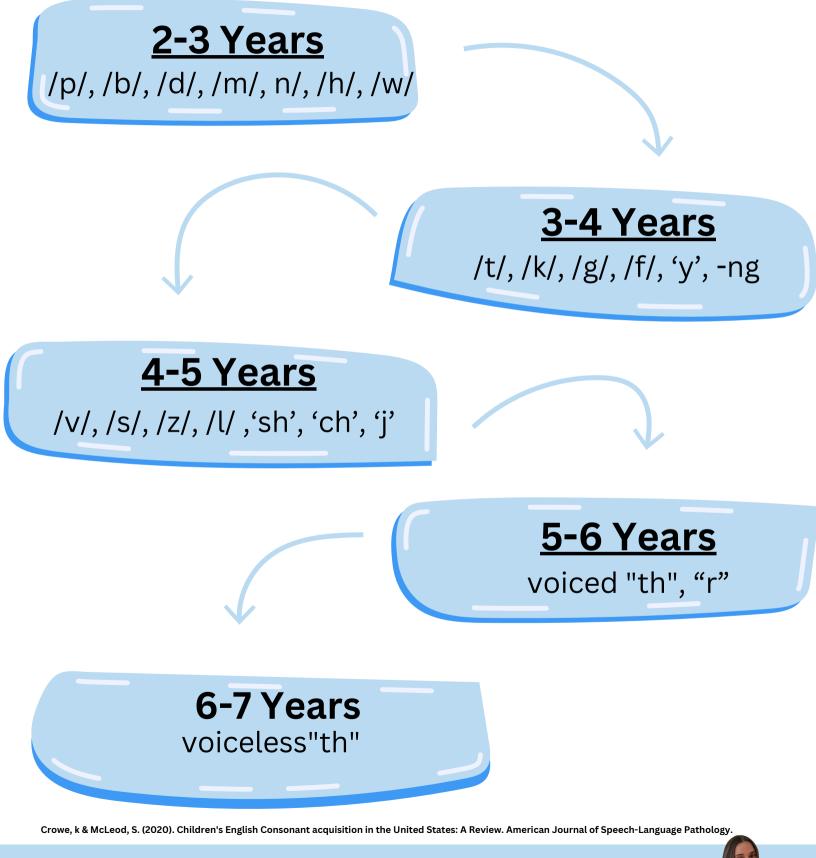
Speech Sound Development Chart

Speech sound development occurs on a continuum; some children may acquire sounds earlier or later than indicated. This chart should be a guideline, not a diagnostic tool.



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Phonological Processes

Predictable, rule-based patterns of sound errors used to simplify speech sounds.

Phonological Process	Description
Final Consonant Deletion	 The child omits the last consonant in a word. Example: cat → "ca" Eliminated around 3 years old
Fronting	 Sounds that are typically pronounced in the back of the mouth (like /k/ and /g/) are replaced with sounds produced further forward (like /t/ and /d/). Example: goat → "doat" Eliminated around 3-4 years old
Backing	 Sounds typically pronounced in the front of the mouth (like /t/ and /d/) are replaced with sounds produced further back (like /k/ and /g/). Opposite of fronting. Example: tea → "kea" Eliminated around 3-4 years old
Cluster Reduction	 The child simplifies consonant clusters by omitting one or more consonants. Example: truck → "tuck" Eliminated around 4-5 years old
Stopping	 The child replaces a fricative (like "s," "sh," or "f") or an affricate (like "ch" or "j") with a stop consonant (like "t," "d," "p," or "k"). Example: sock → "tock" Eliminated around 4-5 years old
Gliding	 When "r" and "l" sounds are replaced with "w" and "y." Example: rabbit → "wabbit" Eliminated around 4-5 years old

Bernthal, J. E., Bankson, N. W., & Flipsen, P. (2017).

Articulation and Phonological Disorders: Speech Sound Disorders in Children (8th Edition). Pearson.

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Strategies for Supporting Receptive Language Skills

- **Simplify Instructions-** Break directions into shorter, more manageable steps (e.g., "First, clean up your area. [Pause.] Now, grab your lunchbox."). Give one direction at a time.
- Use Visual Aids- Pair spoken instructions with visual supports (e.g., schedule charts, picture cues, first/then boards). Use gestures or physical modeling (e.g., pointing).
- Check for Understanding- Instead of asking if they understand, tell them to "show me what to do".
- Rephrase and Repeat Key Information- Try rewording instead of repeating it the same way.
- Offer choices- "Do we wash our hands or put our shoes on first?".
- **Provide Extra Time for Processing-** Some children need more time, silently count to 10 in your head before repeating the question.
- **Create Predictable Routines-** Establish consistent daily routines to help children anticipate what's coming next.
- Use Transition Warnings- Use timers or phrases, e.g., "in two minutes, we'll clean up".
- Encourage Peer Support- Pair students with stronger language skills with those needing extra support for structured activities.



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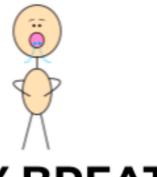
Strategies for Supporting Expressive Language Skills

- Narrate: Talk about what you and the child are doing to connect words with actions. For example: "We are stacking blocks—up, up, up... crash! Boom!"
- **Expansion Technique:** When a child says a word or short phrase, add more detail to build their language skills. For example, if they say "truck," you might respond with: "big red truck!" or "fast truck, zoom!"
- **Repetition Strategy:** Repeat words during play to help children learn and remember new vocabulary. For example, while playing with a ball, say: "Roll the ball. Catch the ball. Throw the ball!".
- Avoid Direct Prompts: Instead of instructing the child with phrases like "Say help" or "Say open," which can create pressure, model the word naturally. Use fill-in-the-blank sentences such as "I need <u>help</u>" or "Open my <u>milk</u>."
- **Play with Sounds:** Incorporate fun animal and exclamatory sounds like "Uh-oh!", "Zzz" (zip) or "Whee!" to engage your child and encourage imitation.
- Incorporate Pretend Play and Routines: Use pretend play and daily activities to teach action words, sequencing, and social routines. For example: "The doll is hungry. She wants to eat. Oh, she's sleepy! Let's brush her teeth and put her to bed."
- **Reading and Describing Pictures:** If your child isn't focusing on the whole book, talk about the pictures instead. For example: "I see a cat hiding under the bed," or "The girl is running fast." Sit across from the child to encourage engagement and connection.
- Add Gestures to Words: Use gestures in the classroom to reinforce language and meaning. For example, wave and say "bye-bye" during transitions, use the sign for "more" during snack time, or clap your hands while saying "Good job!" Gestures give visual support to help children understand and imitate language.
- **Offer Choices**: Provide two options (e.g., "Do you want an apple or a banana?") to encourage decision-making and build language skills.
- Praise all communication attempts to use words or sounds to boost confidence!



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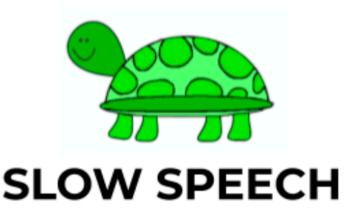
Stuttering Strategies



BELLY BREATH



- 1) Put your hands on your belly
- 2) Take a deep breath in
- 3) Feel your belly fill up with air (like a balloon)
- 4) Keep your shoulders down
- 5) Use all of the air in your belly to turn on your voice box and speak smoothly!





SLOW SPEECH: reduced rate of speech

- 1) Speak slowly
- 2) Pause between words
- 3) Remember to use good breath phrasing
- 4) Sing songs or read poems to practice
- 5) Try using a metronome or delayed auditory feedback (DAF) to facilitate



STRETCHY SPEECH: slow stretched speech

- 1) Stretch out first sound in a word (i.e., Illland)
- 2) If the 1st sound is NOT m, n, l, r, w, y, v, voiced th, z and j or a vowel, stretch 2nd sound
- 3) Use rubber band or putty to model
- 4) This slows speech down & helps client feel how the mouth is making sounds
- 5) Just for practice, won't speak this way forever

Visuals from @ stutteringtherapy_nj.



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