production based on how the child is sitting or standing. Sometimes, speech can be improved by encouraging more appropriate sitting posture. Encourage the child to sit straight, with feet flat on the floor. Shoulders should be relaxed.

- Try to provide many examples of the goal speech sounds in your everyday situations. Slightly exaggerate the sounds as you are saying them.

- When a child produces an target speech sound incorrectly, give them a correct model. Slightly exaggerate target sounds. For example:
Child: “I see a tar”
Parent: “Yes, a car. I see the car too. It’s a blue car.”
This provides the child with several models of the correct pronunciation

- When the child produces a target speech sound correctly, be responsive and let them know that they did a good job. For example, “Oh, I like the way you said that.”

- Try to avoid constantly telling the child to repeat what you say. A slightly indirect way of getting a child to repeat is to say, “Oh, you could say…” Even if the child does not repeat, the child has at least heard a correct model of the target speech sound.

- As much as possible, use play situations to provide the child with many models of correct speech sounds. Also, be sure to give the child plenty of opportunities to speak.

- Try to reduce the number of direct questions that you are asking the child. Many children find this intimidating, and it can make them “clam up”.

- Try to use activities that “fit” the child. An active, physically- oriented child is going to respond better to games and activities that use movement and action.

- When working on any of these areas, encourage the child to watch your face and mouth. In doing this, the child is hearing and also seeing how the correct form is produced. It is often helpful to hold a desired item close to your face (for example, a puzzle piece or desired toy) as you are speaking to the child. While the child is looking at the desired item, the child will also be watching your face and mouth.

- A note about “Withholding” - Withholding is, in essence, not giving the child what they want until they say or do what you want them to. In relation to the activities listed here, it is probably not beneficial. For example:
Child: “I want tookie”
Adult: “No, say, “I want a cookie”
Child: “I want tookie”
Adult: “You’re not getting it until you say, ‘I want a cookie’”

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