

HOME PROGRAM FOR ARTICULATION DEVELOPMENT

The following outline is a step-by-step procedure for correcting minor articulation errors at home. You will be working on one sound (the target sound). Every child will vary in the amount of time required to complete each step. The amount of time varies from child to child, with the age of the child, and according to the amount of interest on the part of the child and parent.

Things to Remember

- set up a timetable for speech practice and stick to it;
- practice at least four times a week;
- keep sessions short (10 – 15 minutes);
- provide your child with many good examples of the target sound;
- give your child feedback and encouragement;
- work only on those words your child can say well;
- make speech practice fun;
- if you have any questions, contact your Speech-Language Pathologist.

The Programme

Steps one to four below focus on production of the target sound in initial position (e.g.: at the beginning of words). This position tends to be the easiest place to start for most children. At this stage, don't worry if you hear mistakes at the end or in the middle of words. Also, if your child has more than one error sound, focus only on the target sound.

Make sure you complete each step adequately before going to the next. A good rule of thumb is: if your child is having difficulty at any given step, you've moved on too quickly and should go back to the previous step.

Step 1: Consonant-Vowel Combinations (syllables)

The first step is to teach the target sound followed by a vowel. Fill in the consonant you are working on:

_____o	_____i
_____ay	_____oo
_____ee	_____ah

When your child can successfully imitate consonant-vowel sequences, go on to the next step.

Step 2: Single Words

Work on words beginning with the target sound. Work only on those words your child can say easily. Try to avoid words with multiple productions of the sounds, e.g.: “sausages”, “llollipop”. You can use activities and games to make practice time more interesting (see games hand out).

Step 3: Short Phrases

Continue to use the words from Step 2 but now insert them into a short phrase. For example:

- name different types of soup: tomato soup, chicken soup (s sound)
- describe pictures using short, repetitive sentences: I see a goose, I see a girl (g sound)

At first, phrases should contain only one example of the target sound. As your child improves, try using more examples, e.g.: I like lions, I like letters (l sound). Then try longer phrases and sentences. You might help your child make up sentences using words he/she has worked on, e.g.: The shiny shoe is in the shop (sh sound).

When your child is able to say words beginning with the target sound in short phrases and sentences, accurately and at a comfortable speaking rate, you are ready to go on to the next step.

Step 4. Carry-over

The objective now is to have the child use words with the target sound correctly during short time periods, (ten minutes). At this stage, you probably will not be using the same type of activities as in Steps 1 – 3, but should be working on speech in a variety of everyday situations. For example, read a book or watch a TV program together and then talk about it. Discuss the happenings of the day. Remind your child to use good speech and encourage self-correction.

Your child may need to practise the target sound in other positions before acquiring it in conversational speech. Work on the sound at the end and then in the middle of words, following the same steps as described above.

If your child continues to have difficulties, further consultation with the speech pathologist is recommended.