

## Speech-Language Strategies

### Articulation

**These strategies are intended for students for whom you have Articulation concerns. Try these strategies before you make a referral.**

#### **Articulation/Phonology:**

1. Talk with parents about your concerns and share strategies that seem to help.
2. If you cannot understand a student and you have asked them to repeat themselves, it might help to ask the student to show you or say it in a different way. For example, ask the student to write the word if they are able to do so.
3. If the student's response contains a known sound error, it's important to repeat what the child said with an appropriate model. (e.g., If the child says 'nak' for snake, you would say, "Oh, you want the snake"). This way you are not focusing on the error or calling negative attention to the child, but providing an appropriate model.
4. With younger children bring whatever you are talking about closer to your mouth so that the child is more apt to focus on speech production.
5. If you hear a consistent speech sound error use written text to increase the child's ability to see, hear and be aware of that sound. (e.g., Ask the student to find all of the words containing the error sound in a page of a story. Make this a routine in your classroom so that no student is singled out.)
6. If you have a student who is able to make a sound correctly some of the time when they know an adult is listening, set up a non-verbal cue with that child to let them know that you are listening. (e.g., for example, putting your hand on the student's shoulder, before you call on them to read aloud.)
7. Highlight words in their own writing or in classroom worksheets that contain sounds that the child is misarticulating.

**\*\*\* Please make sure to discuss any concerns with parents.**