

# Routines for Phonology Practice

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## Overview

- Rationale for routines strategy
- Contrasting methods
- Steps to using Routines
- Examples of routines
- Preschoolers
- Elementary students
- Parent info

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## Goals of Routines

- Routines are suggestions to improve a child's phonological or articulation skills by providing a parent-friendly activity that can be easily added to a family's day-to-day schedule.
- Routines are meant to provide practice opportunities that are more functional for young children.

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- Routines are a method for the family to practice the speech sound in a carryover setting earlier in the therapy sequence.
- Routines help children see the usefulness of learning the new sound because they see real-life settings in which the sound is important.

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- Routines are simple sounds or words that can be used in a family's daily routines. The words are typically high frequency words that are phonemically easy targets for success.  
Examples: car, key, home, okay

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## Rationale

- Speech is temporal
- Routines encourage use of tactile, visual, kinesthetic and sensory cues
- Routines provide multiple opportunities for daily practice
- Relate new skills to previous experience
- Contexts provide natural prompts
- New skills connect to cognitive hooks and increase retention
- Increased variety of prompts

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Parents and caregivers are prompts  
Different locations are prompts  
Objects/pictures become prompts

- Because wide variety of prompts are used, carryover occurs more spontaneously
- Drill sheets/cards encourage prompt dependence
- Functionally significant words, while more difficult, may be targeted sooner (names)

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## Contrasting Methods

### Traditional

- Therapy contexts
- Isolated drills
- Artificial reinforcers
- Isolated practice may not encourage practical understanding

### Routines

- Behavioral
- Naturalistic sounds
- Functional use makes skill more relevant
- Daily Contexts
- Embedded practice
- Natural reinforcers

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## Steps to Using Routines

1. Select a sound or word for which the child is stimuable. Teach the sound or words to mastery. Use of visual prompts is helpful.

Examples of visual prompts: touch cues for sound placement, alphabet letters, pictures or objects

2. Begin to use the routine in therapy. Here's an example for the /k/ phoneme.

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- Model “o KKay” frequently in therapy. Use the visual or touch cue to help the child transfer the sound.
- When the child has mastered the word “kay” in drill, you prompt with “OK...”; the child responds with “kay”.
- Then you drop the exaggerated /k/ and prompt with “O”. Hopefully the child responds with the correct “kay”.

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- If needed, continue to use the /k/ sound as part of the prompt “ok...” to remind the child to use the correct placement.
3. Model the strategy for the parent.
  4. Have the parent prompt the child and monitor for the correct response.
  5. Provide examples of times to use the routine.

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- You may want to give the parent a copy of “Routines” explanation.
6. It’s good to continue to model the routine for the parent so they can observe the process.
  7. Always establish the target word and routine first in therapy.
  8. Continue to use the word in therapy at higher levels, such as sentences.

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- Cautions to watch for at this stage:
  - If the parent is not sure if the target is produced correctly, the parent may reinforce incorrect responses.
  - Some parents are overly critical and may discourage the child's attempts.
  - Explain to the parent that if she is not sure if the child is correctly producing the sound, it's best to stop home practice and check with the therapist before continuing.

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- Other examples of routines
- Individual phonemes
  - Name routines
  - Holiday routines
  - Specific examples of words/routines for individual sound targets
  - Parent handout explaining Routines technique

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- ### Activity Box
- It's a good idea to suggest that parents start a collection of objects for routine activities.
  - These objects are out of the child's reach; the child must practice the word to earn playtime with the toy. Examples can be given about using the word in sentence contexts.

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## Strategies for Elementary Students

- Students homework can serve as phonology practice opportunities:
  - ie. Reading (at or below instructional level)
    - Memorization of poems
    - Spelling words, Math facts
    - Song practice
- Select high frequency, meaningful words (yes, stop)
- When student can select practice words, higher level of motivation may exist
- Make words into word games as often as possible (stop and go)

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## Strategies for Phonemes

- Develop a fun name for the sound.
- Sometimes kids like to pick the name for the sound.
- What does this sound like to you?
  - mad cat /kkk/, hot dog /hhh/
- Select a visual prompt or touch cue
- Demonstrate the sound in isolation and words, using the visual prompt.

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