

ARTICULATION DISORDERS

FOR THE / L/ AND THE / S/ SOUNDS.
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ONSET, THERAPY TREATMENTS AND HOME ACTIVITIES

- SPEECH IS A VERBAL MEANS OF COMMUNICATING. SPEECH SOUNDS CONSISTS OF THE FOLLOWING:
 - 1. Articulation: How speech sounds are made.
 - 2. Voice: Use of the vocal cords and breathing to produce sound.
 - 3. Fluency: The rhythm of speech.
(STUTTERING)

How therapy is done

- Today we are going to learn the steps a therapists uses to work with a child and how to correct their speech disorder.
- TOOLS THAT WE USE TO HELP CHILDREN
- MOUTH
- TUBE
- HEARING PHONE
- MIRROR

Kinds of articulation disorders

- Articulation Disorders involves mispronouncing speech sounds by omitting them, (og for log) distorting them, (bwue/ blue) substituting a sound, (thister/sister), or adding another sound which can make speech difficult to understand (brotha/brother).

There are age ranges for normal consonant development.

- Age 3- p,b,m,h,w
- Age 4- t,d,n,k,g,f,y
- Age 6 –l,v
- Age 7-ch,sh, j
- Age 8- th,r,
- Age 9- ng, s, z

- Children in Kindergarten(ages 5 and 6), frequently mispronounce the following sounds
- p,b,m,h,w,t,d,n,k,g,f,y,l,v
- Today's focus will be on the L and S sounds.

TO PRODUCE THE/ S/ SOUND

- THE CHILD IS ASKED TO PLACE THEIR TOP TEETH AND THEIR BOTTOM TEETH TOGETHER, SO THE TOP TEETH ARE SLIGHTLY OVERLAPPING THE BOTTOM TEETH.
- The first therapy that is done is having the child repeat
so,so,so,si,si,si,su,su,su,se,se,se,sa,sa,sa. Light puffs of air should be emitted from their lips as this is done.

Next the child is asked to put vowels
after each S sound

AND REPEAT THE SOUNDS 10X EACH

- SA,SA,SA,SA,SA,SA,SA,SA,SA,SA
- SEE,SEE,SEE,SEE,SEE,SEE,SEE,SEE,SEE,SEE
- SO,SO,SO,SO,SO,SO,SO,SO,SO,SO
- SU,SU,SU,SU,SU,SU,SU,SU,SU,SU
- SI,SI,SI,SI,SI,SI,SI,SI,SI,SI
- Then the child is asked to discriminate
between the correct /s/ and the incorrect /s/
sound.

- Later in therapy words that begin with /S/ are practiced using pictures.
- After the child begins using words with /S/ in isolation they use the /s/ in the beginning of a word (safe, sun, snake), short phrases are used, then longer sentences.
- The therapist will then switch over to words with the /S/ sound at the end of a word.
- After this is mastered then the therapist will work on the /S/ sound in the middle part of a word which is the most difficult to master.

How to produce the /l/ sound

- Many young children have trouble making the “L” sound.
- The most common error is substituting a “W” for “L.” Some children may use “Y” for “L” or omit the “L” altogether.
- Children should be able to produce L in conversation by age 5
- .The “L” sound is produced by placing the tongue tip behind the upper front teeth, against the gum ridge. The sides of the tongue are lowered in order to allow the voice to pass around the sides of the tongue

- **.Tips :Model the correct placement of the tongue, using a mirror. Touch the gum ridge with a spoon or popsicle stick to instruct the child where to make tongue contact.**
- **Practice raising and lowering the tongue tip to strengthen the tongue and develop awareness.. Have the child open his mouth widely, sustain an “ah” sound while raising his tongue tip to the L position.**
- **Practice L vowel babbling.... Lalala, loolooloo, leeleee, lulululululu,LiLiLiLiLiLiLiLiLiLi**
- **You may find that the L is easier to produce with one vowel over another.**
- **Many times oral exercises are sent home to practice.**

Continued thereapy

The children are asked to discriminate the correct /l/ sound with the incorrect /l/ sound.

The children are asked to monitor each other during therapy, so they can identify the correct Speech. Beepers are given out to use on each other to make it fun.

When the children use the correct sound in the beginning words, then we transfer over to phrases, simple sentences, reading paragraphs, then spontaneous speech.

Helpful therapy you can do at home

- Play games with the handouts that your teacher provides while you practice with your child. Make it fun.
- When you go to the grocery store with your child find things that begin with the /l/, and the /S/ sound and have your child say them.
- Have a scavenger hunt in the house with things that begin with their sound.

More ideas

- Have them color their pictures from their homework.
- Play can you find in picture books with things with their sound to practice.
- Play a memory game with their pictures.
- Make learning fun.
- Look in magazines and cut out pictures with their sound. Ask them if they hear the /l/ in the beginning of the word, middle, or the end.