

# ARTICULATION

## for teachers

### UNIVERSAL SUGGESTIONS

- **Be a good speech model.** Pronounce your words clearly and correctly for the student to imitate.
- Try to **look at the student when talking.** This allows the student to watch your face, tongue, and lip movements.
- **Reduce your rate** of speech to allow the student a better opportunity to correct their own speech.
- **Provide conversational recasts.** If you hear the student 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 the student (making it louder and longer).  
Ex) “I llllllove candy.”
- **Encourage exposure and attention by:**
  - Using the “Teacher script” sound description pages to model and describe how a sound is made when discussing letter-sound correspondence during literacy activities.
  - Highlighting books and activities that are loaded with the student’s target sound. This gives the student the opportunity to hear more correct models of the sound and practice producing it themselves. Visit the following site for a comprehensive list of books: <https://guides.lib.uni.edu/c.php?g=808846&p=5773408>
  - Brainstorm a list of 5-10 curriculum related words that include the student’s target sound. Remember that these words can be nouns, verbs, or adjectives! Have the student practice their word list when the student is done work early, as soon as they get inside from recess, before they go to music class, etc.
  - Have the student underline or highlight their target sound/letters in words lists or reading passages before attempting to read or spell them in class.
- Remember to **model the speech sound, not the letter name**, when discussing sound production. Ex) “That has the ‘sssss’ sound.” vs. “Use the ‘es’ sound.”

- **Encourage the student to hear to hear the difference** between their production and an accurate production by providing options between the two. Ex) “Did you mean wabbit or rabbit?”
- **Provide positive and/or corrective feedback** in response to sound production. When you hear the student use a sound correctly, provide positive feedback like “Great ‘sss’ sound, you kept your tongue behind your teeth!”. When you hear the student use a sound incorrectly, try providing positive, but corrective feedback. Ex) “Good try. Try it like this. Sssun.”; “Almost there! Try it with your tongue behind your teeth like this. Sssun.”
- **Be realistic about your expectations.** Speech sounds are learned and practiced in a production hierarchy from isolation (i.e., “ssss”) to conversation (i.e., “The sun was out and it was so hot I thought we were going to pass out.”). When learning speech sounds, children start at the bottom of the hierarchy and work their way up step by step. It may take your student a long time and a lot of effort to improve their speech sounds. Be patient and work with your school’s SBRS Speech team to assist them in their development!

