



Speech and Language Telepractice

What is an Articulation Disorder?

A child with an articulation disorder has difficulty producing sounds in words. This difficulty can be observed through substituting sounds (“wabbit” for “rabbit”), omitting sounds (“at” for “hat”), distorting sounds (“cah” for “car”), or adding a sound to a word (“stun” for “sun”). When a child has an articulation disorder, it may be difficult to understand what he or she is saying. With multiple error sounds, intelligibility is decreased.

Some articulation errors are “developmental” in nature. In other words, the child has trouble producing speech sounds that they would be expected to say correctly when they are older. The chart on page 3 shows when each speech sound is typically developed.

For instance, the /th/ sound is one of the latest sounds to develop. Many young children have trouble saying words like “bath” and “thumb”. They may say “baf” and “fum”. If a child has difficulty saying /th/ and is under the age of 8, this is probably a developmental speech error. If your child does not self correct and start producing the sound correctly, then speech therapy may be necessary. Speech therapy would target the sounds your child is unable to produce. Error sounds would be practiced at the syllable or word level first, then moved to sentences, structured activities, then finally conversational speech. Daily practice is important for development of new speech habits.

Articulation disorders not only affect a child’s intelligibility. It may impact their educational performance as well. Reading may be affected because the child is unable to produce the sounds associated with letters. Spelling may be affected, as the child tries to sound out a word, but as they say it aloud, misarticulates a sound and spells the word with the error sound. One common example is the use of /w/ for /r/. These children may spell the word “rock” with a /w/ because they hear “wock”.



Contact US

We want to stay in touch with you all year. Please make a note of our email addresses and web address. If you need to contact us for any reason, please do not hesitate. ASK US ANY QUESTIONS!! WE WANT TO HEAR FROM YOU!!

Questions about your child and their program can be directed to their individual therapist.

Email:
Sue Grogan-Johnson, Ph.D., CCC-SLP
Assistant Professor at KSU
Telepractice Coordinator
sgrogan1@kent.edu

Robin Alvares, Ph.D., CCC-SLP
eSLP/project coordinator at KSU
ralvares@kent.edu

Jacquelyn Taylor, M.S., CCC-SLP
eSLP/project coordinator at KSU
jtaylor71@kent.edu

Leah Bechstein, M.S., CCC-SLP
eSLP at BGSU
leahdb@bgsu.edu

Rodney Gabel, Ph.D., CCC-SLP
Associate Professor at BGSU
rgabel@bgsu.edu

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Special points of interest:

- ☺ Articulation
- ☺ Contact information
- ☺ Games, books, websites
- ☺ Developmental chart
- ☺ Recipe of the Month

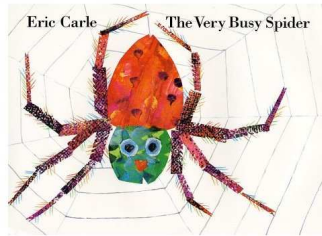
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Reader's Corner:

Books are a great tool to use to work on articulation. There are many books available that have recurring themes, which also mean recurring sounds. You can find a book that has your child's target sound in the recurring theme or character's name. Then, as you are reading the book, emphasize the target sound and ask your child to repeat what you have said. If you read the book several times, start leaving target words out and have your child fill in the blank. The following books are examples:

The Very Busy Spider, by Eric Carle



Target

Sounds:
V, b, w,
S blends

Goodnight Moon,

by Margaret Wise Brown



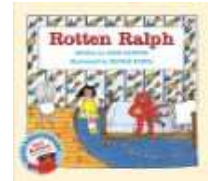
Target sounds:
g, m, k, s



Lyle, Lyle Crocodile,

By Bernard Waber

Target Sounds:
L, r blends



Target sounds:
R, s, k

Rotten Ralph, by Jack Gantos

Parent's Corner

Parents are an important part of a child's success in speech language therapy.

All of the SLP's are sending home speech therapy checklists, completed work, and homework assignments. If you are not receiving them, please contact your SLP.

A fun activity to practice sounds at home is to make a speech sound collage. You and your child can look through books, magazines, and newspapers to find pictures that have their target sound. Cut out the pictures and glue them to a piece of construction paper. Every day, you can talk about the pictures on the collage. If your child has more than one error sound, pick a new sound each week.

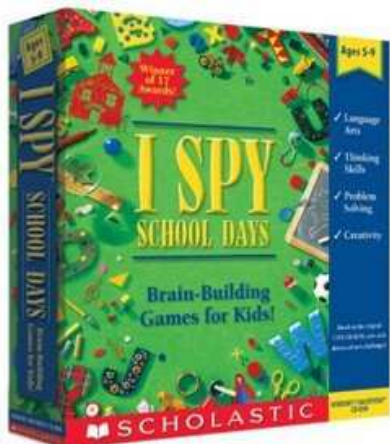
Don't forget to send the collage to school for your child's SLP to see.



The following website, Junior's web.com, has word searches, crossword puzzles, and picture puzzles that target different sounds in different positions. Play the games with your child to have them practice their sounds. There is a list of speech sounds for which there are puzzles. The puzzles have the target sound listed at the top. If this is not your child's target, click on "next puzzle" and the puzzle for the next target sound will appear. Keep clicking on "next puzzle" until your child's speech sound shows.

<http://www.juniorsweb.com/slp/?src=overture>

Software Sites: *I Spy: School Days*



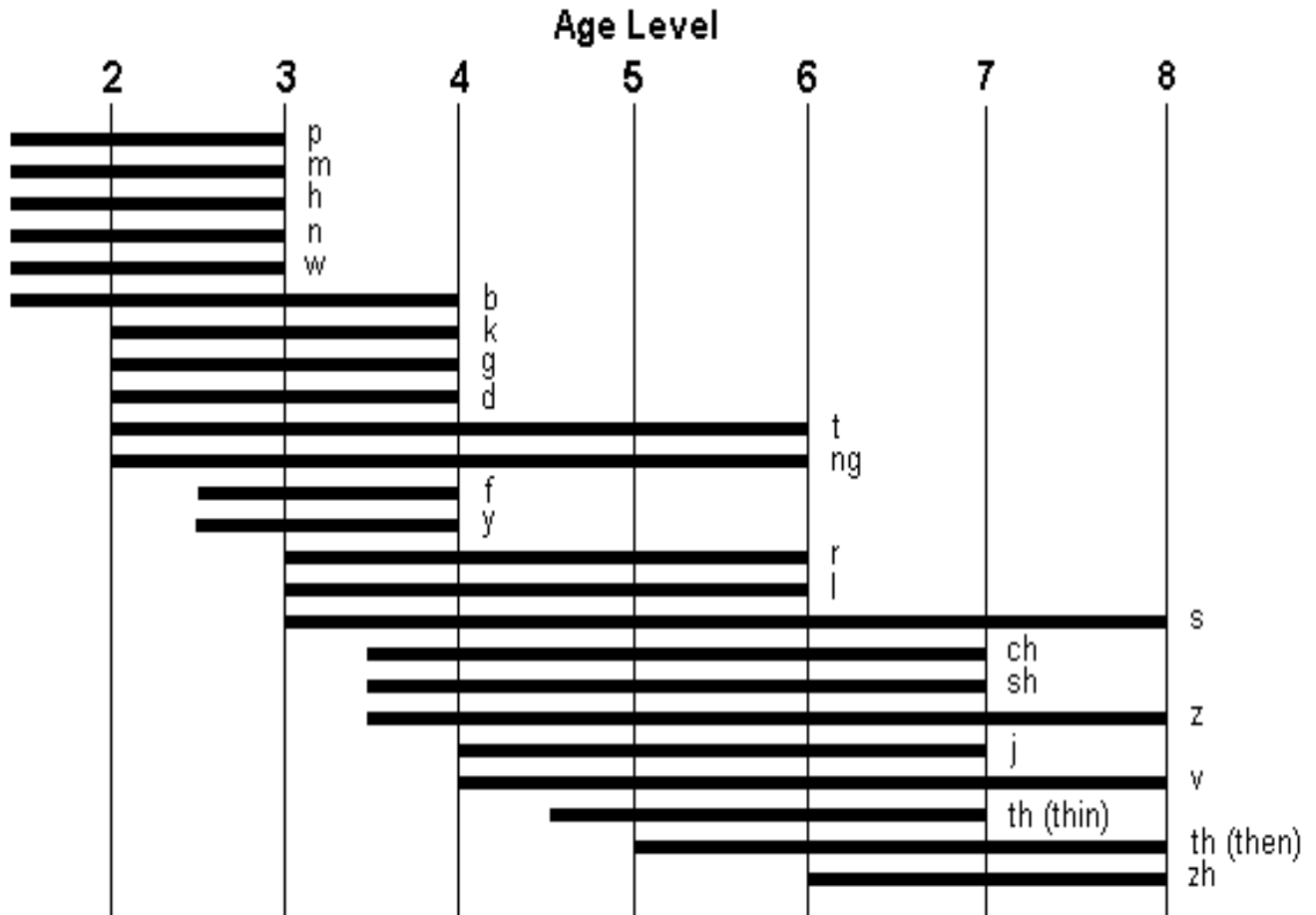
This is a great computer game based on the *I Spy* books. In this game, there are 9 different play areas filled with more than 1600 objects and words hidden in pictures, games, and riddles. This game lets children look for pictures, explore nature, and other worlds, and classify objects. Each area has riddles, hidden pictures, and creative exercises.

You can work on your child's speech sounds in a naturalistic manner when playing this game.

No matter what sound your child has difficulty with, there will be lots of words with that target sound represented. Besides looking for the pictures asked for, try to locate other pictures with your child's target sound.

I Spy has numerous editions with various themes. Once your child is finished with this edition, try a new one!!

What is "Normal" Articulation Development?



Sander, E.K., (1972). *When Are Speech Sounds Learned?* **Journal of Speech and Hearing Disorders** 37:55-63.

This chart represents one study of normal articulation development. The black bars, which represent the speech sounds, begin at the age of customary usage (emergence), which is the age at which more than 50% of the children tested correctly produced a given sound in two positions of words. The bars end at the mastery level, or the age at which 90% of the children tested produced the sound correctly in two positions. Many school speech-language pathologists refer to a similar chart when deciding if speech therapy is necessary for a particular child. Speech-language pathologists are concerned with the sounds a child is having trouble saying (e.g. early vs. later developing sounds), as well as how many sounds are in error and the types of errors a child is making (e.g. omitting a sound vs. distorting a sound).

When a child misarticulates multiple later developing sounds, it may negatively impact their overall intelligibility. This would be of concern to parents, teachers, and the speech-language pathologist and intervention may be necessary.

Kent State University

Telepractice Pilot Project
Speech and Hearing Clinic
A104 Music and Speech Building
Kent, OH 44721

Phone: 330-672-0250
Fax: 330-672-2643
E-mail: sgrogan1@kent.edu

Bowling Green State University

Telepractice Pilot Project
Communication Sciences and Disorders
242 Health Center
Bowling Green State University
Bowling Green, OH 43403

Phone: 419-372-7168
E-mail: rgabel@bgsu.edu



Recipe of the Month

Each month we will include a kid-friendly recipe for you to try with your children.

You can easily incorporate articulation practice into cooking. Pick things to make that have names with your child's target sound. For instance, the recipe below can be used to work on /ch/, /k/, or /h/. You can model the appropriate way to say the target sound and have your child try to repeat it several times. Practice the target sound before each step in the cupcake making process.

This month's recipe comes from www.Bettycrocker.com. Check out this site for many yummy recipes:

<http://www.bettycrocker.com/recipes.aspx/hot-chocolate-cupcakes/24f0fc27-d198-429a-866e-6e48715bc741>



Hot Chocolate Cupcakes



Prep time: about 20 minutes

Total time: 1 hr. 25 min.

Makes: 12 cupcakes

Ingredients:

1 3/4 cups Betty Crocker Devil's food cake mix (from 18.25 oz box)

1/2 cup water

3 tablespoons vegetable oil

1 egg

1 cup Betty Crocker Whipped Vanilla Frosting

1/2 cup marshmallow cream

1/4 teaspoon unsweetened baking cocoa

6 miniature pretzel twists, broken in half

Directions:

1. Heat oven to 350 degrees for shiny metal pan (325 for dark or nonstick pan). Place paper baking cup in each of 12 regular-size muffin cups
2. In a large bowl, beat cake mix, water, oil, and egg with an electric mixer on low speed for 30 seconds. Beat on medium speed for 2 minutes, scraping bowl occasionally. Divide batter evenly among muffin cups
3. Bake 17 to 22 minutes or until toothpick inserted in center comes out clean. Cool in pan 10 minutes; remove from pan to cooling rack. Cool completely, about 30 minutes
4. In small bowl, mix frosting and marshmallow cream. Spoon into small resealable food-storage plastic bag; seal bag. Cut 3/8 inch tip off 1 corner of the bag. (or spoon mixture onto cupcakes instead of piping)
5. Pipe 3 small dollops of frosting mixture on top of each cupcake to resemble melted marshmallows. Sprinkle with cocoa. Press pretzel half into side of each cupcake for cake handle.

Nutrition Information

Serving Size: 1 cupcake

Calories: 240

Calories from fat: 80

Total fat: 9 grams

Cholesterol: 20 mg

Sodium 300 mg

Total Carbs: 37 grams

Protein: 2 grams

Exchanges: 2 1/2 other Carbs