

## Therapy Games

### RESOURCES:

SLT Reward Games, Pop Up Pirate, springy spiders, bricks/Lego, hanging monkeys, skittles, snail race game, Mr Potato Head, pairs, snap, stepping stones, cars, hidden treasure, fishing, lotto, posting, coloured dice, numbers, balloons, balls.

	Auditory Discrimination	Production
<b>Consonant Level</b>	<ul style="list-style-type: none"> <li>Put a ball/sword/piece of Mr Potato Head/fish/party-food on the sound.</li> <li>Adult names a sound and child points. If they are correct, they win the reward.</li> </ul>	<ul style="list-style-type: none"> <li>Write a sound on the ball/balloon/toys/caterpillar.</li> <li>If the child names the sound correctly, they win the piece.</li> </ul>
	<ul style="list-style-type: none"> <li>Make 2 rows of stepping stones/footprints and place a sound on each row.</li> <li>Put car/snail/fish at the start of each row.</li> <li>Make bets to say which colour car/fish/spider will win.</li> <li>Adult names a sound and the child moves the 'k' or the 't' car forward one space.</li> </ul>	<ul style="list-style-type: none"> <li>Write numbers on the balls/cars/ fish and child pulls a picture from the 'feely bag' and names the sound that number of times and also wins that number of points.</li> <li>Play it together and see who can win the most points.</li> </ul>
	<ul style="list-style-type: none"> <li>Using springy spiders place some bugs (balls/fish/balloons) under each sound at opposite ends of the room.</li> </ul>	<ul style="list-style-type: none"> <li>Using stepping stones/footprints/clouds move the car/springy spider along, repeating the target sound as you move forward and collect the bug at the end/puts the car in the garage.</li> </ul>
		<ul style="list-style-type: none"> <li>Place the bugs/fish under/on a sound picture and the child collects a bug and names the sound that number of times.</li> </ul>



	<b>Auditory Discrimination</b>	<b>Production</b>
<b>Consonant Level</b>	<ul style="list-style-type: none"> <li>○ Adult names the sound and the child runs to the sound they hear and if they are correct they can collect a bug/fish/ball.</li> <li>○ Hide a ball/picture under sound and the adult names the sound.</li> <li>○ The child looks under the picture for the reward if they are correct.</li> </ul>	<ul style="list-style-type: none"> <li>○ Listening right/wrong. Both adult and child have a copy of the clown/caterpillar and take turns naming the sounds.</li> <li>○ Adult sometimes names it incorrectly and then misses a turn.</li> </ul>



	<b>Auditory Discrimination</b>	<b>Production</b>
<b>Consonant-Vowel (CV) or Vowel-Consonant (VC)</b>	<ul style="list-style-type: none"> <li>○ Place a brick/lego/piece of Mr Potato Head on each sound picture.</li> <li>○ Adult names CV sequence and the child points to the first sound they hear and if they are correct they win the brick to make a model/tower/potato head.</li> </ul>	<ul style="list-style-type: none"> <li>○ Using the stepping stones/cloud/dog footprints place a consonant on one and the vowel sound on the next and the child says the sounds e.g. k...ar as they move the car/spider forward.</li> <li>○ Encourage them to go faster to encourage spontaneous blending. Then place the consonant and vowel on the same footprint and repeat the sequence e.g. kar-tar as they move along the footprints.</li> </ul>
	<ul style="list-style-type: none"> <li>○ Same/different. The child has a picture to represent the concept same/different and place a sword/monkey/brick on each one.</li> </ul>	
	<ul style="list-style-type: none"> <li>○ The adult names CV/VC sequence x2 and the child points to the same/different picture. They win the reward if they are correct.</li> </ul>	<ul style="list-style-type: none"> <li>○ Use the coloured finger chase games. Child shakes coloured dice, finds the correct coloured line and says the sound as he moves his finger along and glides into the vowel sound.</li> </ul>



	<b>Auditory Discrimination</b>	<b>Production</b>
<b>Word Level</b>	<ul style="list-style-type: none"> <li>Listening right/wrong. Adult names a word and child posts the picture if it is named correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Minimal pairs e.g. key/tea. Child names picture and adult points to the one named. If the child names the word correctly he wins a balloon/ball to put on the clown/sea lion. If the child names it incorrectly then the adult wins.</li> </ul>
	<ul style="list-style-type: none"> <li>Minimal Pairs e.g. key/tea. Adult names a word and the child places a brick on the picture that you say and see which one will be the biggest tower.</li> </ul>	
	<ul style="list-style-type: none"> <li>Word initial sorting task. Cut up pictures beginning with 'k' and 't'. Place a sword/ball on each one. Child turns over the picture and places it under the correct jolly phonic sound. Try and do the task silently</li> </ul>	<ul style="list-style-type: none"> <li>Word level sorting task. Place bugs/fish/bricks on the pictures containing the target and contrastive sound e.g. t/k. Child names the word and sorts the picture into its correct initial sound and if correct wins the reward.</li> </ul>
	<ul style="list-style-type: none"> <li>Rhyme lotto. Child matches the picture with a rhyming picture on his board.</li> </ul>	<ul style="list-style-type: none"> <li>Place pictures on the footprints/cloud and the child names the different words as they move along.</li> </ul>
	<ul style="list-style-type: none"> <li>Blending. Adult segments and names sounds of a CV or VC word e.g. p...ea and child finds the picture.</li> </ul>	<ul style="list-style-type: none"> <li>Rhyme lotto. Child names pictures and checks his board to see if he has a rhyming word.</li> </ul>



	<b>Auditory Discrimination</b>	<b>Production</b>
<b>2-3 Word Level</b>	<ul style="list-style-type: none"> <li>○ Listening right/wrong. Adult names the target word at 2-3 word level. The adult loses a turn in the game if the word is pronounced incorrectly</li> </ul>	<ul style="list-style-type: none"> <li>○ The target pictures are stuck around the finger chase game. The child rolls the coloured dice, runs his finger along the coloured line and names the picture using a 2-3 word phrase. Using concepts such as colour/size to encourage 2 word phrases.</li> </ul>
<b>Sentence Level</b>		<ul style="list-style-type: none"> <li>○ Make up simple sentences e.g. the clown has a cup, the dog went for a walk and saw a cup.</li> </ul>
<b>Tongue Twisters</b>		<ul style="list-style-type: none"> <li>○ Black Sheep resources</li> </ul>
<b>Carry-Over Strategies</b>		<ul style="list-style-type: none"> <li>○ Forced alternatives</li> <li>○ Reading</li> <li>○ Conversation</li> </ul>

