



Traditional Articulation Therapy

Traditional articulation therapy is an approach which has been used for many years and can be very effective in helping your child talk more clearly. It works best for children with mildly delayed speech with just a few speech errors. With this approach your child will be working on one sound that your speech therapist has chosen for you at a time, e.g. /s/ in initial position.

This therapy uses a hierarchical approach whereby therapy begins with practising the sound on its own e.g. /s/ to the end of the therapy where your child will be practising the sound in sentences and in their everyday talking e.g. 'I **saw** some **seagulls** at the **seaside**.'

The Speech Hierarchy /s/ example

- 1) Sound in isolation
 - Your speech and language therapist will help your child to make the speech sound by playing listening activities, using a mirror or hand signs
- 2) Sound at syllable level e.g. Su, See, Saw, Ice,
- 3) Sound at word level e.g. Sun, Soap, Sore, Soup
- 4) Sound at phrase level e.g. pink soap, my sock
- 5) Sound at sentence level e.g. I **saw** a **seagull** at the beach
- 6) Sound in everyday talking

If your child is accurate around 80% of the time it is a good sign that they are ready to move up a stage. Moving through these stages can take time and often your child will struggle when they move up a stage. For example, your child may be able to say a

variety of /s/ words at word level, sue, soap, sea but when they move up to phrase level they go back to their old sound e.g. my tock, pink toap. This is completely normal and they will just need some extra support when they move up a level.

The pyramid below is a great way for you to monitor your child's speech progress. Just tick off the in the boxes when that stage is complete. It is a good visual for your child to see how well they are doing too.



Your Speech and Language Therapist will demonstrate games and activities for you to play with your child at each level but here are some examples.

Building Blocks	Each time they practise, they could earn a stacking cup or block. Continue doing this and see how tall you can make your tower or until their model is finished.
Hide and seek	Hide the pictures around the table area or room and encourage them to practise each time they find one. Continue until they have found all the pictures.
Snap	Use two sets of the pictures and divide them up between you to play snap. Encourage them to practise with each card that's turned over and continue until one player has collected all of the pictures.
Stampers	Each time the child takes a turn at practising they could have a turn of stamping a piece of paper. Try drawing a grid of 10 squares and see if they can earn a stamp in each blank space.

Bubbles	They could have a turn at popping bubbles each time they practise. Try to make the turns of popping bubbles short so they will remain motivated to keep practising.
Traffic jam	Each time have a turn at practising they could earn a car to add to a traffic jam line. See how long you can make the line by offering lots of turns!
Jigsaw	Each time they take a turn at practising they could receive a piece of the jigsaw or puzzle to add.
Gone!	Lay out 3 pictures asking them to name them as you go. Ask them to cover their eyes while you take one away. They must guess which one you have and take a turn at practising to win the card. Continue this until they have collected all of the pictures.
Lotto	Make a copy of the pictures and ask them to try to cover their board by matching the pictures each time they have a turn at practising.
Memory Matching	Play a remembering game where you place pairs of the picture cards face down in front of you both. Take turns to turn two cards over at a time and encouraging them to practise as they go.