Multiple Oppositions

This leaflet contains information on how you can use Multiple Oppositions to support your child’s speech sound productions.

Your child’s Speech Therapist will provide you with the specific cards for your child. A record form to help with motivation, can be found at the end of the leaflet. Like learning any new skill, such as a language or a musical instrument, there is evidence showing that practising little and often is key to supporting your child to learn this new skill. Your child’s Speech Therapist will advise you how frequently to complete the activities.

This approach is used when children produce one sound, such as ‘d’, for a range of other sounds, for example ‘s, sh, k’.

This means the sentence ‘*I can see a shark’*, may sound like ‘*I dan dee a dark’.*

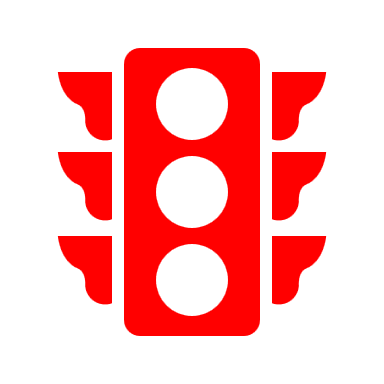
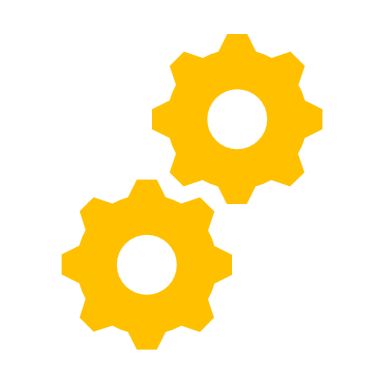
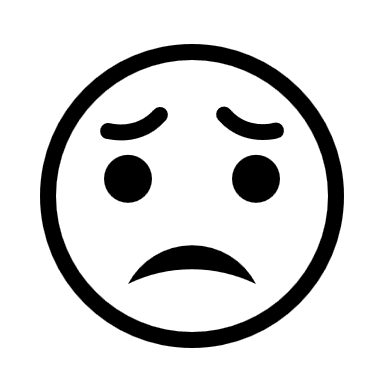
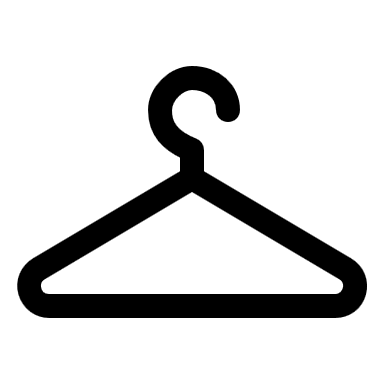
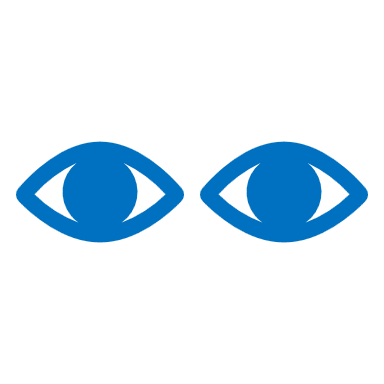
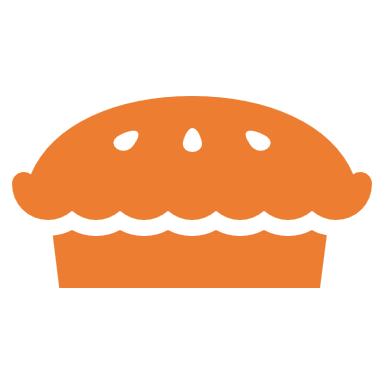
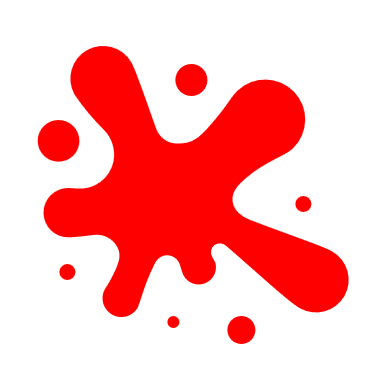
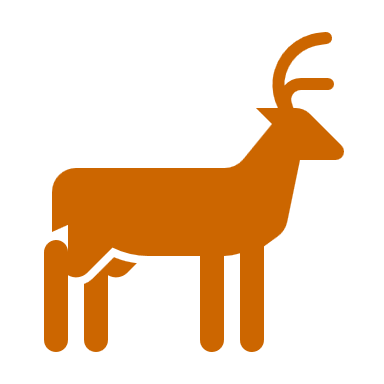
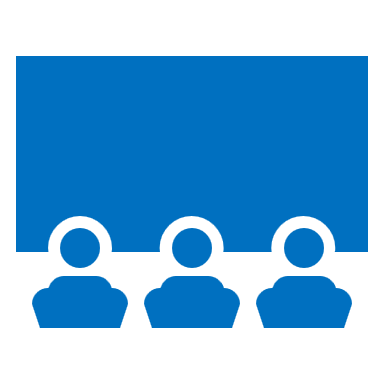
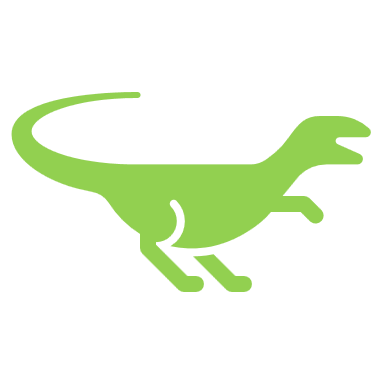
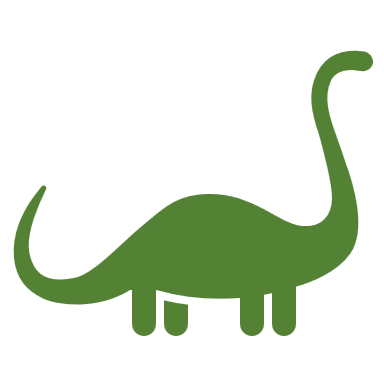
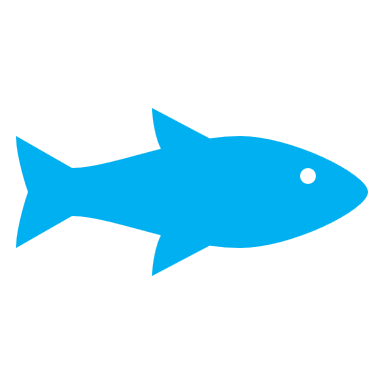
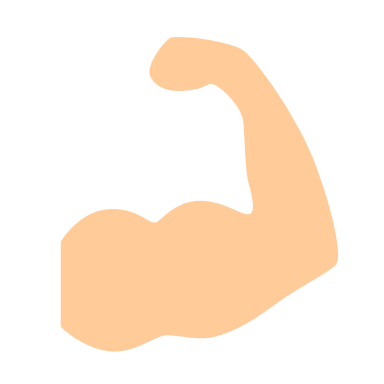
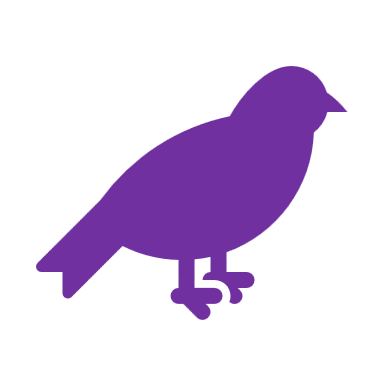
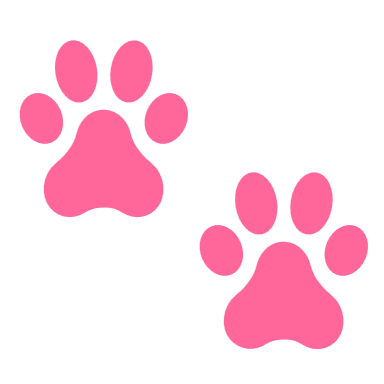
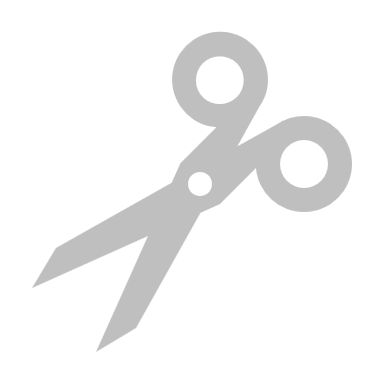
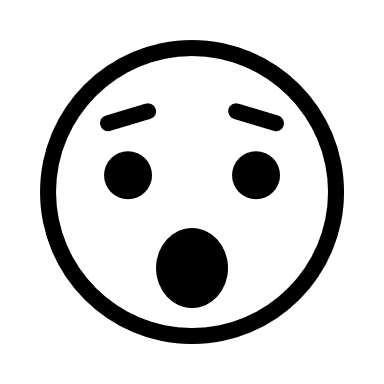
This therapy approach directly compares the child’s error (for example ‘d’) to the sounds they are substituting (for example ‘s, sh, k’).

**Children learn through play so remember to keep the activities fun!**

What do I need?

Your child’s Speech Therapist will provide you with the specific cards to match the errors your child makes. An example of the cards can be seen below. On each strip, the vowel sound is kept the same across but the consonant sound changes at the beginning of the word. This creates a series of words which only differ by their first sound.

The consonant sounds include the error sound (e.g. ‘d’) and the substituting sounds (e.g. ‘s, sh, k’). In some cases, the word produced is not real and are instead names of Aliens.



Error Sound ‘d’

Substituting Sounds ‘s, f, k, g, sh’

Show

Koe

Go

Kie

Gee

Shy

Shear

Gear

Keer

Foe

Sew

Dough

Fie

Sye

Dye

Seer

Fear

Deer

What do I do?

Ask your child to choose a coloured strip to work from. You continue to work with this strip on its own and only move on to the next strip when all steps are complete.

Part One: Familiarisation Training

**Step 1: Familiarisation**

* First, you need to familiarise your child with the pictures. Arrange the pictures on the table and introduce the pictures by pointing to each in turn, for example ‘this is a deer, this alien is called seer, this lady has a fear’ etc. Your child is not required to produce the words.

**Step 2: Listening**

* Spread the cards out on the table. Name one of the pictures and ask your child to point to the card you have said.
* For example, *‘pick up the picture of the deer’* or, *‘pick up the picture of seer’* etc.
* If your child picks up the wrong card, provide them with feedback, for example. *‘you picked up the picture of seer, not the picture of the deer. Can you find the picture that starts with a d?’.*

**Step 3: Naming**

* Support your child to go through and practice naming each of the picture cards. Provide your child with specific feedback if they use the wrong sound at the beginning of a word. For example, if your child says ‘deer’ instead of ‘seer’, comment ‘*I heard a ‘d’ sound instead of a ‘s’ sound at the beginning of that word. I’m going to listen for a ‘s’ sound next time’*.
* Your child may benefit from using Jolly Phonics picture cards and their associated actions to remind them to use the correct sound.

**Step 4: Production**

* During this step, your child can become the ‘teacher’. Spread the cards on the table, like Step 2. This time, the child says a card for the adult to pick up. Your child is likely to use their ‘error’ sound at the beginning of the word, even if they are not referring to this card. The adult should continue to pick up the card which they hear, as this shows the child that using a different sound at the beginning of the word can change the meaning.
* During this step, the adult should provide your child with specific feedback. For example, if your child says ‘deer’ instead of ‘feer’, comment *‘I heard a ‘d’ sound at the beginning of that word. I think you meant a ‘f’ sound. I’ll try a ‘f’ sound first, then let’s try it together*’.
* Your child may benefit from using Jolly Phonics picture cards and their associated actions to remind them to use the correct sound.

**Step 5: Linking pictures**

* Once your child is familiar with the words, practise saying the words together. Adults should model the production first with your child copying. Next, say two of the words one after the other, for example ‘*deer seer’*. Ask your child to repeat back the same pattern.
* The first word should always be the error sound as we are contrasting the error sound (‘d’ in this example) and substituting sound (‘s’ in this example). If your child uses the wrong sound, provide them with feedback, for example *‘I heard deer deer. Let’s hear your brilliant ‘s’ sound’.*
* Continue to link the words together until your child and read all the words one after another, for example ‘*deer, seer, fear, keer, gear, sheer’.*

**Step 6: Extending sentence length**

* Once your child can produce these words with 70% accuracy, practise saying the words in two-word phrases, such as ‘*big deer, tired seer’*.
* Once your child has achieved this, use the word in a carrier phrase such as ‘*I see a …..*’, or ‘*I hear a ………’*, before extending this further to create a sentence about the word for example ‘*Seer likes to eat cake and bananas’*.
* Remember to provide feedback to your child if they use the wrong sound.

**Step 7: Next strip**

* Repeat these seven steps with the next coloured sentence strip. Remember to review the strips you have previously done every few weeks to maintain your child’s accuracy.

Part Two: Word Imitation and Spontaneous Production Training

In this part, your child is required to imitate the words on the strip. Part Two differs to Part One as it requires your child to say two of the words on the strip next to each other.

**Step 1: Adult model**

* Hold the card for your child’s error pattern (in this example ‘deer’) beside your face so your child can see it clearly. Model saying the word and exaggerate the first sound in the word. Then, contrast the word to the first word on the strip, for example ‘seer’. Say ‘deer’ and ‘seer’ in quick succession.

**Step 2: Child’s turn**

* Encourage your child to imitate these two contrasting words ‘deer’ and ‘seer’. If they use the wrong sound at the beginning, provide them with specific feedback, for example ‘*I heard deer. I’m going to listen to your ‘s’ sound at the beginning of ‘seer’’.*
* Your child’s speech therapist may tell you to use cued articulation or Jolly Phonics actions to emphasise the initial sounds in words.

**Step 3: Next word**

* Hold the card for your child’s error pattern (in this example ‘deer’) beside your face and continue with the same sequence as Step 1. This time, contrast ‘deer’ with the second card on the strip, in this example ‘fear’. Once you have done this, work through Step 2 with the second word on the strip.
* Repeat this step until you have contrasted your child’s error pattern (‘deer’), with all the other words on the strip.

**Step 4: Spontaneous production**

* When your child has 70% accuracy (e.g. produces the word correctly 7/10 times), ask your child to produce the word spontaneously. Place all the cards on the table and ask your child to name the pictures they can see. Do not provide a model. If your child uses the wrong sound, produce a puzzled expression, but do not say anything. Wait to see if your child can notice and correct the error independently.

My Record Sheet

I will practice \_\_\_\_ times a week.

My reward will be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Saturday** | **Sunday** |
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