

Hello,

Thank you for the data that you provided on this student's communication. Some of the sounds that you identified should be produced by a child at this age. We would like to see if your student can correctly say these sounds.

Attached are some words to try with the student and below are some ways to support the child's sound production. For example, if a child cannot say the "b" in "ball," first try the syllable "ba" and then just "b."

Let me know if you have any questions or would like assistance.

Articulation Concerns

If a particular speech sound is in error, you can practice it at the following production levels:

- Isolation ("t")
- Syllable ("ta")
- Word ("taco")
- Phrase ("el taco"/ "the taco")
- Sentence ("Quiero el taco." / "I want the taco.")

Intelligibility Concerns

- Speech is difficult to understand and at times it sounds garbled.
- Child points and uses unintelligible speech to indicate what he wants.

General Strategies/Recommendations:

- Repeat the child's words that are understood to help clarify the message and provide a clear model
- Encourage accurate imitation of words
- Point to your mouth to make sure child is attending to correct production
- Model correct responses to questions and have child repeat targeted responses
- Pair pointing with words to provide child with correct labels
- Provide visual aids and choices when asking questions to clarify responses
- Provide immediate feedback on use of new speech patterns
- Encourage correct production of speech sounds during reading instruction to improve sound-symbol correspondence