

## About the Author

Ana Paula G. Mumy has been a speech/language pathologist for more than seven years and has worked in a variety of settings. Through the years, she has developed many therapy tools for both English-speaking and Spanish-speaking children of all ages. She works as a school-based SLP and also provides consulting/contract services for surrounding school districts needing assistance with bilingual populations. In the words of one of her colleagues, *“Ana Paula is passionate about the young people she serves, and she has developed numerous tools and activities to assess and meet their needs. She has always been ready and willing to assist her peers. The development of her website, products, and training seminars is a testimony to her commitment to high quality resources for the SLP community. SLPs and other educators will appreciate the wealth of knowledge Ana Paula possesses and so generously shares.”*

## Dedication

This book is dedicated to those who are the reason we do what we do – *children!* I have always loved working with children, and what a sense of loss I feel when children are unable to clearly communicate their hopes, their fears, their joys! My hope is that these materials will help many SLPs enable great multitudes of children to become effective communicators. If we can change a child’s life even a little, we’ve accomplished a great deal!

I would like to acknowledge my parents, Genaro and Maria Souza, for instilling in me the value of learning and enabling me to obtain a good education. I am grateful for their vision, their principles, and their steadfast encouragement. I also thank my sister-in-law, Marian Souza, for introducing me to the field of speech pathology and helping me find an occupation I truly love. In addition, I would like to recognize my wonderful teachers and mentors at The University of Texas at Dallas, who taught me not only about the complex facets of assessment and therapy but also about treating clients with understanding and compassion. Last but not least, I thank my husband, Shawn, for patiently allowing me to devote hours and hours to write and for encouraging me along the way.

## Introduction on How to Use This Book

This book is designed to teach speech/language pathologists specific articulation strategies that will enable students to produce target sounds frequently in error with consistency and success. These strategies are more than just elicitation techniques. They are easy-to-understand, easy-to-remember, and easy-to-use placement strategies for correct production of target sounds and for self-monitoring by students. The placement strategies also address appropriate manner of articulation, airflow, and voicing.

The sounds chosen and the order they are presented in this book come from a small local survey conducted with a pool of more than 300 students. The survey results showed that these 10

sounds – prevocalic/vocalic r, s/z, l, th, sh/ch, and f/v – are the ones SLPs tend to work with most often on a day-to-day basis in elementary school settings. These results appear consistent with the current literature on articulation therapy as well as the variety of articulation products out on the market. The order in which the sounds are presented follows the incidence of these sound errors found in this small group study. The incidence results were as follows: R – 47.6%, S/Z – 41.2%, L – 21.4%, TH – 20.1%, SH/CH – 18.8%, and F/V – 10.9%.

Each section begins with the strategy being shown visually. The strategies walk students through a sequence of steps in order to produce specific sounds age-appropriately. Additional tips for further cuing are also provided for use when necessary. Once students understand and memorize the strategy for their error sound, it becomes much easier for them to cue themselves to make correct productions with less and less external prompting.

You will find that the strategies incorporate some aspects of many traditional techniques, but they are presented in a simplified manner with terminology that students can understand. The strategies help the abstract or subconscious nature of sound production to become more concrete for students, bringing the steps to a conscious level, which often enables them to achieve faster results. Once success with the strategies is achieved on a consistent basis, sound production returns to a subconscious level and becomes more “automatic” and natural.

In addition, the book includes articulation goals and therapy activities to foster sound awareness, facilitate and measure progress, and promote carryover of learned skills.

The accompanying CD includes all of the reproducible pages in color as well as a bonus therapy tool, which can also be used for pre/post evaluation. It is a set of word lists containing consonant-vowel-consonant (CVC) words for articulation therapy with the following target sounds: prevocalic/vocalic r, s/z, l, th, sh/ch, and f/v. Because our vowel movements influence our consonant production so much, it's often helpful for students to keep the vowel sound constant within a session, especially at the beginning, when doing drills or activities targeting specific initial or final sounds (Marshalla, 2007). This is the premise for the *CVC Word Lists*, which can be used in a variety of ways.

There are two additional materials that go along with the *CVC Word Lists* – *CVC Minimal Pair Lists* and *CVC Sound Bombardment Sentences* for each of the target sounds. The *CVC Minimal Pair Lists* contain the CVC words in the order they appear on the *CVC Word Lists* and not in alphabetical order. These lists are especially useful for activities with those students whose awareness of their sound errors is still poor. The *CVC Sound Bombardment Sentences* contain one to four target words in initial and final position with each of the vowel sounds, and in order to reduce the motor demand and facilitate the student's success, special attention was given to present the target sound in the sentences, as much as possible, through the CVC words only.

The instructional DVDs are made up of short video clips of the articulation strategies being taught with student success in the production of the target sounds. Though many of the students recorded were already familiar with the strategies prior to the recording session, most of them did achieve immediate success with the strategies the first time they were ever introduced and taught. The appendix includes brief descriptions of each of the sessions.

## Special Note on Articulation and Educational Relevance and Impact

This book is written with the mindset that working on articulation skills is absolutely necessary and educationally relevant.

The Michigan Speech-Language-Hearing Association (2007) put it well when it stated: “Education takes place through the process of communication. The ability to participate in active and interactive communication with peers and adults in the educational setting is essential for a student to access education. The educational process includes preacademic/academic, social-emotional, and vocational performance.”

The most solid support that SLPs have for working on articulation in schools, especially with those brighter students with articulation delays, is an explanation sent to the American Speech-Language-Hearing Association (ASHA) from the *U.S. Department of Education - Office of Special Education Programs* when the question was raised about eligibility for speech services in relation to educational impact. Their letter stated, “The extent of a child’s mastery of the basic skill of effective oral communication is clearly includable within the standard of ‘educational performance’ set by the regulations – that is, academic failure is not a prerequisite for services. It remains the Department’s position that the term ‘educational performance’ is not limited to academic performance. Services cannot be denied as a matter of policy because the adverse effect on educational performance is not reflected in grades or academic achievement” (ASHA, 2007). In a nutshell, educational impact is to be interpreted in a broad way based on the functional, developmental, academic, and nonacademic needs of the child. In summary, satisfactory academic achievement is not a reason to exclude children from receiving speech/language services for articulation disorders.