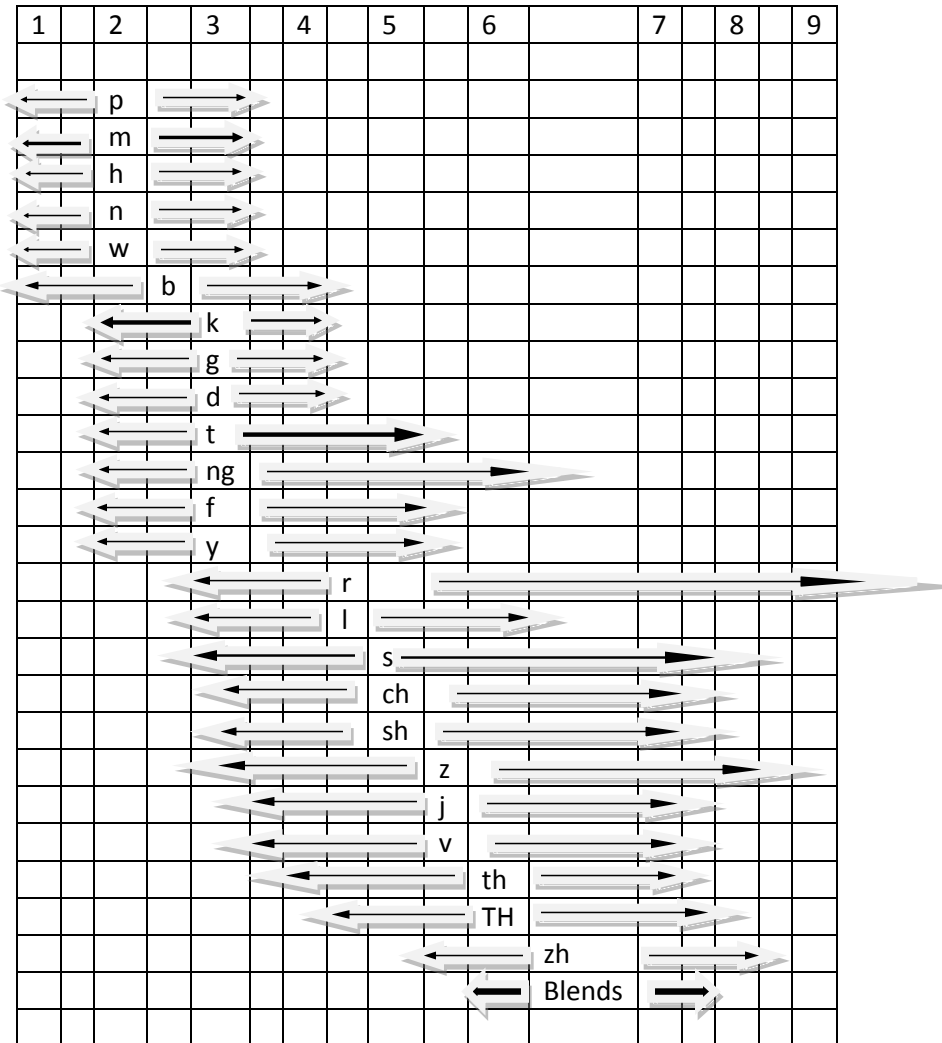


GENERAL INTELLIGIBILITY



Mastery of the sounds should occur by the end of the darkened area for each of the sounds.

For example, by the age of 3 years mastery of the “p, m, h, n” and “w” should occur.

<<<<AGE IN YEARS

1-2 YEARS OF AGE

Words used may be about 25% intelligible. A lot of improvement should be seen at this time. Some “jargon” is used by the child.

2-3 YEARS OF AGE

Words used are about 65% intelligible by 2 years. By 3 years, the child should be about 70% intelligible if you know the subject. Sounds may be wrong, but you should be able to make out the general message.

3-4 YEARS OF AGE

Speech should be 70-80% intelligible. (Most of the messages are understood.) Sentences may have errors and the child may have trouble due to all the new concepts that are being learned.

4-5 YEARS OF AGE

Speech should be understandable even though some of the sounds might be faulty.

5-6 YEARS OF AGE

Speech should be 90%+ intelligible. Words may be used incorrectly because of all the new experiences being learned.

STRATEGIES FOR SUPPORTING SOUND ACQUISITION AT HOME

As your child continues to develop his or her speech, there are many things that you can do during everyday conversation at home. These strategies are valuable for all children who are developing sounds.

1. **Provide extra models for your child.** These are also called *conversational recasts*. . If speech-language pathologists could only choose one strategy, it would be this one. During conversation, you might hear the child make a substitution for a target sound, such as “wake” for “rake.” A conversational recast is saying the word again for the child as a model for a good production. This is not a correction, but rather an extra model that keeps the conversation going. It is not necessary to emphasize the word or sound. It would go something like this:

Parent: Did you do what I asked?

Child: I put away the wake.

Parent: Thank you for putting away the rake. You did a lot to help us in the yard.

Researchers have found conversational recasts to be effective in teaching new sounds, grammar and sentence structures. When a child is provided with these cues over several weeks (10-20 weeks), he or she may start using the correct sound or structure naturally in conversation. Talking with the student about his or her day is a meaningful context for learning new skills and your patient modeling (not correction) can enable him or her to do so. There is no need to emphasize the word or draw out the correct sound. A natural model is very powerful.

1. **Provide a consistent hand signal to pair with the target.** For instance, many children respond well to the hand signal of running a finger down the entire arm to signify the /s/ sound. This visual cue can provide a subtle reminder for a child to use a sound in a variety of situations. It is recommended that as many people as possible use this cue with the student, including family members and teachers. In most cases, it is best for the child to select a hand signal that is meaningful for him or her.
2. **Pause and model thinking about using good sounds.** In turn, you can give the student pause time to think about using good sounds. By giving your child more time to respond, you are helping him or her to develop more awareness of sound production.
3. **Take the communicative burden off of the student.** When you cannot understand what he or she is saying, it is best to say something like “I need help. Please help me understand...” This puts the child in the role of helping you rather than fixing something that was wrong.

Any questions, contact me.

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