

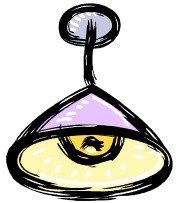

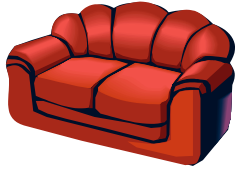



THE FIXED-UP-ONE ROUTINE FOR GLIDING OF //

<p>lock</p> 	<p>lick</p> 
<p>Say to your child, "Listen to this. If I accidentally said 'wok' when I wanted to say 'lock' it wouldn't sound right. I would have to fix it up and say 'lock' wouldn't I? Did you hear that fixed-up-one? I said 'wok' then I fixed it up and said 'lock'".</p>	<p>"If I said 'wick' instead of 'lick' I would have to do a fixed-up-one again. I would have to think to myself not 'wick' its 'lick'. Did you hear that fixed-up-one?"</p>
<p>light</p> 	<p>lunch</p> 
<p>"Would I have to do a fixed-up-one if I said 'white' for this one?"</p>	<p>"Listen to this. If I said 'WUNCH' it wouldn't sound right. I would have to fix it up and say 'lunch'".</p>
<p>lounge</p> 	<p>ladybird</p> 
<p>"If I said 'wounge' instead of 'lounge' what would I need to do? I'd have to ..." [fix it up].</p>	<p>"What if I said, 'WADYBIRD?"</p>
<p>At home this week, introduce the idea of a "fixed-up-one", or the process of noticing speech mistakes and then saying the word(s) again more clearly, specifically in relation to replacing "l" with "w" at the beginnings of words. Go through the routine above 2 or 3 times, and talk about fixed-up-ones in general. PRAISE unprompted, spontaneous self-corrections.</p>	

Find more information and resources at <http://www.speech-language-therapy.com/tx-self-corrections.html>