

A graphic consisting of several red dots of varying sizes and several horizontal red lines of varying lengths, arranged in a way that suggests motion or a stylized letter 'S'.

# **RAPID SPEECH** THERAPY

/s/

## Workbook

Disclaimer:

*This workbook has been designed to support and enhance speech sound development and programming.*

*This approach should not be considered a substitute for the expertise of a registered Speech Language Pathologist.*

*A full assessment with a registered Speech Language Pathologist is always recommended prior to beginning*



# Introduction:

Unlock the secrets to mastering speech sounds with my personal recipe for success. This isn't any ordinary guide - it's a roadmap designed to lead you to your target sound in the most effective way possible.

Imagine approaching speech sounds like a pianist approaches musical scales. Just as they practice diligently to achieve smooth and effortless finger movements, we too can develop automaticity through repetition. This means that with consistent practice, you'll be able to produce your target sound without even thinking about it.

But here's the golden rule: accuracy comes first. We prioritize getting the sound right before focusing on speed. After all, what good is speed if your pronunciation isn't accurate? Conversational speech demands rapid transitions between sounds, and this program is designed to help you master those transitions effortlessly.

It's not just about saying the sound correctly though - we also need to perceive how it's being said. Does it require great effort and concentration, or does it flow effortlessly and automatically? Our goal is to make speaking automatic by practicing sounds and combinations that are already easy for us. By doing so, we build a solid foundation for tackling more complex targets and ultimately engaging in natural conversations.

Get ready to embark on an exciting journey towards confident and automatic speech! Let's dive into these drills that will systematically elevate your mastery of speech sounds.

# How to Use This Program

Unlock your full potential with this program by incorporating just 5-10 minutes of practice into your daily routine. By dedicating a consistent time each day, you'll soon find it becomes as second nature as brushing your teeth before bed.

When practicing the drills, always start with sound level drills and rapidly review all levels up until the point your child starts to break down. Do not skip ahead and only practice the level where the break down is occurring. If you are constantly correcting the child, then you are working at too high of a level. Remember this program focuses on developing what skills your child can already do and facilitates them doing it “smoother” and “without effort”

For example, if your child was working on sentence level drills with multiple targets, which is a high level skill, the warm up would look like this:

1. Say /target/ 20 sets of 5
  2. Say each syllable 2 sets of 5.
  3. Say each double syllable 2 sets of 5.
  4. Say words 5x each target word.
- 5 word initial targets
  - 5 word medial targets
  - 5 word final targets

Once experienced, this warm up will take 3-5 minutes.

# How to Use This Program Cont'd

Spend the remainder of the session working on the drill level, just prior to where the breakdown is occurring. Go slow at first to foster accurate productions. Develop speed while maintaining accuracy. Do not spend too much time working on where the breakdown is occurring. This can overwhelm your child. No one likes being asked to do something they cannot do. Rather reduce the level of difficulty until your child can produce the target sound accurately, and resume increasing the speed while trying to maintain accuracy.

Be positive, focused and persistent and your speech sound target will be achieved.

## Strive for Five

Once you are accurate with single productions, Always start moving towards **5** at a time. Chunking targets into sets of **5** gives us the ability to produce many more repetitions during a homework session. For instance, it is much easier to have your child count to **20** (sets of **5**) then it is to count to one hundred. Focus on developing the ability to produce trials in sets of five by developing a cadence that reinforces the sets of 5. Tap out the sets of five on your fingers to keep things on track. If your child is having trouble focusing you can tap out the sets of 5 on their fingers. Do these by having them place their hand flat on the table and tap each finger while counting out the set of 5.

# Modeling Masterfully

When modeling a sound for your child:

1. Position yourself in front of them so they can easily see your face.
2. Draw their attention by saying “Eyes are watching and ears are listening.”
3. Direct their attention to your mouth so they can watch you model the sound correctly.
4. Once the child’s eyes are locked on your mouth, model the sound slowly and then have them attempt the target sound.
5. Be sure to always use positive reinforcement to let your child know they are on the right track.

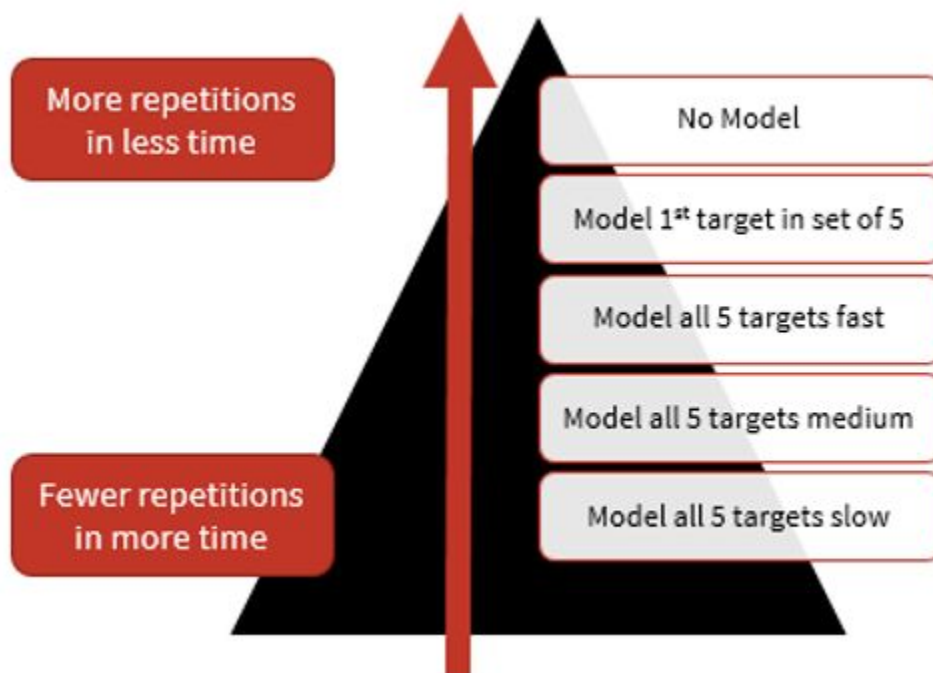
# Training for Accuracy

When training for accuracy:

1. A model is given for each production.
2. Emphasize the target sounds.
3. Positively reinforce each success.
4. If not accurate, then slow down and stretch apart productions.
5. Keep training for accuracy until 10/10 are correct.

# Training for Speed

1. Use sets of five.
2. Use no emphasis or start reducing emphasis.
3. Tap out the set of five with your fingers.
4. Model all five productions on the first set only.
5. Model is then given only on the first finger tap.
6. Use no model when child is clear of his/her task.
7. Use positive reinforcement with decreasing frequency.



# Sound Discrimination:

Sound Discrimination is a fundamental skill that needs to be in place for a child to successfully improve their articulation. A child needs to clearly hear and distinguish the correct production of their target sound from the incorrect productions. If they are able to perceive the sound is being produced incorrectly than they have the opportunity to adjust how they are saying it.

## Goal:

To develop ability to accurately distinguish their target sound from other sounds (specifically any sound they substitute for target sounds). Example: The child might say thocks for socks. Focus on discriminating /s/ and /th/ sounds.

**Example:** The child might say thocks for socks.  
Focus on discriminating /s/ and /th/ sounds.

## Method:

1. Using the table below, say either sound and have your child point to that sound. Say “Show me /s/”, and have child select by pointing. Be very random in targets you choose. You may find your child is an expert pattern seeker! Try saying random /th/ sounds and /s/ sounds 20 times and keep score. Progress to the next level when 90% accuracy is reached (18/20 accurate attempts).

S	th
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**Note:** The /s/ sound may be substituted by a sound other than /th/.  
Change sound accordingly in the exercise above



## Sound Discrimination Cont'd:

2. Once the child is accurate with sound level discrimination, we will work on discriminating the 1st sound at the start of words. We use minimal pairs for this task. Be random in your presentation. A minimal pair is a set of words that differs by one sound. These can be tricky at first but will improve with patience and consistency of practice.

sick/thick  
sin/thin  
some/thumb  
sing/thing  
sink/think  
song/thong  
sore/thor

**NOTE:** Instruct the child to listen to the first sound in each word and point to the sound on the sheet. Be very random as children will look for patterns and guess.

3. Stick with this until you have a strong sense that your child is clearly hearing the difference between the two sounds. They should at least have 90% accuracy (18/20 trials). If the child is having difficulty with this, make a point of practicing this exercise at the start of every homework session.

# Syllable Level Productions:

## Prerequisite:

The child can rapidly reproduce the sound 5 times in a row accurately and repeat the task 5 times.

**Goal:** To develop the ability to add a target sound to a vowel, and develop transition speed.

## Warm Up:

1. Say the /s/ sound 5 times and repeat the task 20 times.

## Method:

1. Model the syllable target for the child prior to each production initially.
2. Direct the child's attention to your mouth to watch the model sound.
3. Go slow and stretch out productions at first. Split apart if absolutely necessary. Example: s.....ay, s...ay, s.ay, say
4. Say each of the following 5 times. We are simply adding the vowels A,E,I,O,U to the target sound.

Initial Productions	Final Productions
say	ace
see	eeese
sie	ice
so	ose
sue	oose

# Syllable Level Productions Cont'd:

5. Model one target at a time slowly: /say/...../say/...../say/...../say/

6. Then model two at a time slowly: /say/./say/  
...../say/./say/...../say/./say/....

7. Then model three at a time slowly:  
/say/./say/./say/...../say/./say/./say/...../say/./say/./say/.....

8. Finally, try five at a time slowly:  
/say/./say/./say/./say/...../say/./say/./say/./say/./say/....

Once the child can accurately produce the target sound 5 times in a row slowly, focus on increasing the speed. You will cause errors when pushing the speed. Pay attention to the errors. If your child is making an error and then corrects themselves on subsequent productions they are on track. If your child makes an error repeatedly 2-3 time in a row you need to slow things down to regain accuracy.

## Speed Drills - Key to eliminating emphasis:

See how long it takes to do the 5 sets of 5 (25 total). It takes a lot less than you think. At this stage the amount you are modeling should be greatly reduced.

20 or more seconds is a start.  
12 seconds is medium speed.  
8 seconds is fast.

You could also see how many accurate productions your child can do in 10 seconds. Keep track of your score and strive to beat your previous scores. Make sure the child is clear that only accurate productions count. Note: If your child can say the target 5 times in a row, for three sets, at a medium speed than they are ready for next level.

**Note:** *If your child can say the target 5 times in a row, for three sets, at a medium speed than they are ready for next level.*

# Double Syllable Productions:

Double syllable drills are the most important drills in the entire pathway progression. These drills target the ability to rapidly transition between target sounds and vowels. Rapid articulator transition speed is the key skill needed for integrating the target sound into automatic speech.

**Prerequisite:** The child can rapidly produce syllable 5 times in a row accurately.

**Goal:** To further develop the ability to add target sound to a vowel and develop transition speed.

## Warm Up:

1. Say the /s/ sound 5 times and repeat the task 20 times.
2. Say each syllable set 5 times and repeat 2 times.

## Method:

1. Model sound for child each time.
2. Direct the child's attention to your mouth to watch the model.
3. Go slow and stretch out productions at first. Split apart if absolutely necessary.

Example: s.....ay, s...ay, s.ay, say

Say each of the following 15 times by chunking into three sets of 5. We are simply adding the vowels A,E,I,O,U to the target.

Initial Productions	Final Productions
say-see	ace-eeese
see-sie	eeese-ice
sie-so	ice-ose
so-sue	ose-oose
sue-say	oose-ace

4. Model one target at a time slowly:

/say-see/...../say-see/...../say-see/...../say-see/

5. Then model two at a time slowly: /say-see/./say-see/

...../say-see/./say-see/...../say-see/./say-see/....

6. Then model three at a time slowly:

/say-see/./say-see/./say-see/...../say-see/./say-see/./say-see/..

7. Finally, try five at a time slowly:

/say-see/./say-see/./say-see/./say-see/./say-see/...

Once the child can accurately produce the target sound 5 times in a row slowly, focus on increasing the speed. You will cause errors when pushing the speed. Pay attention to the errors. If your child is making an error and then corrects themselves on subsequent productions they are on track. If your child makes an error repeatedly 2-3 time in a row you need to slow things down to regain accuracy

### Speed Drills

See how long it takes to do the 3 sets of 5. (15 total) It takes a lot less than you think. At this stage you should not need to model or only need to model 1st set.

- 25 or more seconds is a good start.
- 15 seconds is medium speed.
- 10 seconds is fast.

### Game:

See how many accurate productions your child can do in 10 seconds. Keep track of your score and strive to beat your previous scores. Make sure the child is clear that only accurate productions count.

**Note:** If your child can say the target sound 5 times in a row for three sets at a medium speed than they are ready for next level.

# Word Level Productions:

If your child has a strong foundation in double syllable drills then word level drills should be easy.

## **Prerequisite:**

The child can rapidly produce double syllable drills accurately 5 times in a row and repeat that task 5 times.

**Goal:** To develop ability to accurately and consistently produce target words rapidly without emphasis. Always start of slowly and gradually increase speed while maintaining accuracy. Feel free to add your own words.

## **Warm Up:**

1. Say the /s/ sound 5 times and repeat the task 20 times.
2. Say each syllable set 5 times and repeat 2 times.
3. Say each double syllable set 5 times and repeat 2 times.

**Method:** Say each word from the table 5 times in a row. Start slow, and get progressively faster.

Initial	Medial	Final
same	missing	face
seat	lesson	peace
sign	nicely	mice
soap	closer	close
suit	smusing	loose
sad	massive	pass
sit	kissing	kiss
sat	castle	toss
song	bossy	moss

# Word Level Productions Cont'd:

## **Game:**

See how many accurate productions your child can do in 10 seconds. Keep track of your score and strive to beat your previous scores. Make sure the child is clear that only accurate productions count. Take turns thinking up new target words and add them to list.

## **Note:**

If your child can say the target sound 5 times in a row for three sets at a medium speed than they are ready for next level.

# Sentence Level Productions:

## Prerequisite:

Child must able to say words 5 times in a row rapidly without emphasis.

## Goal:

To develop ability to accurately and consistently reproduce sentences in a rapid fashion. No pauses before target sounds or emphasis on target sounds should be noted.

## Warm Up:

1. Say the /s/ sound 5 times and repeat the task 20 times.
2. Say each syllable set 5 times and repeat 2 times.
3. Say each double syllable set 5 times and repeat 2 times.
4. Choose 5 initial, medial and final words. Say each word 5 times and repeat 5 times.

Initial	Medial	Final
same	missing	face
seat	lesson	peace
sign	nicely	mice
soak	closer	close
suit	amusing	loose
sad	massive	pass
sip	kissing	kiss
sat	castle	toss
song	bossy	moss



Take /s/ words from your list and make sentences. Say each sentence 5 times. Say the first sentence slowly and gradually increase the speed on subsequent sentences in that set. Start with small sentences and gradually increase length and complexity. Have fun making up your own silly sentences.

Single target sentences	Multi target sentences
<b>Initial:</b> I like to <b>sing</b> .	<b>Initial:</b> We bought the <b>same sign</b> .
<b>Medial:</b> I am <b>missing</b> you.	<b>Medial:</b> I am <b>missing</b> my <b>lesson</b> .
<b>Final:</b> I made a <b>pass</b> .	<b>Final:</b> Silly Sally is very bossy when making soup and salad.

**NOTE:** *There should be no pauses before target words as well as no emphasis on target words. Once a child is consistently accurate with their sentence drills above they are ready for conversation level drills.*

# Conversation Level Productions:

## Prerequisite:

The child can rapidly produce sentences with multiple targets without pausing or emphasis occurring.

## Goal:

To fully establish the target sound in conversation. Sound production is automatic and effortless.

## Warm Up:

1. Say the /s/ sound 5 times and repeat the task 20 times.
2. Say each syllable set 5 times and repeat 2 times.
3. Say each double syllable set 5 times and repeat 2 times.
4. Choose 5 initial, medial and final words. Say each word 5 times and repeat 5 times.
5. Choose 5 initial, medial and final sentences.

Say each sentence 5 times and repeat 5 times.

## Method:

Try repeating what your child said incorrectly exactly as they said it. Your child should be able to notice their error and correct themselves. Soon your child will be correcting themselves before you point it out to them. When self correcting is present they are very close to achieving their goal. If they have hit a plateau or failed to achieve their sound consistently in conversation, continue reviewing double syllable drills on a daily basis in addition to conversational drill work.

Drill Level	Quantity of reps	Example		
sound	__ sets of 5	/s/,/s/,/s/,/s/,/s/...../s/,/s/,/s/,/s/,/s/...../s/,/s/,/s/,/s/,/s/ ...../s/,/s/,/s/,/s/,/s/...../s/,/s/,/s/,/s/,/s/		
syllable	__ sets of 5	<b>Initial Productions</b> say see sie so soo	<b>Final Productions</b> ace eese ice ose oose	
double syllable	__ sets of 5	<b>Initial Production</b> say-see see-sie sie-so so-sue sue-say	<b>Final Productions</b> ace-eese eese-ice ice-ose ose-oose oose-ace	
word	__ sets of 5	<b>Initial</b>  same seat sign soak suit sad sip	<b>Medial</b>  missing lesson nicely closer amusing massive kissing	<b>Final</b>  face peace mice close loose pass kiss
sentence	Make 3 sentences per position and say each 5 times	<b>Initial:</b> I like to sing. <b>Medial:</b> I am missing you. <b>Final:</b> I made a pass. <b>Multi-initial:</b> We bought the same sign. <b>Multi-Medial:</b> I am missing my lesson. <b>Multi-Final:</b> The piece is loose. <b>Mixed-Multi:</b> Silly Sally is very bossy when making soup.  <b>KEY:</b> There should be no pauses before target words as well as no emphasis on target words. Once a child is consistently accurate with their sentence drills above they are ready for conversation level drills.		
conversation		Monitor and correct the target sound in conversation. Try repeating what your child said incorrectly, exactly as they said it. Your child should be able to notice their error and correct themselves. Notice if the target is effortful or being emphasized in conversation. Continue reviewing all drill levels until you notice sound is no longer effortful to produce in conversation.		