



# Training for Home Programming for Articulation



# Purpose

A home program may be the best way to initially address a sound production problem if:

- Your child is able to say the target sound correctly and is saying it correctly in some contexts conversationally
- The sound error is very common and is sometimes remediated without direct therapy.

# Types of Articulation Errors

The most common sounds addressed via a home program are:

- “S and Z” produced with a frontal placement- commonly referred to as a lisp
- “th” sound(s)

# Why are these sounds chosen?

- These sounds have a “placement” that is easy to demonstrate and understand
- They are typically easier for students to acquire
- They are some of the latest developing sounds

# The Home Program Process

1. You will be given a packet of materials to use to work with your child, along with today's training about the specifics of how to teach sound production skills
2. After the home program has been in place for awhile, we will assess the progress that has been made

# What if My Child Does Not Improve?

If, after a reasonable period of time no improvement is being made at home, the Speech/language Pathologist (SLP) will contact you and ask for “Permission To Evaluate” which allows an assessment to be completed.

After the assessment is completed you will be contacted to discuss the results

If your child is demonstrating an articulation disorder at the time of the evaluation, it is probable that enrollment in speech/language support services will be recommended.

You will have the opportunity to accept or reject this recommendation.

# What should I know about working with my child?

- The most important thing is that you learn what a “correct” production of the target sound looks like and sounds like. This will allow your child to understand what is expected, and it will also help you to give accurate feedback regarding their production.
- The second most important consideration is that the process be fun!



# Sound Production

For the “s and z” sounds, the tongue should be behind the teeth, the teeth should be closed, and you should hear a crisp production

For the TH sound (s) the opposite is true. The tongue should protrude slightly between the front teeth.

# Home Practice Considerations

- Limit your practice time to about 10 minutes and practice daily if possible.
- Use games, fun activities when practicing
- Model the correct production, and ask your child to repeat the production.
- Give lots of positive praise for their attempts, but give them accurate feedback.

# Home Practice Considerations

- Your praise should be specific. (Labeled Praise) You may say something like:  
“Great job. You said that “s” so well, with your tongue behind your teeth.”  
Or: “Great! I heard you say your new “s” sound in the word “sit”

# Home Practice Considerations

Initially you will be rewarding their improvement in the production of the target sound, then as they learn to say the sound you will praise the actual correct production.

For example, initially you may say : I saw your tongue pulled back a little farther. Good try. Let's try again, but keep it behind your teeth.”

# Home Program Considerations

- During your practice sessions, record how often your child is saying the sound correctly. You may use a simple “+”: and “0” to record appropriate versus errored productions. There is a page in your handout to use for charting. When your child reaches 90% at a given level, it is time to move to the next level.

# Activities

See the sheet in the packet that discusses various activities you can use to practice. What is most important is to keep it fun, provide good feedback and limit the time spent. Don't expect your child to master productions beyond the current level. For example if you are working on words, don't expect the sound to also be correct in sentences or conversation.

# Sequence for Teaching Sounds

1. Isolation- the sound by itself (“s” , “z” , “th”)
2. Beginning of words (“see” , “think”)
3. End of words (“face” or “bath”)
4. Middle of words (“fussy” or “birthday”)
5. Phrases and sentences
6. Reading
7. Structured conversation
8. All conversation

# Wrap Up

- If you have any questions, feel free to contact your building SLP