

PRIORITY # 1

NEEDS DESCRIPTION: Articulation

Type of Service: Individual/Small Group Instruction

Recommended Teaching and/or Intervention Strategies

- **Modelling**

Modelling is simply giving a clear example with no additional instructions, explanations or demands. When you notice a deviation from the normal pattern (e.g., using the wrong sound or omitting a sound) involving a sound pattern being worked on in therapy, repeat the word correctly yourself, once, twice or three times in the context of the conversation. For example:

Child: That's a tunny one.

Adult: Yes, a very funny one. A funny, funny one.

Remember not to distort the sound or word by overemphasising it. It is better to draw the child's attention to the word by saying it repeatedly. Don't ask the child to repeat the word back to you correctly. All you have to do is say the word clearly yourself several times, in a way the child will notice (e.g., as part of a conversation that you are both enjoying).

- **Verbal Approach**

Give the child specific verbal directions as to how to produce a sound. Tell them where to put the tongue, lips and teeth. A mirror is often helpful for this approach. Also using a tongue depressor, lollipop or peanut butter is helpful to assist in guiding placement.

Whenever possible, it is helpful if the child can watch your face while you are talking. Speak slowly and clearly using shorter sentences. Giving your child choices is a good way to provide a model and an opportunity to practice (i.e., "do you want eggs or cereal?" instead of "Do you want eggs?").