

Ideas for Classroom/Parent Interventions for

Articulation Errors or Unclear Speech

- Reinforce child each time he is able to correctly make speech sounds he has difficulty imitating.
- Have child record the words he hears the teacher or other children using which have identified sound.
- Explain to the child what sound he is making incorrectly, and what he is doing incorrectly when trying to make the sound.
- Model the correct sound for the child.
- Use pictures. (If the child says /sh/ for /ch/, use pictures of similar sounding words such as /ship/ and /chip/. As the adult says the words, the child points to the appropriate picture. The child then takes a turn saying the words as he adult points.
- Use a tape recorder for the child to listen to speech sounds and evaluate his own speech. Can he hear the error?
- Have child identify who he thinks is a good speaker and why. (other children, adults, celebrities) Do they speak clearly, use good eye contact, appropriate volume, etc.
- Make a list of what attributes are likely to help a person become a good speaker.
- Play a game in which the child tries to imitate the sounds made by the adult or other children (Simon Says)
- Have child keep a notebook of difficult words he finds each day. The child can then practice saying the words.
- Have child keep a list of all the words he can think of which begin with sounds he experiences difficulty making. (or use a spelling list)
- Have child cut out pictures of item containing the sounds he has difficulty making and display them where he can practice the word each day.
- Have child make up sentences, using speech sounds he has difficulty imitating.
- During oral reading, underline difficult words and reinforce the child's attempt at saying them correctly.
- Evaluate the ease at which the child tries to imitate particular speech sounds. Can the child easily repeat the sound? Is the sound too difficult to imitate.
- Identify a peer to act as a model for the child to imitate in making particular speech sounds.