

Home Program for Carry-over into Conversation

Child: Hunter Jessop
DOB: March 9, 2000

Steps in reaching the carryover stage when learning a new sound:

Remember that it is often helpful to give the sound a name. In the case of /s/, I might continue using the “snake sound”.

Try not to use the words “good”, “bad”, “right” or “wrong” when talking about Hunter’s productions. It is better to refer to her “new way” of saying the /s/ sound, or to compare her productions to your own and ask if she is making it in the “same” way or in a “different” way.

Hunter has already demonstrated that she can produce /s/ in all positions of words (i.e., at the beginning, the middle, and the end) and she can also do this at a sentence level (e.g., “I have the same card,”) for /s/ at the beginning of words (“/s/ initial”). Here are the remaining steps for successful productions of /s/ initial:

1. correct productions in controlled conversational contexts (e.g., during dinner)
2. correct productions in conversation
3. correct productions while phasing out modeling and reinforcement
4. working toward self-monitoring and self-correction

Step one – correct productions in controlled conversational contexts:

Pick one situation per day when you will be listening for the /s/ sound. Warn Hunter ahead of time (e.g., “While we’re having dinner, I’m going to be listening for your “snake sound”). Some options to encourage Hunter might be to have *her* correct *you* (this way, she gets to be the teacher). As a last resort, you might consider providing her with a tangible reward (e.g., she gets to watch a preferred television show if you hear 15 good /s/ sounds at the beginning of words).

For the first week, use the same situation each day (10 minutes is plenty).

For the next few weeks, choose several different situations throughout the week (e.g., Monday – dinner, Tuesday – lunch, Wednesday – bathtime, Thursday – driving in the car, Friday – breakfast, Saturday – storybook time, Sunday – play time) (again, no more than 10 minutes).

Step two – correct productions in conversation:

Once Hunter is successful during short, 10-minute conversations, you will be ready to move on to the next step. Again, because Hunter may simply not be motivated by verbal praise for her “good snake sounds”, you may need to rely on more tangible reinforcements. At this stage, listen for /s/ initial productions during randomly chosen situations, for increasing lengths of time

(10 minutes, then 15 minutes, then 20 minutes per day, then move up to these intervals twice a day). When you hear a good /s/ initial sound, reinforce her productions with a sticker, a token, a stamp, etc. This will help her to learn that you are now listening all of the time for good /s/ initial sounds. If needed, a certain number of stickers, tokens, etc. could be “traded in” for other privileges.

Step three -- correct productions while phasing out modeling and reinforcement:

When Hunter is successful with step two, she is ready to move on to step three. Here, verbal praise is the reinforcement of choice for good /s/ initial productions, whenever and wherever you hear them. Stickers, stamps and other rewards should now be phased out and/or eliminated.

Step four -- working toward self-monitoring and self-correction:

Success here is really going to depend entirely upon Hunter’s motivation to improve. She may be keen to improve her sounds and take on this responsibility to monitor her own productions, or she may simply not be ready. If her motivation level is low at this point, then give her some time, and try this carryover approach again when she is ready six months from now.

Keep practising /s/ in other word positions (middle and final), but in words and short phrases.

Once she has mastered /s/ middle and final in sentences, then you can start working through these steps again.

In the meantime, have fun!