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Play to Say: A Speech Therapy Activities Website

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Running head: PLAY TO SAY SPEECH WEBSITE

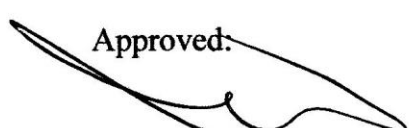
Play to Say: A Speech Therapy Activities Website
Lauren Stover

Department of Speech-Language Pathology & Audiology

Honors Research Project

Submitted to

The Honors College

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Abstract

Play to Say.com was initially designed in conjunction with the Articulation & Phonological Disorders class at The University of Akron, taught by Dr. Scott Palasik. This class involved collegiate students working together to create therapy activities for various speech disorders in children. Throughout the semester we became concerned for how we would remember our newly created games and felt other people should have access to them as well. This website was created in effort to provide aspiring and current licensed speech-language pathologists with new ideas for therapy with children. In addition, the website addresses the much-needed push for continued therapy and practice at home. Parent-friendly activities are provided for each letter of the alphabet to encourage parent engagement and understanding. Speech pathologists will find activities organized by the phonetic alphabet.

Introduction

In Spring 2017, the Articulation & Phonological Disorders class at The University of Akron worked to create appropriate therapy activities for children with varying difficulties. As a result, many new ideas were created and shared. As the semester went on, the class realized it was hard to remember the approaches they had created months earlier. The class also had a few questions, which this senior honor projects attempted to answer. These questions include: How will the class remember these activities in years to come when they are practicing clinicians? How should these students share their ideas with others? That is when the idea for Play to Say was created. To solve the issue of remembering and sharing each other's ideas, all the therapy approaches were added, along with others, to compile a website.

According to the American Speech Language Hearing Association, the majority of children should be able to say all English sounds by eight years of age¹ (ASHA 2018). Children who are unable to do so may have a communication or speech sound disorder. These children are likely to receive speech therapy services through a private practice or their school system. According to ASHA's 2016 School Survey, the average caseload for a school speech-language pathologist was 48 students² (ASHA, 2016). These student's needs for intervention included language disorders, speech sound disorders, autism spectrum, and many other sources. Lastly, this article showed the average school speech-language pathologist engaged in 19 hours a week of traditional pull-out services. This may seem like an adequate amount of time, but to fit 48 children with varying needs into less than 20 hours a week may be strenuous. For maximum success, continued practice at home is a vital part of a child's success with speech therapy. Children spend much more time at home than in the therapy room. Opportunities for growth and learning increase greatly with involvement at home³ (Stoeckel 2018). It is important for parents to realize their role to continue practice at home with their child. The speech therapy process may seem intimidating, but active involvement will provide benefits for both the parents and child (Stoeckel 2018). It is not their role to diagnose or treat the problem. Play to Say aims to give both parents and speech therapists new options to help their children with speech disorders

Materials & Methods

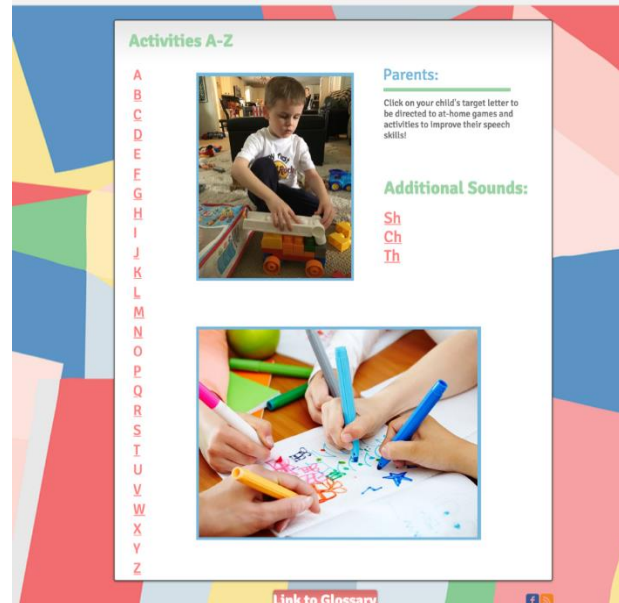
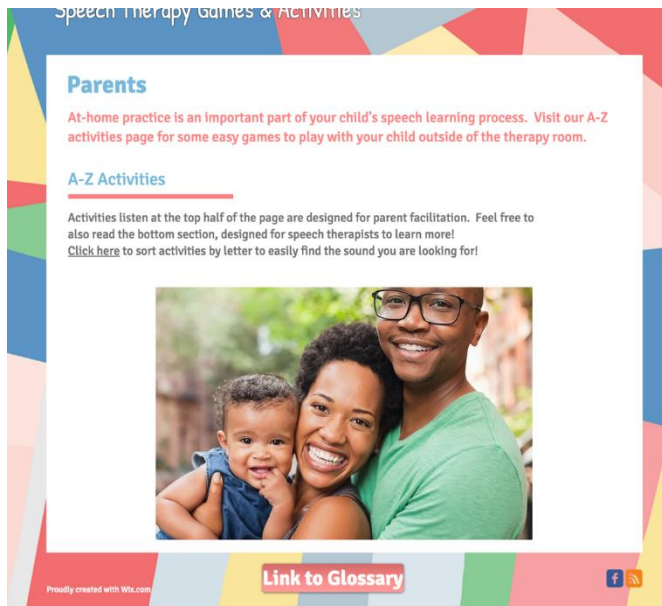
Utilizing the wix.com website templates, Play to Say was created. In doing so, it was realized not only how much goes into designing a website, but also the endless possibilities for

¹ Speech Sound Disorders. (n.d.). Retrieved March 31, 2018, from

² <http://www.asha.org/uploadedFiles/2016-Schools-Survey-SLP-Caseload-Characteristics.pdf>

³ Stoeckel R. (2018) The Importance of Parent Involvement in the Speech Therapy Process. *Apraxia Kids*, from <https://www.apraxia-kids.org/library/the-importance-of-parent-involvement-in-the-speech-therapy-process/>

speech therapy. Starting with basic pages for therapists and parents, one can see the expanded the website to include both the English alphabet letters and the phonetic alphabet. This way, it is easy to read and understand from either side of use.

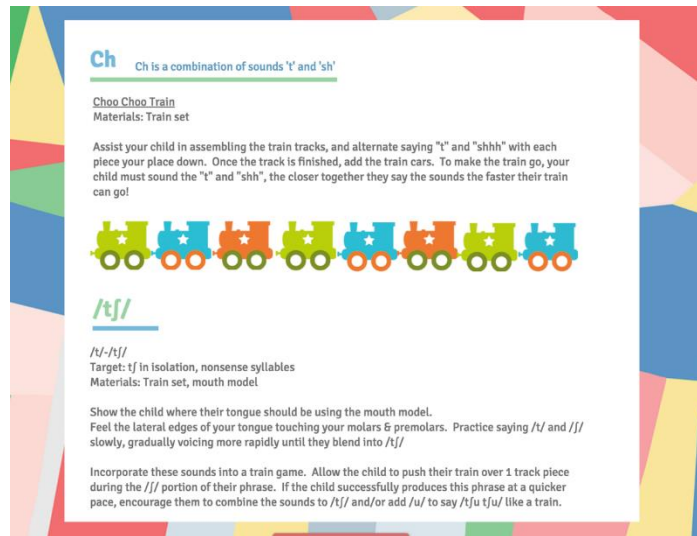


To address the issue of classmates and other speech pathologists having future access to the activities, the website has a phonetic alphabet table. Each phoneme is linked to a corresponding page. Activities provided include a designated target, list of required materials, and therapeutic description of the game/activity.

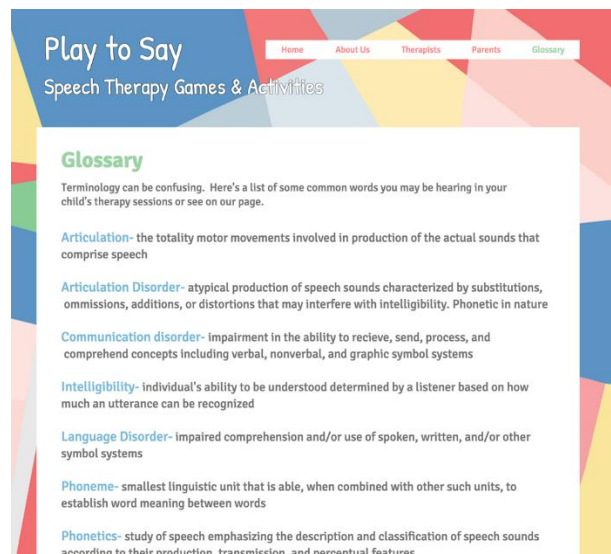
	Bilabial	Labiodental	Dental	Alveolar	Postalveolar	Palatal	Velar	Uvular	Pharyngeal	Glottal
Plosive	p b			t d		k g				ʔ
Nasal	m			n		ŋ				
Trill				r						
Fricative		f v	θ ð	s z	ʃ ʒ					h
Lateral Fricative										
Approximant						j				
Lateral Approximant				l						

The parent page depicts a list of the alphabet, and additional English sounds such as “sh” and “ch”. This ensures the parents understand what they are reading, and it is not written in technical speech therapy terms. Each English alphabet letter links to a page shared with the phonetic alphabet sound. Activities designed for at-home practice are listed in the top half of

each page. This website is designed to stress the important role that parents play in their child's progress. Parents are self-guided through the website to pages designed specifically for them. Directions are kept simple: a materials list, target goal, and instructions for facilitation. The website is intended for quick reference and use, not complete diagnostics or lesson plans. It is easy to get lost in terminology and techniques, which this site avoids. In the instance that confusion does occur, a glossary page is easily accessible. Other sections of the website are also accessible to parents who are looking to further their understanding of speech-language pathology. The accessibility of the website for parents is extremely important to encourage parent participation. The goal is to keep parents informed, educated, and engaged in their child's therapy journey.



Additionally, a glossary page was created for the instance of a term being used that parents are not familiar with. This is easily accessed through a button at the bottom of every page, in addition to its own tab listed at the top task bar. The glossary also aids parents in understanding their child's diagnosis and goals. Lastly, this page contains links to for additional information through other websites. If parents are looking for further information, or therapists in need of different in-depth activities, some



common sources are available. Some of these sources include Judy Kuster's website through Minnesota State University. This site contains links for information on an immense range of disorders, syndromes, and other differences⁴ (Kuster, 2006). Another source, Peachie Speechie, was included for further quick and easy therapy activities. Speech pathologists may purchase and print worksheets that coordinate with up-to-date trends that will keep children excited and participating. Additional resources were included due to the importance of expanding therapy resources throughout practice. Speech pathologists should never limit their activities, skills, or knowledge simply due to finding one or two activities that work well for their clients. It is important to include new approaches along with old ones to promote carry-over into everyday speech.

Results/Discussion

As a result of creating this website the possibilities for speech therapy are endless. Common favorite games such as I Spy and Candy Land can be used in various ways throughout therapy. Although the website is organized to group activities by target sound, speech therapy games and activities can be categorized in various ways. Grouping by target level, therapy type, or disorder would also be beneficial to speech pathologists. Due to the emphasis placed on continued practice at home, the website groups activities in the way that would best promote parent use and understanding. As stated in *Apps: An Emerging Tool for SLP's*; "Speech-production apps should not be used in place of speech-language treatment with a certified SLP, nor should use of apps for clinical purposes proceed without training and guidance Speech-production apps should not be used in place of speech-language treatment with a certified SLP,

⁴ Kuster, J. (2006, February 6). Specific speech-language disorder areas and syndromes. Retrieved April 01, 2018, from <https://www.mnsu.edu/comdis/kuster2/newdisorders.html#childlang>

nor should use of apps for clinical purposes proceed without training and guidance”⁵(Gosnell 2011). In coordination with this statement, this website aims to enhance formal speech therapy sessions, not replace them.

A study published by the U.S. National Institutes of Health's National Library of Medicine focused on the influence of a home practice program using an iPad⁶ (Kurland, Wilkins, Stokes, 2014). Although this study was done on patients with aphasia, their results provide information and support for home programming. The iPad practice allowed users to maintain words they had learned and even explore new words and phrases. With daily practice, their progress did not decline outside of the therapy room. This can be applied to children as well. Following a formal speech therapy session, the clinician can inform the parent or guardian of some at-home activities. Daily practice at home will continue to stimulate the child’s brain for speech learning.

Speech therapy, specifically in schools, is limited to a short amount of time once or twice a week. Not due to an individual’s needs, but rather due to high demand and need for various interventions. While these short sessions can be extremely helpful, a problem cannot be fully overcome in these short times alone. For optimal results, it is important for speech practice to continue at home. Speech pathologist should train and properly educate parents and guardians to stimulate their child’s skills at home as well. Having resources for both parties readily available on the website will be a great asset. This archive of activities will be helpful for speech

⁵ Gosnell J. (2011, October 11). Apps: An Emerging Tool for SLP’s. *The ASHA Leader* from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.366.7755&rep=rep1&type=pdf>

⁶ Kurland J., Wilkins A. R., Stokes P., (2014, January 21,) iPractice: Piloting the effectiveness of a tablet-based home practice program in aphasia treatment. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3931518/>

pathologist so children to not get bored or accustomed to the same games. Parents will also benefit from the speech-centered activities their children can engage in at home. Activities may also be altered to address the individual's interests and strengths.

Included in the website is a survey to judge how the website will be used in the future. Responses will help decide which sounds or disorders need more activity options. Additionally, the website is set up to receiving feedback from an array of users- speech pathologists, parents, and peers. This will provide positive and negative feedback to improve the website and instruction moving forward. The website is not intended to stay in its current state, but to change based upon needs and ideas provided through user feedback.

Acknowledgements

This website was created for the intent of an honor's research project for the William Honor's College at The University of Akron. This project was sponsored by Dr. Scott Palasik with support from the Spring 2017 Articulation & Phonological Disorders class. In addition, thanks to the project readers: Mrs. Janis Lorman and Dr. Terry Hallett.

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Appendices

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Create Your WIX Site

Play to Say

Speech Therapy Games & Activities

About us

Play to Say aims to provide speech therapists and parents with new and exciting activities to boost speech & language learning in children.

[Read more](#)

Therapists

This page is designed to help speech-language pathology students or practicing clinicians take full advantage of everything our site has to offer!

[Read more](#)

Parents

Parents! The best way for your children to heighten their speech abilities is to practice with you! Visit this page to find out where to start.

[Read more](#)

A-Z Activities

Need a new idea for that same old speech sound? Search A-Z games and activities right here!

[Read more](#)

[Link to Glossary](#)


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About Us



Play to Say Speech Games & Activities is ...

intended to advance the learning of speech & language in children who may be experiencing difficulties in either category. Our website is packed full of activities that will allow children to strengthen their speech skills through play activities.

Our website was created in coordination with the Williams Honors College and Speech-Language Pathology & Audiology Department at the University of Akron. It was designed as a senior honors project to carry out thoughts and ideas for children's therapy that were created during various undergraduate courses. This website is not intended to replace formal speech therapy sessions. Instead, our goal is to provide parents with the opportunities for easy at-home exercises that will stimulate their child's speech skills outside of the therapy room. Practice, practice, practice!

Help us achieve more!

Complete the following survey so we may better provide for your child's speech needs. Feedback is greatly appreciated, as we are always looking to better our site!

[Click here to take the survey](#)

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Play to Say

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A-Z Activities

- B
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- F
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- K
- L
- M
- N
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- Q
- R
- S
- T
- V
- W
- X
- Z
- Th
- Sh
- Ch

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Speech Therapy Games & Activities

Create Your WIX Site

Parents

At-home practice is an important part of your child's speech learning process. Visit our [A-Z activities page](#) for some easy games to play with your child outside of the therapy room.

A-Z Activities

Activities listed at the top half of the page are designed for parent facilitation. Feel free to also read the bottom section, designed for speech therapists to learn more!
[Click here](#) to sort activities by letter to easily find the sound you are looking for!

[Link to Glossary](#)

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Activities A-Z

A
B
C
D
E
E
G
H
I
J
K
L
M
N
O
P
Q
R
S
I
U
V
W
X
Y
Z



Parents:
Click on your child's target letter to be directed to at-home games and activities to improve their speech skills!

Additional Sounds:
Sh
Ch
Th



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B

Materials: Farm Set- with sheep
Target: B sounds in the beginning of words

Using the sheep figures, prompt the child to make sheep sounds, such as "baa". Don't be afraid to branch away into other vowel sounds. For example- baa, boo, bee

Materials: Nothing!
Target: B sounds at the word level

Play I Spy with your child, targeting a word with B in the position they are working on (Ball for beginning, bathtub for end). Encourage description words that also use B. For example- The big blue ball.

/b/

Target: initial /b/. Nonsense syllables
Materials: Farm set, sheep toys

Play with the child using sheep figurines throughout the farm set. Communicate with nonsense syllable /ba bō bu bī bi/ Prompt the child- "What sound does a sheep make?"

Target: /b/ in phrases & sentences, spontaneous speech
Materials: None

This activity could be utilized in a different location rather than the usual therapy room!

Play I Spy using the target sound of /b/. The target item in the I Spy game must begin with the target sound. Questions may also utilize this sound. Ex. I Spy with my little eye something... blue. Is it the ball, book, backpack, basketball?

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Play to Say

Speech Therapy Games & Activities

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D

Materials: Dino Dinner printable pages
Target: D at the beginning of words

It's Dino Dinner time! Print the Dino Dinner pages. Cut out the leaves and dinosaur's mouth. Have your child pick a leaf to feed the dinosaur and say the word on the leaf. One leaf at a time!

[Dino Dinner Pages](#)

/d/

Materials: Dino Dinner printable pages
Target: initial /d/

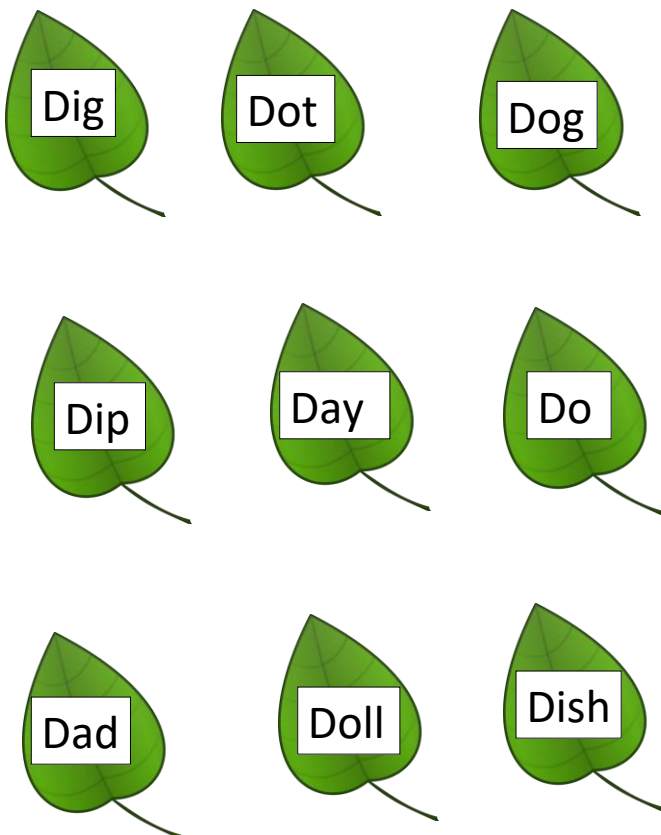
It's Dino Dinner time! Print the Dino Dinner pages. Cut out the leaves and dinosaur's mouth. Have the child pick a leaf to feed the dinosaur. The child must say the word correctly to feed the dinosaur.

[Dino Dinner Pages](#)

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Play to Say




Speech Therapy Games & Activities

F

Target: F in isolation

Materials: craft supplies, feathers!

Encourage your child to make the f sound by biting their bottom lip and blowing air through. Hold a feather in front of their mouth so they can see the air moving. Glue feathers onto a piece of paper to create a picture!

/f/

Target: /f/ in isolation

Materials: paper, marker, feathers, glue

Have the child lightly bite his/her bottom lip and blow air through. Show the child how the feather will move in the air blown out. Provide the child with a paper with the outline of a bird drawn or printed onto it. For example- a flamingo, falcon. Hold a feather in front of the child's mouth. After blowing the feather, the child may glue it onto their bird.

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Play to Say

Speech Therapy Games & Activities


G

Materials: Printable Bingo Cards, place markers

Target: G at the beginning of words

Use the printable G Bingo Cards to play Bingo with your child. Print 2 copies, and cut one into squares. Show the child one card at a time, having them say what is pictured. Then, they may mark the picture on their board.

G BINGO



/g/

Materials: Printable Bingo Cards, place markers

Target: Initial /g/

Use the printable G Bingo Cards to play Bingo with the child. Print 2 copies, and cut one into squares. Show the child one card at a time, having them say what is pictured. Then, they may mark the picture on their board.

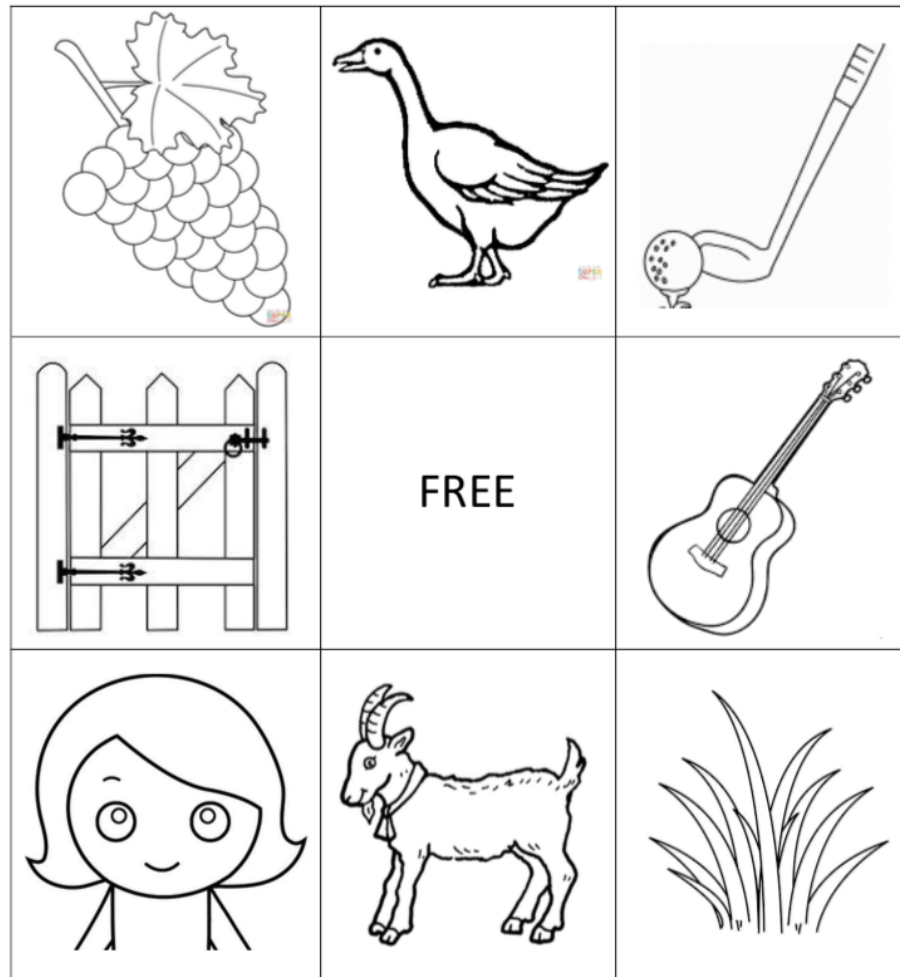
G BINGO

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G BINGO



H

Materials: Chalk, rock/coin
Target: h at the beginning of words

Play hopscotch! On a nice day, draw a hopscotch pattern outside. To practice their 'h' sound, have your child say "hop hop hop" as they jump across the boxes.

/h/

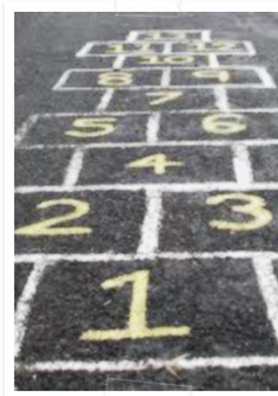
Materials: Chalk, artic words, rock/woodchip/coin
Target: h at the beginning of words

Play hopscotch! On a nice day, take the child outside for some fresh air. Draw a hopscotch board on the sidewalk. Allow the child to throw a placemaker to their desired spot.

Option 1. The child must voice "hop hop hop" for each box they move across.

Option 2. Lay artic cards for /h/ in each space. The child must voice each word they pass on the way to their rock. Rotate & replace words to keep the game new & exciting!

Some artic word ideas: house, honey, hat, hair, hot dog



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Speech Therapy Games & Activities


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J

Materials: Barrel of Monkeys
Target: J at the beginning of words

Create a strand of monkeys in the jungle! Give each monkey a name that starts with J and have your child repeat the name. Every time your child repeats the monkey's name, they can add the monkey to their chain. Consider hanging the monkeys from a chair or counter top so the child may see how their chain of monkeys grows.

Name ideas: Jane, Jim, Joe, John, Jamie, Jeff, Julie, Jan, June



/dʒ/

Materials: Barrel of Monkeys
Target: initial /dʒ/

Create a string of monkeys in the jungle! For every correct /dʒ/ produced, the child can add a monkey to their strand. In place of artic cards, consider giving each monkey a name for the child to repeat: Jane, Jim, Joe, John, Jamie, Jeff, Julie, Jan, June

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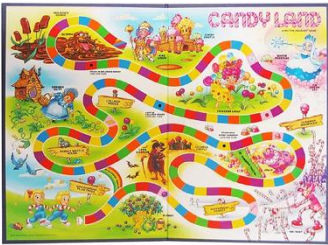
Speech Therapy Games & Activities

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K C and K are written as the same sound

Materials: Candyland
Target: k in the beginning of words

Play Candyland with your child as normal, but express extra interest and elaboration on the areas containing k sounds. This may include the kids pictured on the board, the many colors, the candy cane forest, and King Kandy's castle.



/k/

Materials: Candyland, artic cards
Target: initial /k/

Set up the Candyland board and allow the child to pick which color piece they wish to use. Before each turn, the child must voice what is pictured on a /k/ artic card, or properly repeat a /k/ word you tell them. Express extra attention to the points of the game containing /k/ sounds: the kids, candy cane forest, King Kandy's castle.

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Speech Therapy Games & Activities Create Your WIX Site

L

Materials: Candyland
Target: l at the word level

Play Candyland with your child as normal, but express extra interest and elaboration on the areas containing l sounds. This may include: Plumby, Lord Licorice, Jolly Gumdrop, Princess Lolly & the Lollipop Woods, and Gloppy. Repetitions of these sounds will help your child become more aware of their l sounds in different parts of words!



/l/

Materials: Candyland, /l/ artic cards
Target: l at the word level

Play Candyland by prompting the child with an /l/ articulation card before each of their turns. Pay attention and elaborate on the areas containing l sounds. This may include: Plumby, Lord Licorice, Jolly Gumdrop, Princess Lolly & the Lollipop Woods, and Gloppy.

[Link to Glossary](#)

f 📶

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Play to Say
Speech Therapy Games & Activities

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M

Materials: Farm set, with cows
Target: M sounds in the beginning of words

Similar to our farm set activity for B, play with your child using the farm set. Encourage your child to say "moo" for the cow, first holding the "mmm" to feel their lips vibrate together.



/m/

Materials: Farm set, with cows
Target: /m/ nonsense syllables

Give the child cow pieces to play with and keep one for yourself. Have the cows talk and play together using /m/ sounds and syllables, beginning with the familiar /mu/. Introduce new syllables such as /mo/, /Am/, and /mi/

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f 📶

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N

Materials: Beads, String
Target: n alone, n at the beginning of words

Use beads and string to make a necklace with your child. Each bead will represent a successful n sound!

If your child responds better to words, some examples are: nest, night, nose, net, nap.

/n/

Materials: Beads, String
Target: initial /n/

Use beads and string to make a necklace with the child. Each bead will represent a successful /n/ sound. Prompt the child to repeat words spoken by the clinician or with /n/ artic cards.

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P

Materials: Bubbles
Target: P at the word level

Blow bubbles for your child. Have them poke bubbles and say "Pop! Pop! Pop!" Have them try to pop bubbles "with their voice" by saying their 'p' sound near the bubbles. Show them how the air they blow out with their p sound will pop or move the bubbles.



/p/

Materials: Bubbles
Target: P at the word level

Discuss with the child how /p/ blows air out of their mouth. Have the child place their hand or finger in front of their mouth to feel this air. Blow bubbles for the child. Demonstrate popping the bubbles with your finger while saying /p/. The child may also say /pap pap pap/. Take turns with the child so they can blow bubbles if they wish.

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R

Materials: R Go Fish Cards
Target: R at the world level, distinction between R and W

Print the provided R Go Fish cards. Use these to play go fish with your child. Emphasize which sound you are making- R or W, so the child may begin to distinguish the difference.

[R Go Fish](#)

/ə/ or /ɜ/

Materials: R Go Fish Cards
Target: initial /ɜ/

Print the provided R Go Fish cards. Use these to play go fish with your child. Emphasize which sound you are making- R or W, so the child may begin to distinguish the difference. Showing both cards may assist in deciding which sound the child is making. Practice both sounds to help foster a difference between the two.

[R Go Fish](#)

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R Go Fish

<p>Run</p> 	<p>Won</p> 	<p>Ray</p> 	<p>Wing</p> 	<p>Ring</p> 	<p>Rake</p> 
<p>Which</p> 	<p>Rich</p> 	<p>Way</p> 	<p>Wake</p> 	<p>Wed</p> 	<p>Red</p> 

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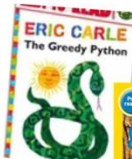
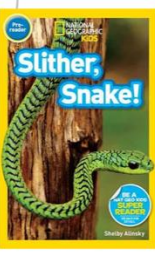
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S

Materials: snake stuffed animal, snake book
Target: s sounds alone

Read a book about a snake with your child, such as _____
When the snake hisses, have your child wiggle the snake toy and "ssss".

/s/

Target: /s/ in isolation
Materials: toy snake, snake book

Inform the child that you will be reading them a book about a friendly snake. Everytime they hear the word "snake", they must make their snake hiss by saying /s/. The child may also run their finger along the snake's body, holding /s/ while they do so.

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T

Materials: paper, writing utensil
Target: T at the beginning of words

Play tic tac toe with your child! Before each turn, have your child say tic, tac, or toe to practice their t sound.

/t/

Materials: paper, writing utensil, artic cards
Target: Initial t at word level

Play tic tac toe! In order to have a turn, the child must voice what is pictured on a given artic card. For example- teeth, table, tiger

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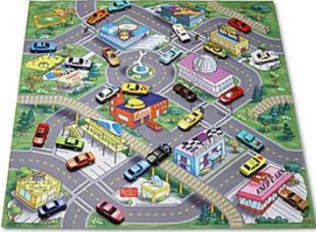
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V

Materials: Toy cars, road rug (optional)
Target: V alone, V at the beginning of words

Drive toy cars with your child, making the "vvvvrooom" sound as you push them fast. Have your child hold "vv" while they putt their car along. When they decide to drive fast, encourage them to say the full "Vroom!"



/v/

Materials: Toy cars, road rug (optional)
Target: /v/ in isolation, initial v

Create a racetrack or pathway for toy cars. Demonstrate with the child to hold the /v/ sound as they push the car along. When instructed to push and release the car quickly, have the child voice /vrum/

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W

Materials:
Target: W at the beginning of words

Who is the best detective out there? Detectives ask a lot of questions, so let's make sure your little one knows them! Place w word cards around the room and see if your child can find them all. They must bring you cards one at a time, and correctly say each word before looking for more.

[W Detective Words](#)

/w/

Materials: /w/ word cards
Target: initial /w/

It's detective time! Place /w/ word cards around the room and see if the child can find them all! The child must bring you cards one at a time, and correctly produce the word before moving on. Will they be able to find them all?

[W Detective Words](#)

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W Detective Words

Who	Which
What	When
Where	With
Why	While

More W words

Won	Will
Way	Worry
Win	We

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Z

Materials: Coloring pages, crayons
 Target: Z at the beginning of words

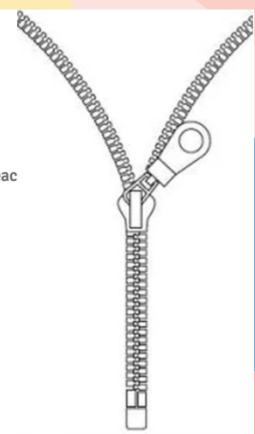
Print the provided coloring page for your child. Talk with your child about each picture, encouraging them to repeat what each picture is. After repeating, allow your child to color the corresponding picture.

[Z Coloring Page](#)

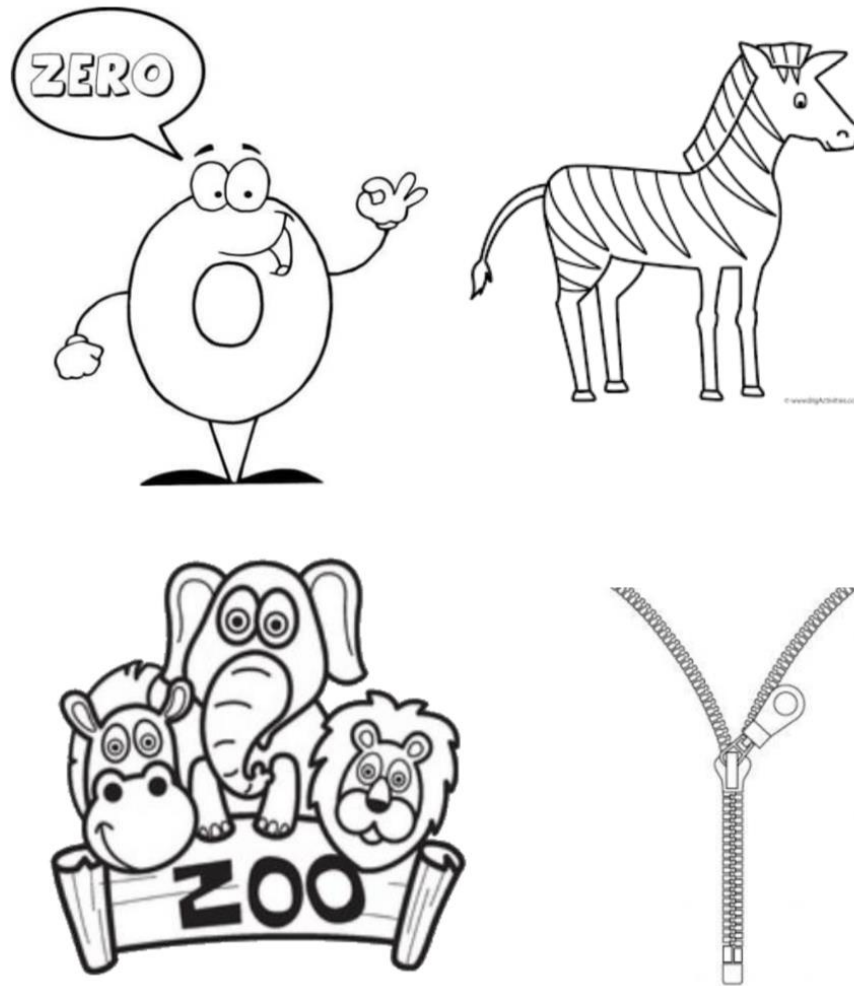
/z/

Materials: Coloring pages, crayons
 Target: Z at the beginning of words

Print the provided coloring page for the child. Instruct the child to say which picture they would like to color first. They must correctly say or repeat each word before coloring the picture.



Z Coloring Page



Th

Voiceless (as in with)

Your child may be substituting their 'th' sound with other sounds such as 't' or 'f'.

Encourage your child to distinguish the difference between t, f, and th.

θ

/f/-θ/

If the child is substituting /f/ for /θ/, have the child begin making the /f/ sound. Instruct the child to push their bottom lip forward with their tongue, creating /θ/

/t/-θ/

Target: /θ/ in isolation

Instruct the child to make the /t/ sound. Then, have the child move their tongue to between their teeth. Encourage the child to blow air with their tongue in this position. Switching their tongue between these 2 positions may allow for them to realize the

Voiced (as in that)

Minimal pairs

Materials: Minimal pair cards
Target: /θ,ð/ at the word level

Use minimal pair cards to help the child distinguish between common substitution sounds.

Th minimal pairs

ð

Minimal pairs

Materials: Minimal pair cards
Target: /θ,ð/ at the word level

Use minimal pair cards to help the child distinguish between common substitution sounds.

Th minimal pairs

Ten	Then	Tin	Thin	Free	Three	Whiff	With
Tree	Three	Tear	There	Fan	Than	Fair	There
These	Trees	Toe	Thou	Freeze	These	Fat	That

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Sh

Materials: Chutes & Ladders
Target: Sh alone or at the beginning of words

Play Chutes & Ladders with your child. Everytime one of your pieces moves up a ladder or down a chute, encourage your child to make the "Shhh" sound as they move the piece.



/s/

Materials: Chutes & Ladders
Target: /s/ in isolation, initial /s/

Play Chutes & Ladders with the child. Instruct the child to repeat /s/ for every space their piece moves. If they come to a ladder or chute, hold the /s/ sound for the duration of the move.

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Ch Ch is a combination of sounds 't' and 'sh'

Choo Choo Train
Materials: Train set

Assist your child in assembling the train tracks, and alternate saying "t" and "shhh" with each piece your place down. Once the track is finished, add the train cars. To make the train go, your child must sound the "t" and "shh", the closer together they say the sounds the faster their train can go!





/tʃ/

/t/-tʃ/
Target: tʃ in isolation, nonsense syllables
Materials: Train set, mouth model

Show the child where their tongue should be using the mouth model. Feel the lateral edges of your tongue touching your molars & premolars. Practice saying /t/ and /ʃ/ slowly, gradually voicing more rapidly until they blend into /tʃ/

Incorporate these sounds into a train game. Allow the child to push their train over 1 track piece during the /ʃ/ portion of their phrase. If the child successfully produces this phrase at a quicker pace, encourage them to combine the sounds to /tʃ/ and/or add /u/ to say /tʃu tʃu/ like a train.

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Glossary

Terminology can be confusing. Here's a list of some common words you may be hearing in your child's therapy sessions or see on our page.

Articulation- the totality motor movements involved in production of the actual sounds that comprise speech

Articulation Disorder- atypical production of speech sounds characterized by substitutions, omissions, additions, or distortions that may interfere with intelligibility. Phonetic in nature

Communication disorder- impairment in the ability to receive, send, process, and comprehend concepts including verbal, nonverbal, and graphic symbol systems

Intelligibility- individual's ability to be understood determined by a listener based on how much an utterance can be recognized

Language Disorder- impaired comprehension and/or use of spoken, written, and/or other symbol systems

Phoneme- smallest linguistic unit that is able, when combined with other such units, to establish word meaning between words

Phonetics- study of speech emphasizing the description and classification of speech sounds according to their production, transmission, and perceptual features

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Language Disorder- impaired comprehension and/or use of spoken, written, and/or other symbol systems

Phoneme- smallest linguistic unit that is able, when combined with other such units, to establish word meaning between words

Phonetics- study of speech emphasizing the description and classification of speech sounds according to their production, transmission, and perceptual features

Phonological Disorder- impaired comprehension and/or use of the sound system of a language and the rules that govern the sound combinations

Pragmatics- study of language used to communicate in various social situational contexts, including, among other things, the reasons for talking, conversational skills, and the flexibility to modify speech for different listeners and social situations

Speech Disorder- oral, verbal communication that is so deviant from the norm that it is noticeable or interferes with communication

Substitution- replacement of one sound/phoneme with another

Definitions courtesy of:
 Baughman-Waengler, J. (2015). *Articulation and Phonology in Speech Sound Disorders* (5th ed.). Pearson College Div.

Additional Resources

Child language disorders, articulation, fluency, voice [Judy Kuster](#)
 Printable worksheets [Peachie Speechie](#)
 American Speech-Language HEaring Association [ASHA](#)

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