



META-PHONOLOGICAL APPROACH

Phase 1

- Teach the child about the features (place, manner, voicing) of a target sound in child-friendly terms (long vs. short sounds)
- Contrast sounds to teach the child how that can change the meaning (tea vs. key).



Phase 2

- Carryover knowledge to communicative contexts
- Focus on the use of minimal pairs
- Provide feedback on the use of target words
- If the child uses the word correctly, acknowledge that they used the sound correctly
 - "I heard you use your growling sound"
- If the child uses the incorrect sound, give them indirect feedback
 - "That was buzzy sound, should it have been a quiet sound?"