by showing your fingers.
- Remember: accuracy first, then speed.
- Then increase speed, slow back down if accuracy falls apart.
- Goal: 1 set of 5 in 10-12 seconds (e.g., /kick/ 5 times in 10-12 sec).

**Write down /k/ words that your child says often. Add them to your practice list. Some pictures are available later in this workbook, if you think your child needs to "see" the word when they say it. Pictures can limit practice to nouns. Think of verbs, adjectives, adverbs, etc. as well.*

Double Syllable

Syllable

Sound

Phrase/Sentence Level

Conversation

Sentence/Phrase

First, do a warm up: /k/ - 3 sets of 5; 1 set of 5 (each syllable); 1 set of 5 (each double syllable); 1 set of 5 (10 words with a mix of /k/ at the start, middle, and end).

Then, have your child imitate after you*:

/I see a cow/
 /I see a cow/, /I see a cow/
 /I see a cow/, /I see a cow/, /I see a cow/
 /I see a cow/, /I see a cow/, /I see a cow/, /I see a cow/,
 /I see a cow/, /I see a cow/, /I see a cow/, /I see a cow/, /I see a cow/

Carrier Phrases (repetitive phrase + target word)

I see (a/the) + /k/ word (cow, monkey, lake)
 I want (a/the) + /k/ word (cow, monkey, lake)
 I like (the) + /k/ word (cow, monkey, lake)

Two-Word Phrases

How come? Backpack. Pick up. Come on. Bike ride.

Three-Word Phrases

Take it off. I feel sick. Read a book. Put it back.

Four+ Word Sentences

What are you making? I can't carry it. I want to colour.

As you do this:

- Stay at 1 set of 5.
- Work up to longer sentences gradually.
- Keep track of repetitions by showing your fingers.
- Remember: accuracy first, then speed.
- Then increase speed, slow back down if accuracy falls apart.
- Goal: 1 set of 5 in 10-12 seconds (e.g., /I see a cow/ 5 times in 10-12 sec).

**Write down /k/ words in sentences that your child says often. Add these to your practice list.*

Word

Double Syllable

Syllable

Sound

Conversation Level

Conversation

First, do a warm up: /k/ - 3 sets of 5; 1 set of 5 (each syllable); 1 set of 5 (each double syllable); 1 set of 5 (10 words); 1 set of 5 (pick 5 different phrases).

Then, monitor and correct the target sound in conversation. Try repeating what your child said incorrectly, exactly as they said it. Your child should be able to notice the error and repeat the word correctly by himself. Continue reviewing all drill levels until you notice the sound is no longer effortful to produce in conversation.

Sentence/Phrase
















Word

Double Syllable

Syllable

Sound

/k/ SOUND WORD PICTURES

Initial	Medial	Final
 <p data-bbox="324 583 365 609">Cat</p>	 <p data-bbox="738 583 836 609">Backpack</p>	 <p data-bbox="1218 573 1282 598">Snake</p>
 <p data-bbox="324 882 365 907">Key</p>	 <p data-bbox="738 882 828 907">Speaker</p>	 <p data-bbox="1226 882 1282 907">Peek</p>
 <p data-bbox="324 1228 365 1253">King</p>	 <p data-bbox="755 1249 820 1274">Picnic</p>	 <p data-bbox="1226 1228 1282 1253">Sick</p>
 <p data-bbox="316 1528 381 1554">Koala</p>	 <p data-bbox="738 1522 836 1547">Chocolate</p>	 <p data-bbox="1226 1491 1282 1516">Book</p>
 <p data-bbox="308 1816 381 1841">Couple</p>	 <p data-bbox="755 1806 828 1831">Sucker</p>	 <p data-bbox="1226 1827 1282 1852">Truck</p>

Other Resources:

If you need more ideas for word lists for your child’s target sound, please visit the following website: <http://www.home-speech-home.com/speech-therapy-word-lists.html>

If you are interested in finding more pictures of words, phrases, sentences, or stories to support your child’s articulation practice, you can:

- a) Ask your Speech-Language Pathologist for picture resources.
- b) Visit some speech-language pathology websites:
 - a. <http://mommyspeechtherapy.com/>
- c) Download an App onto your iPad or smartphone:
 - a. Drillaby (\$5.99 US; Pro Version \$24.99 US) (6 sounds available, 3 word positions, 3 levels of difficulty for word level, as well as word, phrase, and sentence level targets)
 - b. Articulation Station (ranges \$1.99-\$9.99 – you can buy just the sound you need) by Little Bee Speech (22 sounds available, 3 word positions, word, sentence, and story level targets)
 - c. Quick Artic (free) by Virtual Speech Center Inc.

When you are ready to work on sentence and conversation levels, sometimes it is easier to read books with your child to target a specific speech sound. Once your child is familiar with the book, they will have parts memorized and can “read” (i.e., repeat or produce) phrases or sentences back to you while practicing their sound! You can find a list of books that target specific speech sounds here: <http://twomeyspeechtherapy.com/lib/pdf/Articulation-Books.pdf>

Summary:

The program we have provided is based on the “Principles of Motor Learning” approach to articulation therapy that focuses on getting your child to say their speech sound automatically using high frequency practice (i.e., 5-10 minutes every day) and high frequency repetition (i.e., 100-150 repetitions), depending on the age of your child.

This approach is similar to how a pianist practices their musical “warm up” scales during everyday practice to help their fingers move quickly and smoothly, to automatically touch the desired piano keys.

Similarly, doing “warm up” drills every day with /k/ will help your child develop the motor learning skills they need to move their jaw, lips, and tongue to the right spots. This will help them make the desired speech sound, more quickly and smoothly, each time they practice. Over time, this will help make that speech sound more automatic (i.e., they won’t need instructions from you or have to “think” about what to do first)!

We have used this approach primarily with children who have characteristics of an articulation disorder/delay (i.e., a muscle-based error in making sounds). Children with characteristics of a phonological processes disorder/delay (i.e., a rule-based error in making sounds) may also benefit from aspects of this program based on research that supports using a sensory-motor approach.

