This type of situation frequently make both the child and adult very frustrated, and can often set up a "power struggle". An alternative to withholding is "delaying". This is giving the child a good opportunity to make the target sound, but even if they don’t produce it, the child hears several models of the target. Using the above example:

Child: “I want a tookie”  
Adult: “Oh, you could tell me, ‘cookie’?”  
Child: “I want a tookie”  
Adult: (while getting out the cookies) “I want a cookie. Cookies are good. This is a big cookie” (gives child a cookie)

While the child has not actually said the ‘k’ sound, it has been a positive experience for several reasons:
- It did not frustrate the child or adult.
- It provided the child with several models of the correct speech sound.
- The child will probably quickly learn that it is beneficial to at least try to make the correct speech sound, as they get what they want more quickly.

Many of the speech production exercises in this volume detail the use of “physical” cues, such as using the fingers or other “props” to encourage a specific movement or sound. When this is the case, you should also be using the physical cue on yourself when you are making the sound. At first, when children are learning a certain sound, they will probably need you to perform the cue on them. As they learn the cue, however, encourage them to cue themselves. For example: A method of cuing a “b” sound is to place the index finger vertically in front of the closed lips and “pop” it away with a “buh” sound. At first, demonstrate this cue on yourself. Then, place your finger in front of the child’s lips. When the child is able to make the sound, have them use their own index finger as the cue.

Many of the listed cuing strategies suggest using various foods to cue certain sounds. In utilizing these cuing strategies, Never give the child any food that they are allergic to, or cannot safely chew and swallow.

When working on making specific speech sounds, start at the most basic level- The sound by itself. Once the child is able to make the sound by itself, have the child make the sound in the beginning of short words. You may also need to work on the sound in the middle and ends of words. When the child is first learning a speech sound, focus on one kind of word at a time (the target speech sound in the beginning, middle, or end of words).

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