



# Speech Intervention Recommendations- Articulation

Student Name: \_\_\_\_\_ Date of Meeting: \_\_\_\_\_

**The following suggestions may be given to classroom teachers and/or parents as recommendations for stimulating sound production.**

Consideration or Recommendation:	Check if Attempted	Results
1. Be sure student's hearing has been checked with *in last 3 months.		
2. Determine if more than one language is spoken in the home.		
3. Discuss with parent and teacher the developmental appropriateness of sound errors in question.		
4. Determine if the student recognizes a difference in the correct and error sounds. Say a word with the error sound and with the correct sound and ask if student knows the correct production. For example, "rain" and "wain"		
5. Teacher or parent may talk with the student about the error sound and what he/she may do differently. For example, raising the tongue tip to say /l/ instead of rounding lips for /w/ for the w/l substitution. Be sure the parent or teacher emphasizes the "sound" and not the "letter" targeted: /l/ instead of /el/.		
6. Reinforce correct productions of words containing target sound(s). It is recommended that this be done privately or without calling undue attention to the student's error sounds.		
7. Allow student to tape record a sample of his speech and identify correct or error sounds.		
8. Provide practice times for teacher, parent or peer to model correct production.		
9. When the student is using the sound correctly in some contexts, the following may be helpful reinforcing activities: <ul style="list-style-type: none"> <li>a. Ask student to cut pictures from magazines or draw pictures of words containing the error sound(s)</li> <li>b. Make the student a list of words to read for practice containing the error sound(s). Use words from student's reading material, spelling lists, and everyday vocabulary for practice.</li> <li>c. Student, parent, or teacher may keep a list of difficult words to practice at specific times.</li> </ul>		
10. It is recommended that attempts to stimulate or reinforce correct sound production be discontinued at any time the child shows a resistance to the activities or frustration with attempts to make correct sounds. The teacher or parent may reconvene the Student Success Team with these concerns.		