


Texas Speech-Language-Hearing-Association

In Service Trainings
Articulation
Supplemental Handout
SI Eligibility Guidelines for Articulation

Articulation


- Articulate
 - 1. To execute the movements and adjustments of the speech organs necessary to make a speech sound
 - 2. Able to satisfactorily express oneself with words; easy and fluent verbal expression of thoughts, attitudes, feelings, etc.



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Articulation Problems


- An individual has an articulation problem when he or she produces sounds, syllables, or words incorrectly so that the listener does not easily understand what is being said.
 - Many errors are substitutions, i.e.. dod for dog
 - Many errors are deletions, i.e., dah for dog



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P h o n e m e s a r e s p e e c h s o u n d s


- Phonemes are produced by moving the articulators of the mouth, i.e., lips, tongue, teeth.
- Sounds are developmental. Earlier sounds usually include p, b, m, t, and d.
- Later sounds include r, s, z, th, sh, and ch.



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Causes of Articulation Errors


- Frequent ear infections
- Dental or oral – motor
- Secondary to cerebral palsy, cleft palate, or hearing loss
- Unknown



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Legal Reference

- 19 T.A.C. 89.1011. Referral for Full and Individual Initial Evaluation
- Referral of students for a full and individual initial evaluation for possible special education services shall be a part of the district's overall, general education referral or screening system. Prior to referral, students experiencing difficulty in the general education classroom should be considered for all support services available to all students, such as tutorial, remedial, compensatory, and other services.



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District Procedures

- Refer to the district's articulation guidelines index to determine if the error you are hearing is appropriate for that child's age.
- If not, contact the Campus Assessment Team and ask that the child's concerns be added to the meeting's agenda.
- Parent & Teacher information forms should be filled out prior to the meeting.



District Procedures cont.

- The committee may make classroom recommendations to be carried out by the general education teacher prior to referral to the SLP.
- If the recommendations are not successful with the child, the parent will complete all needed paperwork and consent for an evaluation.
- A speech pathologist will evaluate to determine whether or not the child has a speech impairment.



To Refer or not to Refer...

1. Kindergarten – /k/g/ + additional sounds
2. First Grade - /s/ + additional sounds
3. Second Grade – /s/ only or /r/ + additional sounds
4. Third Grade - /r/ only



How can teachers help?

- Reinforce correct productions and remind the child to use the target sound/pattern
- Help the student carry out assignments using 'good speech' during the classroom activity
- Monitor the student's speech and report back to the SLP
- Weiss, Gordon, & Lillywhite, 1987



How can SLPs help?

- Make sure the teacher knows the IEP goals?
- Progress to date
- How to help– how can everyday classroom activities be used to address speech goals? What feedback does the SLP need?
- Haynes, Moran, & Pindzola, 2006



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