(The Speechie Show Ep.9)

Welcome to the Speechie Show! Being a speech language pathologist often means having too much work and not enough planning time. To beat the overwhelm, we’re bringing you the tricks and tools that will make your job a little bit easier.

**Carrie:** Hey everybody welcome to the Speechie Show. Today we are talking about articulation carry-over and I'm here with Carissa Speelman from [Home Sweet Speech Room](http://homesweetspeechroom.blogspot.com/). How are you today Carissa?

**Carissa:** Good, how are you?

**Carrie:** Doing well. We're excited to be here. Hopefully if you are on here, if you are watching on Facebook Live with us right now, you are able to hear and see us. If you’re having any technical problems, please let us know. We've had some in the past and we didn't know about them. So, having technical problems comment in. But, we are here today and talking about what to do when you have students who are doing their speech sounds really well in the speech room and then as soon as you get them back to the classroom, it's like they forget everything and they don't know how to generalize that to the classroom. So, if you know somebody else who is interested in this topic, go ahead and share this on Facebook and let’s get some more viewers on here and while we are getting started, go ahead and type in what is the hardest sound that you've come across for kids to generalize. So, which sound are kids having the hardest time with? If you're new to the show, I'm Carrie Clark. I run [speechandlanguagekids.com](https://www.speechandlanguagekids.com/). And this is the Speechie Show. We do this every week. We interview a speech language pathologist and we give 5 tips on whatever topic we want to talk about that week. So, this week is articulation carry-over with Carissa. Carissa why don't you go ahead and tell us a little bit about yourself.

**Carissa:** I'm Carissa Speelman like Carrie mentioned and I'm an author at [home speech room](http://homesweetspeechroom.blogspot.com/). I've been blogging there for a little over 4 years. I started it in graduate school to have something to do. I have supervisors tell me that they like planning activities so I thought I would share them with the world. I started my career in the school setting. So, I worked with the schools for two full school years. And this past May I just transitioned to an outpatient pediatric clinic and am loving it.

**Carrie:** That's fantastic, yeah. I really enjoyed the switch from schools to the private practice. But it's nice to have that experience in the schools too, to really understand what that looks like in the school. Because a lot of our kids are doing school therapy and outside therapy.

**Carissa:** And it’s allowed me to give advice to parents too and kind of talk through the differences and if they’re having trouble with something at school like an IEP or something, you know give advice for both.

**Carrie:** Sure, sure absolutely. Wonderful. Alright welcome everyone who’s watching. Heather says vocalic R is the hardest one to generalize. Definitely. If you are watching with us go ahead and comment in what are the hardest sounds for your students to generalize. And don’t forget to share this on Facebook so we can get some more people on here. Ok also, stay tuned if you’re watching live with us today. We are doing some giveaways here in a little bit. We have 3 giveaways today so stay tuned. But were going to jump right in and talk about 5 points to help improve articulation carry over. So, the first one we want to talk about is reminders on the student’s desk. Carissa, talk to us about the kinds of reminders that you recommend.

**Carissa:** Sure, so I'm going to preview a product that we're going to give away too, but I like to use my speech sound by letters posters. These are big. These are about half of an 8 1/2 X 11 sheet. And I like to scale them down a little bit. So, they've got the visual with the mouth. How their mouth is supposed to look. And here's a couple of different ones. Um they’re great cards to show what the mouth is supposed to be doing. As their teachers or if I pop in randomly I can just point to those. I put a little card on their desk um and just that little quick reminder so if their teacher is walking by and hear them say that r wrong or that th wrong um they can just point to it and it's a quick visual that doesn't point out to other kids in the room really. Just kind of like a private little reminder.

**Carrie:** Perfect.

**Carissa:** It may sound crazy but it works.

**Carrie:** Yeah sometimes they just need that little bit of extra visual to be like oh yeah, I'm supposed to be thinking about this sound. Definitely. Alright, Annie says R, S, L, and TH. She's got all the big ones up there. Those are the ones that are hard for Annie's students to generalize for sure. I think we all struggle with those.

**Carissa:** Especially when they have L and R.

**Carrie:** YES. Yeah and then you try to throw in a word like world, that’s got both of them and you’re just...it’s gone, totally gone. Alright, if you are watching with us live and you have any questions as we go along, please feel free to add those into the comments and we'll answer those as we go. Alright, so we talked about reminders on the desk. Our 2nd point for ...our 2nd tip for articulation carry over is incentives for homework. Tell me about that Carissa.

**Carissa:** So when I was in the school setting I used like a money system, instead of just prizes. So, every time they brought in a signed homework packet with their parents initials on it, I would give them a dollar, a fake dollar, and once they had 10 or 20, they had different things that they could save up for. So, it was motivating for them and these were things like they could pick the game, I would write a nice note home to their mom or dad, to their teacher. I'm not a big prize box person, um just because my kids started kind of demanding it and I didn't want them to think that it was always going to happen. Like it was supposed to be a special thing. So, I started doing things that were, picking the games, sitting in my comfy chair, using a pen instead of a pencil. Those kinds of things. And they really loved it. I saw an increase of people bringing back their signed homework sheets. And then if they’re doing it at home, I see way more progress, then if they’re just coming to see me. And then the same thing now in the clinic setting, I only see them once a week. So most of the time and so they have to be doing stuff at home if they want it to carry over more quickly too. So, it definitely helps increase their intelligibility, at home too.

**Carrie:** Yeah, absolutely. When I was working in the schools, I was working in a preschool and we had peers that were specifically there to help the students with special needs and so we would say you could bring a friend and have one of the peers come to speech and that was a very popular reward.

**Carissa:** Yeah

**Carrie:** That was nice to be able to do. Alright so we've talked about reminders on the desk and incentives for homework. Let’s talk about changing the scenery. How can that help increase articulation carry over?

**Carissa:** So some of these times I think we're stuck in our bubble. We just like our room, it’s comfortable to us, and we don't like getting outside of our comfort zone. Well I have this one girl, we'll call her Sara, she...R's was her sound, those pesky little R's. It was really hard for her to...I would walk down the halls and hear her talking to her friends or pop into her classroom, not even to see her but to talk to the teacher, and it would just disappear as soon as we got out of the speech room. And so, I decided that we would start walking the hallways talking about what we saw in the hallway, if it was nice out. I got permission to go outside on the playground or meet in a different classroom or meet in the library or something so that she started to learn it's not just this physical space. But I have to produce the R around the school. I think sometimes the kids think that you only live in that little room.

**Carrie:** Absolutely!

**Carissa:** They don't think that you walk around the school. You know and that I would pop in here and there. I would have them go talk to the counselor. Sometimes we would tell stories to work on carry over and I would say "ok you're going to go tell the counselor, the principal, the secretary, somebody, you're going to tell somebody else"...just getting out of that speech room.

**Carrie:**  Yeah, that's great. I like the idea of just walking down the hall. I mean it doesn't even have to be that you plan some big event, you just get out of your room. I think that can definitely help to have a change in scenery. Ok if you're watching with us live on Facebook, you are eligible to enter our giveaways today. We're doing three and we're doing those in just a couple minutes. So, hang tight, we've got 2 more tips for ya. The next one is having the students give instructions or having them read to the group. Tell me how you use that to improve articulation carry-over.

**Carissa:** So a lot of times I would have mixed groups. Right. I think that’s pretty common in most. So sometimes I would have language groups when they would be working on following directions or answering comprehension questions, those kinds of things. But I also had this kid over here who is working on R just because of timing. Ideally, I don't do that, but sometimes you can’t help it.

**Carrie:** It happens.

**Carissa:** And so I would have them give the instructions. Like I would preface um you know by saying it’s going to be, or we're going to give instructions or you're going to read the book. And then they're working on their conversation skills. They're working on their sentence level. More so than if I just have them say "say this" or have them use this in a sentence or you know. It’s more natural than me just prompting them to say a sentence with the word.

**Carrie:** Absolutely

**Carissa:** And they like being in charge.

**Carrie:** They get to be the teacher. That's fun. Annie says she loves the change in scenery idea. Yeah, me too, both of those. Ok so we're on to our last point. We've done reminders on the desk, incentives for homework, changing the scenery, having the students give instructions or read and then the last tip we're going to talk about today is collaborate. Tell us about that.

**Carissa:** I think we hear this all the time to collaborate with teachers. They're the ones that are with those kids 90% of their day most of the time. Especially those speech-only kids. So, what I learned pretty quickly is, and this goes back to the reminders on the desk and the change of scenery, I would pop in to talk to their teacher about something not related. I would give them a piece of paper and I would hear them talking or see them hear them reading and I would be like "hay" I know you can do this, you need to do this. So then and then the teachers wanted to know more and so I did an in-service with them. Kind of went through the sounds, taught them basic ques that they can do, like stick your tongue out. You know for those kids, taught them basic ques and said let me know how they're doing. You know if I need to come into the classroom more and do therapy in here to help work on those, let me know. I don't know those things unless you tell me. Because I'm in my bubble all day long. So, I was sort of popping in randomly with some teachers that would be ok with it. If I had you know during my plan period or had a 10-min break between sessions or something if I had time to do it that day I would kind of just pop in and check in with them. And also, collaborate with teachers. Talk to them before or after school you know during lunch to say hey how’s this student doing. That kind of thing.

**Carrie:** Yeah. We have a question from Sue. She’s asking how to explain to teachers and parents how to support the child without nagging them. Do you have any tips on that for collaboration?

**Carissa:** Yeah, I actually, this just came up with a kid recently about that. Because the child has lower self-esteem anyway and is working through some of those other issues. So, what I told the teachers and the parents with this was just correct sometimes but if it's getting to the point or if they're having a low kind of self-esteem day, you want to correct them but don't push them. But if you think they’re in a good spot that day in terms of self-esteem, then encourage them more. But not every single sentence and not. Um, maybe like once, I don't know. You decide per child. But that's what I've had to do and tell the parents. I've also had to tell the parents to have a dedicated time. Maybe that's while you’re driving to and from school. Maybe that’s when you’re at the store. Really have them focus for those carry overs.

**Carrie:** Yeah, one of the things I’ve done too with teachers is have them have a check in time. So instead of telling the teacher, you need to focus on this all day long, just saying ok I want you to check in with him once right before you go to lunch and once right before time to get backpacks. And have, give them some sort of little check list where it’s super easy. Like I've done smiley faces vs frowney faces and you have the teacher sit down with the child and say "How to you think those R's are going today?" "Have we been having a good R day or a bad R day" Then we just circle and we say ok what can we do to improve and you just kind of touch base, have the teacher touch base with the student. And that way it brings it to the front of their mind but they’re not nagging all day long. It's just like a single check in point.

**Carissa:** That's a really good idea. I like that.

**Carrie:** So that's what we got for that. If you guys have other questions, go ahead and type those in because we're still taking questions. But we're going to move on to resources and giveaways. So, hang with us if you’re on Facebook live. You can get a chance to win one of the 3 giveaways today. So, Carissa, tell us about your favorite resources for helping with articulation carry over. What do you got to share with us today?

**Carissa:** So the one things I mentioned were these posters already. Um they have word lists on the back. So just because I'm horrible with coming up with words at the top of my head, this is my way of having words in front of me. But I have kids you know, these go on the desk like I mentioned earlier. I have kids walk around with them. I work at a clinic so I don’t sit down a lot of time. We're playing on the trampoline. We're playing on a whole bunch of different equipment, which is awesome. But I have them carry it around and they get to choose and sometimes I'll have them incorporate those words into their conversations. Another one I like and I don't have it printed, but is this activity from Lauren LaCour at busy bee speech. Specifically, for carry over activity. It's available on her Teachers Pay Teachers store.

**Carrie:** Perfect.

**Carissa:** There's also some great ideas on Teachers Pay Teachers as well and of course Pinterest or Google...hahah Pinterest...for articulation carry over. There's a whole bunch. I mean those are, I'm bias. I sell on Teachers Pay Teachers, but here are some fabulous resources from SLP's out there.

**Carrie:** Ok, so I've got a couple comments here. Kelly says "I have those and they are quick and easy to use" I'm not sure which ones she's referring too. I bet the flash cards, or the posters that you were showing though. And Mayda is asking where to get them and so where can people get your posters, we'll start there?

**Carissa:** Sure. So, if you go to [teacherspayteachers.com](https://www.teacherspayteachers.com/) there’s a search bar and you can just type in my name, Carissa Speelman. If that doesn't work, you can type in speech sound posters by letter on the search bar.

**Carrie:** Ok. And we will put the link in the comment section of this Facebook post once we finish up here so we'll go in and add all the links so you guys can have those. But we're going to give away one of those right? That's one of your giveaways?

**Carissa:** Yes

**Carrie:** Ok, hang tight, we're going to give one away and you might get one free. And what is the other giveaway you're doing today?

**Carissa:** The other giveaway is my evidence based practice binder. This is my best seller in my store. Now I have mine printed out, you can see.

**Carrie:** Ha-ha, that's big.

**Carissa:** The copy that you would be receiving would be a digital copy and you can print it out yourself. But it's my best seller. It's got every category related to school aged. It goes through a whole bunch of research and some notes about it. So, if you’re kind of stuck and need a new place to start or if you’re sitting in a meeting and they’re questioning why you are doing what you are doing, you can pull this out and say look, here's the evidence, this is why I'm doing what I'm doing.

**Carrie:** That is Fantastic! I may have to get one of those. I didn't even know you had that! Ha-ha. Alright so those are two giveaways. We're also doing a giveaway for two free months in my membership site which is the speech therapy solution. If you're not familiar with that, that is my membership site just for speech language pathologists. We do weekly Q&A calls and a monthly webinar. So, you get lots of extra training. Plus, there is a library of training videos on different topics and a library of print and go therapy materials and you get access to the Facebook group where we are answering questions every day. So, lots of support for you if you want to make your job a little less stressful. And you can check that out at speechandlanguagekids.com/join. Ok so we have those three giveaways. The first person who answers the questions that I'm about to ask, the first person will get the posters for the sounds. The second person will get the evidence based practice binder and the third person will get the two free months in my membership. Ok are you guys ready? Get ready...ha-ha. Ok so here's the questions.... What is your favorite carry over tip? So, the first 3 people to type in a carryover tip will win the 3 giveaways. And there is always a delay so we're going to just let the suspense build...hahaha...see who’s the first one in. I don't want to take my eyes off the screen cause then I'll miss it. Here we go ok. Heather says desk reminders. Amanda says change the setting and Annie says change the scene. Ok, so there we go. Let’s see, Heather you are going to get the posters, the sound posters. Amanda, you're going to get the evidence based practice binder. And Carissa how do you want those people to contact you?

**Carissa:** If you can send me a message on my Facebook page with your email address. So, if you go to home sweet speech room in the search bar it should pull up my Facebook page and there should be an option to message me. Just shoot me a message with your email and I'll send it over.

**Carrie:** Perfect. And let’s see...Annie you got the membership. So, Annie, go ahead and email me at Carrie@speechandlanguagekids.com and we'll get you set up with your 2 months membership. We had a bunch of people chiming in, wonderful. Thank you, guys. Let’s see...Jessica says "I like brag tags for the teachers to implement sounds". Ooh that’s a fun one too. I was looking for ones that we hadn’t...ok cool. Perfect. Alright, well we hope that that helped you with your articulation carry over cases. If you need help with more of your students and your cases, head on over to SpeechandLanguagesKids.com/join and finding out more about my speech therapy solution and joining my membership. And Carissa where can people find out more about you?

**Carissa:** So you can find me at Facebook at home sweet speech room. I also blog over at Homesweetspeechroom.blogspot.com. So, those are the two main places. I'm also on Instagram, home sweet speech room.

**Carrie:** And your Teachers Pay Teachers store, right?

**Carissa:** It's under my name Carissa Speelman

**Carrie:** Ok so [teacherspayteachers.com](https://www.teacherspayteachers.com/) search for Carissa Speelman and you'll find all of her resources there so. Wonderful, well thank you so much for joining us Carissa.

**Carissa:** Thanks for having me.

**Carrie:** Absolutely. And thank you guys for joining us today. Next week Susan Berkowitz to talk about AAC. So, join us Monday afternoon next week and we'll be doing some AAC talk. Or if you're watching this recording on the website, on YouTube or on the podcast, you can just head on over next Monday afternoon and see what we got going on. Alright thanks everybody, we'll see you later, bye bye.

***Thank you for joining us today on The Speech Show. We hope today’s tips have helped you feel a little less stressed and a little more confident about your work. If you’re looking for more stress busters and confidence boosters, we’d love to have you join us in The Speech Therapy Solution, where you’ll get access to a huge library of premium training videos and another library of print and go therapy materials. You can also get help with your tough cases by Carrie on the weekly Q&A calls, or by posting in the exclusive Facebook group. Plus, group members can join us for a monthly webinar that can be used for a continuing education credit. Head on over to SpeechandLanguageKids.com/join to check out all the amazing benefits of the speech therapy solution membership. Bye for now.***