Supporting Students with Mild Speech Delays

School-based Rehabilitation Services (SBRS) provides speech therapy for students with moderate to severe speech sound disorders. Students with mild speech errors are supported by school with Tier 1 strategies. These strategies are included on the Resources for Educators page.

What is a Mild Speech Delay?

Students with mild speech errors:

- Can be understood in conversation, even with their speech sound errors.
- Can correct their speech sound errors with support (e.g. imitate a correct model).
- Can sometimes use their sounds correctly (sound is emerging).
- Can be supported with Tier 1 strategies.

How Can I Help?

During One-on-One Interactions

- Listen for speech sound errors
- Support by using the following strategies: modelling, recasting, and/or encouraging correction

Modelling, Recasting, and/or Encouraging Correction

- If a student can repeat the sound, you can use all three strategies
- If a student cannot repeat the sound, they can be supported with modelling and recasting

Support Specific Sound Development

- For additional information on how to support specific sounds (e.g. /f/, /l/, /s/ blends) refer to the specific sound handouts listed on the Resources for Educators page.
- You may notice that many students in your class have the same sound errors, so it may be benefiical to take extra time to talk about those sounds.

Strategies for Supporting Speech During the School Day

	What is it?	How to do it?	Example S=Student, A=Adult
Modelling	Provide an example of the target speech sound without any explanations, expectations, or demands from students. Target Sound = the sound that a student is working on.	• Emphasize the target sound in words without overexaggerating or distorting the sound • Bring attention to your face (e.g. cue the student to watch your face, point to your mouth) • Identify the sound you are modelling (e.g. "Kitten. That starts with the /k/ sound!") • Repeat, repeat, repeat!	**Modelling for /k/** A: It's **c**old outside today! Let's get our **c**oats on. **C**oats starts with the **/k/** sound! A: After **c**lass you **c**an go **c**limb outside. A: Yes, you **c**an have more **c**ars! Oh wow, this **c**ar **c**an drive so fast!
Recasting	Repeat the speech error back to the student, correctly. If a sound error is heard, then recast the word with correct speech production. The recast is provided without any explanations, expectations, or demands from students.	• Emphasize the target sound in words without overexaggerating or distorting the sound • Bring attention to your face (e.g. cue the student to watch your face, point to your mouth) • Model the word again using the correct sound, not the sound error • Repeat often!	**Recasting for /f/** S: Look at my past car. A: Oh, is your car **f**ast? It looks **f**ast. Let's see if we can make the car go **f**ast again. **F**ast starts with the /f/ sound, **f**ast!
Encourage Correction	Ask the student to correct their speech error, but only for sounds that you know they can produce. This strategy allows students to become aware of their errors so they can try words again.	• Bring the error to the student's attention • Provide a correct model of the target sound or word • Encourage the student to try the word again	**Encourage Correction of /l/** S: It's a wion. A: Oh, **l**ion! **L**ion starts with /l/, try again with the /l/ sound. **L**ion.
Monitor Use of Clear Speech	Speech clarity is reduced when a student speaks too quickly, too quietly, and/or does not look at their communication partner. Please provide support if any of these behaviours are observed.	• Model a slower speaking rate • Model pausing between your ideas when speaking • Ask your student to be "slow, big, and loud" when speaking • Prompt your student to look in their listener's direction when speaking	**Children's Treatment Centre** Quinte Health School-Based Rehabilitation Services