

## **Introduction**

*HELP for Articulation* is the sixth volume in the *HELP for...* series. It was developed for use with clients of all ages with articulation impairments of varying etiologies and degrees of severity. Clinical judgment should, however, be used to match stimulus materials with the language age and cognitive abilities of each client.

This volume does not, by itself, comprise an articulation program. Rather, it presents a wealth of stimuli for clinicians to use in implementing a remediation program or approach of their choice. As with all volumes in the *HELP* series, we have attempted to provide as much material as possible in a concise, well-organized format.

The stimulus items are organized systematically according to place and type of production within 11 broad phonemic groupings as follows:

P, B, M  
K, G, NG, Y  
T, D, N, L and L-Blends: bl, fl, gl, kl, pl  
F, V, H, W, WH  
S, Z and S-Blends: sk, sl, sm, sn, sp, st, sw  
SH, CH, ZH and J  
voiceless TH and voiced TH  
R and R-Blends: br, dr, fr, gr, kr, pr, tr, skr, spr, str, thr

The stimulus materials begin at the level of remediation for single syllable words. Diagnostic materials are not included, nor are auditory discrimination drills. As outlined below, the most complex level of stimulus materials included is for picture description.

For each phonemic group above, stimulus materials are arranged in these sections:

- **Single Words**

- initial word position – single syllable
- initial word position – multisyllable
- final word position -- single syllable
- final word position -- multisyllable
- medial word position -- multisyllable

- **Phrases and Sentences**

- initial word position in phrases and sentences
- final word position in phrases and sentences
- mixed sentences (two or more word positions within the sentence)

- **Individual Pictures**
- **Questions**
- **Paragraphs**
- **Picture Scenes**

The word lists for each phoneme are ordered alphabetically by phonemes. To enable use by a broad audience, alphabetic rather than phonetic notation has been used throughout this volume. Attempts have been made to include commonly-used words to ensure many opportunities to practice target sounds in the most practical contexts; however, this was not always possible for phonemes that occur infrequently in our language (e.g., \ʒ\ and voiced \ð\). Although dialectical differences in pronunciation are acknowledged, attempts have been made to group words according to standard dialect patterns. This may vary from the clinician's or client's dialect.

The single word lists are presented in groups of ten to enable easy data collection. All other stimulus material (except the picture scenes) is also presented in sets that are divisible by ten to enable quick data collection and tally of correct responses.

Suggestions for use of the stimulus materials at each level are as follows:

### **Single Word**

The stimulus words may be read aloud or repeated by the client. Highlight or circle the target phoneme in each word to strengthen letter-symbol-sound association.

Begin working at the initial word level with the first group of ten. Review until mastery of the first group is achieved. Begin adding sets of ten as mastery of each level is achieved. Then, move on to final and medial word levels.

Write the stimulus words on individual index cards. After they have been mastered, ask the client to use each aloud in a sentence.

### **Phrase and Sentence**

The stimulus phrases or sentences may be read aloud or repeated by the client. Highlight or circle the target word(s) in each phrase or sentence to strengthen letter-symbol-sound association.

### **Individual Pictures**

Each page contains a 4 x 5 grid of 20 illustrations. Copy and cut apart the pictures to use with various naming and sorting tasks. The carrier phrases presented on the cards on page 194 may be used with these pictures. Some of the carrier phrases may need to be modified slightly depending on the target word.

As proficiency increases, ask the client to choose two or more pictures at random and incorporate the words into a sentence. Or choose several pictures and ask the client to use them in a short story.

### **Questions**

Review the intended answers to the questions before presenting them in a question-and-answer format so that the client can focus on correct production of the target phonemes rather than on thinking of an appropriate answer.

Print the answers to each question on individual cards and provide a word bank from which the client can choose and then read the desired response.

### **Paragraphs**

There are ten target phonemes within each paragraph. Give the client a marker to highlight each target phoneme as you slowly read the paragraph aloud or highlight the ten target words before the client begins reading the paragraph. The client may also paraphrase the paragraph instead of reading it aloud.

### **Picture Scenes**

Begin by covering up the stimulus words at the bottom of the page and asking the client to identify items in the scene with the target sound. Then, locate any target words that weren't identified.

After all of the target words have been located, ask the client to describe the scene or make up a story about it. Use questions as needed to elicit desired responses.

## **I.E.P. Goals**

I.E.P. Goals will differ for each client depending on his or her individual articulation pattern and developmental age. Suggested goals from which to select those most appropriate for each client are listed below.

The client will produce [target phoneme] in the initial word position in single and multisyllabic words with 90% or greater accuracy.

The client will produce [target phoneme] in the final word position in single and multisyllabic words with 90% or greater accuracy.

The client will produce [target phoneme] in the medial word position in multisyllabic words with 90% or greater accuracy.

The client will produce [target phoneme] in all word positions in selected words using carrier phrases with 90% or greater accuracy.

The client will produce [target phoneme] when repeating (or reading) phrases and sentences in all word positions with 90% or greater accuracy.

The client will produce [target phoneme] in all word positions when responding to questions with 90% or greater accuracy.

The client will produce [target phoneme] in all word positions when reading short paragraphs with 90% or greater accuracy.

The client will produce [target phoneme] in all word positions when describing pictures with 90% or greater accuracy.

It will be necessary for each clinician to develop and implement a program for each client to ensure carryover to structured or unstructured conversational speech, promoting mastery at those levels.

The author, illustrator and editor of *HELP for Articulation* offer this volume in response to your needs for rich, stimulus material which can be adapted and expanded to meet your clients' individual needs. We hope that it saves you valuable professional time and enhances your efforts on behalf of your students and clients.