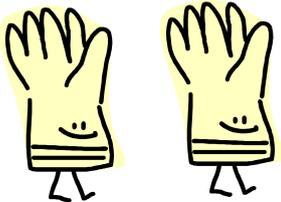




# Articulation Tool Box

Below is a collection of 'tools' you may find useful while working with children with articulation/ speech/ phonological difficulties. They have been collated following 15 years of working with children with sound production difficulties. They should be used alongside the program devised by your speech pathologist.

For easy transportation, keep them together in a plastic tub. A colourful tub also increases the novelty factor with kids. They never know what surprises or fun objects you will pull out. Not every child needs every prompt, however, tactile and visual cues help the child learn what to do with their tongue, lips, teeth and airflow.

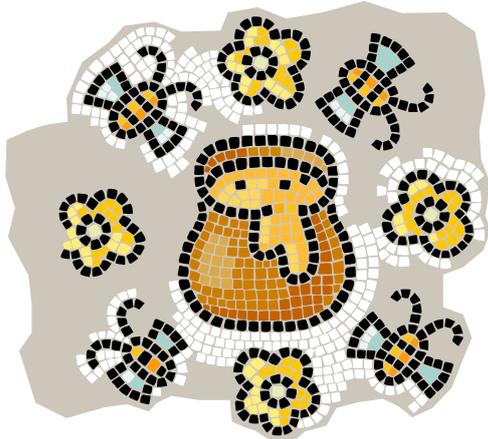
<p>Mirror</p> 	<ul style="list-style-type: none"><li>❖ Useful for allowing the student to see what they are doing with their own mouth</li><li>❖ Immediate visual feedback is important as a supplement to verbal explanation</li><li>❖ If you sit side by side with the mirror in front, the child can see what is happening as you both make the sound together</li></ul>
<p>Gloves</p> 	<ul style="list-style-type: none"><li>❖ Hygienic way to cue touch around and inside the mouth</li><li>❖ Scented gloves may be preferred if the child is hypersensitive to standard gloves</li></ul>

## Paddle Pop Sticks



- ❖ Use these to show the child where to place their tongue
- ❖ Can be used to develop the child's ability to push the tongue against resistance in the case of reduced muscle strength
- ❖ Helpful with children who cannot keep the front of the tongue down for 'k' and 'g'- press firmly on the tongue tip (avoid the back of the tongue as it will elicit a gag) as the child says the sound

## Honey or Vegemite



- ❖ Place gently at the point of articulation (up behind the top teeth for l sounds)
- ❖ The child will lick the honey off at the point you want them to place their tongue for the sound
- ❖ Careful to check for allergies before using food cues with children

## Party Blowers



- ❖ These allow a child to see airflow and build up strength in the cheeks
- ❖ Useful in explaining the concept of blowing air out for wind/continuous sounds such as 's, z, sh and f'

## Confetti



- ❖ Place on the table in front of the child. Encourage them to watch what happens to the paper as they make the sound. Visual feedback reinforces the concept of continual airflow.
- ❖ It makes it motivating for a child to watch the paper move as they successfully make the sound

## Straws



- ❖ Helpful for children with lateral lisps (air expels from the sides of the mouth for friction sounds-s, z, sh, ch, j)
- ❖ Gives the child focus on the forward flow of air from the mouth rather than the side.
- ❖ Have the child say the sounds while holding the straw in front of the mouth, against closed teeth
- ❖ Can also be used for children who find the 'sh' sound difficult- as it teaches them to round their lips (around the straw)

## Craft



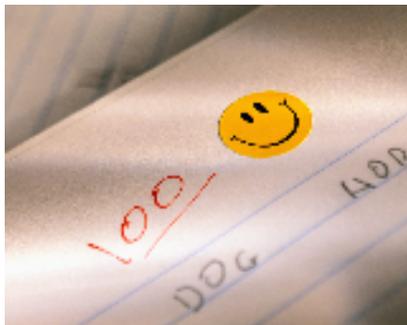
- ❖ Speech drills can become repetitive, so making fun activities with the cards is essential
- ❖ Make characters to 'feed' the cards into- this is a guaranteed 'crowd pleaser'!

## Hands and Fingers



- ❖ Use your hands and fingers to point to the place of articulation, both on your mouth and on the child's mouth
- ❖ Have the child feel with their own fingers where their articulators are
- ❖ Can be used for kinaesthetic feedback, ie feeling airflow on hand while making continuous sounds such as 's' or 'z'

## Stickers



- ❖ Important to provide positive reinforcement for attempting sounds in isolation or in words
- ❖ Can be the motivating factor in attempting sounds that are extremely difficult

## Textas & Coloured Pencils



- ❖ Important for making pictures appealing for children to look at
- ❖ Can be used to draw pictures of the mouth to show tongue, lip or teeth placement