

Appendix A

Language Activities*

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The goal of therapy is to make a treatment sound a student's regular way of talking. Language and school-based activities are critical to ensuring that what is learned in the therapy setting is used in the "real world." This appendix lists thirty five language activities, divided into activities to facilitate Awareness (10 activities) and Speech (25 activities). The list is illustrative. Other activities can and should be used in the Generalize phase based on what a clinician enjoys doing and finds works best.

The thirty five activities actually is a far longer list, since most activities are easily varied. The following speech activity illustrates some possible variations. The activity is:

Have the student make a book of words or pictures, each containing the treatment sound, and then say each word to you.

Here are some possible variations:

1. Make it an awareness activity by removing the speech component and simply having the student make a book of words or pictures containing the treatment sound.
2. Instead of the student saying the treatment sound one time, have the student practice self-monitoring and self-correction by saying each word it three times, or by having the clinician say the word with the treatment sound deleted and then having the student say the word with the treatment sound included, or by having the student say the word the new way, the old way, and then the new way again.
3. Make it a group activity in which the student shows the book to other students, or make it a home activity in which the student and a family member make the book and practice the words.
4. For a younger student, instead of a book of words or pictures find objects whose names contain the treatment sound, and then hide them around a room for the student to find and name. For an older student, replace the book with stories, homework assignments, magazine articles, or newspaper articles.

Awareness Activities:

1. Read aloud from a book, having the student listen and raise a hand, clap, or ring a bell, whenever a word containing the treatment sound is heard. An easy variation is to tell a story aloud rather than read aloud from a book.
2. Ask a student to silently read a newspaper or story and then circle or write down words that contain the treatment sound.
3. Read a story to a therapy group, having the students compete to be the first to raise their hand when they hear the treatment sound.
4. Read a story to the student and a stuffed animal, having the two "compete" for whom raises a hand first when a treatment sound is heard. Let the stuffed animal often give the wrong answer and have the student correct him.
5. Create minimal pairs using household objects or school materials (e.g., wing/ring, light/write). Then say a minimal pair, and ask the student which word (first or second) contains the treatment sound.

6. Tape record several word lists and ask the student to rate them as being either the new way or the old way of producing the treatment sound.
7. Read paragraphs from stories to the student and occasionally mispronounce the treatment sound (E.g., "Once upon a time there was a printheth who lived in a cathle.")
Have the student raise a hand whenever the treatment sound is mispronounced.
8. Make up and read silly stories/sentences that contain the treatment sound produced the "old" way (e.g., "He gave her a diamond wing."). Draw silly pictures to match the silly sentences.
9. In therapy group have a student who can pronounce the treatment sound read sentences aloud, sometimes saying the treatment sound correctly and other times incorrectly. The student with difficulty on the treatment sound does a thumb up/thumb down, depending on whether the treatment sound is correct or not.
10. Work with the student to make a book of words, each containing the treatment sound. An easy variation is to have the student find pictures depicting objects that contain the treatment sound and then have the student paste the pictures into the book.

Speech Activities:

1. Ask the student to read a story or article and to stop at each word that contains the treatment sound and to repeat it three times.
2. Create a therapy group containing some students who can pronounce a treatment sound and others who cannot. Read aloud or tell a story to the group, asking the students to listen for the treatment sound and having a student who can pronounce it do so every time it occurs. Ask the student who cannot pronounce it say it after the student's model.
3. Give the student a printed story that has a sticker over words that contain the treatment sound. Ask the student to read the story aloud and "to guess" at the words under the stickers. An easy alternative is to ask the student to say each stickered word the new way, the old way, and then the new way again.
4. Read the student a story, deleting the treatment sound each time it occurs. The student is to say the word, adding the deleted sound to the word. For younger students, have a puppet or stuffed animal tells a story with the deleted sounds.
5. For a younger student find cards or objects that contain the treatment sound. Place them around a room, turn off the lights, and give the student a flashlight. The student then finds the cards or objects, and names them as they are found.
6. Have the student make a book of words or pictures, each containing the treatment sound, and then say each word to you.
7. Play a board game and adapt the rules to make it a therapy tool (e.g. Move ahead 2 spaces with an accurate production, Go back one space with an "old way" production.)
8. Use checkers with words containing the treatment sound attached to the back. Have the students say the word taped on the back before moving a piece.
9. Adapt familiar song tunes to include treatment sounds and words.
10. Have the student make a collage with pictures containing the treatment sound, and then name the pictures.

11. You and the student collect and name pictures of friends/teachers who have treatment sound in their names.
12. Have the student write a letter to someone (family/friends) using words with the treatment sounds as many times as possible.
13. Ask the student to list all the toys/animals/foods/etc possible that contain the treatment sound.
14. You and the student look through the spelling words, classroom vocabulary words, and reading group books, to find as many words which contain the treatment sound.
15. Have the student substitute the treatment sound for another sound in words in stories or books (e.g., pronounce *polled* as *rolled*).
16. Ask the student to fill in the correct treatment word in sentences (use a word bank or have child choose their own words)
17. Make up sentences or stories for the student to repeat that contain words with the treatment sounds for the student to repeat. Alternately, ask the student to make up the sentences.
18. Place a word or picture containing the treatment sound on a card, make two copies of each card, and play "Go Fish."
19. Tell the student a story containing words with the treatment sound, and then have the student retell the story to you.
20. For a student who likes jokes, you and the student develop tongue twisters or riddles containing the treatment sound.
21. Create a scavenger hunt using words containing the treatment sound.
22. Have the student say a word with the treatment sound, then say it without it, then with it again (e.g., rain, -ain, rain).
23. For a younger student, set toys containing the treatment sound around the room. Blindfold a stuffed animal and have the student tell him the name of the toys.
24. Lay out picture sequence cards that contain the treatment sound and ask the student tell you the story.
25. Adapt a song to make a silly version containing the treatment sound (e.g., "Christmas is coming, a rooster ate a rat."

* the following clinicians and students kindly contributed ideas to this appendix:
Diane Highnam, Lindsay Deitloff, Jill Jensen, Kayla Kirchner, and Abby Sievers.