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ABSTRACT

Presented for preschool teachers are guidelines for meeting the needs of speech and language delayed children. Information is provided on the following topics: language development theory, the difference between speech and language, normal speech and language development (including a chart of language milestones from birth to 6 years), disorders of language (including a list of observable language behaviors and possible causes), when to refer to a speech pathologist, important things to remember about speech and language stimulation, and general rules of language stimulation. Described are six unstructured language lessons (such as scrapbooks), seven types of structured language lessons (such as for vocabulary building), and several speech lessons. Also included are information on stuttering and bilingual families, a sample of three days of language activities, and a list of 30 children's books to use in language stimulation. (LS)

Getting a Headstart On Speech and Language Problems A Guide for Preschool Teachers

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INTRODUCTION

This booklet was written for preschool teachers with the hope that it could serve as a guide to speech and language problems in the classroom. It should not be thought of as the only approach or as a substitute for a qualified speech pathologist, but rather as a guideline to when to refer a child and how to conduct general language stimulation.

The activities mentioned in this booklet are only examples; they need not be utilized. Curriculum guides list many other appropriate activities. I am confident the teachers will be able to provide materials or find other sources. In addition, a consulting speech pathologist should be able to supply suggestions for dealing with specific problems.

It is my hope that this booklet will function as an "idea book" to help readers gain self-confidence in meeting the needs of speech and language delayed children. However, a teacher should not hesitate to contact a speech pathologist or the Meyer Children's Rehabilitation Institute Speech Department to discuss a child's problem.

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LANGUAGE DEVELOPMENT THEORY

It is not necessary to know language theory to conduct a speech and/or language development program; however, it is important to know the reasons behind a particular language development approach.

This booklet is based on a fact of language development: receptive language (what we understand) precedes meaningful expressive language (what we say). A child may be able to produce sounds, but to use language meaningfully, he must understand the concepts he wishes to use. Usually, receptive language is more highly developed than expressive language, though this difference is not always measurable. In other words, we comprehend many more words than we verbally express.

Likewise, a child must learn to understand language before he can use it correctly when he speaks. It is possible then for him to acquire receptive language and have no expressive language; but he cannot have true expressive language without first acquiring receptive language.

DIFFERENCE BETWEEN SPEECH AND LANGUAGE

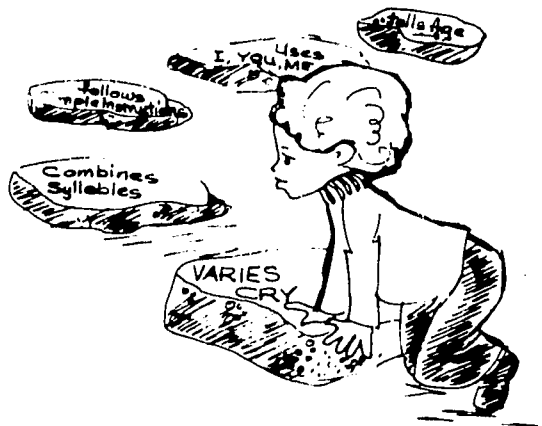
Speech involves the sounds we say, the way we pronounce them, our voice, and our rhythm of speaking. Language refers to the meaning or the communication of an idea. A child may have speech or the capability for speech but no language, or a child may have language but no speech or no capability for speech. It is important that you understand the difference between these two concepts.

NORMAL SPEECH AND LANGUAGE DEVELOPMENT

Normally, speech and language develop in a predictable way. In the first nine months of life, the child's language development consists largely of learning about the world around him and some of the simple words which describe these things and events. Around twelve months of age, the child begins his first language expressions using simple one-word utterances to express his needs or identify objects.

Speech development begins with the first cry a baby makes. Slowly, the cry is modified so that a baby may have one cry for pain and another for hunger which the mother can readily differentiate. One day the baby accidentally makes another type of sound. As he becomes aware of this ability, he begins to make them more often and to experiment with new ones. At this stage, the baby likes to make sounds because they are pleasant and because Mom and Dad smile and make sounds like his. They may have no meaning whatsoever. After a while, he begins to string syllables together. "Da-da," for example, is often one of the first combinations he produces because it is easy to make.

Eventually, he begins to use simple words and incomplete sentences. As his language matures, the child gradually builds his vocabulary and adds syntactical structure. Following is a chart listing some language milestones. (Speech milestones are located in the speech development section of this book.)



LANGUAGE MILESTONES

0-1 year	1-2 years	2-3 years	3-4 years	4-5 years	5-6 years
Varies cry to indicate needs.	Gestures to indicate wants.	Can use 25-30 words expressively.	Follows 3 verbal directions.	Names all primary colors.	Verbalizes with correct grammatical structure and form.
Locates source of sound out of sight.	Identifies objects when named.	Identifies 7-10 pictures when named.	Understands prepositions such as over, under, on, in, etc.	Tells age and sex.	Tells simple stories.
Vocalizes for social contact.	Follows simple instructions.	Recognizes action in pictures.	Understands concept "big."	Counts 3 objects.	Uses speech as a social tool.
Responds to name or "no-no."	Identifies 3 body parts when named.	Asks for another by using "more."	Expresses desire to take turns.	Reads familiar stories aloud by way of pictures.	Expresses himself in dramatic play.
Combines syllables.	Uses exclamatory expression.	Combines 3 words.	Gives first and last name.	Counts to 20.	
Waves "bye-bye" or "patty cakes" to verbal request.	Identifies pictures of objects when named.	Uses "I," "me," "you" in speech but not always correctly.	Says at least one nursery rhyme, poem, or song.		
Echoes or imitates a number of syllables as well as sounds.					
Comes when called.					

DISORDERS OF LANGUAGE

Any one or a combination of factors may interfere with normal language development. These include: a general developmental delay which indicates a delay in all areas of development including cognitive growth; hearing loss which may prevent the child from hearing speech and language at sufficient levels to achieve learning in these areas; emotional problems which could interfere with responsiveness to language and expressive language; socioeconomic or environmental problems which could cause a child's lack of language stimulation; and "central" problems which may indicate poor neurological processing for language. The most serious causes among these are hearing loss, emotional problems, and "central problems." Children with these problems should be referred to a professional for diagnosis.

You can help a speech pathologist identify a problem by indicating the areas of specific speech and language difficulty. Once an area of weakness is discovered, however, you can begin general language stimulation while you wait for a professional report because, generally, the same remedial plan will be beneficial despite the problem.

What follows is a list of observations that you might make as a preschool teacher and a corresponding list of possible causes. These observations should be reported to the speech pathologist when making a referral.

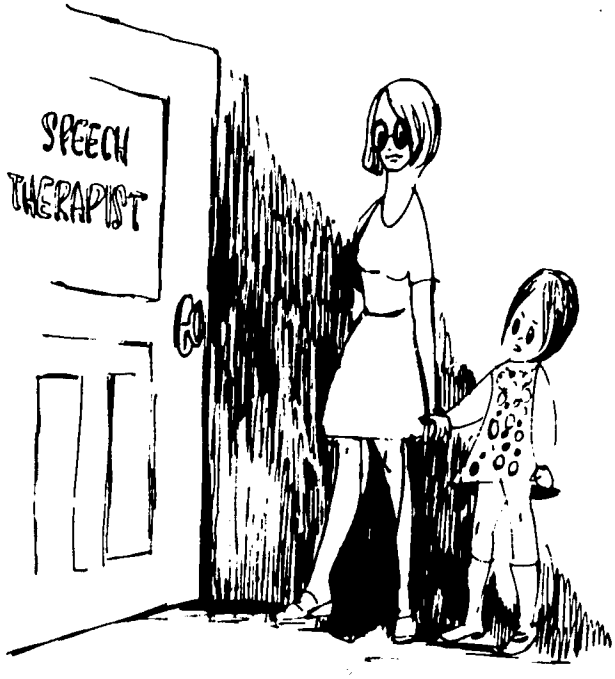
LANGUAGE OBSERVATIONS	POSSIBLE AREAS OF WEAKNESS *
Inability to follow verbal instructions.	- Hearing - Poor comprehension of language (does not understand all aspects of spoken language). - Poor auditory memory (cannot remember what he hears).
"What?" "Huh?" Asks for frequent repetitions.	- Hearing - Poor auditory discrimination (has difficulty "hearing" the differences between sounds). - Poor auditory memory. - Poor comprehension.
Missequenced sounds within words, syllables within words or words within sentences.	- Poor auditory sequencing (cannot put what he hears in proper order).
Inability to respond with correct response when answer is known; or substitution of "within class" words (arm/hand, chair/table).	- Word-recall problems (cannot remember specific words although he knows them). - Poor auditory association (cannot orally associate concepts such as opposite words).
Slight errors in understanding.	- Poor auditory comprehension. - Hearing. - Poor auditory discrimination.
Articulation errors.	- Hearing. - Poor auditory discrimination. - Motor-planning problems (cannot plan how to move oral mechanism to make sounds).
Grammatical and syntactical errors.	- Hearing. - Poor auditory memory. - Poor auditory sequencing.

* This does not account for all possible areas of weakness.

WHEN TO REFER TO A SPEECH PATHOLOGIST

There is cause for concern about a child's speech when any one or more of the following conditions exist:

- He is not talking at all by age 2.
- Speech is largely unintelligible after age 3.
- Sounds are more than a year late in appearing according to developmental sequence.
- There are many omissions of initial consonants after age 3.
- There are many substitutions of easy sounds for difficult ones after age 5.
- He uses mostly vowel sounds in his speech.
- He cannot formulate simple sentences by age 3.
- Word endings are consistently dropped after age 5.
- Sentence structure is noticeably faulty at age 5.
- He is embarrassed and disturbed by his speech at any age.
- He is noticeably nonfluent after age 5.
- He distorts, omits, or substitutes any sounds after age 7.
- The voice is a monotone, extremely loud, largely inaudible, or of poor quality.
- The pitch is not appropriate to the child's age and sex.
- There is noticeable hypernasality or lack of nasal resonance.
- There are unusual confusions or reversals in connected speech.
- There is abnormal rhythm, rate, and inflection after age 5.
- He does not respond well to questions or verbal commands.
- He echoes questions or other verbal material after the age of 3.



IMPORTANT THINGS TO REMEMBER ABOUT SPEECH AND LANGUAGE STIMULATION

- Always refer a child to a professional if you suspect his problem involves hearing, emotional problems, or "central" factors.

- Hearing tests are available through speech and hearing clinics, public schools, public health agencies, and occasionally through doctors' offices.

- Never pressure a child to respond. Your job is to stimulate him and provide opportunities for responses. Only a speech pathologist or psychologist should be involved in "pressure" situations.

- Establish a goal or objective that you think you will be able to accomplish. Some of your goals may be established by professionals who have evaluated the child. If no goals have been established, identify the child's language weaknesses and decide what he needs to learn. If you cannot determine his specific language weaknesses, it is best to use an unstructured approach to general language stimulation.

- Begin with short lessons. At first, a five-minute period is all that may be profitable. Dismiss the child before he gets tired or disinterested.

- When speaking with a child, position yourself at his eye level.

- Give the child opportunities to practice speech and language in real situations.

LANGUAGE STIMULATION

General Rules. Language can be stimulated through structured or unstructured programs. It is important, however, for you to know the child's current language level, and to have a goal in mind. The goal should be more specific for structured language stimulation than for unstructured stimulation.

In general, it is important for you to use clear, concise language. At times, it is advisable to use only one word or short phrases. And remember, repetition is often the key to success; repeat activities often. If you feel the child is becoming bored, use another activity to achieve your goal.

Don't frustrate a child by overworking him. Try to keep your lessons short and end by leaving him with a feeling of success, even if you have to make the last task easier. Reinforce his good responses or attempts to respond with praise, hugs, etc. Let him know that you are excited and pleased about his successes.

Don't expect a child to express a concept until he shows that he understands what it means. In other words, don't expect him to tell you that the ball is behind the chair until he shows that he understands the word "behind." He may do this by hiding or finding the ball behind a chair.

Use a lot of expression in your voice. Be a "ham" if you must. Children naturally learn more quickly when words are said with exaggerated vocal and facial expression. (That is why children often learn "bad" words so easily.) Use gestures whenever possible to help add meaning.

Teaching language is fun. Relax and have a good time and you will have better results.

UNSTRUCTURED LANGUAGE LESSONS

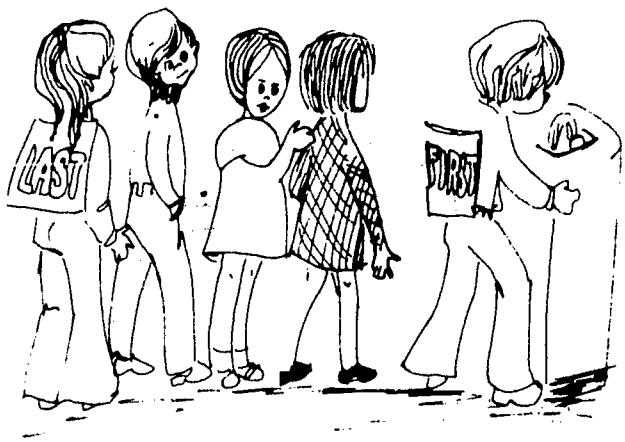
These language lessons are called unstructured because they can be practiced anywhere, at any time. They are offshoots of other activities rather than specifically designed language lessons.

Parallel Talk

A child learns many language concepts by associating a word with an event or a thing. Parallel talk functions on this principle. It is an effective method of language stimulation whereby the teacher verbally describes what the child is doing, what he has, or the physical properties of an action or a thing, as the child is performing.

Example: "Johnny is playing with the blocks--blocks--you are playing with the blocks--you are stacking them, piling them, one on top, two on top, three on top--oops! Blocks fell down!"

Parallel talk should emphasize those concepts missing from the child's language. In the above example, the teacher is stressing the concepts of stacking and falling; for another child, the teacher might emphasize the color or size of the blocks.



Self-talk

Self-talk is another unstructured form of language stimulation. Here the teacher describes an activity while she is performing it.

Example: "I am going to make pudding. Here's the egg--crack! Into the bowl. Here is the milk--pour--into the bowl! I'm going to mix the pudding with my spoon. Mix, mix, stir, stir, stir!"

Repeating the important words and using them in short sentences are both key rules in parallel talk and self-talk.

Books

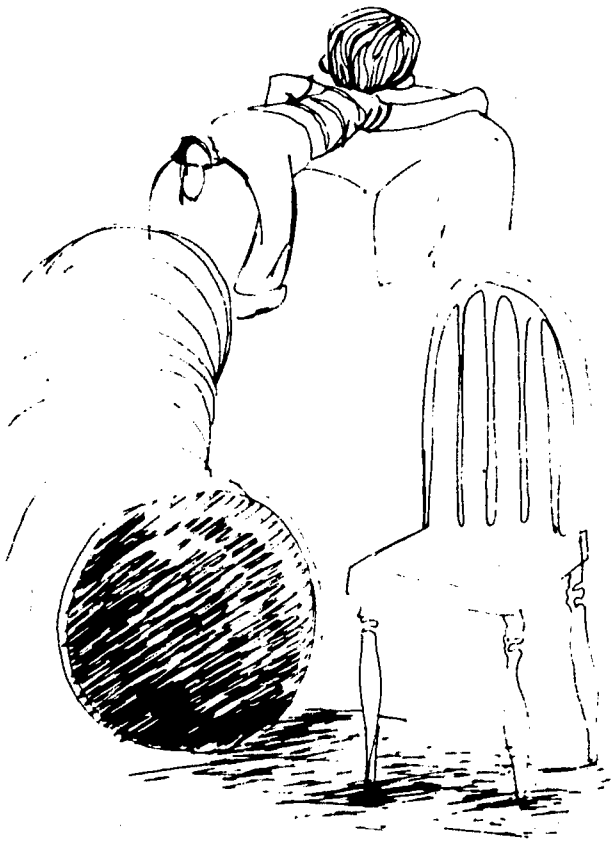
Often a story may be too long or above the child's level of comprehension. Therefore, shorten it to a length the child can tolerate and paraphrase it; tell it in your own words at a level the child can understand.

Scrapbooks

Make personal books for the children from pictures which you have cut from magazines. Make sure the pictures show the concepts you want the child to learn.

Experience Visits or Field Trips

Try to prepare the children before they go on a trip by looking at pictures of what they will see and learning the new vocabulary. Then, during the field trip, emphasize this vocabulary and relate it to the activity or real object by using short phrases and repetition. When you return, stimulate expressive language by asking the children to tell about one thing they saw or liked best. Some children will say more if they can talk into a tape recorder and then listen to themselves.



Obstacle Courses and Play Equipment

Physical activities are good for emphasizing spatial relationships such as on, in, under, over, through, behind, in front etc. Many children need to experience these positions physically before they can comprehend the concept. As the child moves through an obstacle course, describe his position by using prepositions or short phrases. Emphasize words by repeating them and stressing them vocally.

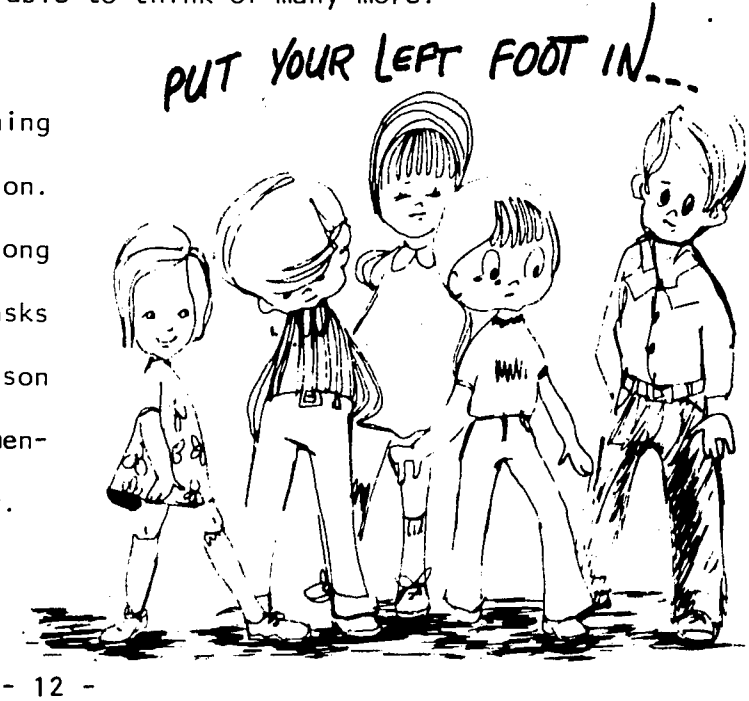
Example: "You are going up, up, up. You are on top, on top. Now come down, down, off! You are going through, through the barrel."

STRUCTURED LANGUAGE LESSONS

Structured language lessons can be conducted individually or with a group of children. They are chosen specifically to achieve a language goal. These lessons should take place in a relatively quiet place, free from other distractions. Have the children sit in chairs, around a table, or on the floor, as you prefer. Remember to keep lessons short and interesting. Motivate the child by praising him or clapping when he performs well. If you are working with a group of children, try not to lose their attention when asking for a response from an individual child. Remember to meet your objectives by adjusting activities to each child's language level. To maintain interest, one language lesson might include several short activities. Some of the activities you might use to meet your goals are listed below. You probably will be able to think of many more.

Songs and Finger Plays

Songs can often provide a beginning and an ending for your language lesson. For example, begin a lesson with a song that includes the child's name or asks him how he is. Similarly, end each lesson with a song involving "good-bye" or mentioning the next activity of the day.



Songs can also provide an interesting and enjoyable way of teaching concepts. For example, the "Hokey Pokey" can be used to teach body parts, actions, such prepositions as "in" and "out", (you can have the child put his foot in a box or draw a large circle on the floor to help him understand), right and left, or colors (mark the right and left side body parts with different colors).

"This Is The Way We Brush Our Hair" can be used to teach gesture expression, functions of objects, and action words. Use pictures of such objects as telephones, cups, brooms, etc., so that the child can see the object while he's singing.

"Johnny Pounds With One Hammer" teaches number concepts.

Many other songs and finger plays used in preschools can be adapted to your needs. Sometimes they require no adaptation at all. Songs are especially good for review of concepts previously taught.

Plays and Creative Dramatics

These are fun and can be used with the more advanced children. However, even children with minimal language expression can be given a part. Before you begin the play tell the story (e.g.,"The Three Bears," "The Three Little Pigs," etc.) using pictures or flannel board materials. Emphasize not only what is occurring but how it should be expressed (e.g., "Oh, this one is too hot!") so that the children will know their parts. Use simple costuming. A box of old clothes will work well if you improvise and explain each costume. Few props are needed.

Vocabulary Building

Here are some specific activities that can be used to improve a poor vocabulary.

- Picture or Object Identification

To increase vocabulary use pictures in some situations and objects in others, depending on the child's level of understanding. Most older children, for example, can identify pictures of common foods. But if you are teaching about new foods, you may want to bring those foods into your classroom so the children can learn their smell, taste, texture, etc. Have a child point to the pictures as you name them--give the child at least three pictures from which to choose. Be sure to introduce the pictures or objects by naming them repeatedly and pointing out their relevant details before you call on a child to identify them. If the child is having difficulty, make it easier for him by grouping pictures that are different in color, shape, etc. When the child shows that he can accurately identify the pictures consistently, ask him "What is this?" If he does not respond, name it, and go on to another picture. Don't frustrate him and yourself by saying "Say 'ball'...say 'ball'!"

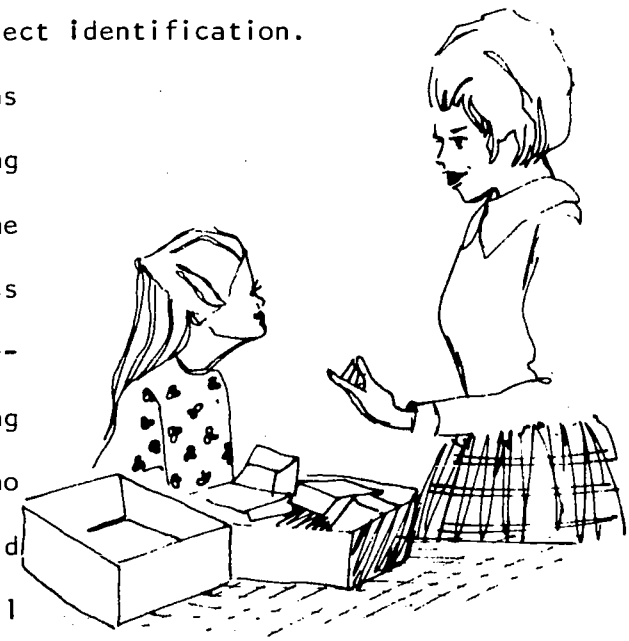
- Concept Enrichment

After a child has learned to identify a hat, enlarge his concept by showing him different types of hats (e.g., cowboy, clown, motorcycle helmet, nurse's cap, fireman's hat). A good teacher enlarges and enriches the meanings of words by giving the children other meanings for words. Such books as Richard Scarry's Best Word Book Ever show many different kinds of trucks, hats, shoes, etc., that might be utilized in concept enrichment.

- Teaching Classes of Words

Remember that children often need to physically experience a word concept before they can learn it. Therefore, manufacture situations that are conducive to learning word concepts.

Verbs. You say the word and perform the action at the same time (e.g., "hop, hop, hop," or "push, push, push"), have the child do the action alone or with you while you say the word several times and ask the child to perform the action as you say "hop" or "push." Complete the lesson by asking him to tell you what he is doing. Again, don't frustrate the child by demanding that he say the word. Next, try picture identification of action words. Here, you name an action and the child selects the picture that represents that action. Use the same techniques discussed under picture or object identification.

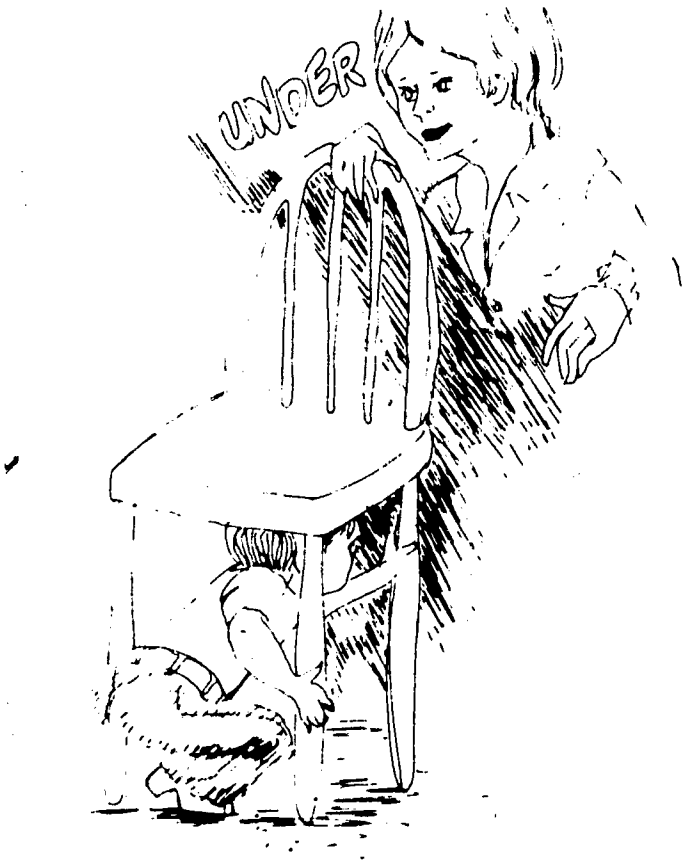


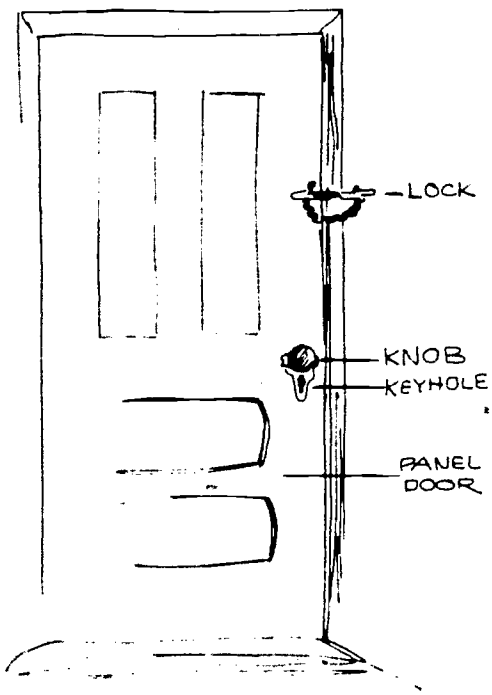
Adjectives. You can teach words such as "hot-cold," "full-empty," etc., by demonstrating the concept while saying the word. While the child is watching, for example, fill a glass with water (or a box with blocks) and say "full--full--the glass (box) is full." After dumping out the water or blocks, say "empty--empty--no water--the glass is empty." Then let the child fill or empty the box on command. "Make a full box." "Make an empty box." Later, you can ask him to identify a picture of a box that is full or empty. You can use the same approach with words such as soft-rough, big-bigger-biggest, etc.

Adverbs. Teaching adverbs can be done by walking through activities and modifying them to demonstrate the adverb you wish to teach. For example, you can walk quickly, hop quickly, draw quickly, wash quickly, or you might talk loudly, pound loudly, stamp loudly, etc. Be sure to stress the adverbs vocally and teach the adverbs only after the child has learned verbs well.

Prepositions. Teach prepositions by letting the child experience the position himself. For example, let him crawl under or behind a table while you say the word several times. Then ask the child to go under, on, etc. Next, ask the

child to put objects under, on, or behind another object. When the child can do this, ask him to describe where he or the object is. Identifying pictured prepositions, when named, is another good excercise.





- Word Association and Categorization

  - Teach opposite concepts: hot-cold, wet-dry, young-old. Use pictures or actual situations. At first, you may want to use "not wet," instead of the word "dry." Let the children find the picture of the wet object first, then the one that is not wet. Later, they should be encouraged to say the opposite word when one part of the word pair is given.

  - Categorize objects in the room as round, soft, rough, orange, etc.

  - Name all the functions of an object.

  - Categorize pictures into major classes such as food, clothes, toys, transportation, etc.

  - Select the object that does not belong in a group (apple, cracker, banana, elephant) and tell why it does not belong.

- Describe objects. Each child describes an object while the teacher or the other children try to guess what it is.

- Learn the parts of objects. A "door" also includes the knob, lock, and hinge.

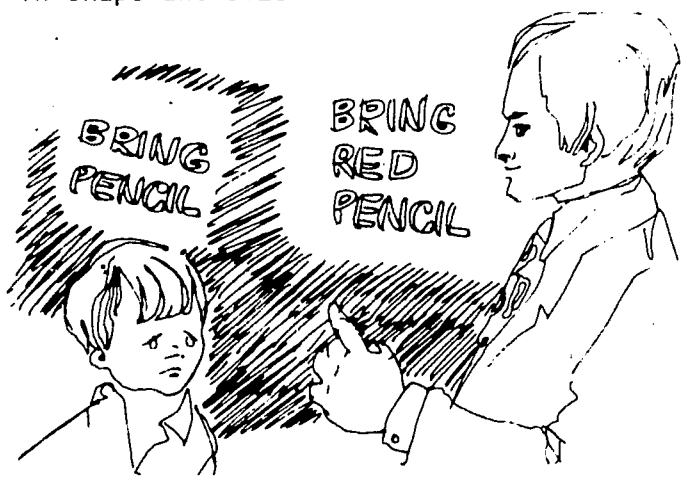
- Learn different things or people associated with a particular place (e.g., hospital, restaurant, etc.)

- Jobs or Community Workers. There are many good flannel board or library book materials available in this area. Richard Scarry's What Do People Do All Day is a good book on this subject. After the children have discussed a particular job, arrange a field trip or a visit from a person with that job (wearing his job-related clothing.)

- Seasons, Number Concepts, Time Concepts. These should all be taught using real objects if possible. Teach children number concepts such as "one," "a few," "some," "many," and for older children, teach number names from 1-10 by using a corresponding number of objects. Also teach them simple concepts regarding time such as day, night, morning, afternoon, yesterday, today, and tomorrow and interchange these words with words such as breakfast time, lunch time, dinner time, and bed time to give the new words more meaning.

Seasons should be taught as they occur and with as much contrast as possible. Teach contrasting seasons like winter and summer before teaching the children to distinguish between spring and fall.

- Color Concepts. First, teach the child to identify a color when named, then have him name it himself. When teaching colors, however, be sure the child can match the colors before you expect him to identify them when named. Use materials that are constant in shape and size but different in color.



Another game which stresses color concepts is "Red Light-Green Light." Many children have difficulty learning color concepts, so try not to frustrate the children or yourself by expecting too much too soon.

Auditory Memory

Although the activities that follow stress auditory memory (memory of what we hear) similar activities can be used to develop visual memory. This can be done by using materials the child can see but ones that you do not name. At first, work on memory alone. Only after a child demonstrates that he can remember a certain amount of stimuli consistently should you expect him to sequence correctly.

- Memory for directions. Have the child follow one verbal instruction, then two, then three. Make sure that he understands the meaning of all the words in your directions, e.g., "go to the door," "clap your hands," "open the door," "get the book," and "bring the pencil to me."

- Remembering specific words. Say one or two words and ask the child to repeat them back to you. If you have pictures illustrating the words, turn them over as he says them to reinforce his remembering them. If a child has difficulty with expressive language or speech, you might use a set of duplicate pictures and let the child respond by finding the pictures that match the words you say. Show the child how accurate he is by turning your own set of pictures over so the child can match his set against yours.

- Play a game of "Gossip." One child whispers a message into the ear of the next child and the last child says the message aloud.

- Play a game of "Going to Grandma's House." In this game each child adds one more item to the list of things to be taken to Grandma's house.

  Example: "I am going to Grandma's house and I will take a car, a suit, a rabbit, and an apple."

  The same game can be altered by playing "I am going to the grocery store and I will buy ---, " etc.

- Read stories. Read and ask the child questions about the stories.

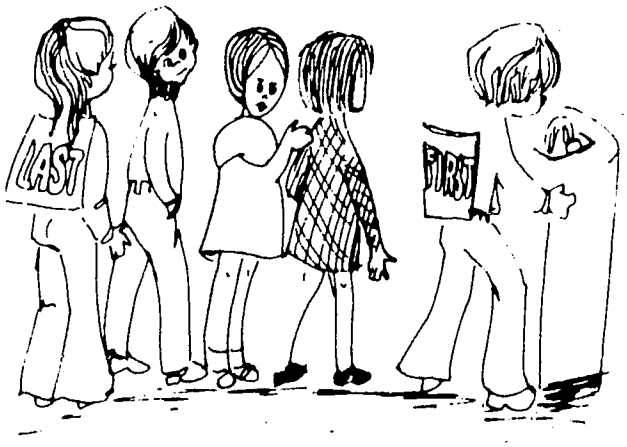
- Play the missing object game. Put two or three objects on a tray out of the child's sight. Say the name of the objects on the tray and add the name of something not on the tray. Then show the child the tray and ask which object is missing.

Auditory Sequencing

- Verbally instruct the child to string beads in a sequence (e.g., red-red-yellow-blue.) Make sure he knows his colors well before starting this activity.

- Do the memory exercises suggested above but this time, expect the child to sequence them correctly.

- Work on concepts associated with sequencing (e.g.,first, middle, last, beginning , ending.) You can emphasize these by forming lines of children, designating one first and one last, or by having the children pretend that they are the cars of a train (the engine, box car, caboose, etc.) These same activities can be used to strengthen memory when sequencing pictures or colors.



- Duplicate a sequence of noisemaker sounds, such as a bell, drum, and horn.

- Retell a story in sequence.

Auditory Discrimination

Auditory discrimination is the ability to distinguish between sounds. It is important to begin exercises in auditory discrimination with grossly different sounds and move toward similar sounds. Use visual cues at first, then gradually withdraw them so that the child must depend only on his ability to hear.

- Awareness of sound. Use a bell or a drum. Let the child see the object as you make the noise. Ask the child to respond by dropping a block in a can or by raising his hand when he hears the sound. Now, hide the noisemaker from the child's view and ask him again to respond when he hears the noisemaker.

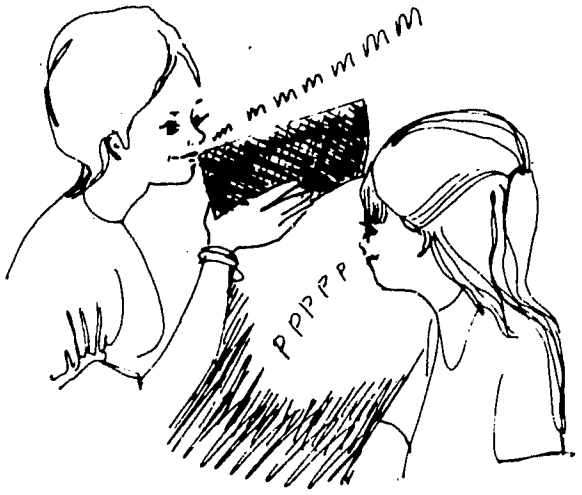
- Discrimination of two or more noisemakers. Use familiar household objects (e.g., wooden spoons, pan tops) or purchased noisemakers. Give one of the noisemakers to the child and keep a duplicate for yourself. Make a sound and have

the child match the sound. Next, sound the noisemaker out of sight and ask him to duplicate it.

Introduce the sound of several noisemakers, then sound one of the noisemakers behind the child's back and place a treat under the one you sounded. Have the child select the one he heard. If he is correct, give him the treat.

- Localization of Sound. Have the child hide his eyes, then set an alarm clock to go off within a few minutes and hide it somewhere in the room. When the alarm goes off, help him locate it. Next, hide the clock as before and have the child find it by himself.

- Discrimination of Specific Speech Sounds. Ask the child to make a specific sound (phoneme) repetitively (e.g., the "f" and the "ph" sound represent one phoneme.) Make other phoneme sounds beginning with those that sound very different and working toward those that sound similar. Have the child raise his hand when his sound matches yours. When he can do this easily, hold a piece of paper in front of your mouth and repeat the exercise. If a child cannot make the sound correctly, ask him to drop a block in a can when you make the sound.



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Syntax and Grammar

Before you expect a child to use appropriate syntax and grammar, be sure that he understands the concepts implied in grammatical and syntactical structures. If possible, demonstrate the meanings through concrete situations. Below are some activities which you may use to teach specific grammatical form.

- The "is---ing" structure. Ask the child to do different actions (e.g., "Hop to your seat.") Now ask "What are you doing?" ("I am hopping.")

  Extend this activity by looking at action pictures from magazines and story books. Have the child describe the action using the "ing" form.

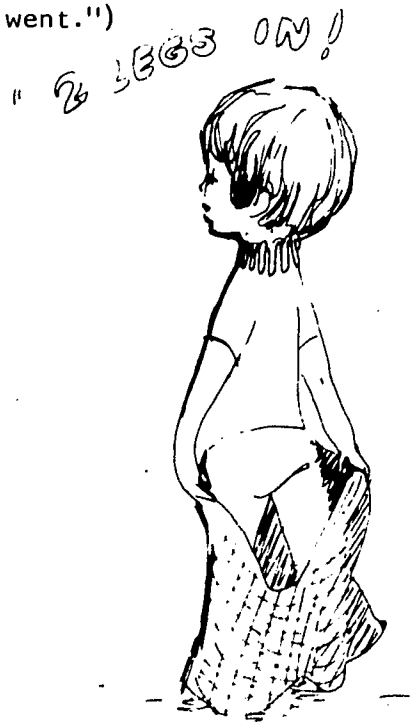
- Past tense - regular verbs. (walk, walked, walking) Describe the activities as you perform them. "I am walking. What did I do? I walked." Have the child describe his own activities.

- Past tense - irregular verbs. (go, went, gone) Use the same activity mentioned above. Call specific attention to the word change by using the correct verb form. ("I am going. I went.")

- Singular and plurals. Using sets of objects and a sack, have the child tell what is in the sack (e.g., "I see a spoon." "I see two spoons.") Emphasize the word endings.

  Using body parts, put one leg in a sack, then two legs, and emphasize the plural ending.

  Use of "is" and "are". Use sets of objects. Emphasize that "is" means one thing and "are" means more than one. Have the child give you objects saying "Here is a pencil, here are two pencils." Expand on this activity by using pictures of one or more objects, or one or more persons.



You can develop similar activities for nearly every part of speech. If the child is omitting words from sentences, use one block for each word in the sentence to demonstrate correct structural form. To accentuate the omitted word, use a different colored block. Then, have the child point to a block as he says each word.

SPEECH DEVELOPMENT LESSONS

When a child with a speech problem makes sounds incorrectly (articulation problem), it is important to discover why. If the problem falls into one of the following areas, you should seek professional help: hearing, motor-planning problem, physical problem, emotional problem. However, if you suspect that the articulation difficulty is due to a general developmental delay or environmental factors, you may be able to successfully manage the child yourself.

Discrimination Training. One of the first steps in teaching a child to use a sound correctly is to teach him to recognize the difference between the correct sound and the sound he uses. The exercises described under the heading Auditory Discrimination should be helpful. Focus on the sound you want to improve.

Choosing the Sound. Choose a sound that is easy for the child to make or one that occurs earliest in normal articulation development.

ORDER OF ARTICULATION DEVELOPMENT

1-2 years - Omits most final and some initial consonants. Substitutes m, w, p, b, k, g, n, t, d, for more difficult sounds. Much unintelligible jargon around 18 months.

2-3 years - Uses sounds listed above with vowels in words, but inconsistently. Many substitutions still present. Omission of final consonants. Articulation is poorer than vocabulary.

3-4 years - Uses b, t, d, k, g in all situations. Sounds r and l still may be difficult, so omits or substitutes w.

4-5 years - Uses f and v in all situations. Should be very few omissions of initial or final consonants. May still distort r, l, s, z, sh, ch, j and th sounds.

5-6 years - Uses r, l, th in all situations. May still distort s, z, sh, ch, j and may not master these until $7\frac{1}{2}$ years. Intelligibility is good.

Isolate the Sound. Children perceive spoken words as lumps of sound. They hear them as single sounds rather than sound sequences. To teach a child to distinguish between sounds, it is necessary to separate them from words. For example, separate the "p" sound from such words as (p)encil, (p)ile, or (p)eek.

- Hide 9 or 10 pictures of various objects in different places about the room, making sure that at least one begins with the "p" sound. When the child finds the picture, he takes it to the teacher who rewards him.

- Arrange several boxes on a table and tell the child that you are going to put a word in each box. He is to watch and point to the box containing the pictured word with the initial "p" sound.

- Sound out words and ask the child to indicate the appropriate pictures by putting all the "p" word-pictures in a special envelope.

These activities can be changed or altered to fit the specific needs of the individual. A teacher's ingenuity is important for using these activities and inventing others.

Stimulate the Sound. A youngster must be saturated with a sound so thoroughly that it almost rings in his ears. He must become aware of it not only in isolation but also as it occurs within spoken words.

- Get a cardboard tube or similar device. Hold one end to the child's ear as he winds a string upon a spool. The moment the teacher stops making the sound, he must stop winding.

- Set several objects aside, name them, and have the child touch the object whose name begins with a particular sound.

- Read nursery rhymes and jingles which emphasize specific sounds. Encourage the child to signal when he hears the sound in the story (by clapping his hands, ringing a bell, standing up, etc.)

Identify the Sound. Identification is largely a process of observing a sound's characteristics. For example, identify the "b" sound with bubbling water, the "f" sound with that of an angry kitty, etc.

Discriminate the Sound. Discriminating between sounds means comparing and contrasting sounds both in isolation and in regular speech. Here it is desirable to mimic or produce a reasonably accurate imitation of the youngster's error.

- Show the child objects or pictures of objects, such as a pencil, after briefly reviewing the identifying characteristics of the correct sound he is to listen for. Hand the picture to the child when he identifies his sound, or hide it when he fails to identify a picture beginning with his sound.

- The teacher and child begin the game with 10 toothpicks each. The teacher holds up a series of pictures, one at a time, pronouncing the name of of each. While naming one of the pictures, use the child's error. If the child recognizes it, he can demand the picture and one toothpick. If he fails to recognize it, he loses a picture and a toothpick.

- Produce two sounds. Tell the child that they are at the beginning of words which name objects in the room, then ask him to find 3 objects for each sound.

- Whenever you use the wrong sound, ask the child to signal by ringing a bell or rapping your hand. Then tell a story and occasionally interject the error. If the child signals at the appropriate time, repeat the word correctly.

Introduce the "Speech Helpers." Often, speech sounds develop only through conscious effort. Here are some ways to teach children the functions of the articulators (tongue, lips, teeth, etc.) in speech:

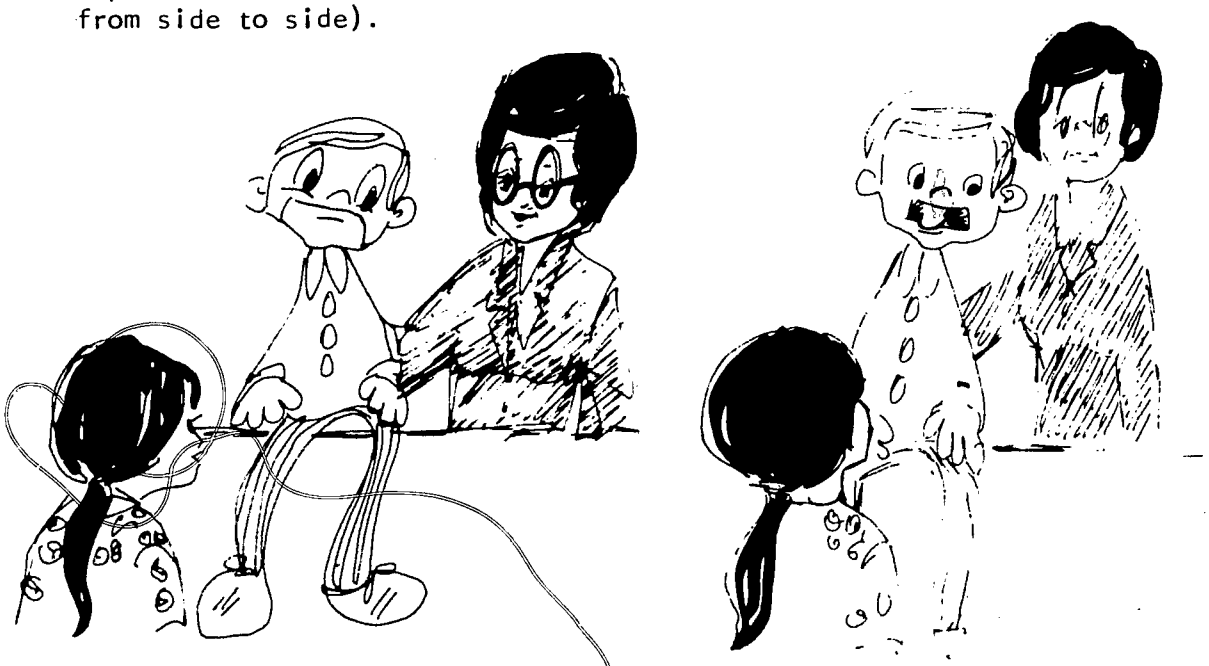
- Use a large puppet with movable lips. Open and shut the lips. Then let the child see and feel you open and shut your lips in the same manner.

- Place the child before a mirror and encourage him to make faces with you.

- Try to get the child to imitate specific tongue movements in a mirror:

  (a) stick tongue out
  (b) move tongue up and down, from side to side, or around and around
  (c) click teeth together

- Play a game of "Mrs. Tongue" who cleans her ceiling (roof of mouth), walls (inside cheeks), stairs (teeth), goes outside to shake her mop (up and down movement of tongue), and looks for her cat (wiggle tongue from side to side).



Making the Sound. Tell the child how to make the sound, explaining where to place his tongue and teeth, and how to move his lips. To make sure you can explain sound production to the child, make the sound several times to yourself and note the position of the speech articulators.

During this stage, it is often helpful to exaggerate the sound. Sometimes it is useful to associate the sound with the printed symbol.

Combining the Sound with Vowels. When the child can make the sound, he should learn to combine it with other sounds. Consonant-vowel combinations are easiest. If the child cannot repeat syllables such as se, sa, so, si, su, you should use game-like activities to develop this skill.

- Using a play airplane, teacher circles it in the air while the child makes the consonant sounds (e.g., s-s-s). When the airplane "lands," the child makes the vowel sound (e.g., e-e-e). Gradually blend the sounds together, for example, s-ee.

- Have the child go down a playground slide or use a pictured slide while saying the consonant sound. When he reaches the bottom, he must say the vowel sound.

Using a Sound in Words. Select pictures of objects that begin with the chosen sound. Encourage the child to name the pictures by providing auditory stimulation, facial exaggeration, and looking in the mirror as necessary. The child should be praised if he uses the correct sound regardless of other sound errors within the word. Later, use pictures with the sound in the middle or end of the words.

The ultimate test of a child's ability to produce the right sound is to listen to his everyday conversational speech. If he is using the sound correctly under these conditions, he has mastered the sound. If, after sufficient background and stimulation, he is not beginning to use the sound in his everyday speech, subtly remind the child of the correct production of the sound. Avoid "nagging" the child about his speech. An occasional reminder is more beneficial than continuous insistence on correct sound production.

STUTTERING

Although stuttering has many definitions, it can be simply defined as a "disturbance of rhythm in speech." This may mean repetitions of sounds, words, or even phrases, complete halts in speaking, or prolongations of sounds.

Most children do go through a period of normal nonfluency sometime before 5 years of age. This nonfluency is probably caused by the child's desire to express himself using his new and increasingly difficult vocabulary. When children pass through this stage, it is advisable not to call attention to the child's speech nonfluency or particular sound errors. Ignore it and it should gradually disappear, but the parents should continue to show interest in the ideas that the child expresses.

If a child continues to be nonfluent after the age of 5, he should be referred to a speech pathologist. Also, if at any time a child should develop secondary characteristics, those characteristics which indicate that a child "knows" he is going to stutter (avoidances, grimaces, and gestures) he should see a speech pathologist immediately.

A pleasant home environment and reasonable, consistent discipline are especially important when a child is nonfluent. Here are a few things you should not do in dealing with nonfluency.

Things Not To Do:

- Do not make the child think you are watching his speech and are anxious to improve or correct it.
- Never show reactions to speech blocks or repetitions.
- Avoid indicating approval or disapproval regarding the child's speech.
- Do not ask the child to repeat.
- Do not train the child to use "starters" (i.e., singing, snapping fingers, etc.) The effectiveness of these wears off leaving more secondary characteristics.
- Do not use "speech" or "breathing" exercises.

Do show a sincere interest in the child's conversation and react to what he says, not how he says it.

BILINGUAL FAMILIES

Sometimes you may have children in class whose parents do not speak English in the home. These children often begin school with little knowledge of English, so it may be necessary to give them special consideration when you are working on language activities.

Children who use two languages have twice as many words and structures to sort through before actively using them. As a result, these children are sometimes slower to develop either language. This is not always true, however, and some bilingual children develop language normally.

Since the child may hear the second language only in the home, he may become self-conscious when he absent mindedly uses the language outside the home. These children should be reassured that growing up knowing two languages can be a rich experience. You may wish to set up special activities where the child uses the second language to teach the other children songs or how to count. Or, have a parent or other adult who knows the second language come into the classroom and give a demonstration or teach a lesson. Awareness of other languages is an enriching educational experience for the other children and will help the bilingual child realize the value of both languages. Often, such activities also encourage quicker development of both languages.

SAMPLE: THREE DAYS OF LANGUAGE ACTIVITIES

Each day's activities are divided into major time periods, e.g., Breakfast Time, Free Play Time, etc. The language goal and the specific language activity for those time periods are listed within the boxes. For example, on the first day, all of the children should participate in breakfast. This time can then be used to achieve a specific language goal, such as "To learn the names of fruit." During "Free Play Time," you may wish to work with a specific child or a small group of children to strengthen a particular language deficit. Although language development is our primary interest, it is sometimes useful to vary these activities to develop other skills. After the children learn the names of fruit, for instance, vary the activity at a later time by learning to peel fruits. This exercise will help the children develop fine motor control.

1st Day

BREAKFAST TIME

Language Goal: To learn the names of fruit.

Specific Language Activity: Have a large bowl of different fruits (unpeeled and uncut) at each table. While the children eat cereal, talk about the characteristics of each fruit (color, shape, etc.). Let the children smell and feel the fruit. Then peel and slice the fruit and give each child a taste of each. Say the name of the fruit when the child looks at it, smells it, feels it, and tastes it.

FREE PLAY TIME

Language Goal: To learn action words.

Specific Language Activity: Take the child into an area where there is room to move. Run, hop, crawl, etc., with him, saying the action words while he is doing the actions.

SONG TIME

Language Goal: To learn number concepts.

Specific Language Activity: "Johnny Pounds With One Hammer."

MOTOR ACTIVITY TIME

Language Goal: To understand prepositions.

Specific Language Activity: Use an obstacle course to emphasize where the child is in space (prepositions).

2nd Day

BREAKFAST TIME

Language Goal: To learn the proper use of "please," "thank you," and "please pass."

Specific Language Activity: Each child is given a different item to pass. Every child must say "please" before they take their share and "thank you" after being served.

FREE PLAY TIME

Language Goal: To build vocabulary and provide greater comprehension of language.

Specific Language Activity: Because the child has chosen to play house, wash dishes, etc., the teacher will participate with the child and use parallel and self-talk.

SONG TIME

Language Goal: To learn number concepts.

Specific Language Activity: Hokey-Pokey using "one hand-two hands," etc., in directions.

MOTOR ACTIVITY TIME

Language Goal: To learn adverbs (quickly, slowly, etc.)

Specific Language Activity: Have children go through the planned motor activity at different rates of speed after demonstrating the concepts of "quickly" and "slowly."

3rd Day

BREAKFAST TIME

Language Goal: To learn the number concept "half."

Specific Language Activity: Make arrangements to have breakfast and include foods which can be divided into two equal parts (e.g., toast, waffles, pancakes, oranges, grapefruit.) Demonstrate the concept of "half" by cutting an item of food and giving one half to one child and one half to another. Help each child divide something in half so that they can keep one part and give the other part to someone else.

FREE PLAY TIME

Language Goal: To learn categorization.

Specific Language Activity: Have the child categorize objects or pictures into classes of food, clothes, toys, animals, etc.

SONG TIME

Language Goal: To develop memory and listening skills.

Specific Language Activity: Play "gossip." If the group is too large, divide it into two smaller groups.

MOTOR ACTIVITY TIME

Language Goal: To learn the names of colors.

Specific Language Activity: "Red-light, Green-light."

BOOK LIST

This is just a partial listing of books appropriate for language stimulation. These will give you an idea of the type of books you can use for language programs.

ABC
Hallmark Cards, Kansas City, Missouri.

The Apple Book
Martin, Dick: Western Publishing Company, Golden Press, New York, 1964.

Baby Bear's Happy Day
Seymour, Peter: Hallmark Cards, Kansas City, Missouri.

Baby's Things
Platt and Munk: New York.

Best Word Book Ever
Scarry, Richard: Western Publishing Company, Golden Press, New York, 1963.

Big and Little
Kaufman, Joe: Western Publishing Company, Golden Press, New York, 1966.

The Book of Me
Walley, Dean: Hallmark Cards, Kansas City, Missouri.

The Clock Book
Pierce, Robert: Western Publishing Company, Golden Press, New York, 1970.

The Farm Book
Pfloog, Jan: Western Publishing Company, Golden Press, New York, 1964.

Funny Fingers
Salisbury, Kent: Western Publishing Company, Golden Press, New York, 1971.

Games to Play With the Very Young
Berends, Polly Berrien: Random House, New York, 1967.

Go, Dog. Go!
Eastman, P.D.: Random House, New York, 1961.

Good Morning, Farm
Wright, Betty Ren: Whitman Publishing Company, Racine, Wisconsin, 1964.

In and Out
Shirakawa, Akihito: Random House, New York.

Inside Outside Upside Down
Berenstain, Stan and Jan: Random House, New York, 1968.

I Hear
Ogle, Lucille and Thoburn, Tina: McGraw-Hill Book Company, American Heritage Press, 1971.

I Spy
Ogle, Lucille and Thoburn, Tina: McGraw-Hill Book Company, American Heritage Press, 1971.

The Kitten Book
Pfloog, Jan: Western Publishing Company, Golden Press, New York, 1968.

The Me Book
Western Publishing Company, Golden Press, New York, 1974.

Pop-up Book of Cats
Gurney, Eric: Random House, New York, 1974.

The Puppy Book
Pfloog, Jan: Western Publishing Company, Golden Press, New York, 1968

The Sand Pail Book
Martin, Dick: Western Publishing Company, Golden Press, New York, 1964.

Sesame Street Book of Opposites
Mendoza, George: Platt and Munk, New York, 1974.

The Sign Book
Dugan, William: Western Publishing Company, Golden Press, New York, 1968.

The Sunshine Book
Federico, Helen: Western Publishing Company, Golden Press, New York, 1964.

The Telephone Book
Kaufman, Joe: Western Publishing Company, Golden Press, New York, 1964.

The Train Book
Johnson, John: Western Publishing Company, Golden Press, New York, 1970.

The Truck and Bus Book
Dugan, William: Western Publishing Company, Golden Press, New York, 1966.

The Wild and Woolly Animal Book
Jonas, Nita: Random House, New York, 1961.

The Zoo Book
Pfloog, Jan: Western Publishing Company, Golden Press, New York, 1967.

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Lillywhite, Herold. Doctors manual of speech disorders. JAMA 167, 1958, pp. 850-858.

Pennington, R. Corbin. For Parents of a Child Beginning to Stutter. Danville, Illinois, The Interstate Publishing Company.