

## **Appendix. Suggested Targets and Activities for Integrating Phonological and Speech Production**

### **Materials for Phonological Awareness Training**

Colored blocks

Letter blocks

Dry-erase board

### **Sample Treatment Objectives/Activities**

**Target:** rhyme awareness

Play a rhyming Bingo game and provide suggestions and materials for parents to do at home. Progress toward rhyme generation.

**Target:** sound and sound difference awareness

Use same colored blocks to introduce the sound-symbol relationship. Practice repetitions of same sounds, "puh, puh, puh," using the same color for each sound. Introduce a different sound with a different colored block, that is, "puh, puh, guh."

**Sound/Process Target:** final consonant production

**Phonological Awareness Target:** Sound/symbol representation

Use colored blocks to represent CV and CVC structures using minimal pairs, such as *go/goat*, *so/soap*, and *bee/beep*. Present word pairs and use blocks to assist in the identification of the missing final sound. Proceed to drill production of words with final consonants using picture cards with printed words.

**Activities:** picture board matching game, such as Bingo, Lotto, Go Fish, and so forth.

**Sound/Process Target:** fronting

**Phonological Awareness Target:** letter/sound correspondence, sound representation. Use color and/or letter blocks/visual representation and pictures of target words of *t*, *k*, *d*, and *g*. Assign each sound a color and practice producing each sound. Progress to CVC minimal pairs and contrast pairs of words: *tea/key*, *dough/go*, *tame/come*, and so forth. Introduce letter blocks for the initial sound only. Drill target sounds.

**Activities:** flashlight game finding the various letters, sounds, and words taped around the room. Progress to a production drill activity for various targets.

**Sound/Process Target:** /s/ blends

**Phonological Awareness Target:** rhyme awareness, segmentation

Teach identification of phonological similarities in spoken word pairs using minimal pair words with target process: *mall/small*, *top/stop*, *pot*, and *spot*. Use colored blocks to emphasize the sound combinations and progress to segmenting and producing /s/ blend words.

**Activities:** rhyme Bingo, any board game, production drills

Segmentation of words containing target sound(s) using colored blocks to identify, match, and count number of sounds in /s/ blend words.

**Sound/Process Target:** mixed consonant clusters

**Phonological Awareness Target:** manipulation of sounds using words containing target sounds. Perform segmentation and manipulation with colored blocks using target blend words. "If this

says *rain*, make it say *train*. If this is *top*, make it say *stop*. Now make it say *stops*.” Have the child tap each sound and blend them together. If he or she makes an error, provide specific feedback, such as “You said/made *tops*, but the word is *stops*. See if you can fix it.” With an older child, you can use writing and/or copying of target words.

**Sound/Process Target:** production of “ch” and “sh”

**Phonological Awareness/Decoding/Encoding Target:**

**Activities:** writing and reading of words containing target sounds. Use a dry-erase board and have the child write words with production targets. Have the child read (according to his or her level) sentences with highlighted words. Compose short stories or use a short story from a commercial program to reinforce production and reading skills.

**Sound/Process Target:** vowel family identification. Introduce vowel families by their orthographic representation (*ee, ea, ei, ie, y*). Use a dry-erase board to spell and read words containing production targets paired with the various vowels (*cheap, chief, sheep*, etc.). Have the child read sentences and/or a short story targeting the vowel sounds.

**Common Mistakes to Avoid:**

With colored block manipulation, do not focus on letters, focus on sounds.

Try to be consistent in your colored blocks: If a word has two identical sounds, you must use the same colored blocks to represent them.

Try to use the same colored block to represent the vowels until you progress to letter tiles.

Make sure you know how many sounds are in the words before you present the task.

Sounds such as diphthongs, vocalic “er,” and final “l” can be tricky.