**Speech sound development advice**

As adults we make little mistakes when we talk but we can correct them, almost without noticing. This is called self-monitoring or self-correction. Children with phonological difficulties find it difficult to self-monitor and therefore self-correct. Strategies and activities that can be used to encourage these skills can be used in one-to-one sessions or throughout the day in all environments and in a variety of situations.

**Do:**

* React to what the child says and not how they say it. Children may not know that they are mispronouncing a word.
* Repeat the word back to the child so they can hear the correct way of saying it. This will give them an opportunity to hear the word and also show them that you have understood them. For example:

 Child – “look a fiss”

 Adult – “that’s right it’s a fish”.

* Encourage the child to look at you when you are talking to them and to listen.
* Use clear speech at a steady rate when talking to your child so they get to hear models of speech sounds throughout the whole day.

**Try not to:**

* Ask your child to keep repeating the word as this can cause them to become frustrated.
* Ask them to say the word ‘properly’ as they think they already are!
* Say the word for them and ask them to repeat it.
* Say to them “say fish, fish”.
* Pretend that you have understood them. If you are unsure of what they have said then ask them to show you, encouraging them to point or gesture.

If you need to request repetition, then do this by requesting repetition for you and putting the blame onto yourself. For example, ask them to say it again as your ears were not working properly or the car outside was so noisy you could not hear. Do not say you did not understand them, or they did not say it properly.

**It is imperative that all adults spending time with your child use these strategies and follow this advice.**