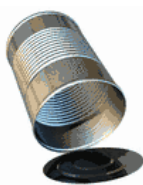


tin



Say to your child, "listen to this. If I accidentally said 'kin' when I wanted to say 'tin' it wouldn't sound right. I would have to fix it up and say 'tin' wouldn't I? Did you hear that fixed-up-one? I said 'kin' then I fixed it up and said 'tin'". Now go to door →

door



"Listen. If I said 'goor' it wouldn't sound right. I would have to fix it up and say 'door'". Now go to tool →

tool



"If I said 'cool' instead of 'tool' I would have to do a fixed-up-one. I would have to think to myself not 'cool' it's 'tool'. Did you hear that fixed-up-one?" →

doll



"'Baby goll' isn't right is it? I need to do a fixed-up-one and say 'baby doll'". →

tea



"What would I have to do if I said 'key' for this one? I would have to do a..." [fixed-up-one] →

dish



Would I have to do a fixed-up-one if I said 'gish' for this one?"

Self-corrections for the alveolar stop consonants "t" and "d"

Adults continually make little mistakes when they speak. They barely notice these mistakes at a conscious level, and quickly correct themselves, and go on with what they are saying. This process of noticing speech mistakes and correcting them as we go is called making revisions and repairs, or self-corrections. Many children with speech sound difficulties are not very good at self-correcting. They find it difficult to monitor their speech (i.e., listen to it critically) and make corrections.

At home this week, introduce the idea of a "fixed-up-one", or the process of noticing speech mistakes and then saying the word(s) again more clearly, specifically in relation to the stop consonants "t" and "d". Go through the following routine two or three times, and talk about fixed-up-ones. Have some fun making up other "mistakes" with "t" and "d" words, that need correcting.