ARTICULATION STRATEGIES

SLP: Check the strategies recommended for Response-to-Intervention data.

_**A.**_ Repeat the mispronounced word correctly in your response to student's response. *(S: I got wed shoes. A: Oh, I like those red shoes)*

_**B.**_ Show student the letter and letter placement in words while saying sound in reading and spelling. *(Tip: Clip a transparency over a page to be read and highlight the target sound in words.)*

_**C.**_ Give student feedback on pronunciation during reading and spelling. *(“I heard you say ___. This letter/word makes our mouth say____. Listen and watch how I say ____.”)*

_**D.**_ * Add language to describe the look and feel of sounds during reading, spelling, and word practice. *(“K is a tongue scraper. Feel how we scrape our tongue against the top of our mouth. Watch my mouth.”)*

_**E.**_ Emphasize sound in sound-letter activities. Student practices saying sound while:
   a. writing sound/word with teacher/peer
   b. grouping pictures/words with target sound
   c. reading or repeating word lists with sound
   d. contrasting rhyming words (car-tar, cap-tap)

_**F.**_ *Give the student a consistent visual cue for the sound when reading or repeating spelling words*

_**G.**_ Student listens to teacher read list of words with target sounds. *(“Listen for the ___ sound at the beginning (middle) (end) of the words.”)*

_**H.**_ Student looks in mirror while saying sound.

_**I.**_ Student listens to self using feedback device (u-shaped PVC pipe, Echo Mic, microphone, tape recorder).

_**J.**_ Ask student to speak slower. Rather than saying “slow down,” say: “I'm having trouble listening when you talk fast. Would you talk a bit slower?”
## DATA COLLECTION

**Research/evidence-based strategies:**

**Implemented by:**
- General Ed Teacher
- Specialist

**Rec. Time:**
- Large group = daily content-area instruction
- Small group = 20-30 mins./3-5 days per week
- Duration = 2-3 weeks

**DATA COLLECTION KEY:**
- 0 = Incorrect response
- 1 = Correct response
- 2 = Correct with cue/promt/model
- 3 = Correct with multiple cues/prompts/models

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<thead>
<tr>
<th>WEEK # 1</th>
<th>WEEK # 2</th>
<th>WEEK # 3</th>
<th>WEEK # 4</th>
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<tbody>
<tr>
<td>Large Group</td>
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**NOTES:**

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* RtI Strategies For Articulation Concerns

* Resources available from SLP