**Articulation Disorders**

Articulation and phonological disorders affect a child's ability to produce sounds correctly. Children acquire various speech sounds by certain ages. If your child has not mastered certain speech sounds by a particular age, speech therapy services may be recommended. Articulation disorders can affect your students phonemic awareness, reading and spelling skills to name a few. Typically, your child will need to master their sounds in the following order:

**Isolation or the sound all by itself:**

When practicing in isolation, you are saying the sounds by themselves. Be sure the sound is crisp and clear with each practice and give your child feedback on if the sound was correct and if not how to improve the production of the sound, such as where to place the tongue, lips and teeth.

**Syllables:**

Pairing the sound with various vowels either after, before, or between the target sound. (Ex. s-o, o-s, o-s-o). Be sure to target both long and short vowel sounds. If you child misarticulates the the sound, then give specific feedback as you did in the isolation stage.

**Words (beginning, middle, and ends of words):**Say the sound in words from the targeted word list. Typically we start with sounds at the beginning of words and then move words ending with the target sound and finally to words with the sound in the middle.

Phrases:

Pick a phrase to practice words (i.e. "I see" -----) Again, we start with sounds at the beginning of words and then move words ending with the target sound and finally to words with the sound in the middle.

**Sentence:**

When practicing at the sentence level, use words from the word list and have your child make up a sentence using the word. Again, we start with sounds at the beginning of words and then move words ending with the target sound and finally to words with the sound in the middle.

**Reading:** You can use any reading material such as a library book, reading book, or any subject book and have your child read using their good sound. If they are struggling with this, have them find the words with their sound in it in each paragraph before reading it aloud.

**Homework Ideas:** Practice your target sounds "the new way" during reading activities each night for a few minutes. You will need to read out loud. An adult might need to remind you when you are doing your sound the "NEW WAY" versus the "OLD WAY". It can be helpful to skim your reading and use a highlighter to mark all of the words that have your sound before you read.

 Read a story with your parents and:

-retell it to your parents using all of your words

-stop in the middle and try to make up your own ending

-write down any new words that you find and learn the definition, synonym, or antonym of those words.

-identify and talk about the meaning of figurative (or non-literal) language as it comes up in your reading

**Structured/spontaneous conversation:** Here the target practicing the sound with your child is not necessarily thinking specifically about it. Give prompts such as fix it or tell me that again or don't forget you good sound, to have them fix productions in error.

You may need to adapt your child's homework pages to increase or decrease difficulty so your child can experience success. For example, it is not realistic to practice /r/ in sentences if your child cannot accurately produce this sound in syllables. Homework pages and fun activities for practice can be found on this website. Check your students folder for homework practice. Don't forget to make if fun, such as practice while playing a game. Have your child practice 1-3 times before earning a turn in a game.