

# All About Articulation



**Children's Allied Health Services**

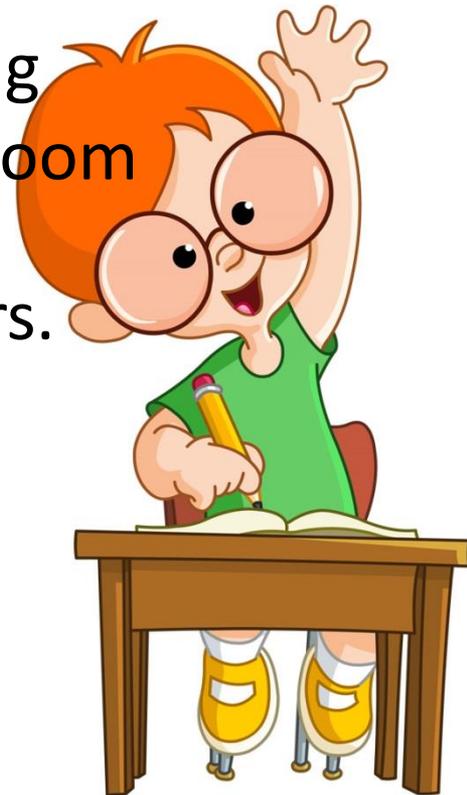
# What is Articulation?

- Articulation is how we physically produce sounds.
- The words 'articulation' and 'speech' are interchangeable.



# Why is Speech Important?

- **If a child has difficulty with speech sounds, he/she might**
  - spell words like he/she speaks them.
  - have difficulty with reading and spelling
  - not feel comfortable speaking in classroom discussions.
  - not be understood by peers or teachers.



# Speech Sound Development

- Is a lengthy process
- Sounds typically develop in a sequence.
  - At 2 years of age, a child typically has very few adult sounds.
  - By 6 years, they should have most of the adult sounds and should be understood most of the time.

# SLP's role - Creating Goals

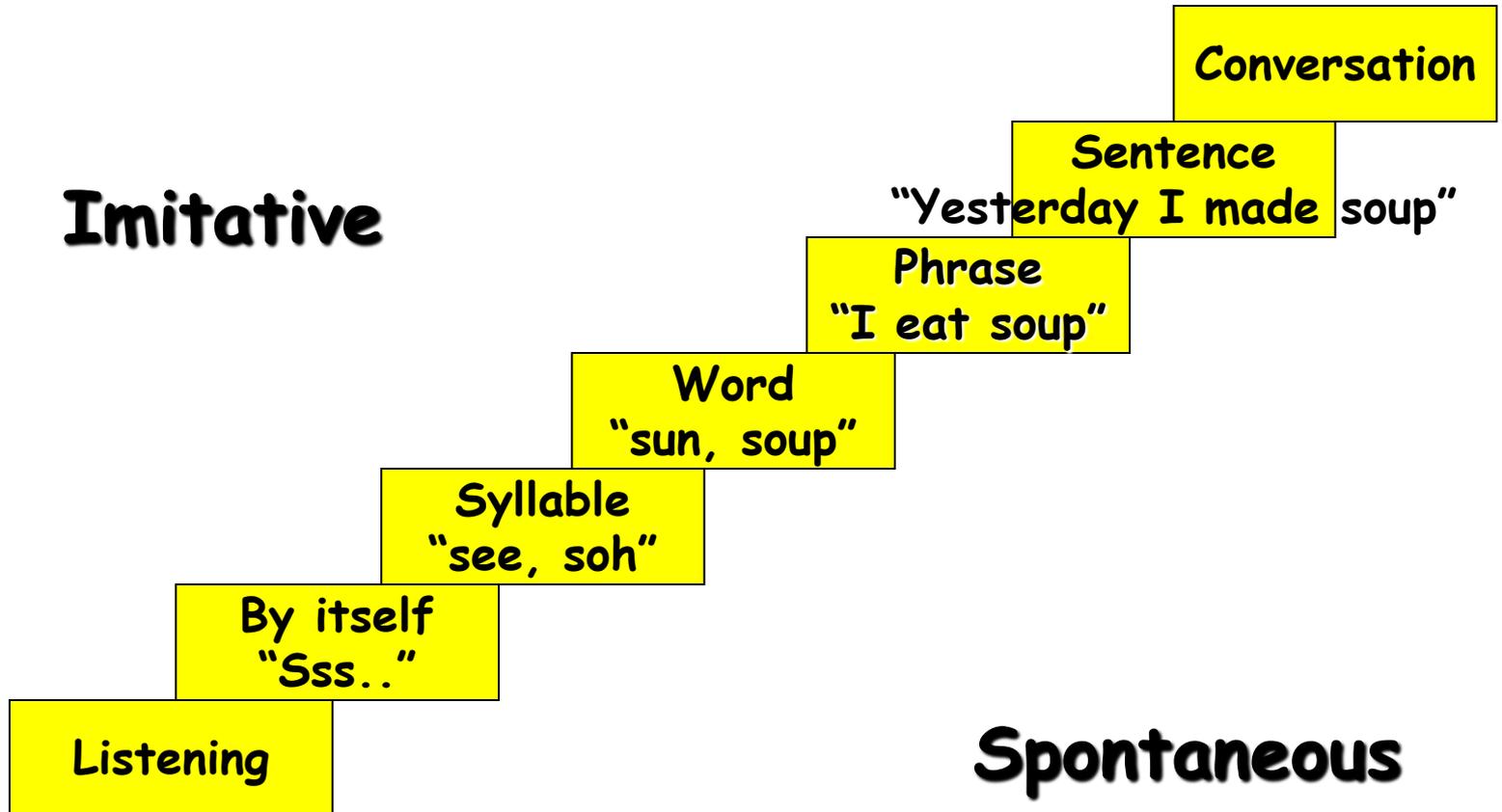
SLP's use the following information to create goals;

- developmental sequence, the number of sound errors, where in the word the errors are and how easily the child can make the sound

# Sound 'Hierarchy'

- In speech sessions, children will work on sounds following a sound hierarchy:
  - Begins with the identification of the sound (auditory discrimination)
  - Ends with the production of the sound in all positions of words in conversation

# Sound Hierarchy



# Talking about the target sound and cues

- Refer to the target sound by the sound it makes and not the letter name
  - Ex. /Ssssss/ versus “S”
- Refer to the target by the sound it makes without adding a vowel to it
  - Ex. /Llllllll/ versus “La”
- Use analogies for cueing
  - ✓ name given to the sound to help the child remember what sound to say



## ANALOGIES FOR CUEING



/k/ - coughing sound

/f/ - angry cat sound, firecracker sound

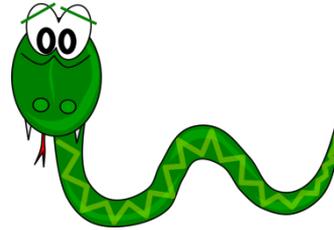


/l/ - lollipop sound, singing sound, la, la, sound

/r/ - car sound, growling dog/bear sound



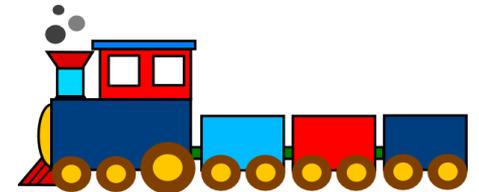
/s/ - snake sound



/sh/ - quiet sound



/ch/ - train sound, choo, choo sound



/th/- tongue sandwich sound

# Ways to Support Speech in the Classroom



- Keep your speech slow and clear.
- Emphasize the sound in your speech – say it slightly **louder** and **loooooonger**
  - Ex. “Ssshhow me \_\_\_\_\_.”
- Repeat back the parts of the student’s message that you understood

# More Strategies...

- When you understand what the child said, repeat it back to him/her emphasizing the target sound:

**Child:** Look, the tar go fast!

**Adult:** Wow, the car does go fast!

- Try not to pretend to understand if you really don't understand - use a communication repair strategy.

# Communication Repair Strategies

- What to say when we don't understand:
  - ✓ "I understood the part about \_\_\_\_\_"
  - ✓ "Can you tell me more about \_\_\_\_\_"
  - ✓ "Can you say that again differently?"
  - ✓ "Could you please say that again more slowly?"
  - ✓ "Is this like anything else we've learned?"
  - ✓ "Can you show me what you are talking about?"



- If you have a student who is able to make a sound correctly...

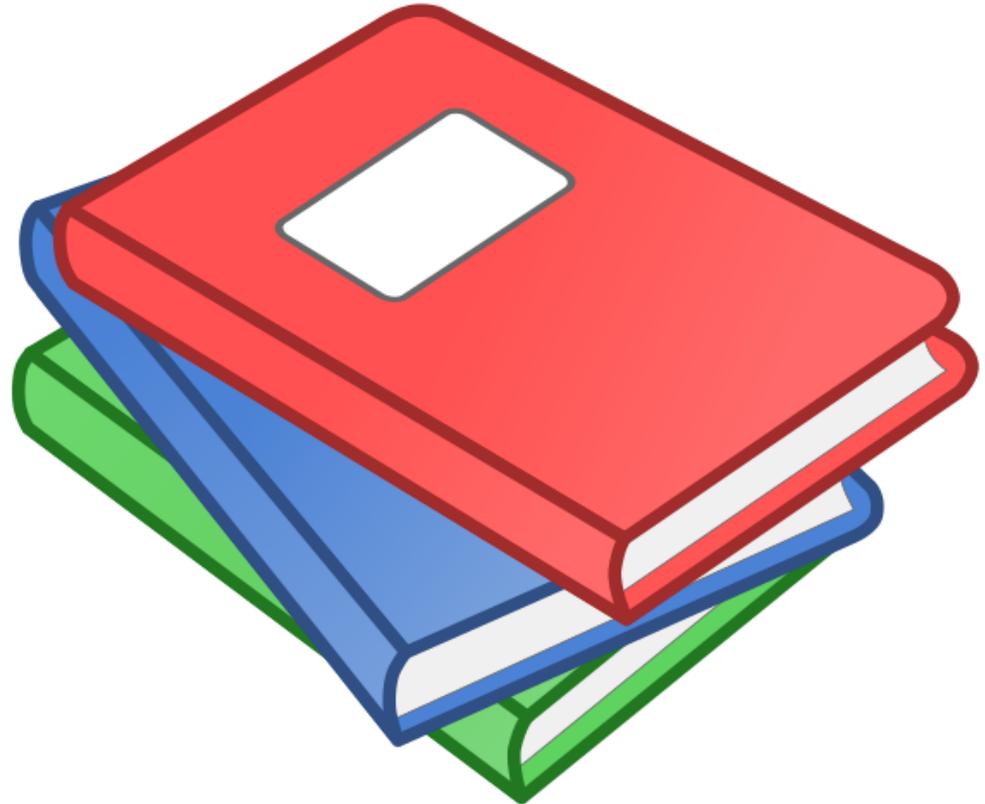


# More ideas...

- Tape the letter the sound child is working on, on their desk. Point to the letter throughout the day as a reminder to the child
- Give me “5” – think of and say 5 words with sound in them
- Choose a word of the day
- Secret signal – come up with a secret sign with the child to give when you are going to remind him/her of the sound

# Books

- Reading times are excellent opportunities to focus on speech.



# Books – Listening for the Sound

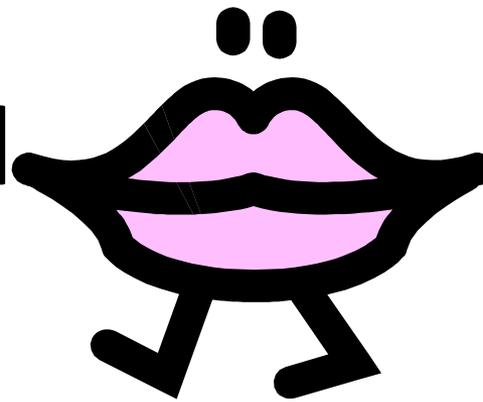


- Emphasize the sound when you're reading - say it **LOUDER** and slightly **looonger**.
- Always talk about the sound not the letter.
  - Ex. We are going to listen for your Ssssss.. sound in this book
- Say a sound in a word incorrectly and ask the child how it sounds. (ie: 'Pive Little Pumpkins', does that sound right?)
- Have students raise their hand every time they hear the target sound.

- If you have a student who is able to make a sound correctly...



# Books – Saying the Sound



- Stop at a word with the sound and have them say it after you
- Point out pictures in the book that have the child's sound and have them say the word after you
- Make a list of pictures/words they find that have their sound in them

- If you have further questions/comments please feel free to contact your school's Speech Language Pathologist.