

ARTICULATION

AT HOME

UNIVERSAL SUGGESTIONS

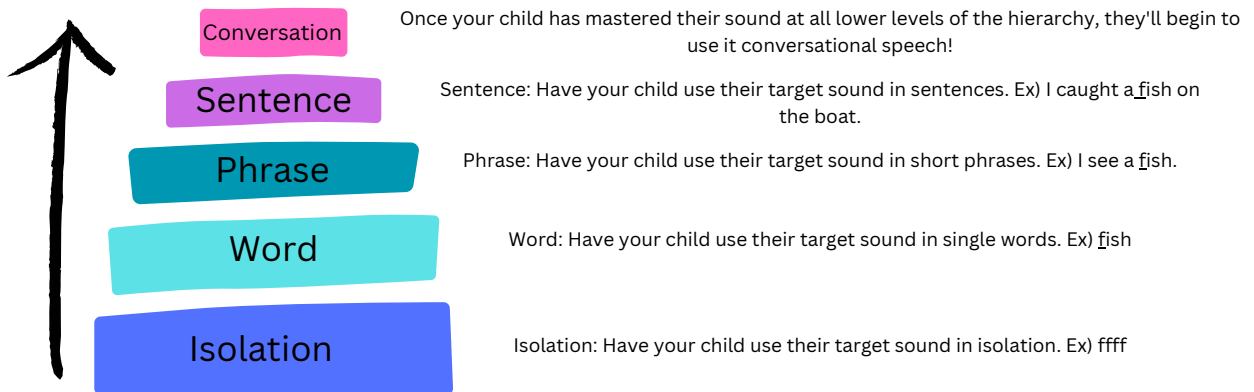
- **Be a good speech model.** Pronounce your words clearly and correctly for your child to imitate.
- Try to **look at your child when you are talking.** This allows your child to watch your face, tongue, and lip movements.
- **Reduce your rate** of speech to allow your child a better opportunity to correct their own speech.
- **Provide conversational recasts.** If you hear your child make a sound error (i.e., they said “wed” for “red”), provide a correct model of the word immediately after the child finishes their phrase. This is not a correction, but rather an extra model that allows the conversation to keep flowing. Ex)
 - Child: I want the wed one.
 - Adult: Red. (Pause) What are you going to draw?
- **Emphasize the target sound** when speaking with your child (making it louder and longer). Ex) “I llllove candy.”
- **Read books** that are loaded with your child’s target sound. This gives your child the opportunity to hear more correct models of the sound. Visit the following site for a comprehensive list of books: <https://guides.lib.uni.edu/c.php?g=808846&p=5773408>
- **Set up “speech practice times”** during the week where you practice and correct your child’s speech sounds.

SPEECH HIERARCHY

Speech sounds are learned and practiced in a hierarchy from isolation to conversation. When learning speech sounds, children start at the bottom of the hierarchy and work their way up step by step.

Start at the isolation level and work your way up the hierarchy as your child is successful. Aim for errorless learning during practice! You don’t want to spend time practicing an error. Stay at the practice level your child is successful at (producing the target sound with 80% or higher accuracy) before moving to the next level on the hierarchy.

See the practice hierarchy below:



WHAT IF MY CHILD CAN'T SAY THEIR SOUND IN ISOLATION

If your child cannot say the target sound, try the following:

- Provide a model while your child watches your mouth
- Explain what your child needs to do with their lips/tongue/teeth to make the sound
- Use the instructions found at:
<https://www.region10.org/r10website/assets/File/Eliciting%20speech%20sounds.pdf>
- Use the video links below to learn how to say the following sounds:

Sound	Example	Link
p	<u>p</u> ot	https://www.youtube.com/watch?v=9iKm3J7LZgo
b	<u>b</u> at	https://www.youtube.com/watch?v=6lvsf4ZwlAU
w	<u>w</u> in	https://www.youtube.com/watch?v=RwF_2tzt4
m	<u>m</u> e	https://www.youtube.com/watch?v=BrxBrbPaW_E
n	<u>n</u> o	https://www.youtube.com/watch?v=5NPQKMSbVt8
t	<u>t</u> op	https://www.youtube.com/watch?v=6wDBQZ68VH0
d	<u>d</u> ay	https://www.youtube.com/watch?v=NJpAA-vn8R0
f	<u>f</u> an	https://www.youtube.com/watch?v=0VFJLEymCC8

v	<u>v</u> an	https://www.youtube.com/watch?v=yYTCxpA-GWQ
k	<u>c</u> at, <u>k</u> ite	https://www.youtube.com/watch?v=eEfWUDUjX-1I
g	<u>g</u> o	https://www.youtube.com/watch?v=IHtCHUITsTA
s	<u>s</u> un	https://www.youtube.com/watch?v=_K_-9P3aKsE
z	<u>z</u> oo	https://www.youtube.com/watch?v=1tfDIQCYOkc
l	<u>l</u> ip	https://www.youtube.com/watch?v=MmdNEn5P5-0
sh	<u>sh</u> op	https://www.youtube.com/watch?v=ZM_eLOVlIA8
ch	<u>ch</u> ip	https://www.youtube.com/watch?v=wTdQzljjsf0
j	<u>j</u> am	https://www.youtube.com/watch?v=lRdSQRMWb4Y
r	<u>r</u> ed	https://www.youtube.com/watch?v=PDKWscOgl7U&t=22s https://www.youtube.com/watch?v=5F-qKn_x59I&t=2s
th	<u>th</u> ink	https://www.youtube.com/watch?v=SVOnAl8ktKY

Check out the Peachie Speechie YouTube channel for a variety of other videos that focus on strategies you can use to help your child produce specific sounds:

<https://www.youtube.com/@PeachieSpeechie>

HOW OFTEN SHOULD MY CHILD PRACTICE?

- Practice daily for 5-10 minutes
- Choose one sound to work on at a time at the appropriate practice level (see practice hierarchy)
- Make practice fun and motivating!

MAKING SPEECH PRACTICE FUN

Below is a list of fun activities that can be paired with speech sound flashcards. Go to the following links and select your child's target sound to download and print flashcards:

- <https://heatherspeechtherapy.com/free-worksheets/>
- https://mommyspeechtherapy.com/?page_id=55

Pick and choose activities that you think will be most interesting for your child.

- Matching/Memory Game: Use two sets of the same flash cards and place them face down on the table. Take turns trying to find the ones that match by turning two go again, or for a challenge, say “I found two ___s!”
- Flashlight Search: Hide the flash cards around the room and then turn out the lights. Have your child look for them with a flashlight. Have your child say the targets on the flash cards that they find as they go. For a challenge, say “I found a ___!”
- Go Fishing: Put paperclips on the flash cards and ‘go fishing’ with a magnet on a string (the magnet will stick to the paperclip). Have your child say what flash cards they catch. For a challenge, say “I got a ___!”
- I Spy: Stick the flash cards around the room. Use a toilet paper roll or paper towel roll as binoculars and look for the flash cards. Have your child say what flash cards they “spy” as they go. For a challenge, say “I spy a ___!”
- Bean Bag Toss: Lie the flash cards face down on the floor. Stand back and toss a bean bag onto the cards. Name the flash card that the bean bag lands on. For a variation of this, set a few cards out on the table and toss a coin onto the cards and identify the card that the coin lands on. For a challenge, say “It’s a ___!”
- Read-‘n’-Seek: Hide the flash cards in a picture book or match their flashcard picture to the same item in a picture in the book. This could be a lot of fun with the ‘I Spy’ books or other search and find series. Turn each page and have your child say the name of the card when they find it, or for a challenge, try “Found a ___!”
- Puzzling: Put the flash cards under puzzle pieces. As your child puts together the puzzle, have your child say the target on the flash card before putting the piece in the puzzle. For a challenge, say “I found a ___!”
- Taking Pictures: Have your child take pictures of each flash card with a smart phone or camera and name each flash card out loud as they take the photo. For a challenge, say “I see a ___!”
- What’s Missing?: Set a few flash cards out on the table and have your child look at them. Then, remove one card while your child closes their eyes. Have them try to guess which flash card has been taken away. For a challenge, have them guess using “Is it the ___?”
- Bag of Cards: Put all the flash cards in a bag. Have your child close their eyes and pick one out of the bag then name it. For a challenge, say “I got a ___!”
- Hints: Pick one flash card off of the pile, face down. Take turns giving hints about what the flash card is while the other partner tries to guess using the name or for a challenge, asking “Is it a ___?”
- Obstacle course: Place the flash cards on the floor. Tell your child how to move from card to card. Your child can then hop/roll/stretch/run from card to card, saying each target as they move to it. For a challenge, have them direct you to “Hop to the ___!”
- Picture Toss: Draw a circle on paper or on the sidewalk with chalk or use a hula hoop and toss flash cards into the circle as you name them. Or, use a box or basket and throw the cards in there as you say the word. For a challenge, try “I’m throwing the ___!”
- Board Games: Play a game together and everyone must take a flash card and identify it before they can take a turn. For a challenge, say “Mine is a ___!”

- Collecting tokens: Put a penny, small toy, sticker or a candy/cracker on each flash card as you name them. Then say the targets on the flash cards again and collect the objects back in a bowl to keep. For a challenge, say “I got a ___!”
- Jewellery: Make a necklace by stringing a bead each time you say the target on the flash card (or link paperclips together each time to make a “chain”). For a challenge, try “It’s a ___!”
- Ball Roll: Have your child roll a ball onto their target cards and name the ones that the ball lands on. For a challenge, try rolling over multiple cards and say “I got a __, __, and ___!”
- Spinner: Make a game board with the flash cards lined up in a few rows. Use any item as a game piece to move around the board. Have your child roll a die and move the number of spaces, either saying each target they pass as they move or saying the target that they land on. For a challenge, try “I landed on a ___!”
- Scavenger Hunt: Hide the flash cards around the house. Make a list of the flash cards and check off the cards on the list as they find them. When your child finds a card, have your child say the target on the card. For a challenge, try “We found a ___!”

Have fun!