

FOCUSED PRACTICE

When we use “focused practice”, we encourage the development of a speech or language skill through repetition of a same sound, word, phrase, concept, etc. We provide many opportunities for the child to be exposed to the target skill throughout the day by modeling (using it ourselves!).

TYPES OF PRACTICE

MODELING:

- Highlight sounds (e.g., sh and /s/ blends) while reading books
- Repeat back what Martin says using and highlighting correct grammar, vocabulary words, rate of speech
- Highlight words in sentences and syllables in words by clapping them out

DRILL PRACTICE:

- Look and name pictures that contain the /sh/ sound and /s/ blends
- Use /sh/ and /s/ blend flashcards while playing a game (e.g., pop up pirate)

NATURAL OCCURRENCES:

- Play sound loaded play activities (e.g., animals to target /sh/ (e.g., chien, chat, cochon), playing with stamps and stickers to target /s/ blends)
- Choose important words at home and think about when they can be practiced (e.g., SHower, douCHe, brushing teeth).

SPEECH TASKS FROM EASIEST TO HARDEST

- Listen to the sound
- Sound on its own (e.g., “sh”)
 - Syllables (e.g., “Sha”)
 - Words (e.g., “Chien”)
- Repetitive Phrases (e.g., “J’aime les Chiens”)
- Sentences (e.g., Le Chien noir est grand)
 - In conversation or during play



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CUEING/SUPPORTS

- Cues are reminders we give to help the child to be successful with a sound (we don't want them to practice mistakes!)
- Give the cue **BEFORE** the sound attempt

Types of Cues

Verbal: DESCRIBE how the sound is made (e.g., "Remember BOTH sounds")

Visual: SHOW the child what it looks like. (e.g., look in a mirror or use blocks to represent both sounds for /s/ blends)

Gesture: make a gesture that SHOWS how to make the sound (e.g., slide your finger along your arm)

HOW TO AVOID FRUSTRATION

- Practice at the correct level
- Give cues
- Choose the right time for practice
- Acknowledge that the sound is difficult
- Making a mistake is okay!
- First acknowledge **WHAT** your child says, and then **HOW** he says it

Angèle Fournier, MSc, R.SLP, S-LP(C)
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