

# Speech Resource Packet

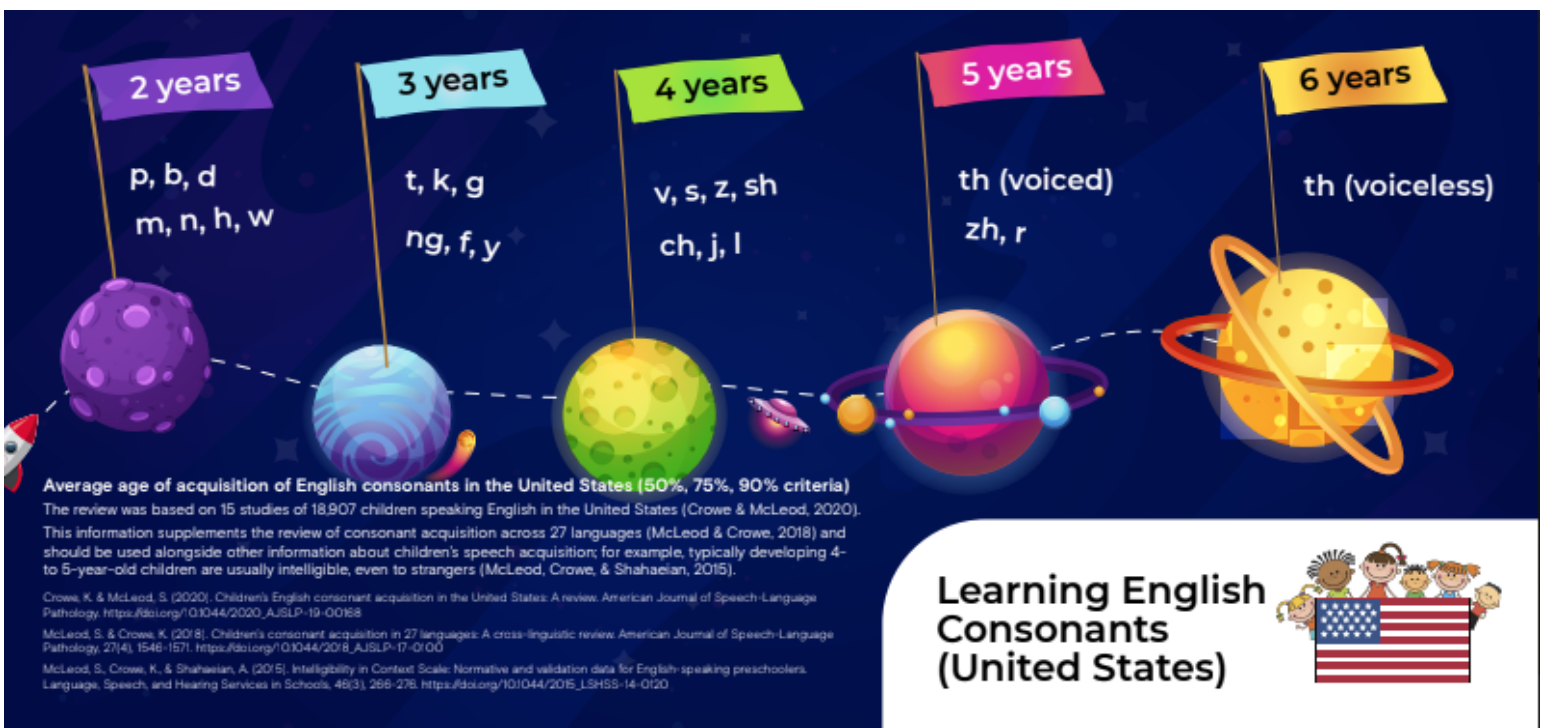
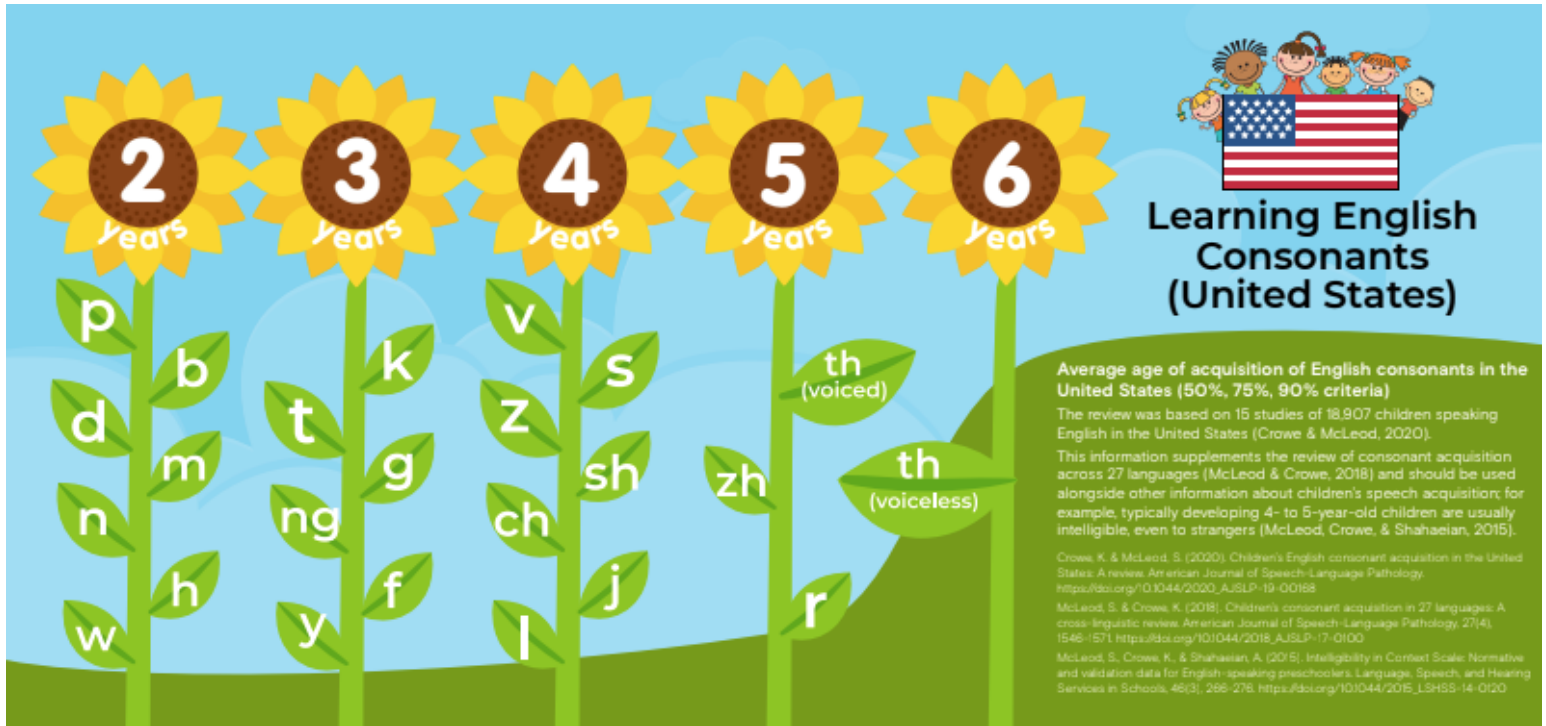


Medford Area Public School District

# Table of Contents

1. Speech Developmental Norms
2. - 6. Phonetic & Placement Cues
7. Articulation Home Practice
8. Articulation Therapy & Cues
9. Level of Practice Definitions
10. Definition of Cues
11. Helpful Resources/Websites



# Speech Developmental Norms






# Phonetic & Placement Cues








| Sounds & Name of Sounds  | Verbal Cues  | Tactile Cues   | Visual Cues Description  | Visual Cues Pictures |
|--|--|--|--|----------------------|
| Average age of acquisition of English Consonants in the United States by the age of 2 years, 11 months |  |  |  |                      |
| /p/<br>"Popping sound"   | Put your lips together and make them pop. This is a quiet sound.   | Finger to lips and then flick out when it pops, fill cheeks with air, blow out sound.  | Open and spread your fingers like you are flicking your fingers out as you say /p/. This imitates the blast of air needed. |                      |
| /b/<br>"Bouncing sound"  | Put your lips together and make them "burst". This is a loud sound so you will need to turn your voice on.                             | Finger to lips and then push out when it "bursts".   | Start with the ASL "b" near your face and push it away from you as you say /b/.  |                      |
| /d/<br>"Drumming sound"  | Tap your tongue right behind your top, front teeth. This is a loud sound so you will need to turn your voice on.                       | Finger to center of spot above upper lip, matching tongue spot behind upper teeth.   | Point your index fingers straight up. This emphasizes the need for your tongue tip to go up behind your top, front teeth.  |                      |
| /m/<br>"Yummy sound"   | Push your lips together and hum to turn your voice on for this loud sound.   | Thumb and index finger to close lips to feel vibration.<br><br>Place your finger on the side of your nose to feel the vibration. | Place index finger under nose and above lips as you say /m/. This emphasizes that airflow from the nose is needed.         |                      |
| /n/<br>"Engine sound"  | Put your tongue in the same spot as the /t/ sound. This time, you will hold your tongue in that spot while you hum/turn your voice on. | Place your finger on the side of your nose to feel the vibration.  | Place your finger on the side of your nose as you say /n/. This emphasizes airflow from the nose is needed.                |                      |

| Sound & Name of Sounds  | Verbal Cues  | Tactile Cues   | Visual Cues Description  | Visual Cues Pictures  |
|-------------------------|--|--|--|---|
| /h/<br>"Laughing sound" | Make puffs of air at the back of your mouth. You can try to pant like a dog to make this sound.                    | Open hand in front of mouth to feel wind.                          | Place your hand in front of your mouth, then move your hand away from mouth slightly. This emphasizes that continuous airflow is needed. |  |
| /w/<br>"Blowing sound"  | Start by saying "oo" like in "boo" and then slowly move the lips apart to say "uh". It should sound like "oooouh". | Your finger makes a circle in front of your lips while saying /w/. | Use your finger to circle your mouth as you say /w/. This emphasizes lip rounding is needed.   |  |






Average age of acquisition of English Consonants in the United States by the age of 3 years, 11 months

|                          |   |  |   |   |
|--------------------------|---|--|---|---|
| /k/<br>"Coughing sound"  | Open your mouth and pull the back of your tongue all the way up. Release a quick burst of air. This is a quiet sound.                                       | Place your hand on your throat.  | Touch your open hand to your throat. This emphasizes placement of /k/ is in the back of your mouth near your throat.                            |   |
| /t/<br>"Tick-tock sound" | Tap your tongue right behind your top, front teeth. This is a quiet sound.  | Finger to center of spot above upper lip, matching tongue spot behind upper teeth. | Face your palm towards yourself and flick your index finger up as you say /t/. This mimics the tongue tapping up against the top of your mouth. |  |
| /g/<br>"Gulping sound"   | Open your mouth and pull the back of your tongue all the way up. Release a quick burst of air. This is a loud sound so you will need to turn your voice on. | Place your hand on your throat. You should feel your voice turn on.                | Touch your open hand to your throat. This emphasizes placement of /k/ is in the back of your mouth near your throat.                            |  |



| Sounds & Names of Sounds  | Verbal Cues  | Tactile Cues  | Visual Cues Descriptions   | Visual Cues Pictures  |
|---|--|---|--|---|
| <p>“ng”</p> <p>“Nose sound”</p>   | <p>Start by smiling then bring your tongue up and back. This is a loud sound so you will need to turn your voice on.</p>   | <p>Use two fingers to push the corner of your lips into a smile, other hand on your throat to feel the vibration.</p>                           | <p>Start by smiling then bring your tongue up and back.</p>  |    |
| <p>/f/</p> <p>“Windy sound”</p>   | <p>Bite your bottom lip. Hold your lip there and blow the air out.</p>   | <p>Put your hand to your mouth to feel air. Hold your top lip up, if needed.</p>  | <p>Start with fingertips touching, pointing towards the mouth. Slowly open fingers and spread apart as you say /f/. This emphasizes continuous airflow needed.</p>             |    |
| <p>/y/</p> <p>“Yo-yo sound”</p>   | <p>Start by saying “ee” like in “see” and then slowly open the mouth to say “uh”. It should sound like “eeeeuuhh”.</p>   | <p>Use your “V” shaped hand to slightly pull down on your jaw, while pulling the tongue back, allowing the sound to come out of your mouth.</p> | <p>Form your hand into a “V” shape and move it forward slightly while saying “y”.</p>  |   |
| <p>Average age of acquisition of English Consonants in the United States by the age of 4 years, 11 months</p> |  |   |  |   |
| <p>/v/</p> <p>“Vacuum sound”</p>  | <p>Use the same cues as /f/ except that you will need to hum or turn your voice on.</p>  | <p>Put your hand to your mouth to feel air. Hold your top lip up, if needed.</p>  | <p>Start with index and middle fingers pointing towards your mouth, open your fingers and spread apart as you say /v/. Continuous airflow is needed.</p>                       |  |
| <p>/s/</p> <p>“Snake sound”</p>   | <p>Teeth together, smile, tongue down, and hiss like a snake. OR Put your tongue in the same place as /t/ (use the placement cues from /t/) but then blow the air out.</p> | <p>Slide your fingers down your arm to show this sound uses continuous airflow.</p>   | <p>Start with your finger next to your mouth and slowly move your finger away. Then, move your finger up and down like a sideways /s/. This emphasizes continuous airflow.</p> |  |

| Sounds & Names of Sounds  | Verbal Cues   | Tactile Cues   | Visual Cues Descriptions   | Visual Cues Pictures  |
|---------------------------|---|--|--|---|
| /z/<br>"Buzzing sound"    | Use the same cues as /s/ but this time you will need to hum or turn your voice on.  | Place your hand on your throat, feeling the continuous vibration of your voice being turned on. Slide your fingers down your arm to show this sound uses continuous airflow. | Start with your finger next to your mouth and slowly move your finger away. Then, move your finger in a zig zag. This emphasizes continuous airflow is needed. |    |
| "sh"<br>"Quiet sound"     | Round your lips into a circle and blow. You can start by whispering /s/ and slowly rounding your lips to form "sh".   | Quiet finger on your mouth.  | Place your index finger in front of your mouth as if you were shushing someone.  |    |
| "ch"<br>"Choo-choo sound" | Place the tip of your tongue on the bumps behind your front teeth. Round your lips and press your tongue forward to release a burst of air.                         | Round your lips and pretend to pull down on a train horn while saying "choo-choo".   | Round your lips. You can also open and spread your fingers like you are flicking your fingers to imitate the blast of air needed.                              |   |
| /j/<br>"Jumping sound"    | Place the tip of your tongue on the bumps behind your front teeth. Round lips, press tongue forward to release a burst of air. You will need to turn your voice on. | Finger to rounded lips, moving it forward as a blast of air escapes.   | Round your lips. You can also open and spread your fingers like you are flicking your fingers to imitate the blast of air needed.                              |  |
| /l/<br>"Singing sound"    | Open our mouth and put the tip of your tongue behind your top front teeth   | Place tongue behind front teeth.   | Lift the tip of your tongue up, behind your top front teeth  |  |

| Sounds & Names of Sounds  | Verbal Cues  | Tactile Cues  | Visual Cues Descriptions   | Visual Cues Pictures  |
|---|--|---|--|---|
| <b>Average age of acquisition of English Consonants in the United States by the age of 5 years, 11 months</b> |  |   |  |   |
| Voiced "th" - As in "this"<br><br>"Tongue sandwich sound"   | Place your tongue between your teeth and blow the air out. This is a loud sound-turn your voice on.  | Point or touch your tongue to make sure it is sticking out. Use a mirror, if needed.  | Your finger points to your mouth as your tongue comes between your teeth, blowing the sound out.   |    |
| "Zh" - As in "measure"<br><br>"Kissing sound"   | Use the same cues as "sh", except you will need to hum or turn your voice on.  | Hand to throat to feel the vibration of your voice being turned on.   | Touch your open hand to your throat to feel the vibration. This emphasizes "zh" is a loud sound and your voice needs to be turned on.  |    |
| /r/<br><br>"Pirate sound"   | <u>Retroflexed</u> : Lift the back sides of your tongue up to touch the back sides of your molars. Then take the tip of your tongue and curl it back.<br><br><u>Bunched</u> : Slide your tongue back and up so that the sides of your tongue touch the inside of your molars. Pull your tongue tight and high. | Say "argh" while pretending to be a pirate.<br><br>Place a small amount of peanut butter on the roof of the mouth. Use the tip of your tongue to try to clean and push the peanut butter to the back of your mouth. | <u>Retroflexed</u> : Use your hand to curl your fingers back. This emphasizes that your tongue needs to curl back in your mouth.<br><br><u>Bunched</u> : Place your hand next to your face at an angle. This emphasizes that your tongue needs to slide up and back. | <br> |
| <b>Average age of acquisition of English Consonants in the United States by the age of 6 years, 11 months</b> |  |   |  |   |
| Voiceless "th" - As in "thumb"<br><br>"Tongue sandwich sound"   | Place your tongue between your teeth and blow the air out. This is a quiet sound.  | Point or touch your tongue to make sure it is sticking out. Use a mirror, if needed.  | Your finger points to your mouth as your tongue comes between your teeth, blowing the sound out.   |    |

\*Created and edited by: Lea Gowe, RYanne Peter, Eliza Decker & Sheryl Balciar, June 2021



# ARTICULATION HOME PRACTICE

## HOW CAN PARENTS HELP?

- Talk about your student's goals and/or targeted speech sound with them daily.
- Practice with your student everyday.
- Try to avoid pushing your student to frustration. If they are close to a correct production, praise them! Sometimes it's best to move on and come back to practice at another time.
- Understand that changing a student's speech patterns takes time and frequent reinforcement. It cannot be done through speech therapy alone.
- Practicing correct sound production is just as important as listening to correct sound production. Model correct speech for your student.
- Refer to your child's IEP or therapist for specific speech sounds they're working with and/or goals they may have.

## SELF-MONITORING STRATEGIES



THINK

Think about your speech sound(s) while speaking.



ATTEMPT

Attempt to use correct speech sound production while speaking.



CORRECT

Try to correct any mistakes or mis-articulations you make while speaking.



SLOW RATE

Use a slow rate of speech.



CHECK-IN

Check-in with your conversational partner. Did they understand what you were trying to say?

## LEVELS OF DIFFICULTY

If your student is becoming frustrated or having a lot of difficulty using their sound at the conversation level, try moving backwards to an easier-level of difficulty, in order to build confidence.

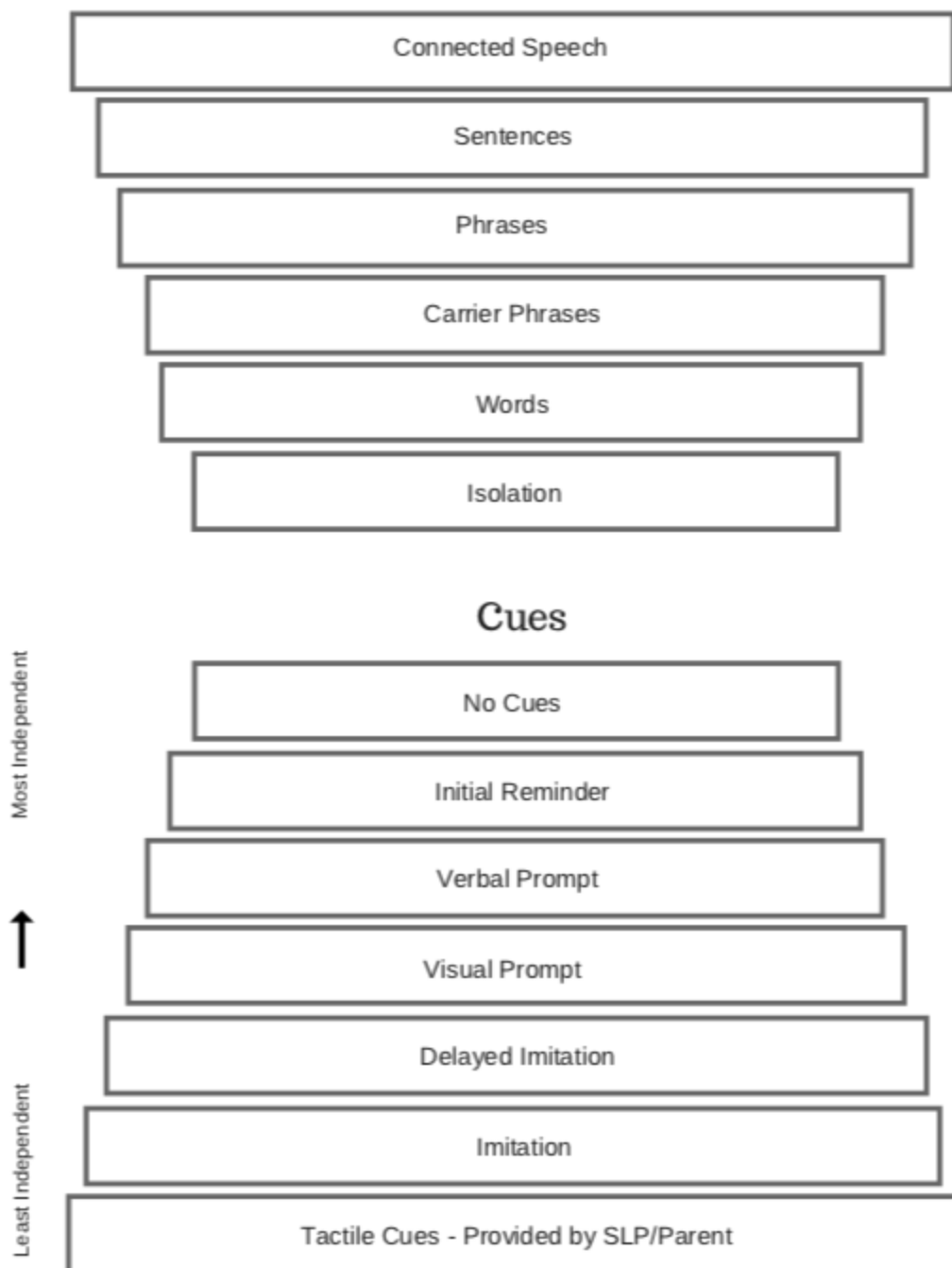


## ARTICULATION HOME PRACTICE ACTIVITIES

Color in the boxes of the activities after you complete them. Use your best articulation skills.

| SUN  | MON   | TUE  | WED  | THU   | FRI   | SAT  |
|--|---|--|--|---|---|--|
| Sound hunt!<br>Find 5 items with your speech sound | Play a board game. Use your best speech.            | Say 10 words with your speech sound                | Make 10 sentences using words with your sound.     | Eat dinner as a family. Use your best speech!       | Play with a friend. Can they understand you?  | Read a book. Make a list of words with your sound. |
| Say 10 words with your speech sound.               | Sound hunt!<br>Find 5 items with your speech sound. | Eat dinner as a family. Use your best speech!      | Read a book. Make a list of words with your sound. | Play with a friend. Can they understand you?        | Make 10 sentences using words with your sound | Play a board game. Use your best speech.           |
| Eat dinner as a family. Use your best speech!      | Make 10 sentences using words with your sound.      | Sound hunt!<br>Find 5 items with your speech sound | Play a card game. Use your best speech.            | Sound hunt!<br>Find 5 items with your speech sound. | Say 10 words with your speech sound           | Play with a friend. Can they understand you?       |

# Articulation Therapy



## Level of Practice Definitions

### Least To Most Difficult

#### **Isolation:**

A child produces only the target sound. For example, a child says /k/

#### **Words:**

A child produces the target sound within a word, either in the initial (beginning), medial, (middle), or final (end) position.

#### **Carrier Phrase:**

Child produces a set phrase that contains a word with the target sound. For example, if a child is working on /k/ in the initial position, he/she has to say "I want \_\_\_\_ (cookie)." The "I want" is the carrier phrase.

#### **Phrases:**

A child produces a phrase that contains a word with the target sound. However, the phrase isn't necessarily set. For example, the child has to use a target word in a phrase during a game of memory. He/she might say "I see (target word)" or "I found (target word)."

#### **Sentences:**

A child produces a sentence that contains a word with the target sound.

#### **Conversation:**

A child produces a target sound within a conversation/connected speech. This requires the child to produce the sound correctly in 2 or more sentences in a row.

## Definition of Cues

### Ranging From Least To Most Independence

#### **Tactile Cues:**

The speech-language pathologist uses touch or devices (i.e., tongue depressor or spoon) to teach correct placement of articulators.

#### **Imitation:**

A child produces target sound/word/sentence at the same time as the parent or speech-language pathologist. Production may be slightly exaggerated to allow the child to learn correct production.

#### **Delayed Imitation:**

The speech-language pathologist gives a verbal model of the target and then says another phrase before expecting the child to repeat the target. For example, the speech-language pathologist says “ball, what do you want?” The child then says “ball.” The slight delay in repeating helps to move the child from directly copying to saying the target word/sound with more independence.

#### **Visual Prompt:**

The speech-language pathologist or parent provides a visual prompt such as pointing to lips to remind the child to close lips when producing /b/ or a visual card to help the child remember how to say a sound correctly. The child must look at the therapist or the card for this cue to work.

#### **Verbal Prompt:**

The speech-language pathologist uses a verbal cue to remind the child how to say a target sound correctly. For example, the speech-language pathologist might say “tongue back” to cue for a correct production of /k/.

#### **Initial Reminder:**

The speech-language pathologist or parent will remind the child to use the target sound correctly during the task at the beginning of the task only. [www.speechtherapytalk.com](http://www.speechtherapytalk.com)



## Helpful Resources/Websites

Speechie Peechie Articulation Videos

[https://www.youtube.com/results?search\\_query=peachie+speechie](https://www.youtube.com/results?search_query=peachie+speechie)

Speedy Speech Articulation Videos

[https://www.youtube.com/results?search\\_query=speedy+speech](https://www.youtube.com/results?search_query=speedy+speech)

Mommy Speech Therapy

[http://mommyspeechtherapy.com/?page\\_id=44](http://mommyspeechtherapy.com/?page_id=44)

Super Duper Handouts

[https://www.superduperinc.com/handouts/pdf/66\\_Phonological.pdf](https://www.superduperinc.com/handouts/pdf/66_Phonological.pdf)

[https://www.superduperinc.com/handouts/pdf/627\\_WhatsArticulation.pdf](https://www.superduperinc.com/handouts/pdf/627_WhatsArticulation.pdf)

American Speech-Language-Hearing Association (ASHA)

<https://www.asha.org/practice-portal/clinical-topics/articulation-and-phonology/>

Medford Area Public School District Speech Website

<https://medfordslps.weebly.com>