

Strategies for Supporting Children with Speech Sound Difficulties

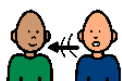
- Ask the child to tell you another way or show you
- Ask questions around what the child is trying to say to gain more information e.g. did this happen at home or at school?
- Try to avoid asking questions which are open-ended and have no context such as “what did you do over the weekend?”
- Build up effective home/school liaison which may take the form of a diary. This will enable both parties to jot down any information of note which the child is likely to discuss, for example, weekend activities.



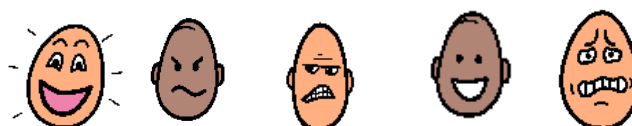
- Build up a list of names of key family members, pets and friends. Names are often the hardest words to decipher.



- If you do not understand all that a child has said, repeat back the sentence to the point where you got lost; it is less laborious for the child to repeat back a small chunk rather than the whole sentence
- Try to avoid making non-committal noises if you cannot understand a child; they are likely to guess that you have not understood



- Communicate with a child face-to-face; children with speech difficulties sometimes compensate by using more facial expression or gesture



Taken from ‘Communication Difficulties – an Information Pack for Leeds Schools’ (Janet Addison and Anne Wirt, 1996)