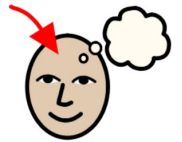
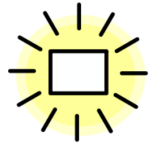


## Generalisation

### What is generalisation?

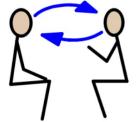
- When a child learns a new speech sound, they need to practise using it in everyday situations.
- Although they may be able to make the sound in a structured setting, where they are focusing on their speech, they may have difficulty remembering to use it when they are not so focused on their speech.
- Learning to use a newly learned speech sound in everyday speech is called 'generalisation'. This is the last stage in learning a new sound and can be the most difficult stage.
- In order to achieve generalisation, the child needs to practise the speech sound in all situations, including at home and school.



### Ideas for generalisation activities

#### - Allocate 'Talking Time'

- This is time together with your child, doing an activity of their choosing, e.g. reading, playing a game, telling stories, talking about their day etc.
- Agree with your child that they must try and use their new sound during this time and that you are allowed to remind them.
- Reward the child for using their new sound, e.g. by giving them a tick, or thumbs up.
- Vary it so sometimes the child is monitoring themselves, encourage them to give themselves a tick, put a marble in a jar etc every time they use the sound correctly.

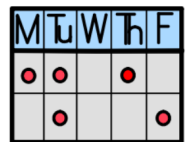


#### - Draw attention to words in everyday life containing the sound

- e.g. on the walk to school, in the park, at the shops.

#### - Choose a 'Word of the Day' or some 'Words of the Week'

- put these around the house so the child has lots of opportunities to practice the words.



#### - Play 'I spy' using words with their new sound.

#### - Set the child challenges or 'missions' of the day

- e.g. a mission to use the speech sound correctly when speaking to a relative on the phone, or when asking for lunch at school. Get them to feedback to you how it went.



#### - Make up stories containing the new sound.

### If the child makes a mistake and says a word using their 'old' sound:

Say it back to them in a light-hearted way, e.g.

- Child says: "It's a sludu"
- Adult says: "Yes, it's a slugu"

Say it back to them but give them a choice, e.g. "Is it a slug or a slud?"

- Emphasise the sound and use Cued Articulation to prompt your child.



It is important to try not to 'overdo' reminding the child about their new sound – pointing out incorrect productions of a sound all the time may discourage the child from speaking. Therefore, choosing a specific time to listen to the child's speech would be better. Use visual cues, such as Cued Articulation, rather than verbally interrupting your child as it will be less off-putting.

